

1945

Libraries in secondary schools: a report on the libraries of secondary schools in Victoria, with suggestions for a post-war plan for school libraries prepared for the Australian Institute of Librarians (Victorian Branch)

Frank G. Kirby

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



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Library and Information Science Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Kirby, Frank G. (1945). Libraries in secondary schools: a report on the libraries of secondary schools in Victoria, with suggestions for a post-war plan for school libraries prepared for the Australian Institute of Librarians (Victorian Branch)

This Book is brought to you by the Cunningham Library at ACEReSearch. It has been accepted for inclusion in Information Management by an authorized administrator of ACEReSearch. For more information, please contact repository@acer.edu.au.

LIBRARIES IN SECONDARY SCHOOLS

FRANK G. KIRBY

MELBOURNE
UNIVERSITY
PRESS

LIBRARIES IN SECONDARY SCHOOLS

*A Report on the Libraries of Secondary Schools in
Victoria, with suggestions for a post-war plan for
school libraries prepared for the Australian Institute
of Librarians (Victorian Branch)*

by

FRANK G. KIRBY, M.A.

*(Librarian, Scotch College, Melbourne; Member of the A.I.L.;
formerly of the Public Library of Victoria.)*

MELBOURNE UNIVERSITY PRESS
1945

Publication of this Report was made
possible by a grant from the Australian
Council for Educational Research

From the collection of
W.F. & M.L. Connell



*Emeritus Professor Bill Connell was a leader
in building educational studies in Australian
universities during the twentieth century.*

*Margaret Connell worked closely with Bill on
a wide range of educational projects over a
period of sixty years.*

Printed in Australia by
Melbourne University Press,
Carlton, N.3, Victoria

FOREWORD

IN deciding to assist the publication of Mr. Kirby's report on libraries in Victorian secondary schools the Australian Council for Educational Research, thinking it desirable to give the report a still wider reference, asked the other states to furnish any available statistics on school libraries, for information on recent aid to such libraries and for a statement of the conditions under which financial aid is given. The replies, summarized in Appendix IV, though they reveal that it would not be possible to piece together any adequate picture without special inquiries such as Mr. Kirby has made in Victoria, nevertheless strongly suggest that the condition of libraries in other states is unsatisfactory. Mr. Kirby's report therefore has a significance for the whole of Australia.

It appears to me of the greatest importance to develop entirely new standards as regards the establishment and maintenance of school libraries. The policy of treating libraries as luxuries which may be dispensed with unless parents shoulder some of the cost is rightly condemned by Mr. Kirby. Subsidies varying in amount, not according to the school's needs, but according to the sums raised by parents and local bodies, should be replaced by grants which will ensure the establishing and maintenance of school libraries on a sound footing. Once books are regarded as equal in importance to desks and blackboards in the process of education, we cannot leave the provision of a library to uncertain or adventitious aid. An American visitor, startled by the relative absence of libraries in Australian schools, said, "We would no more think of building large schools without libraries than of building them without roofs".

This policy need not dampen local initiative in giving financial support to the school library as there will always be scope for further improvements; but, so long as the state accepts responsibility for tax-supported schools, it must accept responsibility for supplying all that is necessary for educational efficiency.

I endorse Mr. Kirby's suggestion (see Appendix III) to appoint several fully-qualified librarians, who should also be trained teachers, to guide, to organize and to stimulate the development of school libraries. Central expert training guidance is required: short courses should not be regarded as sufficient. Short courses can probably provide a steadily increasing number of teachers capable of co-operating effectively in general library work; but it should not be too much to expect that every large school should have a full time teacher-librarian who will have had at least six months' full time training in school library technique. The work of teacher-librarians would need constant co-ordination and supervision and schools not large enough to have such specialists would need all the more help. We find it necessary in any large educational system to set up a division to attend to matters of health. Why not a division to attend to library matters? Above all there should be a new concept of the library as a basic educational tool with its efficiency kept at its maximum through the full use of modern library technique.

A satisfactory school library service should teach children not merely to use books but also to appreciate them. Books are important as tools: they are even more important as inspiration. It is of the greatest value to the adult to have learned at school the real importance of a library. Such training will lead to demands for adequate adult libraries; and the benefits will be reciprocal, for the adult, remembering his debt to the school library, will give his support to the development of school library services. Although a terrible indictment, it is to be feared that our school methods have made many children indifferent to books and quite ignorant of their social and educational uses, and public library services are faced with an almost impossible task if their problem is one of reclamation rather than one of consolidation and extension.

Finally the reader will gather from Mr. Kirby's paper hints as to how the library can be used as the focus for a new approach to teaching. The library should become the laboratory for all school studies. It is normally better for a pupil to find things out for himself from a book than merely to hear something from the teacher. This sends the pupil to original sources; it trains him in a technique which is useful

when he no longer has the teacher to rely on; it presents different viewpoints, where these are called for, in a way the single person cannot do. The teacher is not replaced; his skill is more called for than ever.

Our chief difficulty in passing to a stage where the book is used as a major educational tool lies in the fact that for generations almost the whole merit of a teacher, and the major emphasis in his training, has been placed on his ability to stand before a class and talk.

K. S. CUNNINGHAM

CONTENTS

Foreword by Dr. K. S. Cunningham	..	..	3
1. Introduction	..	..	7
2. Schools and their Libraries	..	..	9
3. The Library Room	..	..	12
4. Library Stock and Finance	..	..	15
5. Use of the Library	..	..	22
6. Classification	..	..	25
7. The Catalogue	..	..	30
8. Accession Book and Shelf List	..	..	34
9. The Librarian	..	..	35
10. General Conclusion	..	..	41
Appendix I. The Questionnaire	..	..	44
Appendix II. Library Instruction	..	..	44
Appendix III. Outline of a Scheme for the Organization of Government School Libraries in Victoria			46
Appendix IV. School Libraries in Other States			47

1. INTRODUCTION

AT a meeting of the Victorian branch of the Australian Institute of Librarians held in September 1943, it was decided to investigate the possibilities of some form of co-operation between the libraries in Victorian secondary schools and the Institute. It was further decided that, in order to make a preliminary survey of these libraries, a questionnaire should be sent to a certain number of the principal government and private secondary schools, and the school librarian should be requested to supply the Institute with information about the library facilities available in his school.

As the writer was already familiar with conditions in some of these school libraries and was himself a practising school librarian, the work of preparing the questionnaire, collating the information received, and drawing up a report based on this information was entrusted to him by the Institute. The result of this work is contained in the following report.

Some readers of the report may consider that a survey of school libraries made under war-time conditions will not present a true picture of these libraries as they would function at normal times. School librarians were, however, requested to consider all questions as referring to their libraries, working under normal conditions in their regular school building. Those who have read the section of the Munn-Pitt report dealing with school libraries will notice that the results of the present investigation practically confirm the findings of that report made in 1935. Although shortage of staff may have adversely affected some school libraries, it is an indisputable fact that, as far as the state of Victoria is concerned, there still exists the same lack of any definite library policy for schools, of any scheme of training for school librarians, and in most schools, of any clear conception of the place of the library in the school curriculum.

The recent allocation by the Victorian government of £20,000 for school libraries is an earnest of the government's intention to improve library facilities for pupils in schools under the control of the Education Department. However, it is doubtful if it is sound policy to spend money in the purchase of stock before arranging for the appointment of a competent staff to undertake the professional and business management of departmental school libraries.

Since all answers to the questionnaires have been treated as confidential, no school is mentioned by name in the report. This omission is, however, unimportant, as the purpose of our investigation is not to criticize particular schools, or to make invidious comparisons, but to ascertain general conditions and make suggestions for the improvement of school libraries throughout Victoria.

Since this report was written the government of Victoria has published the report of the Library Service Board on library service in Victoria. In so far as the Board's inquiries concerned school libraries, its findings are substantially those of this report.

The author desires to thank all those who filled in and returned questionnaires, and also those school librarians who kindly allowed him to inspect their libraries. He also expresses his grateful appreciation to Mr. Leigh Scott, M.A., head of the Melbourne University Library, and to Mr. W. C. Baud, B.A., chief librarian of the Public Library of Victoria, for some helpful suggestions for improvements in the text.

2. SCHOOLS AND THEIR LIBRARIES

IN order to ascertain the present position with regard to library provision in Victorian secondary education, questionnaires (see Appendix I) were sent to 91 schools, 50 government and 41 private. Answers were received from 51. No replies were received from 37 schools, while 3 schools explained that circumstances prevented them at that time from complying with our request.

