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BOOKS AND BEYOND

2nd Edition



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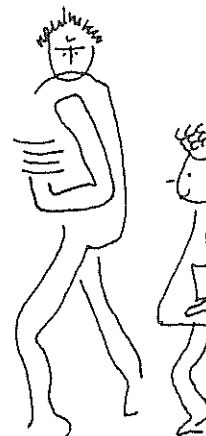
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LIBRARY

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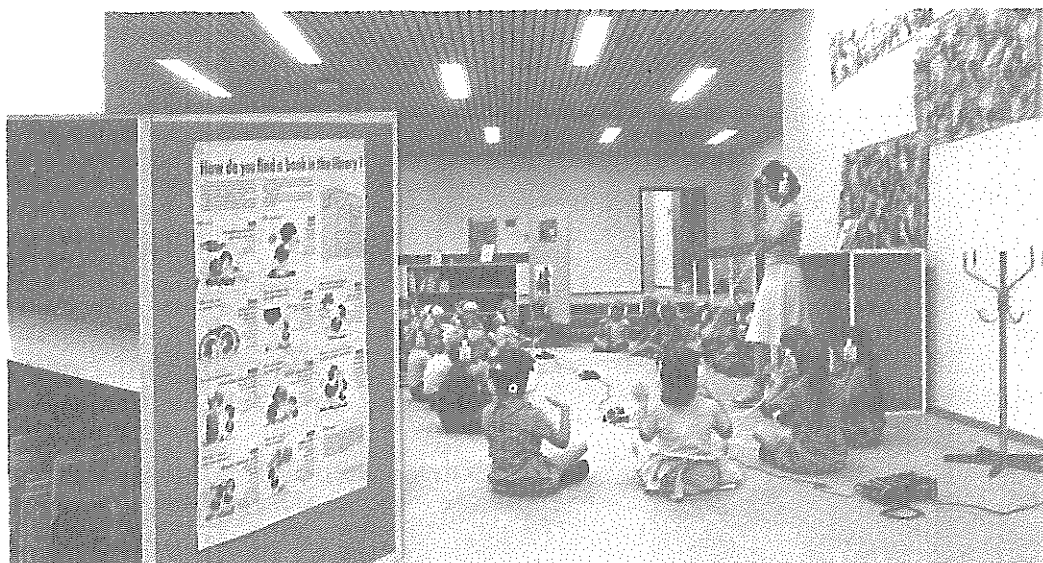


Schools Commission

BOOKS & BEYOND
SECOND EDITION

Guidelines for Library Resource Facilities and Services

Foreword



This revised edition of *Books and Beyond* has been prepared in response to a continuing demand for guidelines and advice on library resource facilities and services. It attempts to meet the changing needs and priorities in the planning and managing of school libraries and to promote efficient and economic use of resources.

In revising the previous edition, the Schools Commission's Advisory Group on School Library Standards has given attention to several important aspects of school libraries, in particular to the concept of resource networks — sharing in the purchasing and use of learning resources — and the matter of space allocations.

With regard to space allocations, the Advisory Group recommended to the Commission revised guidelines for school library areas which, overall, if accepted would have represented an increase on those given in the previous edition of *Books and Beyond*.

Because of the additional cost implications the Commission is unable to accept the revised guidelines at this time. The Commission however, sees merit in the modular basis of the revised guidelines and wishes to promote wider discussion of them with a view to their possible adoption at a later date.

Accordingly, while the Commission is maintaining the guideline areas of the previous edition, the revised guidelines recommended by the Advisory Group are included in Appendix A, and the Commission would welcome comments on them from those involved in or interested in school libraries.

I would like to thank each of the members of the Advisory Group on School Library Standards, Doreen M. Goodman, John A. Taylor, Peter Pegg and Michael F. Forster, for their valuable advice and assistance in preparing this edition.

K. R. McKinnon
Chairman
Schools Commission

Contents

	Page
Section 1 Introduction	1
Section 2 Library Resource Services	3
Section 3 Staffing	7
Section 4 Planning Resource Services	11
Section 5 Scales and Measures	15
Section 6 Resources	29
Section 7 Funding Resources	35
Section 8 Furniture	37
Section 9 Resource Networks	49
Appendix A Revised space allocations proposed by the Advisory Group on School Library Standards	53
Appendix B Planning and Sketch Plans Check List	55
Appendix C Reading List	57
Appendix D Index to Tables	61

SECTION 1.

Introduction



1.1 Capital Works Planning Series

This volume is part of the Schools Commission's Capital Works Planning Series, designed to provide assistance to those involved in the many and varied aspects of school building projects. Publications in this series are:

- "Renovation Methods for School Buildings"
- "Planning and Managing a School Building Project"
- "Cost Planning — Preparing a Budget"
- "Guidelines for General School Buildings"
- "Guidelines for School Science Laboratories"
- (These publications are currently being revised.)
- "Books and Beyond — Guidelines for Library Resource Facilities and Services".

In addition to these there is also a foldout newsheet published on an occasional basis, called 'Australian Schools'.

Also available is the 'Comparative Capital Costs of Government and Non-Government Schools in Australia' report (sponsored by the Australian Education Council) which, in addition to detailed cost data, contains comment and photos on issues of interest to school designers and administrators.

1.2 Enquiries

Requests for this publication and queries concerning it should be directed to the Schools Commission's Executive Officer in each State. Their addresses are as follows:

New South Wales: P.O. Box 596, Haymarket, Sydney, N.S.W. 2000
Telephone: 02-2188810

Victoria: Second Floor, Prudential Insurance Building,
450 St Kilda Road, Melbourne, Vic. 3004.
Telephone: 03-2680653

Queensland: G.P.O. Box 1331, Brisbane, Qld. 4001
Telephone: 07-2295077

South Australia: 147 Ward Street, North Adelaide, S.A. 5006
Telephone: 08-2672312

Western Australia: Sixth Floor, Lombard House, 251 Adelaide Terrace,
Perth, W.A. 6000
Telephone: 09-3255259

Tasmania: 188 Collins Street, Hobart, Tas. 7000
or, P.O. Box 1349N, Hobart, Tas. 7000
Telephone: 002-204446

In the Australian Capital Territory and the Northern Territory, the Executive Officers of the Planning and Finance Committees are the appropriate points of contact. Their addresses are:

Australian Capital Territory: C/- Department of Education,
P.O. Box 826, Woden, A.C.T. 2606
Telephone: 062-897018

Northern Territory: C/- Department of Education,
P.O. Box 4821, Darwin, N.T. 5794
Telephone: 089-804211

1.3 Using the guidelines

Books and Beyond provides ideas and information which can be adjusted and developed to contribute to the total educational program of a school.

As no two schools have identical educational programs, a variety of interpretations will emerge from the application of the common principles enunciated.

The school's program will determine its needs for obtaining, organising, producing and using materials, for selection of the relevant equipment, for staffing and procedures and for continuous evaluation of its individual library program.

To assist schools in using the guidelines and to provide a tool for library resource service planners, various planning aids are included at the end of the main text:

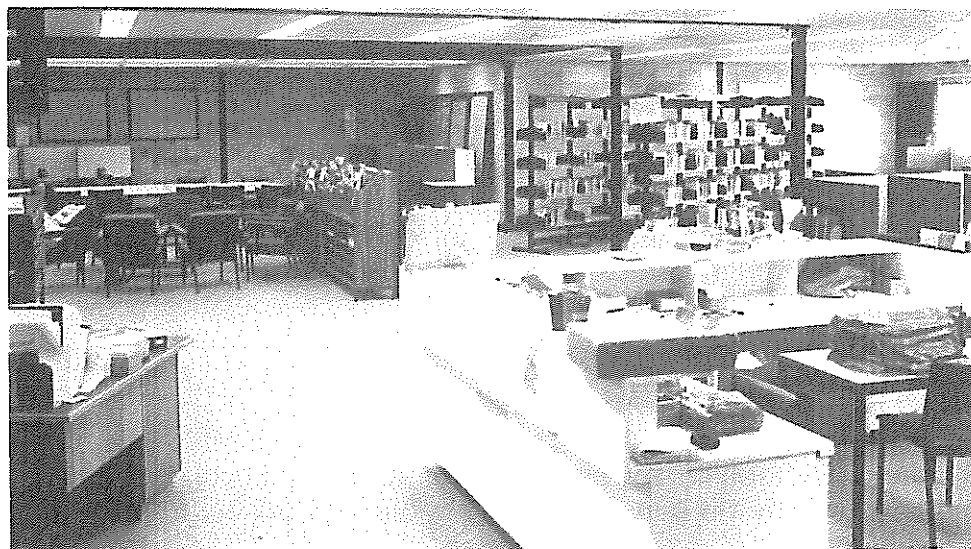
- Revised space allocations proposed by the Advisory Group on School Library Standards, Appendix A
- Planning check list, Appendix B
- Reading list, Appendix C
- Index to tables, Appendix D.

1.4 Monographs

In addition to this booklet, which deals with the broad spectrum of library services in general terms, the Schools Commission will, from time to time, be publishing monographs which will deal in greater detail with matters associated with libraries.

SECTION 2.

Library Resource Services



2.1 Rationale

As a resource services facility the school library provides materials and staff to meet the educational needs of students, teachers and other members of the school community, through a multi-media and multi-sensory approach.

Resource services make provision for:

- reading, browsing, listening, viewing;
- individual study involving the use of print and non-print materials;
- borrowing of materials;
- production of materials;
- organisation of materials for effective use.

Flexible and creative programs of resource usage enhance personal educational experience and are therefore to be encouraged.

Co-operative planning of resource services by principals, teachers, teacher-librarians, students and others is essential to ensure the success of these programs.

The teacher-librarian discharges special responsibility as a member of the school community by applying skills in:

- organisation of resources;
- interpretation of resources;
- exploitation of resources;
- production of resources;

and by communicating information in these areas.

All resources, whether centralised or dispersed, require co-ordination to allow resource services to operate effectively for the whole school.

2.2 Extent of service

Resource services provide:

- a wide variety of print and non-print materials;

- materials which serve the special needs of groups such as gifted children and slow learners, and the special needs of children learning under various conditions;
- facilities and materials for both individual and group use;
- opportunities for personal enjoyment, recreation and stimulation to the imagination;
- resources for encouraging research and study skills;
- materials for the professional growth of teachers and for the selection of resources to support curriculum development, implementation and evaluation;
- access to a wider range of resources and services than are possible within a single school through participation in networks and other resource sharing schemes at local and regional level as well as co-operative activities with other library systems.

2.3 Wider use of facilities by the community

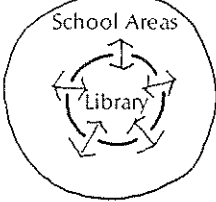
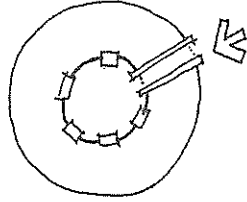
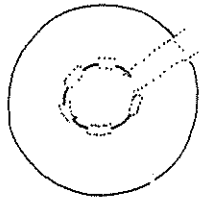
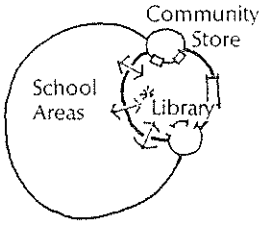
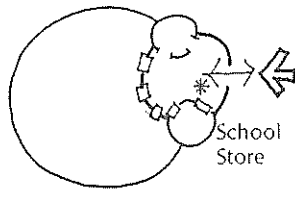
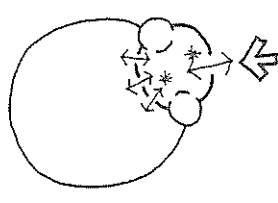
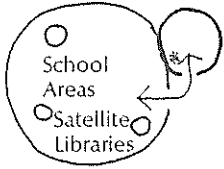
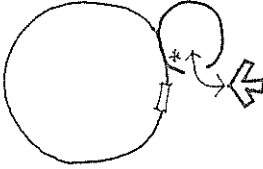
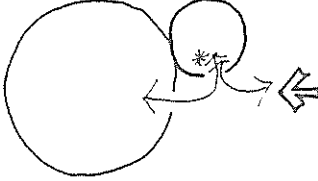
There are many ways in which the school library can extend its services into the community. A school library may respond to the particular needs of the community of which it is part. The school in turn will benefit from community input and interaction.

Instances of such wider use which already occur are: availability of library services for adult education groups; reading programs for migrant parents; evening showing of films; opening of the school library for informal use by the community beyond school hours.

Recently there has been a considerable amount of discussion on school/community libraries. It has been suggested that there could be wasteful duplication in buildings, staff and materials where a school and a public library exist in close proximity. Some attempts have been made to establish a joint facility to serve fully the library needs of the whole community. As the pilot schemes already in operation furnish a growing amount of useful experience, the criteria for such projects will become clearer. Other aspects of resource facility sharing are considered in Section 9.

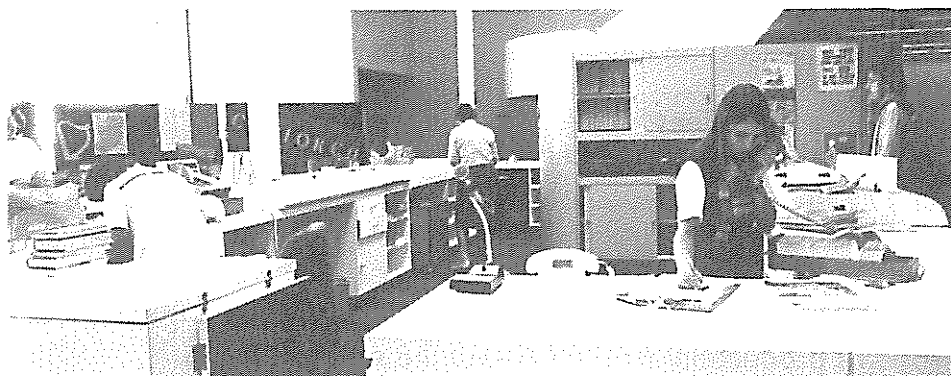


PLANNING ISSUES CONCERNING COMMUNITY USE OF SCHOOL LIBRARIES

	SCHOOL DAY USE	AFTER HOURS USE	FULLY SHARED USE
SCHOOL ONLY LIBRARY	 <p>Maximum accessibility from learning areas.</p>	 <p>Community access not clear — security of school complicated.</p>	 <p>Problematic.</p>
SCHOOL USE AND SEPARATE AFTER HOURS USE	 <p>Slightly reduced access from learning areas. There may be need for community and school storage areas.</p>	 <p>Clear community access. Adequate school security.</p>	 <p>Possible but perhaps with need for double control points. *</p>
FULLY SHARED USE	 <p>Access isolated from learning areas. There may be need for satellite library collections.</p>	 <p>Clear access. Good security for school.</p>	 <p>Virtually a separate community library but attached to the school. Single control point.</p>

SECTION 3.

