

Australian Council for Educational Research (ACER)

ACEReSearch

Information Management

Cunningham Library

3-1969

Standards for secondary school libraries : a preliminary statement

Australia Commonwealth Secondary Schools Libraries Committee

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



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

Recommended Citation

Australia Commonwealth Secondary Schools Libraries Committee. (1969). Standards for secondary school libraries : a preliminary statement. Australia Commonwealth Secondary Schools Libraries Committee. https://research.acer.edu.au/information_management/14

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

STANDARDS

for secondary school libraries

*A preliminary statement prepared by
Commonwealth Secondary Schools
Libraries Committee*

S
027.8223

COM
1969

March 1969

Cunningham Library - ACER



10105643

FOREWORD

The Commonwealth's \$27 million program for the provision of libraries in Government and independent secondary schools throughout Australia was announced in the 1968 Budget. The scheme is part of the Commonwealth's aim to provide more facilities and to upgrade the quality of education at a variety of levels.

We want to see the library a centre of learning, the "hub" of the secondary school program, in which an extensive collection of various forms of instructional materials is available to students.

The scheme, it is hoped, will achieve in other disciplines what the highly successful science laboratories scheme has achieved in its field. A good library is essential if students are to benefit fully from their schooling.

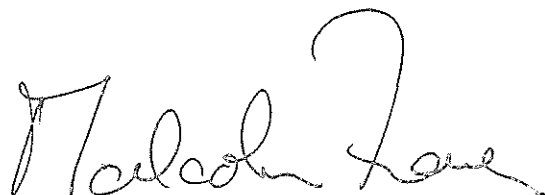
The Commonwealth has placed education on a high national priority. We must meet education needs if Australia is to advance as it should.

Commonwealth spending on education has increased rapidly - by more than 210 per cent in the last five years - to help meet increasing pressures.

Under the libraries scheme, funds will be available for the erection, alteration or extension of library buildings, and for provision of furniture and equipment and initial basic stock of books and materials.

The issue of this booklet is one of the steps to implement the scheme.

The booklet was prepared by the Committee I have appointed to advise me on standards which should be adopted for the libraries. The Committee hopes the publication will bring to the notice of schools the modern concept of an adequate school library, and to architects the latest trends in library design.



(Malcolm Fraser)

Minister for Education and Science

MARCH 1969

CONTENTS

INTRODUCTION page 1

THE SECONDARY SCHOOL LIBRARY

1. A changed concept of the secondary school library 4
2. Building standards 6
3. Furniture and equipment 12
4. Library materials 14

APPENDICES

- A Selected references on the role of the library in secondary education 17
- B Suggested guides for the selection of library materials 19
- C Some of the librarian's tools for the organisation of books 21
- D A selection of basic reference books 22
- E A sample range of periodicals 35
- F Library flow diagram and layout 36
- G Approval of plans for school library projects for independent schools 38

INTRODUCTION

The Commonwealth will be providing a total of \$27 million over a three year period commencing on 1 January 1969 to assist in raising the level of secondary school libraries throughout Australia to the standard necessary to enable them to be effective centres of the schools' learning programs. Grants will be available for the erection, alteration or extension of library buildings on which construction commenced on or after 14 August 1968. In addition, assistance may be given for the conversion of existing school buildings to libraries. Funds will also be available for the provision of furniture, equipment, books and instructional materials for a secondary school library. Schools will be eligible for assistance in whole or in part according to their individual circumstances.

The Commonwealth Secondary Schools Libraries Committee was appointed by the Minister for Education and Science to advise him on the conditions and standards necessary for the effective development of the new program in relation to the independent schools. This involves recommending desirable standards for library buildings, furniture and equipment, books and materials and also establishing methods by which existing deficiencies in library facilities and services in particular schools may be determined. Committee members will visit independent schools to report to the Minister on their library needs and to assist the schools in developing plans for building adequate library facilities and in selecting materials and equipment. The Committee will thus be concerned with defining suitable standards for a modern secondary school library and with recommending means by which these standards may be attained in particular situations.

For Government schools the administration of the scheme will be a matter for State Education Departments. These Departments will determine priorities and allocations among their own schools within a general program approved by the Minister. The advice of the Libraries Committee will be available to the State Education Departments if requested.