Although it is to be regretted that 37 schools failed to return replies, we may reasonably assume that this negative result indicates that most of these schools either have no library, or that the library is so small that it was not considered worth while reporting on it.

The following figures show the range and type of school represented in the answers received:—

Private schools 19 (14 metropolitan, 5 country).

Government schools 32 (4 metropolitan High Schools, 11 Technical and Domestic Arts Schools, 17 country High Schools).

The number of pupils in the individual schools varied from 107 to 1,100; the total number was 22,666.

Since government and private schools exist side by side in Victoria under entirely different systems of control, it has been considered advisable, in some instances, to give separately the figures for each type of school. Readers are warned, however, against making comparisons which might be quite unwarranted, unless it is borne in mind that, while 64 per cent of government schools to which questionnaires were sent returned replies, only 46 per cent of private schools did so. It is a natural conclusion that the relatively small number of answers received from private schools came from those best equipped with libraries and may therefore give an unduly favourable picture of library services in these schools. The larger number of answers from government schools will, however, enable us to estimate more correctly their average library conditions.

The questionnaires returned showed that school librarians had been at some pains to make their

answers complete, often giving extra details where special circumstances made this necessary. Where answers were incomplete or no answers were given this was probably due either to the fact that the full significance of the question was not grasped or because the information was not readily obtainable.

The questions dealing with cataloguing and classification were frequently not fully understood. Incorrect and irrelevant answers were, however, revealing, as they showed that the librarian was not acquainted with some of the simple terms of librarianship, and certainly had little exact knowledge of the technical operations involved in library work.

The author has therefore amplified his remarks in the conclusion and comments on these items so as to include some explanation of the main principles underlying the classifying and cataloguing of books. These remarks are intended only for general guidance and to indicate some of the problems involved. Those who wish to acquire technical knowledge in these branches of librarianship are advised to study the text-books mentioned in the report.

In spite of these shortcomings in some of the answers, the above figures show that our inquiry has covered a field wide enough to justify us in arriving at certain conclusions concerning the state of libraries in the secondary schools in Victoria.

We must keep in mind, however, that our factual evidence applies only to the 51 schools which have filled in the questionnaires, and that, if we also consider the negative evidence of the 37 schools that did not reply, we must inevitably estimate the average quality of Victorian secondary school libraries as much lower than that based on the information supplied by the questionnaires.

Throughout this report frequent mention is made of the publication entitled *Libraries in Secondary Schools—A Report to the United Kingdom Trust by the Committee appointed to inquire into the provision of libraries in secondary schools in Great Britain and Northern Ireland*. For the sake of brevity it will be referred to hereafter as the *Carnegie Report*.

The committee which made this report consisted of sixteen members representing the Carnegie United Kingdom Trust, the Library Association, municipal corporations, and several teachers' associations and education committees. It was appointed in December 1933 and published its report in 1935. Included in its inquiries were secondary schools of all types and sizes in England and Wales, Scotland and Northern Ireland. In view of the high educational and professional standing of the members of the committee, the wide range of information given in its findings, and the sound principles enunciated, this report is invaluable for all those entrusted with the establishing and control of school libraries.

Another work of particular interest to Australians, as it is published by the Public Library of New South Wales, is the text-book entitled *General Introduction to Library Practice*. As well as being a complete text-book on the subject this work has a special section (pp. 139-221) that deals very thoroughly with all aspects of school library practice. It contains several useful lists of books suitable for schools and also a number of helpful bibliographies for the school librarian.

Books recommended for further study

Libraries in Secondary Schools (The Carnegie Report), (Edinburgh, Constable, 1936)

Fargo, L. F., *The Library in the School* (American Library Association, Chicago, 1939)

A Guide for School Librarians; issued by the Incorporated Association of Assistant Masters in Secondary Schools (O. U. P., 1937)

General Introduction to Library Practice (Sydney, Public Library of N.S.W., 1943)

Cant, M., *School and College Library Practice* (London, Allen & Unwin, 1936)

Miller, Z. K., *How to Organize a Library* (Library Bureau Division, Remington Rand Inc., Buffalo, N.Y., 1941)

(A pamphlet describing the simplest methods of carrying on a small library. Catalogue numbers in the text refer to Library Bureau Catalogue "Library Supplies". They are intended to aid in the selection of suitable library equipment as supplied by the publishers)

3. THE LIBRARY ROOM.

THIRTY of the 51 schools replying to the questionnaire stated that they had a separate library room, but only 16 of them specified its size. Two schools returned no answer to this question.

From the figures supplied we can say for certain that only 6 out of the 16 libraries for which we have received dimensions are capable of accommodating one tenth of the pupils of the school at one time, on the basis of 25 sq. feet per pupil as recommended by the *General Introduction to Library Practice*, and also by an excellent American publication entitled *The College Library Building; its planning and equipment*, by J. T. Gerould. This does not vary a great deal from the 35 sq. feet prescribed by the *Carnegie Report*, as this latter measurement includes space for bookshelves and stacks, alcoves and free passage space. The writer's own experience suggests to him that 25 sq. feet of floor space per reader is sufficient. It is therefore highly probable that less than one in eight of the 49 schools that answered this question has sufficient library space according to modern ideas of school library economy.

Nineteen schools have no separate library room and must make shift with a class room, provided with cupboards and shelves, and converted into a "library" at certain periods.

Of the 18 private schools all except one (with an attendance of 300) have a separate library. Of the 31 government schools 18 (9 with an attendance of from 480 to 730 pupils) have no separate library room. The serious lack of library accommodation in these schools is not counter-balanced by the satisfactory libraries possessed by several metropolitan High Schools and most of the Technical Schools included in the report.

One Technical School has an excellent library with adequate space, well lighted, well furnished, and well stocked with books. Practically the whole cost was, however, borne by the pupils and their parents,

and the main credit is undoubtedly due to the enthusiasm of a principal who is fully aware of the importance of a properly organized library. One private school also has an excellent library room specially designed and completed in 1939. It is exceptionally well lighted and thoroughly equipped for its purpose.

Although these two library rooms differ in some respects, they could both serve as models for architects and school authorities who are entrusted with the post-war building of school libraries.

Many varied factors will operate in different schools to determine the number of pupils that will be likely to use the library at any one time, so that no definite ratio can be fixed between the size of the library room and the number of pupils in the school, but experience shows that seating accommodation should be provided for at least one tenth of the total attendance.

It is a strange anomaly that school authorities, who recognize the necessity for making special provision for science laboratories, so often make no proper provision for the library, which should be the central source of information for the whole school—for pupils and teachers alike. In fact the library should be a laboratory in which practical work is done in syllabus subjects, and library studies should themselves have a place as a subject in the curriculum.

The reaction of pupils to the library will depend largely on the importance attached to it by the school authorities and the teaching staff. Pupils will certainly have little respect and a poor estimation of a make-shift library which is relegated to spare cupboards in class rooms. It is most important, at this formative period, that pupils should be brought to realize the vital part that the library can play in their education.

A cheerful, well-lighted room, suitably equipped with shelves, comfortable furniture, the necessary filing cabinets, and provided with some good pictures, will give a sense of orderliness and arrangement, of detachment from the bustle of the ordinary class room. It will create an atmosphere which will have a favour-

able psychological effect, by awakening in pupils an appreciation of the opportunities there offered for quiet recreation or serious study, according to their needs.

Further space that should be provided wherever possible, even in small schools that are likely to expand, is another room, or at least an alcove partitioned off from the library proper. This space is required for the storage of library material—new books awaiting cataloguing, worn books awaiting binding, stock books, cards, wrapping paper, etc. It is also used as a workroom where new books are prepared for the shelves, where minor repairs are carried out, where parcels of books can be unpacked and checked, and periodicals recorded and stamped; in fact a place where a variety of essential tasks can be performed without distracting readers or disturbing the atmosphere of quiet studiousness that should prevail in the library.

Books recommended for further study

Gerould, J. T., *The College Library Building: its Planning and Equipment* (A. L. A., Chicago, 1932)

(A very comprehensive treatment of the subject)

Hanley, E. R., *College and University Library Buildings* (A. L. A., Chicago, 1939)

(Contains excellent plans and photographs, though the buildings are on a more sumptuous scale than most Australian schools or colleges are likely to contemplate.)