Staffing



3.1 Type of staff

Qualified and experienced staff are required to help students and teachers to make the best use of resources in the school.

This staff should comprise a variety of professional and ancillary personnel who may include:

- teacher-librarians;
- specialist teachers;
- librarians;
- technical support staff;
- clerical support staff;
- aides.

3.2 Teacher-librarian

The person responsible for resource services in the school should have qualifications and experience in teaching and librarianship and should be regarded as a member of the school teaching team. Such a person is usually known as a teacher-librarian although the term school librarian is also used.

The teacher-librarian has two basic areas of responsibility:

- assistance in the development and co-ordination of learning programs integrated with the use of resources;
- administration of the resource service staff and materials.

3.3 Support staff

Support staff may include professional and ancillary personnel. Professional staff may include:

- teacher-librarians;
- specialist teachers;
- librarians;
- media specialists.

Ancillary staff may include:

- technical assistants;
- clerical assistants;

- aides.

Such support staff should have undertaken training where appropriate.

3.4 Staffing patterns

These will vary in each school according to individual educational need but in all cases immediate responsibility for the provision of the service should be discharged by a professional teacher-librarian as described above.

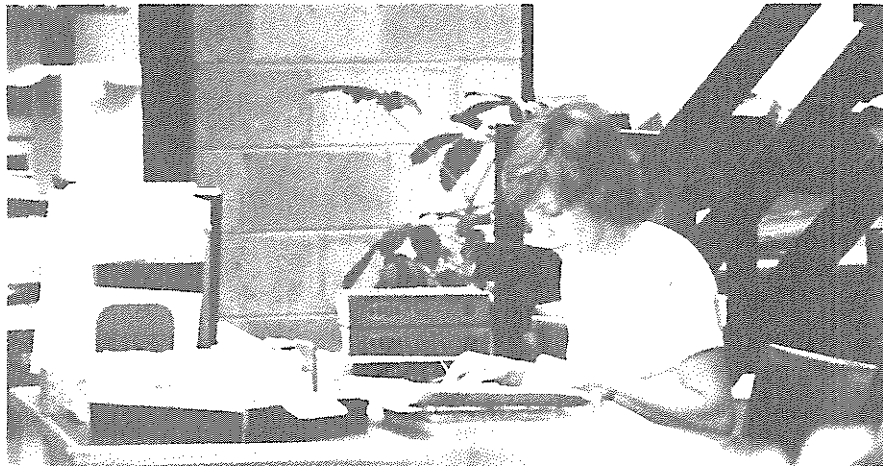
3.5 Quantitative guidelines

The number and nature of staff may be influenced by:

- school enrolment;
- hours of opening;
- access to the local community;
- the availability of centralised services for ordering, cataloguing and processing;
- the scale of production activities within the school.

A generally accepted provision is one full-time teacher-librarian with thirty hours ancillary staff assistance per week for the first 250 students enrolled.

The basic staffing patterns in the table below are for libraries open for one hour beyond formal class hours and during recess breaks. When resource service hours are extended beyond these hours a more generous staffing provision should be made.



3.6 Table of recommended staffing provision

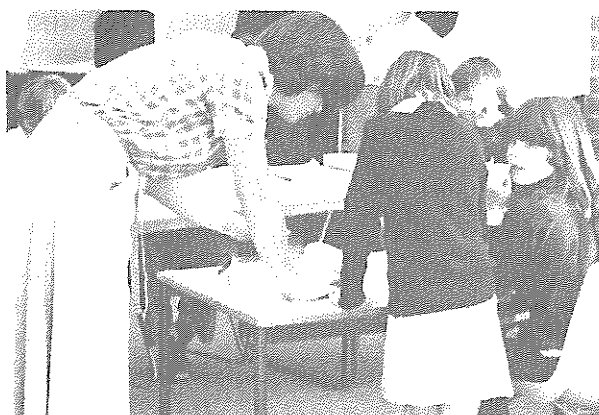
Table 1

<i>Enrolment</i>	<i>Professional Staff</i>		<i>Ancillary Staff (Technical, Clerical, Aide)</i>	
	<i>Head Teacher-librarian</i>	<i>Other Professional</i>		
1– 100	up to 1		up to 15 hours	
101– 200	1		20	"
201– 300	1		30	"
301– 400	1		40	"
401– 500	1		50	"
501– 600	1	1	60	"
601– 700	1	1	70	"
701– 800	1	1	80	"
801– 900	1	1	90	"
901–1000	1	1	100	"
1001–1100	1	2	110	"
1101–1200	1	2	120	"
1201–1300	1	2	130	"
1301–1400	1	3	140	"
1401–1500	1	3	150	"

3.7 New Schools

To ensure that resource services in new schools are immediately available on the day of opening it is recommended that provision be made for appointing professional resource service staff in advance. Funds available for the purchase of resources, curriculum planning considerations and pre-existing stock will influence the timing of such appointments. Such staff will need to:

- consult with the principal and, when possible, other teaching staff to determine the nature of the resource service to be implemented, including the budget;
- select and order resources;
- catalogue resources;
- undertake other essential processing.



SECTION 4.

Planning Resource Services



Note: Government and non-government schools receive Commonwealth funds for building purposes in different ways, the former through block grants made to State Departments of Education which each have their own procedures and the latter through grants made on the advice of Schools Commission Planning and Finance Committees in each State and Territory. Although this section alludes to the procedures advocated for non-government schools, the series of steps described would be appropriate for the planning of library building or refurbishing projects in all schools.

4.1 Initial procedures

If a non-government school intends to apply for assistance from the Schools Commission to build a new library or to refurbish existing facilities, it should first contact the Schools Commission's State Executive Officer. Relevant publications in the "Capital Works Planning Series" should be consulted. When a building grant is offered, further advice of the consultants allocated to the building should be sought. Appendix B provides a planning and sketch plan checklist which may be useful.

4.2 Steering committee

It is recommended that a steering committee be formed to gather information, to consider problems, and to maintain guidance and co-ordination throughout the planning stage.

The committee will vary in size and nature of representation according to the aims and objectives of the school concerned and its form of government. It

should be representative of the total school community and should include not only administrators but also teachers, students, and parents. From time to time it will call on consultants for advice. These may include officers of the Schools Commission, members of State and non-State education services, and other specialists in related areas. The architect should be a member of the committee.

Steering committees for school/community libraries should involve appropriate representatives of community members and public library authorities.

4.3 Relevant statistics

Information provided for the steering committee should include:

- enrolments — present and projected;
- teaching staff — present number and possible changes;
- resource services staff — present number and possible changes;
- facilities — present size and location
 - present stock in all media
 - present equipment
 - deficiencies
 - desirable standards.

4.4 Special considerations

The steering committee should consider:

- the school's educational aims and objectives;
- the curriculum;
- learning-teaching activities;
- school organisation;
- scope of resource services;
- location of new facilities;
- community needs as applicable.

4.5 Sub-committees

The steering committees may need to set up sub-committees to investigate certain matters. Studies could include —

Purpose of resource services:

- needs;
- priorities;
- expected services.

Buildings and facilities:

- existing buildings and facilities;
- relative location of library resources;
- possibilities of re-organising existing space;
- effects of climate and weather;
- accessibility of resources;
- location of satellite resource centres;
- possible integration of media production facilities to serve the whole school;
- experience in Australia and overseas.

4.6 Planning

Planning involves:

- identification of objectives;
- analysis of information;
- consideration of alternatives;
- decision-making;
- production of the architect's brief.

Non-government schools are advised not to proceed to working drawings and specifications until the State Planning and Finance Committee has indicated that a grant is possible.

4.7 The architect's brief

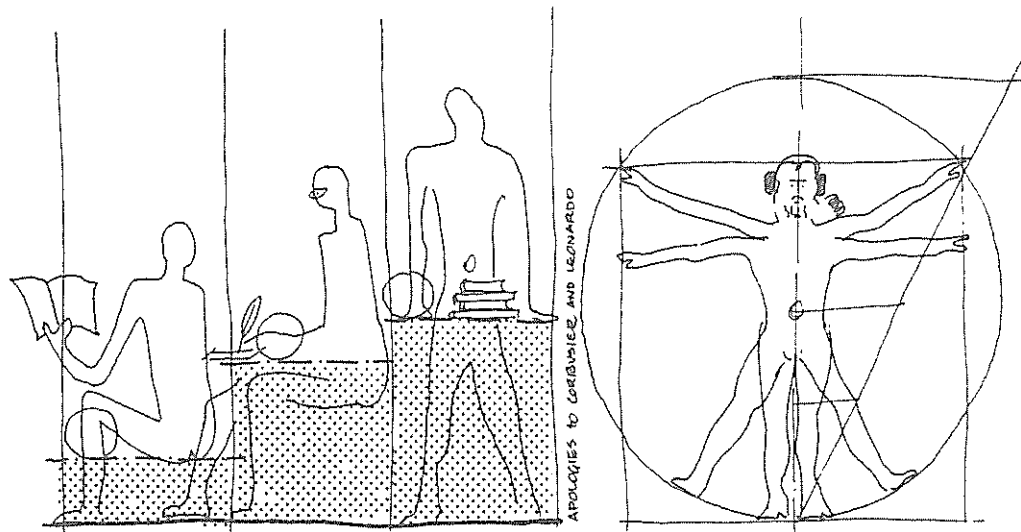
The architect should be provided with a brief based on the educational specifications prepared by the steering committee. It should set out clearly requirements for and notes on:

- educational aims and objectives;
- learning activities and organisational patterns;
- relationships of resource services to such aims, objectives, activities and patterns;
- administrative and organisational functions of the resource services;
- users and their patterns of use;
- siting;
- flow plan;
- control, supervision and security;
- internal spatial requirements;
- shading;
- services, e.g.
 - plumbing,
 - electrical wiring and outlets,
 - lighting,
 - heating,
 - air-conditioning,
 - acoustics;
- materials and maintenance, e.g.
 - building materials,
 - building finishes,
 - cleaning,
 - protection from weather;
- details, e.g.
 - partitions,
 - window design,
 - storage facilities,
 - fittings,
 - furniture.

It is essential for the architect to understand fully the nature and importance of resource services in the school. This may be assisted by observing successful operations in other schools.

SECTION 5.

Scales & Measures



5.1 Planning considerations

The two main considerations are easy access to resources and their integration in the total learning environment. The space required for library resource services need not be a separate physical entity such as a specified room or free-standing building. In some schools, quiet reading, small group discussion, and the use of audio-visual equipment may take place in an all-purpose learning area. Closed classroom collections are not consistent with these objectives. Neither are strictly controlled, physically segregated libraries.

Where building modifications designed to create more flexible areas do not include a separate library resources centre, it will be necessary to set aside an area of the school for use as a workroom for the teacher-librarian and as a place where the production of resource materials may be carried out.

Schools should also give consideration to incorporating available existing space in their building programs.

5.2 Siting the library resource facilities

While the use of resources is central to effective education, these resources and their attendant facilities need not be sited centrally, provided adequate access is achieved.

The accessibility and the relation of the resource service facility to traffic flow within the school are prime considerations. It must be possible to move materials and equipment easily from the resource areas to other learning areas for bulk loans and for immediate use.

Where the school consists of several buildings or includes multi-storey buildings, maximum accessibility to the library is usually achieved at ground floor level. In some schools it may be more feasible to consider a centrally organised but physically dispersed library.

The library should be designed and constructed to allow for the possibility of expansion, either by extending the building itself or by using other school areas. Allowance should be made for future expansion to accommodate

increased student numbers and to cater for possible changes in learning and teaching methods and the use of resources.

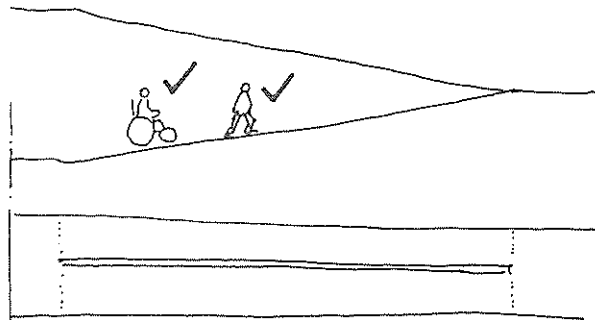
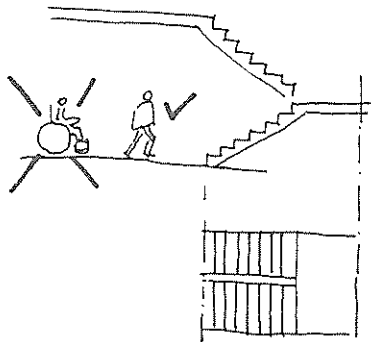
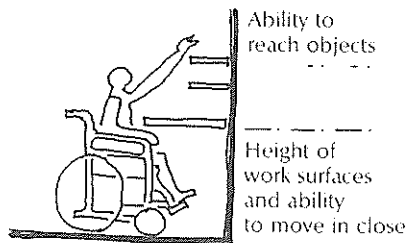
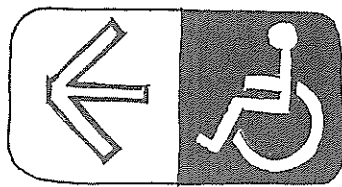
In planning library resource service facilities, consideration should also be given to their location and design for possible community use outside school hours.

5.3 Access for the disabled

There is an increasing awareness of the need to provide access for the physically handicapped to more facilities. When constructing new facilities or renovating buildings there is an opportunity to make provision for the needs of handicapped students.