Committee members are:

Dr T.R. McKenzie (Chairman), Headmaster, Knox Grammar School, Sydney;

Miss D.M. Goodman, Senior Lecturer (Library), Bedford Park Teachers' College, Adelaide;

Mr B.W. Hone, Headmaster, Melbourne Church of England Grammar School;

Mr C.A. Housden, former Officer-in-Charge, School Library Service, Victoria;

Mr H.E. Hughes (Executive Member), Department of Education and Science, Canberra;

Mr P.W. Hughes, Deputy Director-General of Education, Tasmania;

Mr L.W. Loudon, Acting Superintendent, School Library Service, Western Australia;

Rev. Father E.J. Mulvihill, Director of Catholic Education, Adelaide;

Mrs M. Trask, Lecturer, School of Librarianship, University of New South Wales;

Brother J.E. Vance, Marist Brothers' College, Rosalie, Brisbane.

As with the Commonwealth science facilities scheme, there will be two advisory bodies in each State to determine priorities and allocations among independent schools seeking Commonwealth assistance. One committee will consider applications from Roman Catholic secondary schools, the other those from non-government secondary schools other than Roman Catholic. Grants will be paid to schools on the recommendations of these committees, provided the proposals for library development put forward by the schools are acceptable to the Commonwealth Secondary Schools Libraries Committee.

The purpose of this statement on secondary school library standards is to give to schools planning libraries, and their architects, some early advice on the general building standards likely to be accepted for Commonwealth grant purposes. Since books and other library materials come within the scope of Commonwealth assistance some attention has also been given to standards for basic book stocks. Some references on the role of the library in secondary education and information relating to the

preparation of library plans may be found in the appendices to this statement. Other appendices have been included to assist librarians with the selection and organisation of material for the secondary school library.

It must be stressed that this statement is essentially of a preliminary nature. The Committee hopes to be able to prepare a more definitive and detailed statement at a later date possibly leading to some refinement in recommended standards.



(T. R. McKenzie)

Chairman

Commonwealth Secondary Schools

Libraries Committee

THE SECONDARY SCHOOL LIBRARY

1. A CHANGED CONCEPT OF THE SECONDARY SCHOOL LIBRARY

The emphasis on the value of individual study as a vital part of the learning process has changed the view of the role of the library. Under this view, the library becomes the centre of the school's learning program. It provides access to the whole range of resource materials, such as books, periodicals, tapes, records, slides and films. It provides specialist staff to organise these materials in the way best suited to the school's educational program and to guide students and teachers in their use of the wide range of materials. It provides facilities for a wide range of activities involving the use of library materials. The purpose of Commonwealth assistance is to help schools make such a role a reality.

The role of the school librarian is a dual one. It involves the selection, evaluation and organisation of material to assist the educational program. It involves also co-operation with teachers and guidance of students in developing the best ways of using available material to achieve the aims of the program. Both the librarian and the teacher will need to re-consider their relationship if the library is to become an integral part of the school program rather than a mere adjunct to it. An important part of the librarian's task will be to co-operate with the Principal and members of the teaching staff in using the resources of the library to enrich and widen the whole school program. Equally, an important part of the task of each teacher will be to assist each individual student to learn to gather information, appraise it and make judgments. The availability of suitable buildings, a wide range of resources for learning, and appropriately prepared staff are all of equal importance in this.

The provision of suitable library buildings and of material is clearly dependent on the nature of the organisation envisaged. At present many schools do not have central library resources, although some of them do

have subject department libraries. It is important that the school library should integrate the learning resources of the school, wherever they may be sited or used, if it is to fulfil its role. Separate subject objectives should not be fragmented into water-tight compartments but must be regarded as part of the overall school program which requires a central library to support it. If there are valid reasons for housing some library materials separately, these should be readily accessible through the catalogue to all those in the school who might profitably use them.

As suitable buildings and an adequate supply of materials become available, with adequate staffing, the question of library hours will need careful consideration. It is uneconomic to provide high quality services if these are not to be available outside school hours.

The location as well as the extent and arrangement of the library buildings is dependent on the new view of the role of the library. If it is to play its part as a resource centre then its accessibility and relation to traffic flow within the school must be considered. The library should be placed centrally within the school complex to allow ready access by all users. In addition the library building should be constructed so as to allow for the possibility of extension to cater for future expansion both in terms of student numbers and possible curriculum changes. In planning a library building some consideration should also be given to the design of the facilities for use outside school hours. This involves serious consideration being given to the possibility of having a library as either a separate central building or a lockable unit within the building with direct outside access.

The library should be designed for a wide range of activities:

- * recreational reading and browsing;
- * study involving the use of library materials
by individuals and groups;

- *borrowing and returning library materials by teachers and students for individual and class use;
- *the use of the catalogue;
- *the instruction of individuals or groups in the techniques of locating and using library materials relevant to their needs;
- *group discussion arising from the use of library materials;
- *the use of audio-visual materials by individuals or groups;
- *the use of library resources by teachers;
- *selection and organisation of library materials.