4. LIBRARY STOCK AND FINANCE

THE number of volumes in a library is no absolute indication of the efficiency of the library. So much depends on the quality and range of the books, their suitability for the readers for whom they are intended, the proportion of books on different subjects, the number of good works of reference, and various other considerations. However, the size of the collection does give some indication of the importance of the library in the school's activities.

The number of volumes per school varied from 386 for a school of 150 pupils to 9,000 for 566 pupils. Private schools averaged 10 volumes per pupil, while government schools averaged 3 volumes per pupil.

Here are some of the best figures:

Number of pupils	Number of volumes	
107	4,725	P
160	2,500	P
180	2,000	P
400	5,575	P
450	5,400	P
610	8,000	P
650	3,556	G
750	4,076	G
1,100	6,500	G

G = Government school
P = Private school

The lowest figures are those for country High Schools. For 10 of these schools the total number of volumes is 8,484 for 2,466 pupils; an average of 3.4 volumes per pupil! A school with 300 pupils has 600 volumes, one with 390 pupils has 693 volumes, while another with 730 pupils has 919 volumes, i.e., little more than 1 volume per pupil.

It is not suggested that the number of volumes in the school library must necessarily bear some constant ratio to the number of pupils in the school, but the number of pupils does indicate the number of potential readers, and the variety of interests to be served, and it is obvious that a library of 919 volumes is hopelessly inadequate for the needs of 730 pupils. The *Carnegie Report* gives 800 as the minimum number of volumes for even small schools.

Disparities in the number of volumes added per year were as remarkable as disparities in the number of volumes in the libraries. Private schools added an average of 173 volumes per school, or 1 volume for every 2 pupils, while government schools added an average of 99 volumes per school, or 1 volume for every 5 pupils. There is, however, wide variation in the figures for each group of schools. One private school with 300 pupils adds 6 volumes per year while another with 610 pupils adds 300 volumes. One government school with 150 pupils is not adding any volumes during the war, while another with 160 pupils continues to add 80 volumes per year. Of 2 government schools with an attendance of 600 pupils one adds 50 volumes and the other 200 volumes. The highest figures under this item are those for a Technical School of 650 pupils with 430 additions per year, and for a private school of 450 pupils with 400 per year.

Information concerning the amount spent annually on the upkeep of school libraries gave the following figures: —

Government schools	Private schools
£31 per school	£91 per school
1/3 per pupil	4/11 per pupil

These figures refer, of course, only to 19 private and 32 government schools. There is therefore no basis for comparison, especially as in neither type of school is there any uniformity in this item of expenditure. Four private schools spend an average of £200 each, or about 9/- per year per pupil. This relatively large amount is probably made possible by endowments, a source of revenue not enjoyed by government schools. The highest figures for expenditure for these schools are given by 3 Technical Schools and 1 High School which allot to this item an average of £77, or 2/3 per pupil per year.

In this connection also it is to be noted that country High Schools compare badly both with private schools and with other government schools. Seven country High Schools allow an average annual expenditure of only £10, or about 9½d. per pupil! As an instance of the lack of uniformity in library

economy may be mentioned two government schools each with 480 pupils; one spends £75 per year on its library, and the other £15!

It appears from the above figures that about half a dozen government schools and the same number of private schools are well on the way to building up an adequate stock of books in their libraries, and are also purchasing books at a rate that should ensure their possessing very satisfactory libraries in a few years. In fact it is doubtful whether a school library need ever exceed 10,000 volumes for a roll of about 1,000 pupils, especially if books that have outlived their usefulness are systematically weeded out.

It is obvious, however, that the majority of schools have neither an adequate stock of books nor are they adding sufficient books in proportion to their needs. Probably at no time in the world's history have there been so many and such rapid changes in the whole fabric of civilization. These changes are reflected in the literature of the present time and, whether it be in the social, the technical, or the spiritual sphere, we cannot keep abreast of modern thought and achievement unless we have access to books in which these developments and events are recorded.

Tradition has accustomed many people to view a library as a collection of dusty tomes and ancient archives. As one authority has aptly expressed it "the library is looked on as a store-house rather than a power-house". A school library must have dynamic quality and its power must be constantly renewed by up-to-date works presenting new ideas or old ideas in a new setting.

For a school with an established library, having from 300 to 500 pupils, an addition of 100 to 200 volumes per year is probably the minimum compatible with efficiency. Where the library stock requires building up additions should, of course, be more numerous.

The *Carnegie Report* gives 3/- per head as the "adequate minimum for the annual grant of a medium sized school, subject to some elasticity in the application of this figure to schools having respectively more

pupils or less, than about 300." It is further recommended by the *Report* that the annual grant for a school of 200 pupils should be approximately £40, for a school of 350 pupils £50, and for a school of 500 pupils £70. These amounts are in each case to cover repair and rebinding expenses. It should, however, be noted that these figures were given for the United Kingdom in the year 1935. In view of the rise in prices since that time and the higher price of books in Australia, it is suggested that these amounts should be increased by 75 per cent.

Special mention should be made here of the Victorian government's policy as regards school libraries under the Education Department.

Up till this year (1944) no special monetary grant was made for school libraries, with the result that they had to be established and maintained out of the allowance for general maintenance, supplemented by funds raised by local effort. Early in 1944 a grant of £20,000 was allotted to departmental schools on a pound for pound basis, with £25 as a maximum. This grant will therefore provide a sum of £40,000 provided all the schools succeed in raising their quotas (Up till September 1944 the Department had paid out £2,518/12/8).

As the number of departmental schools eligible to share in this grant is approximately 2,600 with 211,090 pupils the final result will be, if all quotas are raised, an allowance of 3/9 per pupil for library service. This amount would be sufficient at pre-war book prices as a maintenance grant but it would not cover the cost of setting up a new library.

It may appear ungracious to be critical of a measure which is a definite step in the right direction, but some criticism does seem called for in the method of distributing these subsidies. The present policy of the Education Department of granting to each school £1 for every £1 raised by the school itself will almost certainly conduce to an aggravation of the financial disparities noted above. Moreover it seems wrong in principle that an essential educational service should in any way be contingent on the wealth

or the poverty, the generosity or the parsimony of the pupils' parents. If the funds available for school libraries were allotted to schools according to their needs, there would still be no bar to local effort supplementing the government grant.

In laying down general principles which should govern future library development the Library Service Board in its report on library service in Victoria (published November, 1944) makes the following statement which applies with equal force to school libraries.

It should not be a mere accident of geography that one citizen should be able to take advantage of good library service while another, in a less favoured area, should be denied this right . . . Variations in library service, however, must be expected; where they arise because of the exceptional energy or enterprise of particular local authorities, they are to be welcomed. But they should be variations above a common minimum level. The present glaring disparities should be abolished as soon as possible.

A work entitled *School library service in the United States* by H. L. Cecil and W. A. Heaps (H. W. Wilson Co., N.Y., 1940) gives a great deal of interesting information on the administration of school libraries in the different states. Although methods of financing government schools in Australia and in the United States are not parallel, we could well profit by examples of many state authorities who are keenly alert to their responsibility in providing schools with adequate libraries.

The example set by the state of Louisiana is worth noting. Since 1936 this state has provided for the annual purchase of library books for *all elementary and secondary schools in the state*. The purpose of state aid in the form of library books is summarized by a former State Superintendent of Education, Mr. T. H. Harris, as follows:

The State Board of Education furnishes free . . . library books for all *public and private* elementary schools and high schools. The Board's action is predicated upon the belief that a library of good books in every school-room is almost as necessary as a teacher, and that this important item in the teaching program should not be left to the *discretion or the financial ability of local authorities*.

In 1938 Louisiana (with a population of about 400,000 more than Victoria) spent \$300,000 (approx. £A.92,500) on school libraries. Books were purchased outright with state funds and supplied to schools without any condition as to raising funds locally. In fact the number of books allotted to the schools was, in the first place, determined by the need to bring the standard of each school library up to the minimum set by the State Library.

A serious weakness in the Victorian Education Department's present policy is the lack of any control over the purchase of books. If the subsidies paid to schools are to be spent wisely, some experienced authority with ready access to catalogues, book lists, and bibliographies, and with a knowledge of curricular needs, should be appointed to compile lists of books suitable for school libraries of different grades. To quote once more from the work mentioned above: "In 26 states local and county boards may select books only from lists prepared or approved by the state".