Consideration should be given to:

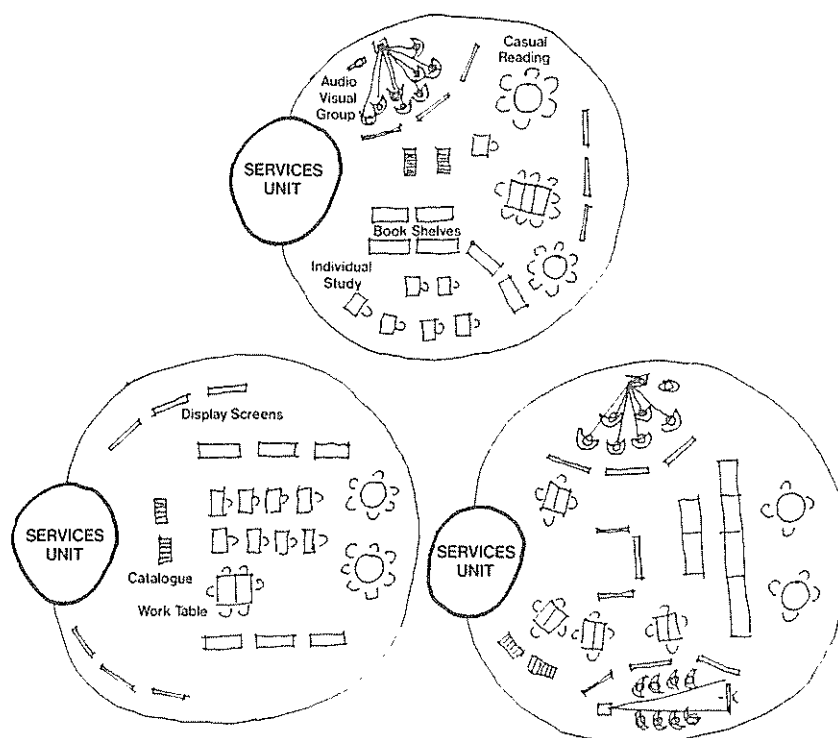
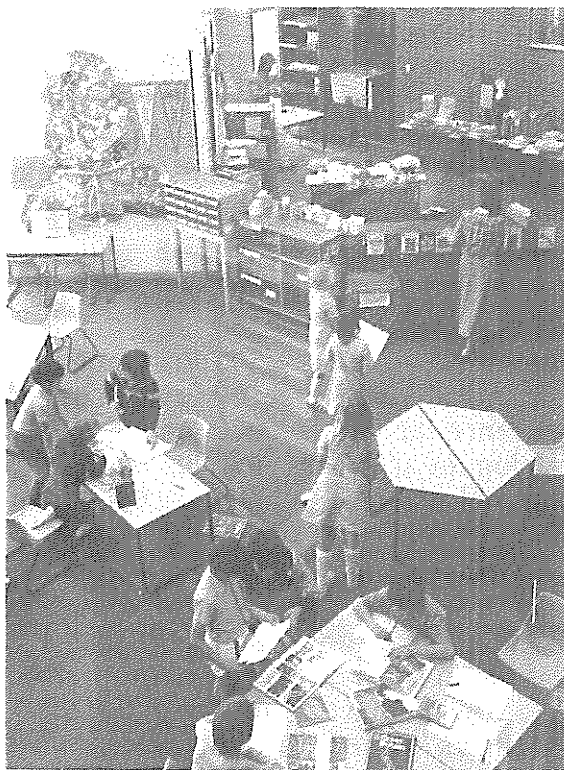
- placement of library on the ground floor;
- doors (wide, easy to open);
- ramps (in lieu of stairs);
- provision for wheelchairs;
- suitable toilet provision;
- suitable furniture (tables, carrels, aisles, etc.);
- non-slippery floor surface.



The relative space required to provide access to a different level. Lifts are an alternative, but are also expensive.
NOTE: Designers should refer to Australian Standard AS1428-1977 for details regarding dimensions and other factors such as surfaces, controls, signals, warnings, etc.

5.4 Concept of multi-variable space

It is desirable that the resource services space be multi-variable in character, allowing for an optimum utilisation of resources. Ideally this space should be free of fixed partitions and may undergo an infinite variety of changes according to functional requirements. Where subdivision of the space is required for present needs, movable partitions permit flexibility of resources and spaces. In some instances, items of furniture, including shelving, may be used as partitions. Library resource service facilities may be comprised of a number of related spatial units.



With regard to structural considerations, columns need not inhibit the flexibility within the library space, and will generally be far less expensive than wide-spanning structures.

5.5 Climate control

There are two factors to consider when planning internal climate conditions:

- human comfort;
- preservation of materials (paper, film, tape).

Temperature, ventilation, humidity and dust are the factors to be controlled.

Ideally temperatures should be in the range 20°-22°C with relative humidity between 45-55% and adequate air changes and elimination of dust. These conditions prolong the life of materials.

5.6 Lighting

Recommended illumination levels are as follows:

general areas	200 lux (limiting glare index 19)
counters	600 lux (limiting glare index 19)
reading tables	400 lux (limiting glare index 19)
reference tables	600 lux (limiting glare index 16)
catalogues and files	400 lux (limiting glare index 22)
informal seating	200 lux (limiting glare index 19)
stack areas	100 lux on vertical surfaces

Where financial restrictions or other considerations have led to the installation of ceiling-mounted strip lighting running in a single direction, it is generally found most satisfactory for standard height stacks (such as are used in secondary schools) of 2000 mm to be oriented at 90° to the direction of the lighting fixtures. Lower shelving such as primary school shelving, 1000–1500 mm in height, allows for greater flexibility, as do alternative approaches to illumination. In any case, care should be taken in positioning lighting fixtures to avoid inflexibility of furniture arrangement, especially as future expansion or changed school needs may necessitate relocation of shelving units.

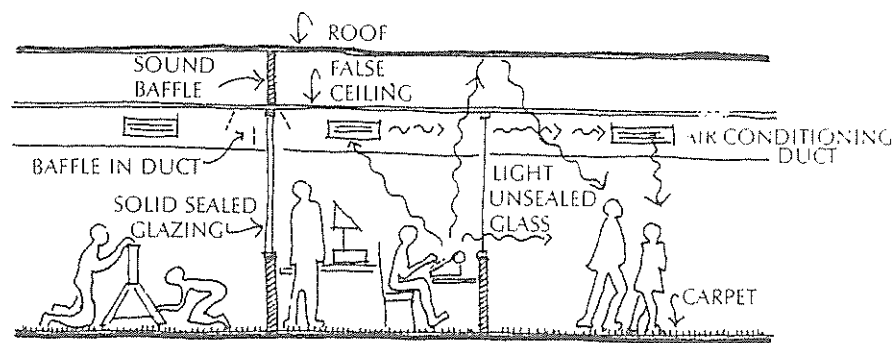
Care should be taken, when utilising natural light, to avoid problems of glare.



5.7 Acoustic control

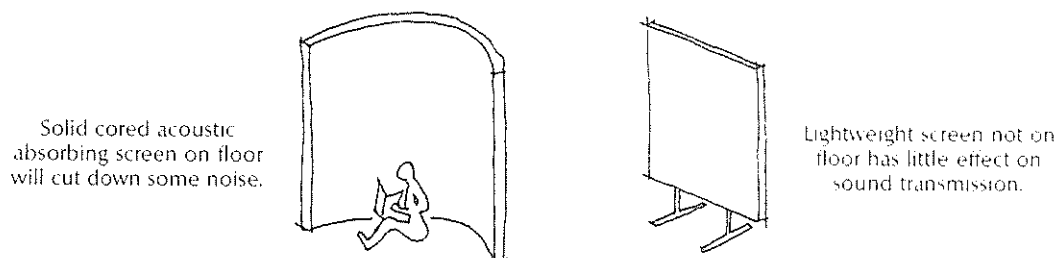
It is essential that due attention be given to acoustic control. Carpet as a floor covering is of particular value in this regard. In some instances ceilings or other surfaces may also need to be treated to maintain acceptable acoustic control.

Large areas of reflective parallel surfaces such as glass walls, etc., should be avoided wherever possible.



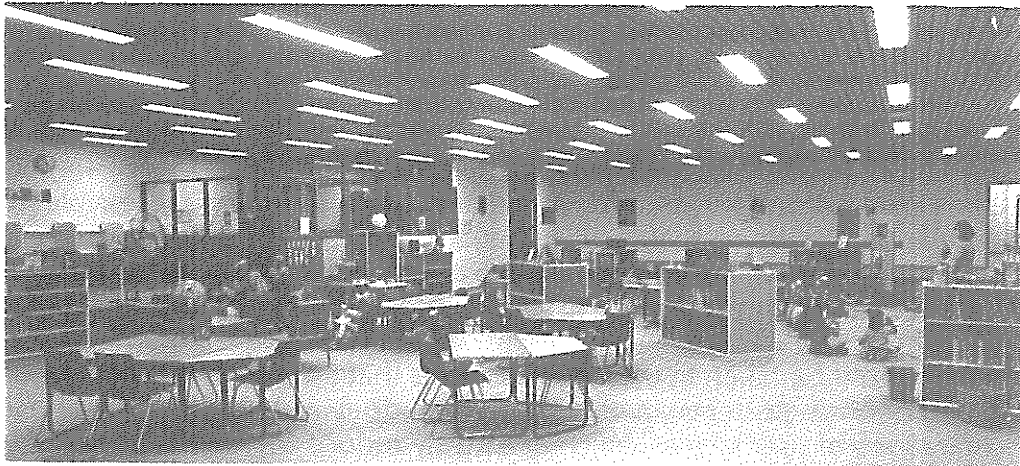
Making internal surfaces sound absorbant will make rooms quieter.

Some sound transmission paths between rooms (R.H.S.) and some ways to control them (L.H.S.).



5.8 Visual control (*supervision*)

It is important to consider factors affecting visibility within the facility. Care should be taken that this consideration does not conflict unduly with the flexibility and efficient arrangement of the facility.



5.9 Areas and their relationships

The spatial relationships of all library areas should allow for economy of movement. It should be possible after entering the library to consult the catalogue, move to the collection and then to a user space with a minimum of disturbance. Each school should prepare, in consultation with its architect, its own flow diagram.

(a) Main area

This area provides for a variety of reading spaces, both formal and informal, the main materials collection, standard reference works, the catalogue and the circulation area, and is so arranged as to provide easy access of readers to services. Children are envisaged as working at tables, carrels and on the floor, both formally and informally.

Special attention should be paid to group discussion areas for activities involving both teachers and children and to the provision of a story-telling area, especially in the primary and junior secondary school. Such an area may be in the form of a pit or a mound with one or two steps which are used for seating, although often the carpeted floor with some cushions is more than adequate. This area could also be suitable for drama and other group activities. Where a pit or mound is adopted for these uses care must be taken that the flexibility of the library is not compromised.



The movement of users and the use of materials influence the layout of this main area. It is preferable that there should be ready access from the various seating areas to the main materials collection. If there is a photocopying machine, its location should be chosen carefully because of the noise and movement associated with its operation.

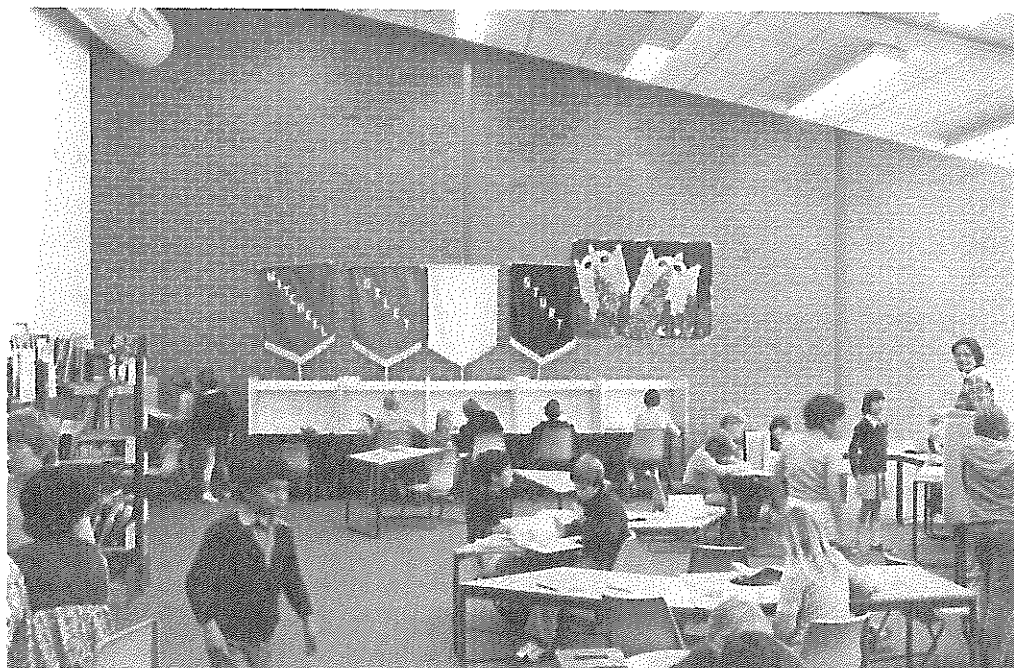
The catalogue and the ready reference area should be easily accessible from the circulation desk as well as readily available to readers in the main area.

It is important to make the entrance to the main area inviting and attractive. One method of achieving this is to locate informal areas near the circulation desk and entrance.

Care should be taken in the largest schools that the need to accommodate large numbers of students in the main area does not result in unpleasant concentrations of user spaces which effectively reduce the service available. In such cases, consideration should be given either to providing a number of smaller areas, or so shaping the main areas to create the effect of smaller areas. It is generally considered undesirable to seat more than one hundred readers in a single, undifferentiated area.

Large seminar areas may be provided as part of the main area space, particularly in secondary schools. These areas will tend to be used by larger groups for guidance in the use of library materials or for supervised reference and investigation. When not in use for such purposes these areas form part of the general space. Such separation as is felt necessary may be achieved by the

use of movable walls, archways, or furniture such as screens or shelving units. These areas should be positioned to allow reasonable access to the main materials collection. Provision should also be made for the use of audio-visual materials with convenient power outlets and screens. Provided there is adequate control, an outside entrance to this area will allow convenient access for a large group.



(b) Small seminar areas

Small seminar areas are for use by groups of students for discussions, for tutorial sessions between students and teachers, or to co-ordinate individual work on group projects involving the use of resource materials. These areas may also be used for consultation between the teacher-librarian and groups of students or teachers. Provision should be made for the use of audio-visual materials by the appropriate positioning of power outlets. Considerations of functional efficiency and economy suggest that small seminar rooms be grouped together as a multi-variable space unit. Partitions within this unit could be flexible, while partitions between the unit and the main area space could be glazed in an appropriate manner. Easy access to the main materials collection is required.