2. BUILDING STANDARDS

For some years in overseas countries, particularly in the United States of America, educational authorities have been planning the kind of building complex outlined in this booklet to fulfil the educational role of the school library. Already in Australia some State Education Departments and Roman Catholic and other independent schools have built secondary school libraries along the lines suggested in these standards and in addition many schools are actively planning such libraries. While it is not possible here to define all that is required in a library, nor is it intended to suggest a stereotyped form, it is important to indicate the standards of the provisions needed to cater for the activities described above. The following areas should be provided subject to school size requirements as set out on pages 8 and 9:

A reading room containing the main book collection, periodicals, the catalogue, the circulation area, a standard reference area, an area for informal and recreational reading and areas for study by individuals and groups.

A library annexe adjoining the main reading room for use by a single large group for guidance in the use of library materials or for supervised reference work by class groups. When not in use for such purposes it will be available for study

by individuals or small groups using library materials.

Group discussion rooms for use by small groups of students discussing progress or co-ordinating individual work on group studies involving the use of library materials; for special reference work involving the use of over-size library materials; for consultation between librarian and special groups.

A teachers' reading and preparation room for use by members of the teaching staff in consultation with the librarian in the preparation of lessons involving the use of library materials or for the teacher's professional reading.

A librarian's office.

A workroom for the organisation of library materials.

A room for the storage of audio-visual materials and equipment.

A foyer to provide an attractive and adequate entrance to the library.

Space for the storage of bags and cloaks adjacent to the foyer.

Consideration should be given to soundproofing, lighting and heating and wiring for machine use particularly for individual study.

* When considering new library facilities schools should make every effort to ensure the maximum possible use of facilities already existing within the school. Particular attention should be paid to the possibility of incorporating the present library and surrounding areas within the new library complex. This is especially so in the cases of the areas for the foyer and for bag and cloak storage. Where there is a large library staff it may be necessary to provide an additional office and also toilet facilities. This should only be considered where these facilities are not otherwise available.

For the purposes of planning library facilities in accordance with the recommended standards set out in this booklet, schools should double the enrolment in the final

(matriculation) secondary year in arriving at their total enrolment figures. This is to make suitable allowance for the substantial library requirements of senior students. It is obvious that the larger the enrolment of the school the greater will be the total library area required.

In schools with enrolments of less than 100 a separate library building will not be recommended. It is desirable for such schools to centralise and organise library materials in one room, if available. Schools with this enrolment would be eligible for assistance for some library furniture and equipment, such as shelving, as well as bookstock.

Schools with enrolments between 100 and 300 certainly require a library room. This is best provided by the erection of a building equivalent in area to a single or double classroom so that, in the event of future increases in such a school's enrolment this building, with minimum alteration, may be used as classroom accommodation and consideration then given to the provision of a library building appropriate to the increased enrolment of the school.

For schools with an enrolment of 100 - 150 a building equivalent to a single classroom (750 sq. ft.) plus additional area to house bookstock (270 sq. ft.) would be recommended.

For schools with an enrolment beyond 150 and approaching 300 a building equivalent to a double classroom (1,500 sq. ft.) would be recommended. This area is adequate to accommodate readers and house bookstock.

In both cases above schools would be eligible for assistance for furniture and equipment with the exception that the floor covering recommended would be vinyl in place of carpet in view of possible classroom use due to increased enrolment.

The following table sets out areas which will be required for schools with enrolments of more than 300.

Enrolment	300-450	500	800	1200
Reading room to seat 10% of the enrolment allowing 35 sq.ft.per reader with minimum of 45 places and capacity to shelve 15 books per student allowing approx. 1 linear ft. per 10 books.	1575	1750	2800	4200*
Library annexe	-	-	750	750
Group discussion rooms	120	250	500	500
Teachers' reading room	120	120	200	200
Librarian's office	)	)	120	120
Workroom	) 400	) 400	400	400
Audio-visual storage	)	100	200	200
Foyer))))
Bags and Cloaks	) 200	) 200	) 200	) 200
Total	2415 sq.ft.	2820 sq.ft.	5170 sq.ft.	6570 sq.ft.

* In schools with enrolment of more than 1000 it may be thought preferable to provide a second library annexe rather than to provide for the seating of 10% of the school's population in one very large reading room.

NOTES

1. An area of 1575 square feet providing seating for 45 should be considered as the minimum area for a reading room for schools with enrolment beyond 300. Thus in the table above, the provisions for schools with enrolments between 300 and 450 are the same. Schools with

enrolments between 450 and 500 should calculate the appropriate reading room area as in the examples in note 2 below and assume other provisions as for schools with enrolments between 300 and 450.