Mr. J. F. Cramer, Superintendent of Schools, Oregon, U.S.A., who made a survey of Australian schools in 1935, was astonished to find that state governments and local authorities made little or no budgetary provisions for school libraries, but left the financial responsibility for their establishment and upkeep almost entirely to Parents' Associations and other types of local effort. He also noted with regret that the Education Departments failed to publish lists of suitable books for schools of various grades, and that there were no centralized systems for the purchase of school library books. For the author's suggestions concerning these matters readers are referred to Appendix III.

In budgeting for the school library there are other items besides the purchase of books that may easily be overlooked or under-estimated. Among these items are: (a) replacement of worn out volumes, (b) binding, (c) subscriptions to periodicals, (d) cataloguing and charging cards, (e) material for book repairs and stationery.

Dilapidated volumes should not be left on the shelves; they should be repaired, rebound, or with-

drawn. If the librarian is allowed sufficient time to give some elementary instruction in book-binding many repairs can be done by pupils. This will reduce binding costs and at the same time provide a useful and interesting handicraft.

Binding costs vary according to the materials used and it is sound economy to pay a little more for good strong work. The light cheese cloth that is often used for attaching the book sections to the cover is generally short lived and, when the book is rebound, it should be replaced by stronger material, preferably a linen cloth. Reference books, especially dictionaries and heavy volumes that receive a good deal of use, should be bound in half leather.

Some time might well be given in one of the library periods to a talk on the structure of the book, methods of binding, proper handling of books, etc.

Books recommended for further study

A General Introduction to Library Practice (Unit 4, Aids in Book Selection)

A Guide for School Librarians (Chapter 3)

Mason, J., *Practical Course in Bookcrafts and Bookbinding* (London, Batsford, 1935)

Cockerell, D., *Bookbinding and the Care of Books* (London, Pitman, 1939)

5. USE OF THE LIBRARY.

AS far as limitations of space and stock will allow, facilities for reading, both in the library and by borrowing, seem to be fairly well provided, but conditions in schools of different types vary so much that no definite conclusions can be formed unless one is thoroughly conversant with all the circumstances.

Figures for yearly borrowings cannot be fairly compared as they may refer to (i) boarding schools, (ii) mixed boarding and day schools, (iii) day schools.

One boarding school places its average borrowings per pupil as high as 36 volumes per year, while another gives its average as 17 volumes. The highest figure for a day school is 16 volumes, and, as a contrast to this figure, another day school gives its average borrowings as less than 1 volume per pupil per year.

The only conclusion one can arrive at from the wide divergence of these figures is that there is no common library conscience working throughout the schools, and that the borrowings are in each case due mainly to particular circumstances—type of library stock, amount of popular fiction, influence of individual teachers, etc.—and in very few cases to any settled library policy.

Out of 48 answers to the question concerning special periods for library instruction 21 stated that library instruction was regularly given to individual forms, 5 schools devoting one period per week to each form. In 2 schools with full time librarians, and in several others where the librarian is given a liberal allowance of time for library work, an effort is being made to correlate the library resources with class room studies by providing material for projects and directing pupils in finding their own material for essays, etc. Twenty seven schools have no organized library periods.

Since profitable library periods depend largely on having a properly catalogued and classified stock of books, with instruction given by a trained librarian, it is scarcely possible to arrange for such periods in

the absence of these conditions. From the information derived from the questionnaires it is evident that the schools in which all or most of these requisite conditions are present form the exception rather than the rule, and that, in the great majority of schools, very little is yet being done to bring library periods within the ordinary school programme.

A few answers suggested that English periods spent in the library were considered as library periods. But library periods, properly understood, are not merely periods spent in the library, but periods taken there for a positive constructive purpose, which is briefly:—(a) To stimulate interest in libraries in general by a brief historical survey of the subject, and to arouse a particular interest in the school library. (b) To familiarize pupils with library organization, including the main catalogue entries and principal sections of the classification. (c) To train pupils in the use of library stock, including main reference books, periodicals, works on special topics, etc. (d) To encourage pupils to read more widely on their subjects of study. (e) To instruct pupils in the correct handling of books and to give elementary instruction on the making of books—printing, parts of a book, binding, format, etc.

In giving library periods on the above or similar lines the librarian should keep in mind that his aim is to enable his pupils ultimately to use efficiently all the literary material of the library for reference, for research, and for recreation.

The matter is well summed up in “School Library Practice,” the supplement to *A General Introduction to Library Practice* published by the Public Library of New South Wales, where we find the following:

A systematic course of study in the use of books and libraries must be attempted in spite of difficulties, if reading is to have purpose, and if the school library is to be an aid in subject studies and a factor in education for life. Only the proper laboratory setting, that is the fully organized library, will enable these lessons to be presented with full effect.

The undermentioned works will be found invaluable for planning library periods. They not only contain a great deal of useful information but give

many helpful suggestions for further library activities.

In Appendix II the writer has given outlines of two of his own library talks and brief notes on several others.

Books recommended for further study

Mott, C., and Baisden, L., *Children's Book on How to Use Books in the Library* (New York, Scribner's, 1937)

(An excellent guide for work with younger children)

School Library Practice, pp. 185-218, a Suppl. to *A General Introduction to Library Practice* (Public Library of N.S.W., 1943)

(Contains notes on a series of Library periods)

Walraven, M. K., and Hall-Quest, A. L., *Library Guidance for Teachers* (London, Chapman and Hall, 1941)

(Particularly useful for library activities, explanation of library stock, etc., for senior classes.)

Harrison, F., *A Book about Books* (London, John Murray, 1943)

(A historic account of printing and book-making)

Flexner, J. M., *Making Books Work: A Guide to the Use of Libraries* (N.Y., Simon and Schuster, 1943)

(An excellent manual for the teacher-librarian)

6. CLASSIFICATION

IN answer to the questions about classification 10 schools stated that their libraries were not classified, while 40 gave the following answers:—Dewey or modified Dewey, 22; Alphabetical, 2; By subjects, 10; System devised by librarian, 1; According to ages of pupils, 1; No particulars, 4.

From a number of these answers it is obvious that the librarian has no clear idea of a systematized classification, nor of the advantages of using a system that is widely accepted and has been thoroughly tested. It is evident that some of these so-called classifications are merely shelf arrangements of books without any scientific or logical basis.

In library practice classification means the arranging of books in groups or classes according to their subject matter or, in the case of drama, essays, fiction and poetry, according to their literary form. The purpose of classification is to bring together on the shelves all books on the same subject, and to arrange the subjects in some orderly sequence.

The classification of all books in the library according to some recognized scheme is necessary, not only because it facilitates the finding of books but also because it sets an example to pupils of orderly and logical arrangement. Even a small collection of books should be classified and, in view of a possible future expansion, it is always advisable to carry out the classification to a fair degree of precision. There is no drawback in having only one book in a section and, when more books are added, it will be a great advantage to have the finer classification already done.

Since the classification of books is based on the classification of knowledge, few school librarians would claim to have the philosophic training and the wide range of knowledge required for constructing their own system, and they should therefore adopt an established system. In choosing a system one must be guided by practical as well as theoretic considerations. A good system should combine the following characteristics:—

1. It should be extensive enough to cover the whole field of knowledge and detailed enough to deal satisfactorily with specialized works.

2. It should be logical in construction and should, as far as possible, indicate the development and the relation of the subjects.

3. It should have a simple notation, not too cumbersome and easy to memorize.

4. It should be provided with a comprehensive index.

5. It should be in extensive use so that pupils who become familiar with it will be able to find their way about in other libraries.

Although the Dewey Decimal System of Classification cannot give an unqualified affirmative answer to all these requirements, it can satisfy most of them, and should therefore be carefully considered by school librarians before making their choice of a classification scheme. A brief summary of this system may not be out of place here.

The Dewey System is a numerical classification designed not only to fix the location of books but also to indicate their subject matter. The system divides all knowledge into ten main classes numbered 000 to 900. Each class may then be further divided into ten divisions, and each of these divisions into ten sections. Further subdivision can be carried on as far as necessary by the addition of a decimal point and any required number of figures. For example class 500-599 includes all books on pure science. Books classified as 500-509 are on science in general; those classified as 510 are on mathematics, a division of science, and those classified as 512 are on algebra, a section of mathematics.