(c) Services unit area

This area provides for office, workroom, production, preparation and storage functions.

Office areas are required for teacher-librarians to perform professional tasks relating to administration, acquisitions and bibliographic organisation. In particular, such areas provide opportunities for interviewing students, teachers and parents as well as booksellers and publishers' representatives. It is necessary that provision be made for the secure storage of records relating to the administration of the library. The provision of a telephone to this area should be regarded as essential. Consideration should also be given to the provision of an intercommunication system between this area and other areas of the school as appropriate.



A work area is required for support staff to engage in tasks related to the organisation of materials. Particular attention needs to be paid to the arrangement of this area. A detailed workflow should be established. Adequate bench height working spaces should be provided for the physical processing and repair of resource materials, whilst desk height spaces are required for cataloguing and typing tasks. Adequate storage is required for resources awaiting and undergoing processing, as well as for processing materials and equipment. Provision should be made for the circulation of book trolleys in this area. Storage of resources is most usefully provided on open adjustable shelving. A sink unit with hot and cold water and a drainage area is essential. Adequate power outlets and lighting should be provided above the benches.



An area is required for the production of resource materials by all members of the school community. Consideration could be given to bringing within the library area the school's production facilities which might otherwise be located in the administrative areas or subject departments. The spatial implications should not, however, be overlooked. Special needs of some production activities, such as the need for acoustic isolation when using microphones, should be taken into account. Where a school has a highly developed and sophisticated production program, consideration may need to be given to the production areas being a separate unit within the library.

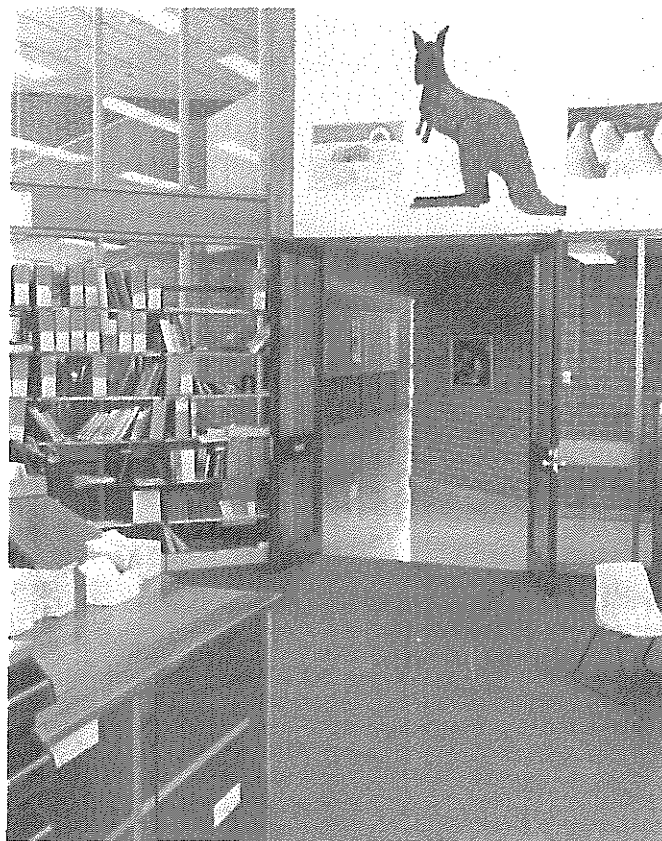
A preparation area allows members of the teaching staff to use and evaluate library materials. It may also be used for professional reading. Some schools may wish to locate a professional library in this area, or use it to display new materials. In such cases adjustable shelving will be needed. Some schools may wish to use this area to supplement the small seminar areas; other schools, especially smaller secondary and primary schools, may prefer to use this area in place of a separate small seminar area. Such schools should plan the furniture and arrangement of this area in accordance with their needs. Not all schools will have a need for such an area.



Storage facilities are required for software production materials and equipment, constructional materials, master copies, and in some cases, expensive and group-use hardware. The provision of bench space for simple maintenance should not be overlooked. Adequate power outlets should be provided. Adequate lighting should also be provided.

(d) Entrance

The entrance should provide an attractive and adequate approach to the resource centre facilities. The nature of the facilities and local environmental conditions will determine whether this area is incorporated in the main area. In planning the entrance, consideration should be given to the incidence of simultaneous inward and outward flow and problems resulting from climatic and playground conditions. The entrance is an ideal location for display. Near the entrance, provision may be made for the storage of bags and coats depending upon such factors as school organisation, climate, and use by the community both during and outside school hours.



5.10 Schools with combined primary and secondary enrolments

The provision of library resource service facilities for schools with both primary and secondary enrolments raises the question of whether joint or separate facilities will best serve the educational needs of the school.

Where primary and secondary areas are either integrated, or separated on the same site by only short distances, and where the enrolment is not great, joint facilities will, in most cases, give the best service to the school as a whole. Generally, however, the provision of joint facilities should be planned with care, providing, for example, quiet areas for senior students and welcoming spaces for the younger primary children.

If the distance from the various learning areas is such that incidental and spontaneous use would be discouraged, by weather or other factors, serious consideration should be given to more appropriate location of resources.

Where a library for joint use is planned, its areas should be determined as follows:

- (a) when primary and secondary enrolments are each less than 100 but the total of the two is more than 100, a library of 67m^2 plus $0.4\text{m}^2 \times$ the number of secondary students is appropriate;
- (b) when one or both of the enrolments exceeds 100, a library of an area appropriate to the major enrolment plus $0.4\text{m}^2 \times$ the number of students in the minor enrolment; or
- (c) a library area appropriate to the total school enrolment, whichever is the greater.

5.11 Alternative arrangements

As noted earlier in 5.2, resource facility space need not be conceived of as a

single unit, but may, if the needs of the school require it, assume a variety of configurations. Two of these are discussed below.

(a) Small open plan schools

In schools with a relatively small enrolment and constructed on open plan principles, a separately identifiable resource facility may be inappropriate. In these cases specialised space will need to be found for service activities and some space allocated for general reference material as well as the catalogue and other indexes to the collection, whilst the rest of the space required for resources and users is dispersed about the school.

(b) Satellite collections

In some schools it may be felt necessary to have satellite collections. As a decision to arrange space in this way has implications for staffing as well as for the provision of additional access to the catalogue (often through duplication) and duplication of resources, careful consideration should be made of all factors before reaching such a decision. It should be recognised also that such arrangements are not always conducive to convenient community access to the whole collection.

In some schools it may be felt that the special needs of a particular group of students require the establishment of a single satellite collection. Most typically this group seems to be either senior students in Years 11 and 12 or the youngest students in the Kindergarten or Infant years. In either case the resource service facilities may be seen to have a relatively large core and a smaller satellite. Such a satellite will require space for resources, users and services.

Space for service activities need not be large if most processing etc. is carried out in the core facility. One such station should suffice in most cases.

5.12 Space allocations

The Advisory Group on School Library Standards recommended revised guidelines for school library areas. These are detailed in Appendix A.

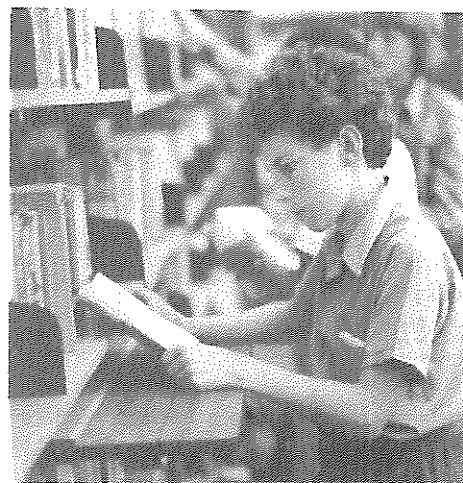


Table of recommended Space Allocations

Table 2(a)

Secondary		
<i>Adjusted secondary enrolment⁽¹⁾</i>	<i>Total Area of Library/Resource Facility (including service area)⁽³⁾</i>	<i>Service Area (included in total area)⁽²⁾⁽³⁾</i>
1– 99 ⁽⁴⁾	No separate allocation. Facilities incorporated into existing class areas.	
100– 199	95m ²	Small partitioned area within reading room
200– 299	140m ²	
300– 499	225m ²	59m ²
500– 549	263m ²	68m ²
550– 599	279m ²	68m ²
600– 649	295m ²	68m ²
650– 699	312m ²	68m ²
700– 749	328m ²	68m ²
750– 799	344m ²	68m ²
800– 849	480m ²	86m ²
850– 899	497m ²	86m ²
900– 949	513m ²	86m ²
950– 999	530m ²	86m ²
1000–1049	546m ²	86m ²
1050–1099	563m ²	86m ²
1100–1149	579m ²	86m ²
1150–1199	594m ²	86m ²
1200–1249	610m ²	86m ²
1250–1299	627m ²	86m ²
1300–1349	644m ²	86m ²
1350–1399	660m ²	86m ²
1400–1449	809m ²	114m ²
1450–1499	823m ²	114m ²
1500–1549	840m ²	114m ²
1550–1599	856m ²	114m ²
1600–1649	881m ²	123m ²
1650–1699	898m ²	123m ²
1700–1749	913m ²	123m ²
1750–1799	930m ²	123m ²
1800–1849	1004m ²	152m ²
1850–1899	1024m ²	152m ²
1900–1949	1040m ²	152m ²
1950–2000	1073m ²	152m ²

Notes:

- (1) Enrolment figures refer to actual numbers of students enrolled except in schools with a year 12 enrolment, where the year 12 enrolment is doubled and added to the number of students in the preceding years.

- (2) The service area provides spaces for the following:
- teacher-librarian's office area;
 - workroom area;
 - production area;
 - planning and preparation area;
 - A/V storage area.
- (3) Service area included in total area of library resource facility.
- (4) Schools with enrolment 1–99. When a school has room available for a library and therefore no building costs are involved and where the space could function effectively as a library, small grants may be made available for the rooms to be equipped for this purpose.

Table 2(b)

Primary		
<i>Enrolment</i>	<i>Total Area of Library/Resource Facility (including service area)⁽¹⁾⁽²⁾</i>	<i>Service Area (included in total area)⁽¹⁾⁽³⁾</i>
1– 99 ⁽⁴⁾	No separate allocation, but facilities incorporated into the existing class areas.	
100–199 ⁽⁵⁾	67m ²	Sink and cupboard to be provided
200–299	128m ²	28m ²
300–399	172m ²	42m ²
400–499	214m ²	56m ²
500–599	256m ²	70m ²
600–699	300m ²	70m ²
700–799	342m ²	84m ²
800–899	381m ²	84m ²

Notes

- (1) The service area provides space for the following:
- teacher-librarian's office area;
 - workroom area;
 - production area;
 - planning and preparation area;
 - A/V storage area.
- (2) Areas are calculated on the basis of 0.427m² per person in enrolment gradations of 100.
- (3) The service area is included in total area of library resource facility.
- (4) Schools with enrolments 1–99
When a school has room available for a library and therefore no building costs are involved and where the space could function effectively as a library, small grants may be made available for the rooms to be equipped for this purpose.
- (5) The library size of 67m² represents an area which could be converted to other uses when the school population exceeds 200.

It also needs to be noted that the main catalogue located in the core facility will need to show all holdings in the collection wherever they may be housed.

In most cases the total area of libraries with satellite collections may be marginally larger than those without, though the core space in such a facility can be expected to be much the same size as a unified facility serving a similar size population.



SECTION 6. Resources



6.1 Resource services and facilities

A resource services area should provide:

- adequate resources available for individual and group use;
- equipment for production and use of resource materials;
- advice and guidance for use of resources;
- a record of all available resources in the school wherever they are located.

6.2 Selection and evaluation

The careful selection of material is vital to both the establishment and growth of school resource services. It is of course recognised that schools will have very different requirements, not only through differences in size, organisation, and environment, but also because of varying emphases and different levels of education.

A wide variety of materials and equipment should be made available to meet the individual and group requirements of students according to their interests, abilities and learning needs. It may be necessary, however, in the early stages of resource development to concentrate on meeting selected needs rather than attempting to collect a wide variety of resources. This applies particularly to non-print items.

The process of selection is assisted by consulting standard bibliographical tools, recommended subject lists and reviewing journals. Previewing of materials is recommended whenever possible. Selection involves the co-operation of teachers, curriculum specialists and students with the teacher-librarian in order to evaluate and select materials and equipment.

It is desirable to establish priorities when selecting materials. Attention should be given both to areas of special need and to the requirements of a balanced collection.

Evaluation of materials is a continuing process. Books or materials which have become inaccurate, obsolete in content and format, or no longer relevant,

should be discarded. Care should be taken, however, to retain and preserve materials which may be valued in the future because of their historic importance or local interest.

6.3 Production

Production and reproduction of materials are important aspects of school resource services and many schools are centralising their production facilities. Production is necessary because:

- commercially produced materials frequently do not relate sufficiently to particular curriculum needs;
- the school-based curriculum concept implies the inclusion of topics for which back-up material is not available and teachers will need to produce their own;
- students should be able to express their ideas and develop means of communication in a variety of forms;
- certain activities such as film making require specific production facilities;
- recording of broadcast programs can make them more freely available.

The types of production equipment best suited to a particular school will depend on that school's educational program.

In addition to adequate spatial provision for these activities, some attention must be paid to the costs of raw materials involved, e.g. photographic film, thermal transparency film, etc.

6.4 Books

The book collection contains general reference, non-fiction and fiction to suit all ages, reading abilities and reading interests. The number of books required depends on the size of the school and on its educational program.

While assistance is provided to establish basic stock, it must be realised that an active resource services program will require continuity in growth. The table in paragraph 7.6 suggests the size of the collections for a basic library service in schools of different sizes. This will require an annual allocation by the school to cover the purchase of new materials and the replacement of materials discarded because of wear or obsolescence.

6.5 Periodicals

Periodicals are an essential resource. Their selection requires particular care as they are a recurrent cost.

6.6 Newspapers

A newspaper collection should cover news at the local, state, national and international levels.

6.7 Pamphlets and ephemera

Such material often provides information not yet available in book form.

6.8 Audio materials

These include discs and audiotapes on reels, cassettes and cartridges.