2. Schools with enrolments between 450 - 500, 500 - 800, and 800 - 1200 should calculate the appropriate library areas as shown in the examples below.

Examples

(a) A school with an enrolment of 650 would require the provisions shown in the above table for a school of 500, with an increased area for the reading room. The reading room is calculated by allowing for 10% of the school enrolment (65) at 35 square feet per reader. Thus the areas required for a library in a school of 650 will be:

Reading room (65 x 35)	2,275
Group discussion rooms	250
Teachers' reading and preparation room	120
Librarian's office) Workroom)	400
Audio-visual storage and preparation	100
Foyer) Bags and Cloaks)	200
Total area	<u>3,345 sq.ft.</u>

(b) A school with an enrolment of 1,000 would require the provisions shown in the above table for a school of 800, with an increased area for the reading room. Thus the areas required for a library in a school of 1,000 will be:

Reading room (100 x 35)	3,500
Library annexe	750
Group discussion rooms	500
Teachers' reading and preparation room	200
Librarian's office	120
Workroom	400
Audio-visual storage and preparation	200
Foyer) Bags and Cloaks)	200
Total area	<u>5,870 sq.ft.</u>

In planning the library the relationships of the various spaces is of great importance. The group discussion rooms, the library annexe and the teachers' reading room should have direct access to the main reading room. The workroom should have easy access from the outside for the delivery of library materials. The Librarian's office should be close to the circulation area of the main reading room. The arrangement of catalogue area, bookstacks, informal reading area and study areas in the main reading room should provide for the normal movements of users of the library coming to it for purposes of study. The area for audio-visual storage should be adjacent to the individual carrels wired for audio-visual use in the main reading room and to the library annexe. An architect would normally study the pattern of anticipated library use in the school before planning the library complex.

Sketches in Appendix F suggest possible approaches to library planning. However, these sketches are not meant to be prescriptive. Schools are encouraged to consider the various ways in which the required provisions could be arranged. Appendix G outlines procedures concerning approval of plans for school library projects.

It is suggested that in the main reading room seating for students be provided at individual carrels and at tables accommodating four readers. Some of these tables may be fitted for individual carrel use. The proportion of students provided with individual study facilities will vary from school to school. Where there is an unusually high proportion of senior students there will be a corresponding increase in the provision of individual carrels. Schools and architects planning libraries could well refer to the references given in Appendix A especially "The school library : facilities for independent study in the secondary school", Ralph E. Ellsworth and Hobart D. Wagener, Educational Facilities Laboratories, New York, 1963. The implications for the library of a widened range of materials and activities are brought out very clearly in this publication.

Flexible Approach to Planning

* It is not, of course, suggested that the areas and specific types of space set out in the table above are laid down as definitive and binding for every school. Areas should be regarded as flexible and the program of individual schools will suggest the extent to which suggested areas are varied. On the other hand, the facilities suggested are not designed for use as a classroom, nor for private study without reference to library resources. While the library annexe may serve for group guidance in the use of library materials, it is not envisaged for use other than as related to the library's function.

3. FURNITURE AND EQUIPMENT

The visiting Committee member will assess furniture and equipment requirements appropriate to the enrolment and needs of a particular school and make recommendations for Commonwealth assistance accordingly.

Furniture

The list given below is a guide to what may be regarded as essential furniture for which Commonwealth assistance may be recommended.

Reading Room -	Book Shelving
	Book Trolleys
	Card Catalogue Cabinets
	Carrels
	Chairs
	Circulation Desk
	Map Cabinet
	Periodical Stand
	Tables
	Vertical Files
Library Annexe-	Bulletin Boards
	Chairs
	Tables
Group Discussion Room -	Chairs
	Tables
Teachers' Reading and	- Chairs
Preparation Room	Shelving
	Tables

Librarian's Office - Chairs
Desk
Vertical File
Shelving

Workroom - Counters
Shelving
Sink

Audio-visual Storage - Cabinets
Counters

Foyer - Display Facilities
Bag Racks
Cloak Pegs

Equipment

Tape Recorder(s)
Earphone Sets
Record Player(s)
Slide Viewer
Hand Viewer(s)
Typewriter.

It is not suggested that the equipment listed here should be all that is required in a library. The Committee's view is that libraries should concentrate on obtaining this list of essential equipment in the first instance and accordingly Commonwealth assistance will be recommended for these items only.