The addition of the first two letters of the author's name, or of the name of the subject of a biography, is generally sufficient in a small library for securing alphabetic arrangement within the section. The classification number, together with these letters constitute the "Call Number" which fixes the definite location of each book. In other words, in the Dewey System, the call number tells not only *where* a book is but *what* it is.

The *Carnegie Report*, pp. 49-50, deals with the question of classification, and should be read by all teacher librarians. The advantages of the Dewey system are set out clearly, and the necessity for adopting a system capable of expansion with the growth of the library is stressed. For those who do not possess the *Carnegie Report* the main points are here summarized.

Advantages of the Dewey system

(1) It is in use in practically all the principal Australian State and University Libraries, and in most of the large municipal libraries. Its very wide use is a strong recommendation for adopting it in school libraries. Pupils who become familiar with the Dewey classification in their own school will have little trouble later in finding their way about in public or university libraries.

(2) The notation is comprehensive and is capable of any necessary expansion. It is simple to learn and has a helpful mnemonic arrangement running through many sections.

(3) It is worked out in great detail even in an abridgment of Dewey, and has a very full index which is most helpful in suggestions to the teacher librarian.

Of interest to school librarians in this state is the fact that, in New South Wales, departmental schools are required to use the Dewey system with such a selection and modification of numbers as may be recommended for school libraries by the Public Library of New South Wales.

It cannot be denied that, as far as a strictly logical sequence of subjects is concerned, there appear to be some defects in the Dewey system. Criticism is directed mainly at the following sections:—

(a) Language (400) is placed between Sociology (300) and Science (500). Its logical position would seem to be before Literature (800).

(b) In the 900 division, General and Universal History (900-909) are separated from Ancient and Modern History (930-999) by Geography and Travel (910-919) and Biography (920).

Criticism on these lines has sometimes been advanced as sufficient reason for making considerable modifications in the Dewey classification numbers and, in fact, we have received from one school librarian the suggestion that the Institute of Librarians might, in consultation with school librarians, draw up a standard modified Dewey to suit school conditions.

The writer, while agreeing with some of these criticisms, considers it ill-advised for any individual librarian arbitrarily to introduce modifications which may well entail other disadvantages that he has not foreseen, and which will probably distort the system to such an extent that many of the advantages enumerated above are greatly minimised or completely lost. This warning applies particularly to most school librarians who, owing to their limited experience and training in librarianship, may easily make changes which appear to be improvements, without realizing all the implications involved in these changes.

The author suggests that schools should adopt the Dewey system of classification as set out in the abridgment of Dewey or in the *Selected Dewey Classification Numbers for School Libraries*. The theoretic advantages of a more strictly logical order are, in his opinion, greatly outweighed by the practical advantages to schools of adopting a uniform system that is in such general use.

If, however, some teacher-librarians feel strongly enough on this subject of modifying the official Dewey system for use in their schools, it would be advisable for them to refer the matter to the Institute of Librarians, and the matter could then be dealt with by a sub-committee formed of representatives of the teacher-librarians and of the Institute of Librarians. Any recommendations of this sub-committee should be accepted by the schools only after they have been approved by the Council of the Australian Institute of Librarians.

Books recommended for further study

- Flexner, J. M., *Making Books Work* (N.Y., Simon and Schuster, 1943)
Selected Dewey Classification Numbers for School Libraries
(Public Library of N.S.W., 1943)

- General Introduction to Library Practice*, pp. 153-154 (Public Library of N.S.W., 1943)
- Merrill, W. S., *Code for Classifiers* (A. L. A., Chicago, 2nd ed., 1939)
- Sayers, W. C. Berwick, *Classification. An Introduction to Library Classification* (London, Grafton, 1935)
- Dewey, N., *Abridged Decimal Classification and Relative Index* (N.Y., Forest Press, 1936)
- A Guide for School Librarians*, pp. 37-67 (O.U.P., 1937)

7. THE CATALOGUE

CONSIDERING their lack of any technical training in librarianship it is satisfactory to note that most school librarians realized the necessity of compiling some sort of catalogue. Unfortunately, ignorance of the basic principles of cataloguing and, probably, in many cases, lack of time in which to do the work, have resulted in a good deal of misdirected effort and considerable gaps in many catalogues on which reports have been received. Misdirected effort is exemplified by the use of title entries for all books instead of only for certain cases, as laid down by cataloguing rules. Gaps are caused by the absence of many entries, especially subject and analytical entries, which are frequently so necessary to cover all aspects of a book and to ensure that the information it contains is not overlooked.

The serious shortcomings of most school library catalogues are clearly shown by the following analysis of answers:—

Author and subject entries	21 schools
Author entry only	13 „
Subject entry only	4 „
Author and title entries	2 „
No catalogue	6 „
Inconclusive answers	5 „

The inquiry as to “other entries” which clearly referred to other catalogue entries, i.e., analytical entries, catchword entries, cross references, etc., brought forth many irrelevant answers, such as:—Purchase invoices, New books chronologically, Accession book, List of borrowers, etc. It is hardly necessary to remark that no misunderstanding could arise as to the meaning of the question in the case of anyone familiar with ordinary cataloguing terminology. Only one library indicated that the above mentioned entries were in general use in the catalogue.

Another question in this group that was frequently misunderstood was the one that asked if any definite code of rules for cataloguing had been adopted. Fourteen of the 47 answers were in the affirmative but, as only 3 answers specified the rules that had

been adopted, it is doubtful whether the other 11 affirmative answers really referred to any recognized code of rules. Twenty two libraries had not adopted any cataloguing rules, while 11 answers showed that the question was completely misunderstood.

In view of the elementary nature of many catalogues reported on in the questionnaires, it is perhaps not surprising to find that 20 out of 40 are of the old-fashioned book or sheaf form. When, however, a wide range of entries is made, and especially in the case of a dictionary catalogue, the card form offers so many advantages that it is now in almost universal use. As only one entry is made on each card, new cards can be incorporated, superseded cards withdrawn, or changes made on old cards with a minimum of interference with the alphabetical order. The stock size card (3" x 5"), either plain or ruled, with or without perforation for a tie-rod, should be used both for the catalogue and the shelf-list. Cabinets with drawers made to hold these cards are on sale as standard office equipment.

The confusion that must have been present in the minds of many librarians when answering the questions referring to the catalogue is evident in their answers. Thirty six libraries have an author catalogue; only 21 have both author and subject entries. Very few librarians appear to be aware of the fact that there are fairly precise rules governing the making of catalogue entries. Analytical entries, which should be relatively much more frequent in the catalogue of a small library, are practically neglected, while title entries are often made where their purpose would be much better served by one or more subject entries. The making of subject entries with all the necessary cross references certainly offers many difficulties to the amateur librarian, and should not be undertaken without careful study of the main cataloguing rules and the help of one of the lists of subject headings as they are given in the works mentioned at the end of this article.

The common fault that the inexperienced librarian falls into is in making his entries too general. The subject entry should be as specific as the subject

of the book will allow. A book on Sound should be entered under that heading and not under Physics; a book on the Lyre-bird should be entered under Lyre-bird and not under Birds. In all such cases of course a reference should be made from the general to the specific, i.e., Birds *see also* the names of birds.

In a small library the subject catalogue is perhaps unnecessary, but as the library grows it will be required, and as soon as the librarian feels capable of undertaking the task, subject entries should be made for all books except works of imagination, and even in these cases they may sometimes be made if the works contain important and reliable factual matter.

It may be thought that the shelf list cards, showing the classification and bringing together entries for books on the one subject, can take the place of subject entries. But this is not so, as it is quite possible that a biography in section 920 may contain some extremely useful matter on Education (section 370), on British History (942), or on almost any other subject. We must remember that we can place a book in only one place according to its main subject, but we can place as many cards in our catalogue as the book contains subjects. In other words a good subject catalogue is complementary to the classification, insofar as it gathers together under each subject entry material which may be scattered in many books throughout the library.

Cataloguing is the most difficult part of library technique, and in big libraries it is entrusted only to senior members of the staff who have had some years experience. The school librarian should, however, endeavour to master this branch of his work, as a good catalogue is the only means of making sure that all the resources of the library on a given subject are readily available.

There is, moreover, no need to keep the cards for the various entries in separate files. Titles, subjects, analytical entries and cross references can all be filed together like the separate items in a dictionary. In order to maintain uniformity certain rules, which are clearly set out in Unit 12 of *A General Introduc-*

tion to Library Practice, must be followed in the alphabetical arrangement of the cards. Such a catalogue, which has the advantage of bringing all entries together in one alphabet, is known as a Dictionary Catalogue. Guide cards, plainly marked, should be used freely throughout the catalogue, as they assist greatly in finding any particular entry.