6.9 Film materials

These include slides, filmstrips, motion picture film as well as other forms of photographic film.

6.10 Graphics

These include art prints, pictures, photographs, maps, charts and overhead projector transparencies.

6.11 Video materials

These include videotapes on reels, cassettes and cartridges as well as video discs.

6.12 Realia

These include toys, games, models and actual specimens.

6.13 Microforms

These materials are increasingly available and may be appropriate in some schools where considerations of space and availability of material are critical. It should be noted that such materials require the use of hardware such as readers and printers. They also include computer assisted learning programs and other types of software packages for the mini computers which are being increasingly used in schools.

6.14 Hardware

Selection of this material will be influenced by the school's program, available software, funds, etc. This may result in the incremental development of resources from a simple to a more sophisticated provision. It is most likely that such a program would eventually cover a wide range of media in each of the major areas of production, individual use and group use.

6.15 Organisation of resources

The school resource services staff is responsible for the overall organisation of all resources to ensure maximum use and to avoid unnecessary duplication of equipment. Such centralisation of control enables regular checking and servicing of equipment and maintenance of materials.

Overall organisation and consequent centralised control does not imply a single location for all resources. These should be located in the most appropriate position in the school. No matter where resources are located, they should be accessible.

6.16 Maintenance and replacement factors

Maintenance and replacement of hardware will depend on the nature and use of the resources, the conditions under which they operate, and obsolescence. It is important that provision be made in the school budget both for maintenance and for replacement of hardware.

Maintenance can be expensive and may be subject to minimum rate charges. As a guide, it is suggested that 10%-15% of the total value of hardware be set aside annually for repairs and maintenance. This figure does not include expenditure on consumables such as projector lamps and batteries. Care needs to be taken to avoid increased maintenance costs of aging equipment which might be more economically replaced. Users are generally disinclined to use equipment they regard as unreliable; older machines tend to be more subject to delays involving parts which become more expensive as their availability declines.

It is best to attempt to estimate a working life for a machine and depreciate its value annually over that life. If at the end of the estimated life the machine is still operating well, then consideration may be given to keeping it longer. It may

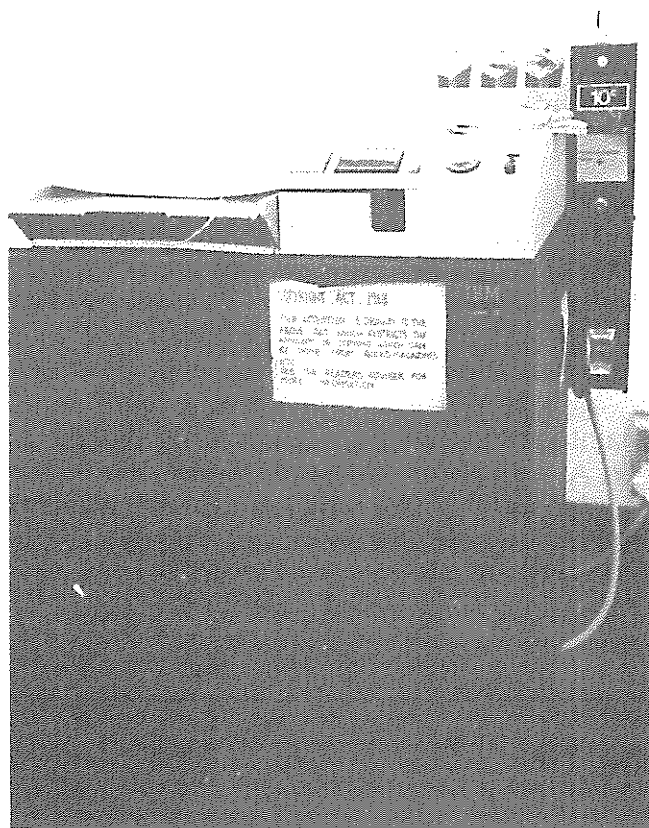
be, however, that although the equipment is still running it has become obsolete because of a technological change (e.g. reel to reel tape recorder — audio or video — replaced by cassette models). It may be that better hardware has become available for the same software (e.g. 16mm projectors which are lighter, have brighter lamps, and run more quietly). These old units may be detracting from the full educational benefit which could be obtained from more up to date hardware.

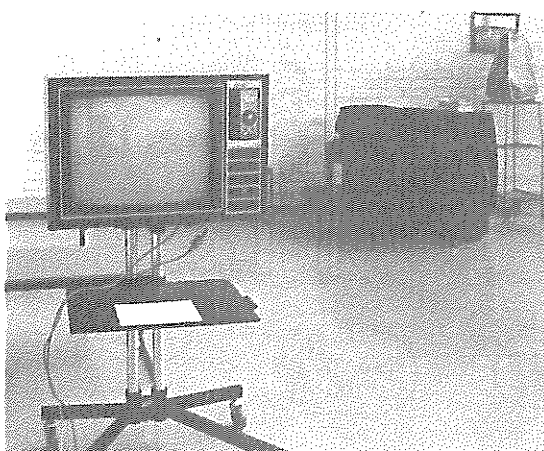
The life of any given piece of hardware is hard to calculate. Solid state electronic equipment with virtually no moving parts (controls, etc.) might be expected to last longer than items such as duplicators with their many moving components. Similarly, a library-based video recorder or three-in-one might be expected to last longer than a portable video recorder or portable record player or cassette recorder. In addition, equipment which is used frequently and/or which is operated under excessively dusty or humid conditions will wear out more quickly than that which is kept in the storeroom and rarely used. Under average conditions portable, general staff/student access equipment (e.g. cassette recorders) may have a life of only a year or two. Thermal copiers, 16mm projectors and the like may last up to 10 years.

Book and non-book software is more complex in this regard. Three major factors should be considered:

- content;
- type of use;
- physical format.

Non-fiction works will tend to deal with subjects in two broad areas; those where knowledge is changing rapidly and those with relative stability. Materials





dealing with relatively stable subjects will require less frequent replacing than others. Reference material may be divided into general encyclopaedic works, specific subject works and annual or serial publications. Normally, general encyclopaedic works require replacement at least every five years and usually every three years. Specific subject works should be replaced on the same basis as general non-fiction materials, whilst serial publications should be replaced on the appearance of a new edition.

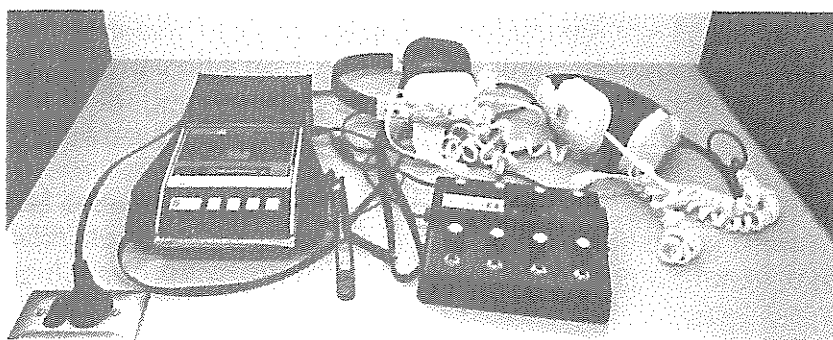
Fiction may be divided into two areas; works of lasting appeal and works of ephemeral appeal. Both categories are important to any collection. Ephemeral works are likely to require replacing at a greater rate.

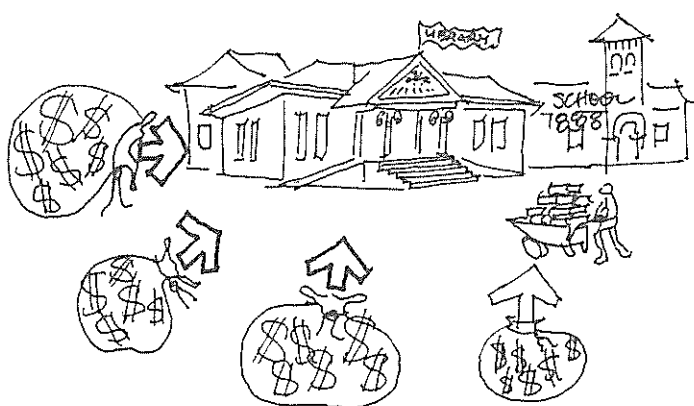
Changes in the school curriculum or program may introduce new subjects, either in addition to, or to replace, existing subjects. Catering for these changes is an important element of maintaining a current and effective collection of resources.

Physical format and type of use may result in some materials being replaced more quickly than others as a result of wear and tear, or obsolescence. This can be particularly true of audio visual software: overhead transparencies poorly mounted and stored scratch easily and filmstrips may contain frames with obsolete statistics or pictorial frames which date the whole strip and detract from its intended benefit. Video tape technology has advanced so quickly that old black and white, low density recordings may be virtually useless as educational tools, even if not stretched or scratched.

Allowances should also be made for such factors as loss and damage.

Replacement is not uniform throughout the collection, but any collection may be expected to turn over within a ten year period, and suitable provision should be made to meet these costs.





SECTION 7. Funding of Resources

Note: Government and non-government schools receive Commonwealth funds for library purposes in different ways, the former through block grants made to State Departments of Education which each have their own procedures and the latter through grants made on the advice of Schools Commission Planning and Finance Committees in each State and Territory. Although this section deals with the funding arrangements applicable to the non-government sector, the scales and standards alluded to may serve as a guide for all schools.

7.1 Assistance is available

Financial assistance is available under Schools Commission programs and advice is given by Planning and Finance Committees in each State and Territory, concerning buildings, equipment and materials. Financial assistance is provided on the basis of need.

7.2 Building grants

These grants are available for the following purposes:

- to extend or alter existing buildings to meet minimum guideline standards;
- to refurbish and refurnish existing buildings;
- to replace existing buildings;
- to provide new library resource facilities including equipment and materials.

7.3 Funds for equipment and materials

These funds are available to establish initial collections or to support a particular learning need. It is envisaged that schools will then develop these collections to meet their specific needs.

7.4 Balancing collections

It has been generally thought desirable to balance the fiction and non-fiction components of the collection. A frequently suggested workable relationship has been given as 60 per cent non-fiction and 40 per cent fiction. In many school situations, however, such a distinction has no educational significance.

7.5 Special considerations

Schools with students who have special physical or learning disabilities should give particular consideration to the selection of materials for such students.

7.6 Table of suggested stock figures

Table 3

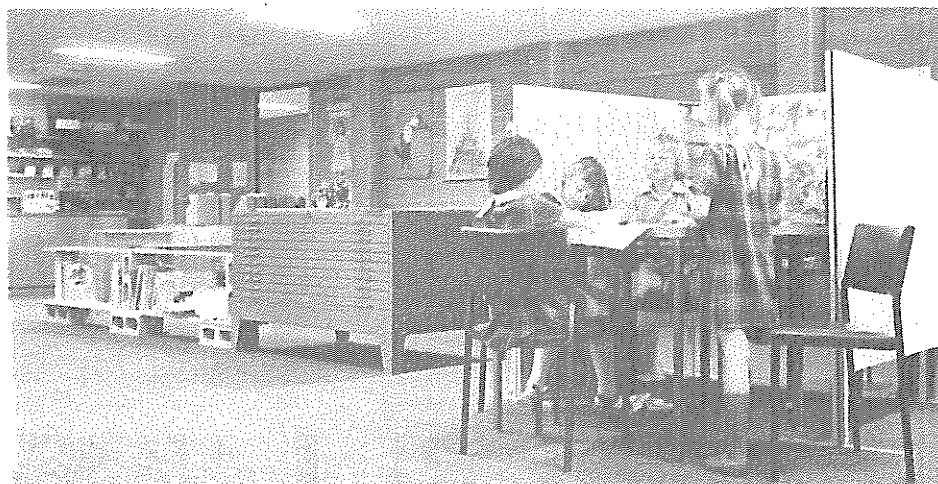
<i>Enrolment (see note 3)</i>	<i>Suggested target size of collection for adequate library service</i>	<i>Suggested basic collection</i>
1– 100	3000	see note 6
at 150	4104	2250
" 200	5097	2750
" 250	6008	3250
" 300	6853	3500
" 350	7644	3750
" 400	8388	4000
" 450	9091	4200
" 500	9758	4400
" 550	10392	4600
" 600	10997	4800
" 650	11574	5000
" 700	12126	5200
" 750	12656	5400
" 800	13163	5600
" 850	13650	5800
" 900	14118	6000
" 950	14567	6150
" 1000	15000	6300
" 1050	15416	6450
" 1100	15817	6600
" 1150	16203	6750
" 1200	16575	6900
" 1250	16933	7050
" 1300	17278	7200
" 1350	17611	7350
" 1400	17931	7500
" 1450	18240	7650
" 1500	18538	7800
" 1550	18825	7950
" 1600	19101	8100
" 1650	19367	8250
" 1700	19624	8400
" 1750	19870	8550
" 1800	20100	8700
" 1850	20336	8850
" 1900	20556	9000
" 1950	20767	9150
" 2000	20969	9300

Notes:

1. The figures incorporate both book and non-book items. The ratio of book to non-book items in each collection should be determined by individual schools to meet their particular needs. It is expected that all collections will include a variety of book and non-book media.
2. It is recommended that schools determine interim targets relative to available funds and ability to expend these.
3. Enrolment figures refer to actual numbers of students enrolled except in schools with a year 12 enrolment where the year 12 enrolment is doubled and added to the number of students in the preceding years.
4. For each school with an enrolment in excess of 100, the target collection is calculated by multiplying the enrolment by $(60-15 \log x)$ where x is the enrolment.
5. The figures derived from the above formula are intended to provide a guide. Each school should establish the size of its collection on the basis of its own perceived needs.
6. For schools with enrolments of less than 100, the book-stock will be calculated by funding on the basis of 20 volumes per student, but no school will have a book stock of less than 50.

SECTION 8.

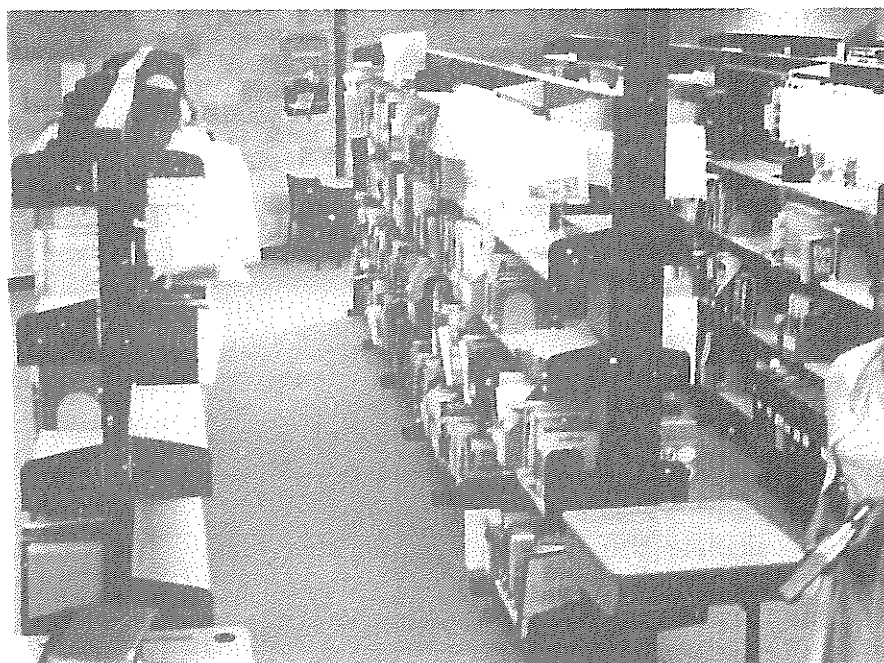
Furniture



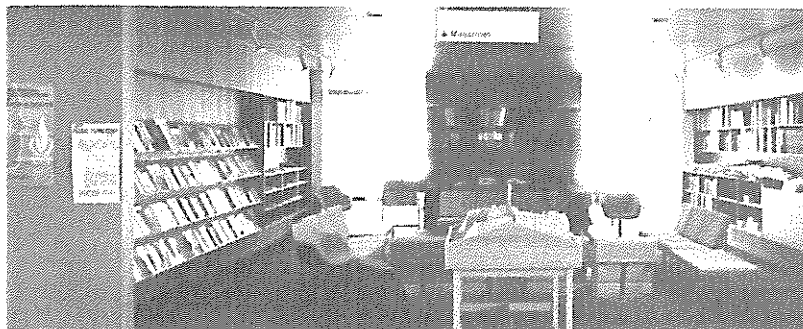
8.1 Shelving

Bookshelves of varying types are needed. The main bookstacks can be formed from free standing double sided shelving units. These are available in a number of attractive designs which provide adjustable shelving in bays of 900mm. The maximum length of each double sided unit should not exceed 3600mm. Primary schools would be advised to look at shorter units (i.e. less than 4 bays in length). Aisles between stacks should not be less than 900mm.

Shelving in secondary schools should not exceed 2000mm in height, and in primary schools 1500mm. For small children, picture-story book shelving and other units should not exceed 1000mm in height.

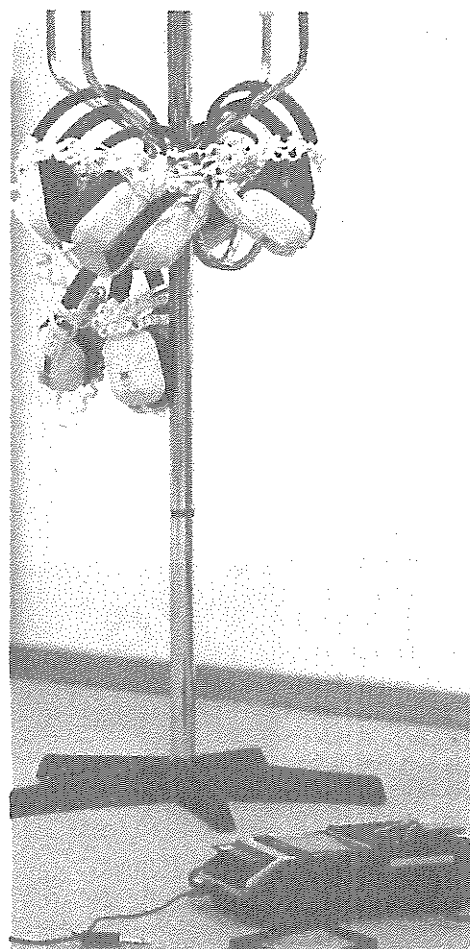


Special purpose units with horizontal and tilted shelving can be used in the reading and browsing areas. Mobile bin style units can be of particular value for housing materials for younger children. Appropriate bench space should be provided adjacent to reference shelving to allow for scanning of the material.



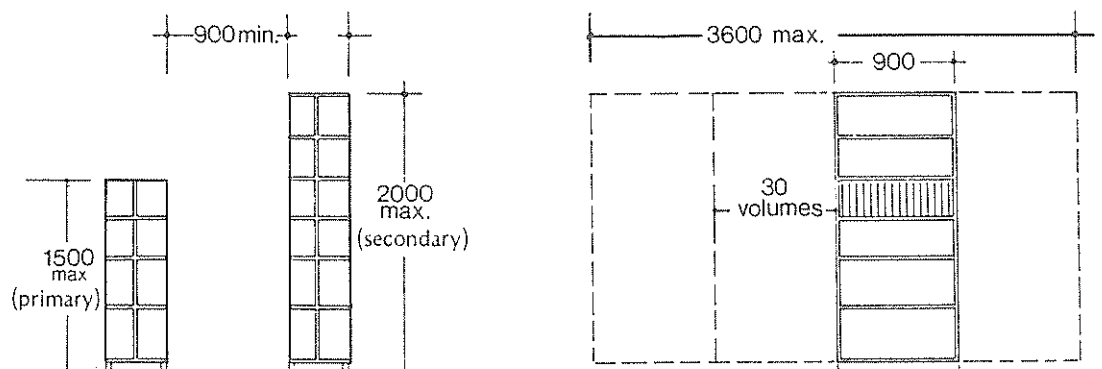
Adjustable shelving is required in the office, workroom, production, planning and preparation areas as well as in the main reading areas.

Open access is recommended for all software and inexpensive items such as audiotape cassette players and slide viewers. Appropriate shelving will be required. The type of shelving and its location are determined finally by the organisational pattern operating or agreed upon.



Security shelving units may be required in some schools for the storage of expensive audio-visual equipment and materials.

To calculate the capacity of shelving, 30 volumes in each 900mm of shelving may be allowed. Placing shelving bays on 1500mm centres represents optimum space utilisation with accessibility. Such spacing generally results in aisles of 900mm.



A double sided unit 3600mm long, with 6 shelves (secondary), holds 1440 books, and with 4 shelves (primary), holds 960 books.

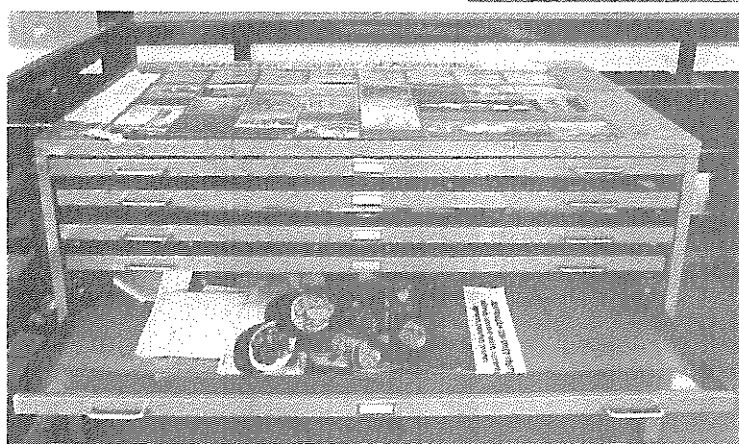
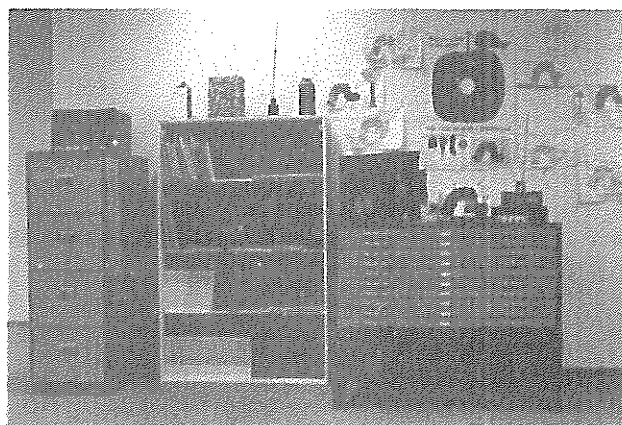
8.2 Periodical display and storage

Special shelving is needed for the display and storage of periodicals. Suitable double sided periodical stands may be useful as space dividers in some areas. Consideration should be given, where appropriate, to the provision of shelving units for storing back issues in pamphlet boxes and to similar solutions.



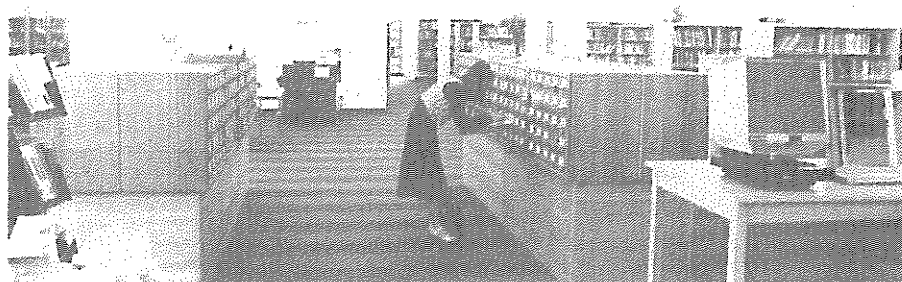
8.3 Filing cabinets

Commercially produced cabinets are available which allow for the flat or vertical storage of maps, charts, and large pictures. While it may be argued that vertical storage when well designed provides better access to materials, if horizontal storage should be chosen, shallow drawers give easier access. Standard filing cabinets can be used for the storage of pamphlets, cuttings, small pictures and slides. Pamphlets may also be stored in pamphlet boxes or bookshelves. It should be noted that some mounted overhead projector transparencies will not fit in a standard fooscap sized drawer, although special cabinets are available for this purpose. It is recommended that three drawer vertical filing cabinets be used in all student access areas.



8.4 Catalogue cabinets

The catalogue cabinet should be free standing in a position of maximum accessibility. It should not be built into the charging desk, the ends of bookstacks, or into a wall. Drawers must have locking rods and label holders. In primary schools the overall height of the unit should not exceed 1000mm, in secondary schools 1200mm. Drawers should be spread to accommodate as many users as possible at the one time. A double sided catalogue cabinet with drawers opening alternatively from each side, or two units placed back to back have been found to improve access considerably.



For book or microfiche catalogues, table or carrel space should be provided. If the school should have a book catalogue rather than a card catalogue, 2.5 m² will be required for each user consultation station. If the catalogue should be on microfiche, 3.5 m² should be allowed for each user consultation station.



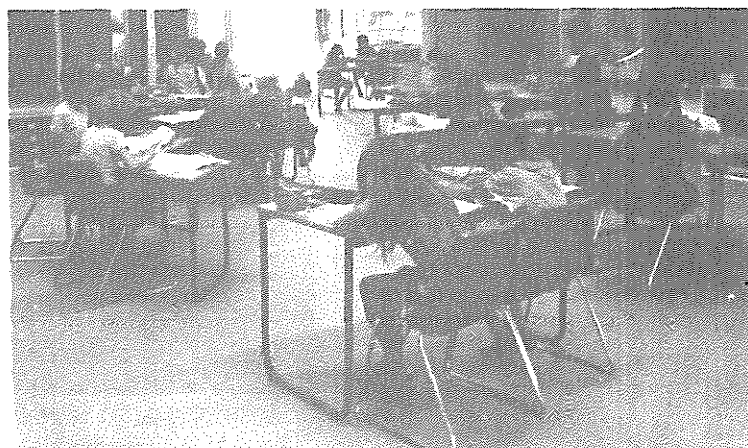
8.5 Seating

Seating is required in the reading and seminar areas for a minimum of 10 per cent of the student enrolment. Chairs required for seating at tables and carrels will vary in type and height to suit the needs of the school. Such chairs should be upright to assist good posture, have padded seats and backs and provide for comfortable clearance between the chair seat and the table or carrel as well as being easy to manoeuvre on carpet.

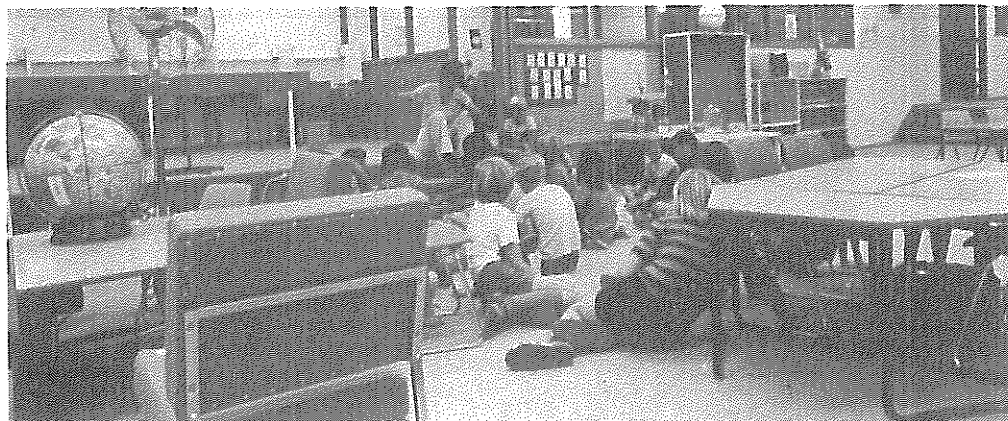
Seat height is of great importance. A chair with a seat height greater than the length of the lower leg of the user will cause undue pressure on the soft tissues at the back of the thigh; a seat that is too low may stretch the muscles at the the back of the thigh and produce a lumbar convexity. It is desirable to provide library chairs which will comfortably accommodate most of the school population.

The relationship of table height to chair height is also important. There should be a clearance of not less than 250mm between the underside of the table and the seat of the chair.

Care should also be given to avoiding problems of posture, which may result with some seating.