Books recommended for further study

- Cutter, C. A., *Rules for a Dictionary Catalog* (Republished by the Library Association, London, 1935)
 Mann, M., *Introduction to Cataloguing and the Classification of Books* (A. L. A., Chicago, 1937)
 Hitchler, T., *Cataloging for Small Libraries* (A. L. A., Chicago, 1915)
 Sears, M. E., and Monro, I. S., *List of Subject Headings for Small Libraries* (N.Y., Wilson, 1941)
A General Introduction to Library Practice, pp. 31-87, and the *Supplement on School Library Practice* (Public Library of N.S.W.)
 Flexner, J. M., *Making Books Work* (N.Y., Simon and Schuster, 1943)

8. ACCESSION BOOK AND SHELF LIST

ANSWERS concerning the keeping of an accession book and a shelf list were as follows:—

	Yes	No
Accession book kept	25	21
Shelf list kept	17	29

In five questionnaires no satisfactory answers were given to these questions.

Although the keeping of these records makes heavy claims on the librarian's time, it is the writer's opinion, based on personal experience, that they are both indispensable for the smooth working of the library.

The Accession Book is used for keeping a record of all books as they are added to the library. The entries made in numerical order should be (a) accession number (which will be entered in the book itself and serve to identify it); (b) author; (c) title; (d) format; (e) place and date of publication; (f) publisher; (g) price, if purchased, and how acquired if not purchased.

A strongly bound book of the ledger type, suitably ruled, is required for this purpose. Each entry will occupy a line running across two pages. The accession book is useful for obtaining information about a book when only its accession number is known, for calculating the number of volumes in the library and the additions over a given period, for making lists of gifts, etc., for analysing expenditure and for information required when re-ordering a book.

The Shelf List, like the catalogue, is most conveniently made on cards. Each card is practically a replica of the author card though the entry may be limited to (a) author, (b) short title, (c) call number, (d) accession number. These cards are arranged in the same classified order as the books they represent and guide cards should be inserted at convenient intervals. They are used for stock-taking and also to show what books are contained in any section.

9. THE LIBRARIAN

(a) *Status*

Of 48 answers 41 stated that the librarian was also a member of the teaching staff. Three private schools have full-time librarians while 4 (2 government and 2 private schools) depend on the voluntary work of prefects and senior pupils.

The consideration whether to appoint a full-time librarian or a teacher-librarian is not one that will admit of discussion in most schools. A school of sufficient size and importance, say with upwards of 800 pupils, should offer sufficient scope for full-time service but, even in such a school, it is highly desirable that the librarian should be a trained teacher and should be able to establish close contacts with the pupils by means of special library periods.

For most schools the teacher-librarian will be the obvious choice; but, just as the full-time librarian should have training as a teacher, so should the teacher-librarian have the necessary training in librarianship. Provided then that this condition is fulfilled, and that sufficient time is allowed for library duties, the appointment of a teacher-librarian has some advantages. The librarian who is also a member of the teaching staff will enjoy a certain prestige, he will be in close touch with pupils and teachers, and will be in a position to co-ordinate class work and library periods. As the question of the status of school librarians is dependent on that of their training this matter will be referred to again later in section (c).

(b) *Time allowed for library work*

As noted above 3 librarians devote their full time to library duties, 4 librarians are allowed from 10 to 21 hours per week, 10 are allowed from 2 to 5 hours, 3 are allowed less than 2 hours per week, while 24 are obliged to do all library work outside the regular school hours.

The fact that in 24 schools the librarian is not allowed any time, and in 13 schools only 1 to 5 hours per week for library work, is surely an indication

that the responsible authorities in these cases are either not seized of the importance of an efficient school library, or they have no conception of the work involved and the time required for its performance. It may not be out of place here to summarize a librarian's manifold duties.

These are:—

1. Preparation of new books, including stamping, addition of a date-slip, and often of a book-plate and a classification tab.
2. Entry in stock-book giving details re publishers, date of publication, cost, how acquired.
3. Cataloguing (For details see previous section).
4. Classification (For details see previous section).
5. Selection and purchase of new books, entailing reading of reviews, visits to book shops, making up orders.
6. Collecting of books for binding; writing of lists; making minor repairs.
7. Supervision of lending system; notices for overdue books.

Items 1, 2, 6, 7 consist of a good deal of routine work and may be performed by pupil assistants but, even if these tasks are performed by pupils, the librarian must have time in which to direct and instruct them. Items 3 and 4 are highly technical and can be performed satisfactorily only by the trained librarian, while item 5 will often require consultation with members of the teaching staff.

In addition to time for the above duties, time should also be allotted to the librarian for talks in the library on the library stock, library organization, the technique of book making, and other kindred subjects; for preparing lists of books on given subjects, and directing pupils how to find material for assignments.

It is not suggested in this report that the school librarian must be free to perform all his duties within school hours. In common with other teachers he must be prepared to give up a certain amount of his own time to work outside ordinary class room or library

hours. If he is an enthusiast (and otherwise he should not be a school librarian) his compensation will be the satisfaction derived from doing his job well, but he should not have his enthusiasm damped and his efforts frustrated by being compelled either to try to do the impossible or to resign himself to a perfunctory discharge of his duties.

In this connection the *Carnegie Report* makes the following statement:

A feature of the present normal arrangements which we do feel requires immediate remedying, however, is the absence of recognition of the fact that the teacher-librarian . . . cannot adequately cope with the duties and responsibilities of his position as librarian unless he has at his disposal in each school week some definite time, in addition to his normal non-teaching periods, which is free to be occupied with library work.

(c) *Training in librarianship*

Only 3 librarians claimed to have received any library training. Several stated that they had read on the subject, but the great majority made no claim to any actual training or library experience.

The fact that out of 44 school librarians 41 have had no proper training, and that 4 schools, one with a library of over 4,000 volumes, entrust the control of the library to prefects and senior pupils, is a sad commentary on the general conception of the qualifications required for the position of school librarian.

Even if it is granted that most teacher-librarians, though untrained, are carrying out their duties conscientiously, that they consult text-books for their guidance, and are doing their best with limited resources and time, it is evident that, though some measure of success may be attained by such means, the misdirected efforts of these librarians will leave much to be desired in the efficiency of their libraries.

It may be thought that, as long as the teacher-librarian has a love of literature and a good knowledge of books, he can dispense with technical librarianship. Such an opinion betokens ignorance of the principles of librarianship and its rules for logical precision and consistency. It also overlooks the benefit that pupils will derive from familiarity with an orderly systematized body of knowledge, such as

is represented by a well organized library.

The training of teachers to act as librarians is discussed at some length in the *Carnegie Report*, pp. 29-31. It is there urged that

The Government Education Departments, in consultation in each case with the Library Association, should now promote and extend facilities, in the form of Vacation Courses in School Librarianship, for training to teachers, so that there may be worked out increasingly efficient systems of school library routine, and so that the Public Librarian and the School Librarian may be in closer and more sympathetic touch with each other.

The necessity for the training of school librarians has gained wide recognition in the United States. From *Bulletin No. 7* (1940) of the U.S. Office of Education* we extract the following:—

Thirty one States have adopted regulations for the certification of school librarians. In 19 States legislation for school librarians is expressly stated. Provision for appointments are authorized in 14 States and the laws specifically provide for the certification of school librarians in 9 States. It must not be inferred from this that there is no provision for their certification in the remaining States, because in practically all the States certification is possible by reason of broad and general certifying powers vested by law in State school officers.

In a further reference to the training of school librarians, B. S. Rossell, in his work entitled *The Public Library in the Life of the Nation* (American Library Ass., Chicago, 1943) writes as follows:

In addition to library schools, there are programmes in library science for teacher-librarians, elementary summer courses and training and apprentice classes.

Many colleges and universities offer courses to enable teachers to meet the requirements for teacher-librarians which are enforced by the department of education.

In Victoria there is at present no course of training for librarianship. This defect must be made good before we can hope to establish school libraries in this state on a satisfactory footing.

The *Report* of the Library Service Board on Library Service in Victoria recommends the setting up of a Library School in close association with the Public Library of Victoria. It also states: "A short training course of about five weeks for librarians in country and suburban libraries and teacher librarians should be undertaken by the Public Library of Victoria, and we make that recommendation."

*"Laws Affecting School Libraries," by E. A. Lathrop and W. W. Keesecker.

Courses in library training are offered by the Public Library of New South Wales and the National Library at Canberra. The main purpose of these courses is to qualify students for positions in public and university libraries. These or similar courses should be taken by persons who desire to become specialists in library work, but they are more detailed and comprehensive than is necessary for most teacher-librarians.

The author suggests that the Education Department of Victoria might select a small number of teachers who are already graduates, and relieve them from teaching so that they may have the time free for doing one of these specialist courses and so become professional librarians (see Appendix III).

When qualified, these professional librarians could form an expert body to carry out all the technical work of preparing books for school libraries. This work could be done at a central bureau and the books with the completed cataloguing and shelf-list cards would then be forwarded to the schools. Private schools also, by arrangement with the Education Department, could avail themselves of the facilities offered by this bureau.

Before the war the Public Library of New South Wales also provided a vacation course for school librarians. Forty teachers attended the course in 1939, and of these, 12 were chosen and freed from school duties so that they could take a more extended course lasting for a further month. These 12 teachers were then appointed to District Schools as teacher-librarians and released from most of their class teaching.

A course of study on similar lines might be adopted here and made available to teachers in both government and private schools, who already had the necessary educational qualifications.

This course, as distinct from the course for professional librarians, would fit teachers for positions as teacher-librarians. It would deal with essentials of library management and economy and also with the practical work of correlating the library with the curriculum, but would not be concerned with the

finer technicalities of cataloguing and classification. There might, with advantage, be close co-operation between the Education Department and the Public Library of Victoria in the planning of this course.

A body composed of representatives of the Australian Institute of Librarians, the Education Department, and the Public Library of Victoria should be appointed to draw up a syllabus of study for this short intensive course in librarianship for teacher-librarians, and to act as the authority for their certification. In addition to theoretic studies students should be required to do some practical work in a public library or some other library approved as a training centre.*

If, however, suitable teachers are to be encouraged to take either the course for professional librarians or the shorter course for teacher-librarians, they must, on successful completion of either course, be guaranteed a definite status, some recognition of their special qualifications, and a sufficient number of assured positions.

To quote the *Carnegie Report* once more :

We suggest . . . that full account should be taken of the special responsibilities of the librarian in deciding salary allowances; such, for example, as in England and Wales attach to posts of special responsibility or special value under the Burnham Report.

In the United States the practice is, as far as status is concerned, to regard school librarians as teachers, if their qualifications are similar to those of teachers.

*See also Appendix III.

10. GENERAL CONCLUSION

IN their *Australian Libraries*, a survey made by R. Munn and E. R. Pitt, we find the following:

No secondary school was found, even in the largest cities, in which all the elements of satisfactory service exist: (1) a fully trained librarian giving his entire time to the administration of the library and instruction in its use, (2) a book collection adequate to both curricular needs and general reading, and frequently enlarged by additions of carefully selected books, (3) physical facilities adapted to the special needs of a library, (4) provision in the curriculum for the extensive use of the library by all students.

It was found that library facilities vary greatly even in schools in nearby cities of comparable size. This is due to the fact that the development of the school library is almost entirely a matter of local initiative. If the local headmaster is awake to the need and not too absorbed in other cares, and if the community responds to his appeals with generous donations, there may be a good school library.

This statement was made in 1935. The results of the present survey of secondary school libraries show that, as far as Victorian schools are concerned, although there has probably been some improvement since that time, the same conditions still prevail in a great number of schools.

If, in addition to the information supplied by the questionnaires, we also take into account the negative results from 37 schools which sent no replies, we must conclude that only about 5 per cent of the secondary schools of Victoria possess libraries that can claim to be fairly satisfactory. On the other hand, gauged by the standards mentioned above, fully 50 per cent of these schools are either without libraries, or merely possess collections of books which have little claim to the title of libraries.

As noted above in the quotation from the Munn-Pitt Report, great disparities exist between the libraries of both government and private schools of similar size, clear proof that any progress that has been made is sporadic, and that there is no common controlling authority and no common policy with regard to the establishment and organization of school libraries, not even in government schools which are under one central control.

Unfortunately the Victorian Education Department has been powerless to improve these unsatisfactory conditions as it has had neither the funds nor the trained personnel necessary for establishing and maintaining anything like a reasonable library service in its own schools. The time has now come when the government should repair this omission by supplying the funds required and authorizing the Education Department, in collaboration with the Public Library, to establish adequate school libraries, to provide training for teacher-librarians, and to set up standards of library practice for both departmental and private schools.

Most of the larger government and private schools are undoubtedly making efforts to establish satisfactory libraries but, frequently, their efforts are hampered by insufficient resources and limited technical knowledge.

The best departmental school libraries owe their existence to the foresight and enthusiasm of individual headmasters and headmistresses, and to the monetary help given by parents and pupils.

Several of the leading private schools have made great improvements in their libraries in recent years and, although few of them could claim to be sufficient in all respects, the councils and principals of these schools are aware of the urgent need for the greater development and efficiency of library activities.

Many of the weaknesses in our secondary school libraries, apart from the financial question, are due to the lack of training of librarians. General principles of librarianship, including the essentials of cataloguing and classification, are in most cases either unknown or not applied, and, in only a few cases is the correlation of the library with the school curriculum systematically undertaken.

It is quite clear that little progress can be made in the improvement of school libraries until the authorities who control our educational institutions are animated by something more than a vague appreciation of the importance of the library in the scheme of modern education. It is not to be regarded as either a luxury or as an adjunct to the school's teach-

ing equipment, but as a focal point of the school's educational activities outside the class room.

That this is the attitude of educational authorities in the United States is made clear in a statement in the Bulletin of the United States Office of Education from which we have already quoted. The authors say :

The library is recognized as one of the important services of the modern school. To fulfil its function properly, it must have an adequate and appropriate collection of books and other printed materials. It must be administered by a librarian not only skilled in library techniques, but also thoroughly aware of the philosophy, the objectives and the educational programme of the school. Furthermore it must have the financial support necessary to carry on its operations successfully.

All these requirements call for sacrifice on the part of the community, but it is time that we realized that, in this matter, "doing it on the cheap" is not a policy that pays, either from an individual or from a national point of view.

The last decade has been a period in which totalitarian states have used intensive propaganda for the purpose of moulding the minds of the young to their own political and social creeds. Although a democracy does not offer the same opportunity for wholesale indoctrination, ill-educated and half educated minds still provide fertile ground for the doctrinaire extremist, and they fall easy victims to perverted views and empty shibboleths. So long as this occurs democracy will be exposed to attacks both from within and without.

Our best defence against such insidious attacks is the inculcation of a love of truth and moral right. The school library can exercise an enormous influence in this direction by encouraging pupils to broaden their knowledge beyond the set text-book, to feel a wider sympathy for others, to search for facts on which to base opinions, to exercise judgment in weighing evidence, and to be free from narrow prejudices of class or creed.

It is in this wider teaching that the library can play its most important part, especially if its resources are used to the utmost and its influence is made to permeate our whole system of education.

APPENDIX I

The Questionnaire

1. Name of school.
2. (a) Number of pupils.
 (b) What library space is available? Is it a separate room?
 (c) Number of volumes in the library.
 (d) Average number of volumes added per year.
 (e) Are books lent to (i) the staff? (ii) the pupils?
 (f) What are the average borrowings per year?
 (g) For what hours is the library open (i) for reading?
 (ii) for borrowing?
 (h) Are special library periods allotted for instruction in the use of the books, etc.?
- 3 Classification
 Is your library classified? If so, under what system?
- 4 Catalogue
 (a) Is a complete (i) author (ii) subject catalogue kept?
 (b) Are any other entries made?
 (c) What is the form of the catalogue (card, book, or sheaf)?
 (d) Have you adopted a definite code of rules for the compilation of the catalogue?
 (e) Is an accession book kept?
 (f) Is there a shelf list?
- 5 Librarian
 (a) Is the librarian also a member of the teaching staff?
 (b) How much time is allowed the librarian for purely library work? (Exclusive of teaching periods referred to in 2(h) above).
 (c) Has the librarian received any special training in librarianship? If so, please specify.
 (d) What assistance does the librarian receive from the staff or from the pupils?
- 6 Finance
 How much per year is spent on the purchase of books?
 N.B.—All questions refer to normal conditions in your regular school building.