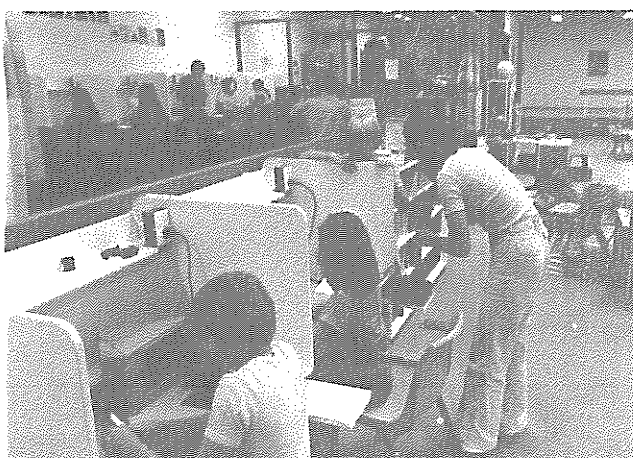
Informal seating should also be provided. Such seating may include lounge chairs with or without arms, pouffes, bean-bag chairs and cushions. Seating in the services unit should be functionally appropriate and will include clerical chairs and stools.

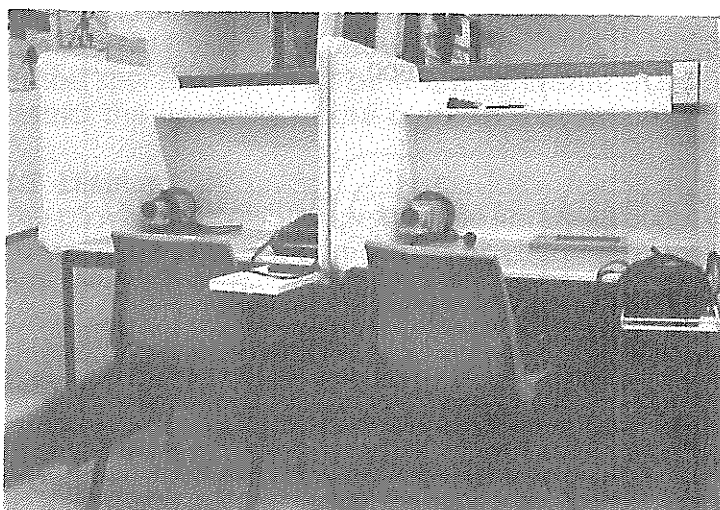


8.6 Tables and carrels

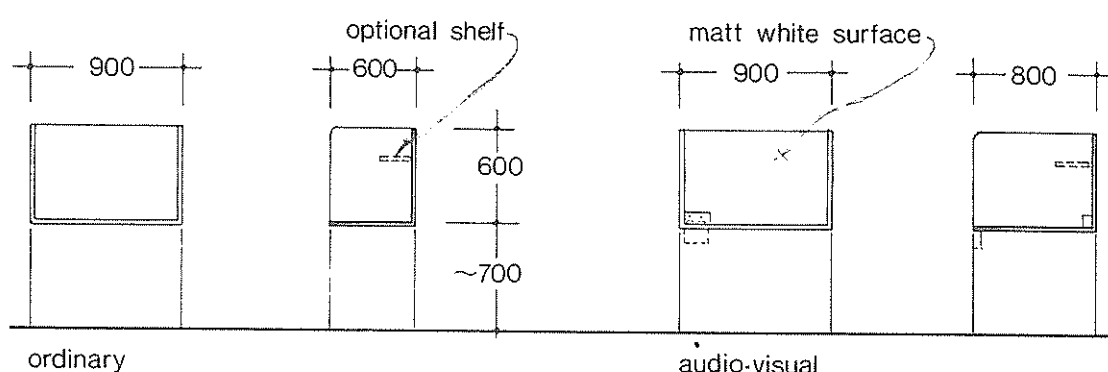
Tables are available in a wide variety of shapes and sizes, including single place, trapezoidal and rectangular tables. Heights of tables should vary to suit the users, with care being taken to match chairs with tables. An area of approximately 0.54m² should be provided for each reader.

Carrels should not be less than 900mm in width by 600mm in depth. Carrels designed for the use of non-book equipment should not be less than 900mm x 800mm. In primary schools consideration should be given to the provision of carrels designed to seat two children. Such carrels should not be less than 1200mm x 800mm. All carrels intended for the use of non-book equipment should be equipped with double power points. Schools wishing to have only one kind of carrel should consider those designed for the use of non-book equipment. Some schools find it useful to have removable dividers on benches or tables to allow carrels to be converted to group spaces. If this option is chosen, care must be taken to ensure that the carrels function effectively.





Carrels should be designed as simply as possible. The rear surface of carrels intended for use with non-book equipment should have an off-white matt finish which gives an adequate reflecting surface for projection.



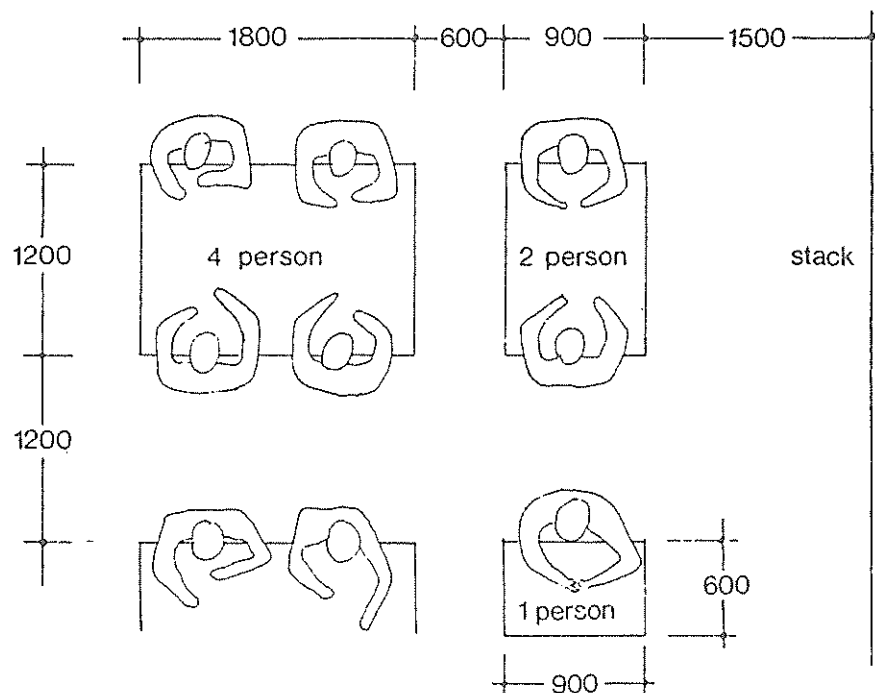
A minimum aisle space of 1200mm is needed between tables where chairs are back to back and a 600mm aisle between the ends of tables where no readers are seated. There should be at least 1500mm between bookstack and reading tables. It should be noted that tables to seat four or more are very heavy and a large number of them in the main reading areas can lessen mobility and give an appearance of regimentation.

Writing surfaces should be functional, providing a smooth, even, preferably matt finish which can readily be cleaned and which will not easily be indented by the use of ball point pens. Also, care should be taken not to use finishes which cause glare. Examples of suitable finishes are:

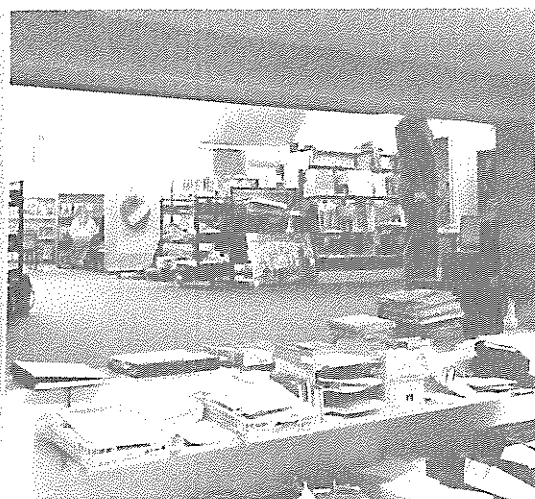
- plastic laminate;
- thermo-setting plastic;
- linoleum;
- sheet vinyl;
- wood.

8.7 Circulation area

Some provision must be made for controlling the circulation of materials. The circulation desk need not be elaborate and should not be built-in. The design will vary according to the size of the school, the height of the children using the resource service and the circulation system in use. The number of persons using



the desk at any one time and the physical requirements of loan stationery will also need consideration. Open shelf space should be provided below the desk as well as leg room at staff operating points. Storage for circulation stationery should be provided. Adequate shelving is needed near the desk for the temporary storage of returned books and materials. It is desirable that arrangements be made so that book trolleys can be housed near the desk.



8.8 Workroom and service unit furniture

Furniture in these areas should be designed to suit the functional requirements of the space. Care must be taken to ensure that furniture, if built-in, does not restrict the flexibility of use of these spaces.

8.9 Display

The provision of display areas in the library resource centre is basic to creating an atmosphere which is stimulating to children. A variety of display units may be provided. Krommenie board, cork, and linoleum make excellent display units for posters, bookjackets and notices. If Cane-ite is used for this purpose, it should be covered with tinted hessian or felt. Peg board or glass enclosed cases with adjustable shelving are suitable for the display of library materials and realia. Mobile display units are another source of display space.



8.10 Guide to furniture provision

Main area Table 4

<i>Enrolment</i>	<i>Shelving (linear metres)</i>	<i>Periodical stand</i>	<i>Filing cabinet</i>	<i>Catalogue drawers*</i>	<i>Seating of all kinds</i>	<i>Tables and carrels</i>	<i>Circulation desk</i>
1- 100	88	1	1	12	Sufficient		1
at 200	150	1	1	24	seating for		1
" 300	202	1	1	32	planned		1
" 400	247	1	1	36	occupancy of		1
" 500	287	1	2	42	library;		1
" 600	323	1	2	48	sufficient tables		1
" 700	357	1	2	52	and carrels to		1
" 800	386	2	3	56	match the		1
" 900	415	2	3	60	formal seating		1
" 1000	441	2	4	64	requirements		1
" 1100	465	3	4	68			1
" 1200	488	3	5	72			1
" 1300	508	3	5	72			1
" 1400	527	3	6	76			1
" 1500	545	3	6	80			1

Small seminar areas

Seating, tables and carrels included above.

*Schools with full dictionary catalogues may require up to 20% more drawers as they approach target collection size.

Services unit

Enrolment	Shelving (linear metres)	Desks and chairs	Chairs or stools for work- space	Visitors' chairs	Filing cabinets	Chairs and tables to seat	Security cupboard	Cloak cupboard
1- 100		1	2	2	1		1	1
at 200	9	1	2	2	1	2	1	1
" 300	18	1	2	2	1	2	1	1
" 400	24	1	2	2	1	2	1	1
" 500	27	1	3	2	1	2	1	1
" 600	27	2	3	2	2	4	1	1
" 700	27	2	3	2	2	4	1	1
" 800	27	2	3	2	2	4	1	1
" 900	36	2	4	2	2	4	1	1
" 1000	36	2	4	2	2	4	1	1
" 1100	36	3	4	2	3	4	1	1
" 1200	36	3	4	2	3	4	1	1
" 1300	36	3	4	2	3	4	1	1
" 1400	36	4	5	2	4	4	1	1
" 1500	36	4	5	2	4	4	1	1

Additional items as appropriate but at least

kickstools	2
mobile display units	1
mobile screens, partitions	3
vertical chart storage	1

SECTION 9.

Resource Networks



9.1 The need for co-operation

It is generally accepted that there is considerable duplication (of effort, resources, facilities and catalogues) and that consequently there is unnecessary expenditure in the operation of school libraries in Australia. The purchase of certain special purpose resource materials, which may be used only a few times during the year, or the purchase of certain other (expensive) resources, by each of a group of neighbouring schools, are the sorts of problems that exist and which need to be looked at.

The purpose of this section is to consider the various aspects relating to a co-operative enterprise in the purchasing and sharing of resources, sharing information or sharing services through what is termed here, a resource network.

9.2 Definition of network

There are various definitions and descriptions of the network concept as networks function across many different types of organisations. In regard to library resources, a network usually consists of two or more libraries and/or other organisations co-operatively engaged in a common area of exchange for some specified functional purpose. A network is generally based on a formal arrangement whereby materials, information and services provided by a variety of types of library and other organisations are made available to all participants in the scheme. Networks can be simple or complex with a number of sub-systems. In regard to exchange of bibliographical information a computer system is in the more highly developed cases a utility of the network.

9.3 Cost effectiveness

The basic assumptions underlying the networking principles are:

- that networks are of educational value to schools by improving services;
- that money can be saved on goods and services;
- that both goods and services receive maximum use.

Although overall cost savings can certainly be effected in the long term, in the initial situation extra expenditure may often be necessary on the part of all participants for the kind of materials involved in the network project. Ongoing costs associated with labour, maintenance and back-up are also incurred, and the fact that they are shared, and thereby reduced overall, does not alter the related fact that they must be met on an individual basis. In order to achieve cost-effectiveness therefore, any school network project has to be carefully planned and organised, with all implications being recognised. The benefits perceived to accrue from the sharing should be clearly identified, and seen in relation to the cost.

9.4 Educational functions

In regard to resource sharing, school networks could be formed for specific purposes such as the following:

- co-operative acquisition of learning materials — overall provision of more resources for school clientele (teachers and students);
- sharing of costly hardware necessary for local production of learning materials;
- sharing of resources for innovative learning programs requiring purchase or production of special learning materials.

9.5 Types of co-operation

There are various models of resource sharing that can be applied to schools. These include:

- sharing confined to a particular type of school level, either primary or secondary;
- sharing between schools in a country area, e.g. mobile resource unit;
- sharing confined to a particular type of resource, e.g. video equipment;
- sharing involving other institutions besides schools, e.g. public libraries, technical colleges, colleges of advanced education, universities, museums.

9.6 Legal aspects

Existing legislation and regulations of State and local government bodies have to be considered as they could be inhibiting in greater or lesser degree according to the types of institution involved. On the other hand there might also be recently passed laws introducing community participation in education which could be invoked for support.

9.7 Industrial aspects

Existing industrial conditions applying to the employment of staff may need to be taken into account particularly where sharing involves other institutions as well as schools.