APPENDIX II

First Talk

- Aims. To interest pupils in the library, to instruct them in its general organization, and to enlist their co-operation in its work.
- 1 Pupil's attitude towards the Library. Place where he can obtain help in both his work and play, find out more about his hobbies, enjoy books for the information they give or for pure recreation. By means of books we free ourselves from the trammels of space and time.
 - 2 Privileges entail obligations. Every pupil can help in the care of the building, furniture and books.

- 3 Rules and reasons for observance. Behaviour, consideration for others, tidiness, replacing books in correct positions, careful handling.
- 4 General layout of library. Not merely a collection of books but an orderly arrangement according to the Dewey decimal system of classification (Details in later talk).
- 5 Catalogue an index to all the books in the library; never remove the cards (Details in later talk).

Study activities

Essays Some facts about the school library.
How everyone can help in the work of the library.
What benefits can I obtain from the library?

Second Talk

Aims. To give a brief account of the development of the "book," a better understanding of its construction and contents, and a greater appreciation of books in general.

- 1 Books, as we know them, began with parchment sheets instead of papyrus rolls; sheets were fastened together and enclosed between stiff boards of some durable material; outer covers were often artistically decorated.
- 2 When printing replaced manuscripts in the 15th century, cheaper materials replaced costly binding in popular editions. Gradually elaborate machines have been invented to perform most of the processes.
- 3 Format. Explain Folio, Quarto, Octavo, Duodecimo, Octodecimo. Examples of arrangement of pages, Roman and Arabic numbers in pagination. Sections marked for placing in order, stitched together, glued up, strong thin material attached to back-projecting pieces left for fastening to the cover; tapes or cords used in "bound" books. (Illustrate with folded sheet and with a discarded book broken up into its separate parts.)
- 4 Parts of a book
Title page. Sub-title or explanatory title often added. Author's name and qualifications, edition, publisher; place and date of publication; copyright date (What is copyright?)
Preface refers to origin, scope of work, etc.
Table of contents gives the matter of the work.
List of illustrations; introduction; text.
Index; Key at head; cross references.
Appendix for supplementary material.
- 5 Care of books
Bending back covers; carrying pens, pencils, etc., in book.
Correct way to open a book and loosen it up.
Writing on, making notes, underlining, etc.
Refer to chained books of early days. High price of books and difficulty of replacement make it imperative to use books with the greatest care.

Study activities

Essays History of a text book.
Care of books.

Some further notes for library instruction.

The Catalogue

The catalogue should be able to answer the following questions:

Does the library contain a book by a certain author?

Does the library have a certain title?*

What has the library on a certain subject?

Where in the library is a certain book?

*As explained in the comments on the Catalogue this does not apply to all titles.

Explain and illustrate with giant cards as models:—Different types of entries, method of alphabetizing, use of guide cards, *See* and *See also* cards.

Classification

Books are arranged according to subject matter. The call number, consisting of the classification number and the first letters of the author's name, is shown on a tab on the back of each book.

Point out the mnemonic aids in the 400, 800, 900.

Special arrangement of biography and fiction.

Why Dewey is used in preference to other systems.

A Tour Round the Shelves

Some useful and interesting books in the various sections.

Reference books. The ability to find facts often depends on our acquaintance with a number of reference books, e.g., Encyclopaedias, Dictionaries, Year Books, etc. Some of the principal ones should be pointed out and a brief account of them given.

A running commentary can be made of the books in various sections that are likely to have an appeal, such as: books on Boy Scouts, Postage Stamps, Model Railways, Yachts, Sports and Games, Music, Nature Study, Adventure, Travel. In fiction, outstanding authors should be mentioned and the quality of their works indicated.

APPENDIX III

Outline of a Scheme for the Organization of Government School Libraries in Victoria.

- 1 The basis of the scheme is the establishing within the Education Department of a central bureau for the control of all government school libraries.

This bureau would be situated in Melbourne and would be staffed, as mentioned above in the report, by three or four teachers who are also university graduates, and who have completed a satisfactory course of training as professional librarians. One member of this professional staff would be appointed as chief or director of the bureau. As the scope of the work grew and became more clearly defined, it would probably be necessary to appoint several clerical and other assistants to perform routine tasks.

The bureau would contain bibliographical material and other works of reference, catalogues, book reviews, indexes for subject headings, guides to classification, and all the other aids to library work which it would not be practicable to supply to individual schools.

The services of the bureau could also be made available to private schools on payment of a fee to be fixed according to the service required.

2 Work of the Bureau.

(a) To prepare lists of books suitable for school libraries and to circulate these among all government schools and all private schools that have subscribed to the bureau's service scheme.

(b) To purchase books required. The bureau would probably extend its activities to the wholesale buying of books and so effect a considerable saving in this item of expenditure.

(c) To catalogue and classify all books supplied and to despatch the books together with cataloguing and shelf-list cards to the schools.

(d) To supervise school libraries by inspection from time to time, and to offer guidance and help to teacher-librarians, especially in such matters as suitable talks for library periods, essentials of library practice, choice of books, etc.

(e) To arrange vacation courses for teacher-librarians. These courses would consist of lectures given by the professional staff of the bureau and other experienced librarians.

Some advantages of the scheme

- 1 All government school libraries would adopt a uniform system of organization; a condition that would be of great benefit to teachers and pupils who moved from one school to another.
- 2 Teacher-librarians would have a central authority to which to refer all matters concerning their libraries.
- 3 The bureau would be in a position to obtain the best information on library affairs and to pass on this information to the various schools. In this way the bureau would set a standard of librarianship for school libraries throughout the state. It would also act as a link between the Public Library and school libraries.

APPENDIX IV

Summary of Reports on School Libraries in other States
(Based on information supplied to the A.C.E.R.)

IN SOUTH AUSTRALIA a census taken in 1943 showed a total of 320,885 books for 890 schools. The 32 High Schools (with approximately 7,000 pupils) contained 30,988 stiff-bound and 7,649 paper covered books. The Education Department pays half the cost of all books bought by schools and school committees, but no separate account is kept of money thus spent. It seems likely that the figures include text-books and supplementary readers purchased in quantities.

The government has recently appointed a trained librarian as organizer of school libraries.

IN QUEENSLAND no statistics are available on the size of school libraries, nor of the money expended on them, as such expenses are included in "school requisites" together with stationery, exercise books, pens, pencils, etc. The report states

that: "No reasonable request made by a principal is ever refused, consequently our High Schools, particularly those established early, have quite good reference libraries."

Libraries in primary schools are to be subsidized on a £ for £ basis.

IN WESTERN AUSTRALIA no statistics are available on school libraries; and state aid has been limited to assistance through the circulation of boxes of books. Some 200 of these boxes serve over 500 schools.

The government's contribution to the funds for this purpose was £20 in 1943-44, and will be £50 in 1944-45.

IN TASMANIA figures for 1942 show that 364 primary schools with an enrolment of about 27,800 pupils possess libraries containing some 125,000 books. In that year these libraries were subsidized to the extent of £210. In addition 250 of these schools were served by 32 district libraries containing 22,000 volumes. Seven High Schools with approximately 1,858 pupils had a total of 23,963 books, Hobart High School (496 pupils) having the largest collection, 7,380 volumes. These schools received £135 as their share of the subsidies for that year. Three junior Technical Schools with 737 pupils had some 1,500 books. Practically all High Schools and a number of area schools have separate library rooms and the two main High Schools have full-time trained librarians.

In Tasmania, as in South Australia, text-books and supplementary readers, purchased in quantities, are probably included in the book totals.

IN NEW SOUTH WALES school libraries receive a subsidy of 25 per cent of the funds provided by Parents' and Citizens' Associations. Some £2,000 is at present being spent on an experiment with 24 selected school libraries. These libraries are specially equipped and all additions to their stock are catalogued and classified by a teacher-librarian attached to the Public Library of N.S.W. which also gives any further necessary technical assistance.

The Public Library also provides a box service which supplies books to some 1,000 small schools. As well as the full course for specialist librarians the Public Library also provides short vacation courses lasting from two weeks to a month. Although no teachers have as yet taken the full course some 250 teachers, including 20 non-departmental teachers have attended the short courses held between 1939 and 1943.

ONE SHILLING and SIXPENCE