9.8 Management

Although informal co-operation is neither to be negated nor discouraged, to be assured of success any co-operative venture has to be well organised and managed according to set procedures related to the stated objectives of the project, and the responsibilities to be carried out by the participants. Not all members need or contribute the same resources in identical degrees. Therefore to safeguard the interests of all involved, a formal statement should be drawn up and a management committee established to monitor the project. Co-operative

projects developed solely on goodwill and the personal relationship basis can collapse when the individuals who initiate them move away. The problem then arises of ownership of materials and maintenance of service.

In all co-operative projects accountability is an issue, mainly because less exclusive control of materials is implied. Accountability has three aspects:

- the accountability of each member to the other members in terms of services to be rendered;
- the accountability of the group for the materials held and for the project as a whole;
- the accountability to the funding agency by any school agency that receives a grant to implement the project.

9.9 Access to materials

Depending on the nature of the project, it may be necessary to compile a catalogue of materials, or other list of items, information on borrowing, hours of opening, and any special services. Users must know what is available to them and the means of access.

Attention should be given to the need to establish criteria for determining priorities in order to cope with clashes in the demand for materials.

9.10 Establishment

As a guide to assessing the feasibility or desirability of establishing a network system it is suggested that the following points be considered by potential members of the network:

- degree of any present co-operation, and pattern of co-operation required for the project;
- commitment of the individual members, who are likely to participate in the project and the input each will make;
- degree to which a cost saving would be effected and resources used in a more efficient way;
- ability of the group to (a) cope with any relevant back-up and (b) maintain project after initial grant;
- degree to which the project is aimed to meet the educational needs of the students;
- choice of materials in relation to the expressed educational aim;
- choice of materials in relation to cost considerations, and the ability to provide adequate maintenance;
- choice of materials in relation to their mobility;
- the degree to which materials would be used primarily for the benefit of the schools;
- relevant resources already available for sharing;
- legal implications of implementing the project;
- industrial implications of implementing the project;
- management procedures e.g. who will have final responsibility for the operation of the project and who will decide which, among alternative possible services, the network should provide?

APPENDIX A

Revised space allocations proposed by the Advisory Group on School Library Standards

The revised table of space allocations proposed by the Advisory Group to the Schools Commission is given below. It differs from the guidelines currently in use in that:

- (a) with the exception of the allowance made for secondary schools by way of adjusted enrolments (see note 2), it does not differentiate between the needs of primary and secondary schools; and,
- (b) it is based on a modular, rather than a total, approach, giving individual attention to each of the main areas of a library and, allowing flexibility of application to meet individual school needs.

The basis for the combined primary/secondary approach is that teaching patterns in primary schools are now such that they are not very different from those employed in secondary schools. In particular, there is now much more emphasis given to group study with primary school children within the library resource area. Also, the use of audio-visual materials within primary schools follows much the same learning strategies as those followed in secondary schools. Overall, there is now a far more intensive use of the library resource area within primary schools than there has been in the past. Consideration by the Advisory Group of some school libraries in the Northern Territory indicates that primary school pupils may in fact use more library space than those in secondary schools.

The application of the proposed revised guidelines may involve an increase in overall library areas, but the modular approach can mean that:

- (a) an individual school can provide adequate library services with less new space than indicated by present recommended areas, by integrating existing user space and combining other study areas with the library — for example, a seminar room in an adjacent teaching block;
- (b) the school or educational authority can stagger the building program, for example, by initially building only the core services space.

The Advisory Group on School Library Standards would welcome comments on the proposed revised library areas.

Resource services facilities space may be seen as falling into four functional modules:

Module 1: Resource spaces

This includes space for shelving and storage of resources and space for access to these resources, as well as space for the catalogue.

Module 2: User space

This includes space for formal and informal seating; table spaces, carrel spaces, small group spaces, seminar rooms, etc.

Module 3: Control and display space

This includes space for the circulation desk, display cabinets, boards, etc., and associated areas.

Module 4: Services unit space

This includes office spaces, work areas, production spaces and preparation areas, as well as storage facilities.

Table 5

<i>Enrolment (see note 2 below)</i>	<i>Module 1 Resources m²</i>	<i>Module 2 Users m²</i>	<i>Module 3 Control/Display m²</i>	<i>Module 4 Services Unit m²</i>	<i>Total m²</i>
1– 100	30.7	25		10	66
101– 200	51.2	50	5	15	121
201– 300	69.8	75	5	28	178
301– 400	84.8	100	10	42	237
401– 500	99.6	125	12.5	59	296
501– 600	111.7	150	12.5	70	344
601– 700	122.7	175	15	76	389
701– 800	134.3	200	18	84	436
801– 900	143.6	225	18	98	485
901–1000	153.6	250	20	112	536
1001–1100	161.6	275	22.5	112	571
1101–1200	170.4	300	22.5	112	605
1201–1300	177.3	325	22.5	112	637
1301–1400	183.7	350	27	112	673
1401–1500	191.0	375	27	112	705
1501–1600	196.4	400	27	112	735
1601–1700	201.6	425	29.5	123	779
1701–1800	207.6	450	29.5	123	810
1801–1900	212.1	475	35	123	845
1901–2000	216.1	500	35	123	874

Notes:

- Module 1 has been calculated to provide optimum balance between accessibility to resources and space occupied by those resources.
Module 2 is variable to suit educational and organisational patterns of the school, and has been calculated here to accommodate 10% of the student population at 2.5m² per student.
Modules 3 and 4 are variable to suit educational and organisational patterns of the school, and may be regarded as indicating maximum areas.
- Enrolment figures refer to actual numbers of students enrolled except in schools with a year 12 enrolment, where the year 12 enrolment is doubled and added to the number of students in the preceding years.

APPENDIX B

Planning and Sketch Plans Check List

Details of overall project planning can be found in 'Planning and Managing a School Building Project' (refer to Capital Works Planning Series). However, the following summary lists have been provided to assist in the initial planning stages.

1. Planning check list:

- Relationship to other school facilities;
- Satisfactory access;
- Areas designated for reading, story telling, carrels, bookstacks etc. — as applicable;
- Seminar room/s;
- Teacher-librarian's area;
- Work area — fittings and fixtures;
- Production area;
- Preparation and planning area;
- Audio-visual storage;
- Display and storage;
- Relationship of entry to circulation desk, catalogue unit, bookstacks, reading area etc.;
- Visual control;
- Security — general, specific;
- Services —
 - (i) lighting,
 - (ii) power outlets,
 - (iii) electrical wiring;
- Physical characteristics —
 - (i) acoustics,
 - (ii) ventilation and temperature control,
 - (iii) protection from sunlight and storm damage;
- Bags and cloaks;
- Flexibility and adaptability;
- Receipt and checking materials;
- Cleaners' facilities;
- Location of toilet facilities;

2. Architectural plans and supportive information should include:

- Name and address of school;
- Enrolments — actual, projected and in the case of joint primary/secondary schools, the enrolments at each level;
- Total seating — types and numbers;
- Book shelving — amount in linear metres and its estimated capacity (volumes);
- Schedule of furniture;
- Schedule of finishes;

- Plans, elevations, sections and detailed drawings sufficient to describe the project fully;
- Dimensions to be in metric units;
- Areas to be shown;
- Scales of drawings to be stated;
- North point to be shown;
- Site plan of school should show —
 - (i) existing facilities (names),
 - (ii) proposed future development (planned dates),
 - (iii) location of library resource services,
 - (iv) location of future growth of library resource services,
 - (v) natural features, drainage, roads, etc.;
- Sketch plans to show —
 - (i) layout and relationship of rooms, partitions, screens, furniture and fittings,
 - (ii) an indication of future expansion,
 - (iii) relationship to external areas used in conjunction with the library resource services, e.g. outside reading areas,
 - (iv) location of power outlets;
- Detailed drawings or information relating to —
 - (i) shelving units,
 - (ii) carrels,
 - (iii) units in work, preparation and planning areas,
 - (iv) A/V storage and security provisions,
 - (v) display units,
 - (vi) circulation desk,
 - (vii) catalogue units,
 - (viii) elevations of partitions.

Note:

It is helpful if the site plan, sketch plans showing layout of library and the detailed drawings are each on separate sheets.

APPENDIX C

Reading List

Monographs

- ALDERMAN, BELLE Y., (comp.) *School media centres: an annotated bibliography*. Canberra, Schools Commission, 1976.
- ALA rules for filing catalog cards. 2nd ed. abridged. Chicago, American Library Association, 1968.
- BARTLE, RAY. *The school library: a guide to selection, purchase and management of resources*. Canberra, Schools Commission, 1978.
- Be prepared for networks: proceedings of the seminar...* Brisbane, School Library Association of Queensland, 1976.
- Books for children*. 7th ed. Melbourne, Children's Book Council of Australia, Victorian Branch, 1977.
- BRODERICK, DOROTHY M. *Library work with children*. New York, Wilson, 1977.
- BROWN, JAMES W., & LEWIS, RICHARD B., (ed.) *AV instruction: technology, media & methods*. 5th ed. New York, McGraw-Hill, 1977.
- DAVIES, RUTH ANN. *The school library media center: a force for educational excellence*. 2nd ed. New York, Bowker, 1974.
- DEWEY, MELVIL. *Abridged Dewey decimal classification and relative index*. 10th ed. Lake Placid, N.Y., Forest Press, 1971.
- DWYER, JAMES G. *Co-operation or compromise: school/community libraries in Australia: a report of a study sponsored by the Schools Commission*. Adelaide, 1978.
- DYER, C., BROWN, R., & GOLDSTEIN, E.P. *School libraries, theory and practice*. London, Bingley, 1970.
- Focus on people*. Carlton, Vic., Australian School Library Association, 1973.
- GILLESPIE, JOHN T., & SPIRT, DIANA L. *Creating a school media program*. New York, Bowker, 1973.
- GROVE, PEARCE, & CLEMENT, EVELYN, (ed.) *Bibliographic control of nonprint media*. Chicago, American Library Association, 1972.
- HICKS, WARREN B., & TILLIN, ALMA M. *Developing multi-media libraries*. New York, Bowker, 1970.
- HOLDER, M.L., & MITSON, R. *Resource centres*. London, Methuen, 1974.
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- Towards guidelines for standards and objectives for school libraries*. Sydney, Library Association of Australia, 1975.
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- McNALLY, PAUL. *Non-book materials: a guide for teachers and librarians*. Melbourne, Sun, 1973.
- PEARSON, NEVILLE, & BUTLER, LUCIUS H., (ed.) *Learning resource centers: selected readings*. Minneapolis, Minn., Burgess, 1973.
- PIERCY, ESTHER J. *Commonsense cataloging*. 2nd ed. rev. New York, Wilson, 1974.
- PROSTANO, EMANUEL T., & PROSTANO, JOYCE S. *The school library media center*. 2nd ed. Littleton, Colo., Libraries Unlimited, 1971.
- ROE, ERNEST. *Teachers, librarians & children: a study of libraries in education*. Melbourne, Cheshire, 1972.

- SCOTT, MARGARET B., & FENNELL, DORIS P. *Cataloguing for school libraries*. Toronto, Pergamon, 1970.
- STANELIS, NANCY K. *Resources for schools: multicultural education*. Rev. ed. Canberra, Schools Commission, 1978.
- SULLIVAN, PEGGY. *Problems in school media management*. New York, Bowker, 1971.
- THOMPSON, GODFREY. *Planning and design of library buildings*. 2nd ed. New York, Nichols, 1977.
- TILLIN, ALMA M., & QUINLY, WILLIAM J. *Standards for cataloging non-print materials*. 4th ed. Washington, Association for Educational Communications and Technology, 1976.
- WARD, PEARL L., & BEACON, ROBERT. *The school media center: a book of readings*. Metuchen, N.J., Scarecrow Press, 1973.
- WEIHS, JEAN RIDDLE, LEWIS, SHIRLEY, & MACDONALD, JANET. *Nonbook materials: the organization of integrated collections*. 1st ed. Ottawa, Canadian Library Association, 1973.
- WESTBY, BARBARA M., (ed.) *Sears list of subject headings*. 11th ed. New York, Wilson, 1977.
- WYNAR, BOHDAN. *Introduction to cataloging and classification*. 5th ed. Littleton, Colo., Libraries Unlimited, 1976.

Serials

- AUSTRALIAN SCHOOL LIBRARIAN. Melbourne, School Library Association of Victoria.
- BOOKBIRD. Vienna, International Board on Books for Young People.
- BOOKLIST. Chicago, American Library Association.
- BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS. Chicago, University of Chicago, Graduate Library School.
- CENTRAL CATALOGUING BULLETIN. Brisbane, Queensland Department of Education, Library and Resource Services.
- CHILDREN'S BOOK LIST. North Sydney, New South Wales Department of Education, Library Services.
- GROWING POINT. Northampton, Eng., Margery Fisher.
- THE HORN BOOK MAGAZINE. Boston, Horn Book.
- IN REVIEW: CANADIAN BOOKS FOR CHILDREN. Toronto, Provincial Library Service.
- JOURNAL OF THE SCHOOL LIBRARY ASSOCIATION OF QUEENSLAND. Brisbane, School Library Association of Queensland.
- ORANA. Sydney, Library Association of Australia, School Children's Libraries Section.
- PREVIEWS: AUDIOVISUAL SOFTWARE REVIEWS. New York, Bowker.
- READING TIME. Curtin, A.C.T., Children's Book Council of Australia.
- REVIEW. Adelaide, Education Department of South Australia, School Libraries Branch.
- REVIEW BULLETIN. Melbourne, Education Department of Victoria, Library Branch.
- THE SCHOOL LIBRARIAN. Oxford, School Library Association.
- SCHOOL LIBRARY BULLETIN. Melbourne, Education Department of Victoria, Library Branch.
- SCHOOL LIBRARY JOURNAL. New York, Bowker.

SCIENCE BOOKS AND FILMS. Washington, American Association for the Advancement of Science.
SOCIETY FOR MASS MEDIA AND RESOURCE TECHNOLOGY JOURNAL. Adelaide, Society for Mass Media and Resource Technology.
THE TEACHER LIBRARIAN. Sydney, School Library Association of New South Wales.

APPENDIX D

Index to Tables

1. Recommended staffing provision p 9
- 2(a) Space allocation (secondary) p 26
- 2(b) Space allocation (primary) p 27
3. Stock figures p 36
4. Furniture provision p 46, 47
5. Revised Space Allocations proposed by the Advisory Group on School Library Standards p 54