Floorcovering

It is suggested that very serious consideration be given to the use of a heavy duty carpet as general floor-covering within the library. Apart from the aesthetic effect and sound reduction qualities, there is a saving in cleaning costs over a period of time.

4. LIBRARY MATERIALS

Selection of Materials

A good school library depends on properly selected library materials which are built up by the school according to its enrolment and educational program. Schools throughout Australia vary in internal organisation, outlook, environment and size. In the evaluation and selection of materials these factors need to be considered in conjunction with criteria of quality.

In Appendix B some guides are given for the selection of library materials. These are by no means exhaustive.

Minimum Book Stock

For a secondary school library the minimum book stock should include reference, fiction and non-fiction, according to the following quantitative standards.

<u>Students</u>	<u>Minimum Book Stock</u>
Below 150	20 per pupil.
150 --- 499	3000 for the first 200 students or part thereof + 500 for each additional 100 students.
500 --- 799	4500 for the first 500 students + 400 for each additional 100 students.
800 --- 1200+	5700 for the first 800 students + 300 for each additional 100 students.

* Where Commonwealth grants are recommended these will be limited to the cost of raising the stock of books held by a school to the numbers given in the table above as appropriate for the particular school.

Multiple Copies

Commonwealth assistance will be available for duplicate copies to a limit of five for any one title. Such copies will count towards the numbers of books listed above.

Growth of the Collection

An excellent library program necessitates continuity of growth in library materials.

Targets for growth of book stock

Enrolment	Minimum Book Stock	Books per Student	Growth to	Books per Student
50	1000	20	1500	30
100	2000	20	3000	30
150	3000	20	4500	30
200	3000	15	5000	25
300	3500	11+	6000	20
400	4000	10	6000	15
500	4500	9	7500	15
800	5700	7+	12000	15
1200+	6900	5+	18000	15

* Provision has been made in the building and furniture standards to accommodate the ultimate size of the school collection as indicated in the table above but Commonwealth assistance for books will be limited to raising the collection to the minimum book stock quoted above.

Basic Reference Books

Generally speaking, the reference collection consists of books which furnish general information on a wide variety of topics, and they are intended for specific consultation rather than comprehensive reading. The most clear-cut reference types are encyclopaedias, dictionaries, year books, almanacs, indexes, bibliographies, directories and atlases, but many others may serve the same consultative purpose. A good reference book should offer reliable and up-to-date information in a readily accessible arrangement.

(See Appendix D for suggested guide.)

Proportion of Fiction to Non-Fiction

The proportion between fiction and non-fiction reading material should be in the range 25%/75% to 40%/60%. The actual proportion should be determined with due regard to the structure of the school. Schools with more senior students would have a higher proportion of non-fiction material than schools where the majority of pupils are in

the lower secondary levels.

(See Appendix B for suggested guides to selection.)

Periodicals*

Periodicals and journals are an essential part of a secondary school library, but they are necessarily a recurring annual charge on the school's library budget. Particular care needs to be exercised in the selection of these journals both as to their nature and quality, and the number of titles that the budget can maintain over the years.

(See Appendix E for suggested guide.)

Newspapers*

A minimum newspaper collection consists of 3-6 titles, covering the news at the local, state, national and international levels.

Other Library Materials

As has previously been indicated, new approaches to learning in an age of change and the widening range of individual differences among today's students make it imperative that school libraries provide a diversity of learning materials. The library collection should include film strips, loop films, slides, sound recordings, tapes, charts, maps, prints and musical scores.

* While the Committee recommends that secondary school libraries include periodicals and newspapers, Commonwealth assistance will not be available for these items.

APPENDIX A

SELECTED REFERENCES ON THE ROLE OF THE LIBRARY IN
SECONDARY EDUCATION

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS. Planning school library development: a report of the School Library Development Project ... by M.F. Kennon and L.A. Doyle. Chic., A.L.A., 1962.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS. Standards for school library programs. Chic., A.L.A., 1960. (A new edition will be available in 1969.)

ELLSWORTH, Ralph E., and WAGENER, Hobart D. The school library: facilities for independent study in the secondary school. N.Y., Educational Facilities Laboratories, 1963.

FENWICK, Sara Innis. New definitions of school library service. 24th Annual Conference of the Graduate Library School, University of Chicago. Chic., University of Chicago Press, 1962.

FENWICK, Sara Innis. School and children's libraries in Australia, Melb., Cheshire for L.A.A., 1966.

LIBRARY ASSOCIATION OF AUSTRALIA. Standards and objectives for school libraries. Melb., Cheshire for L.A.A., 1966.

LOHRER, Alice. The school library materials center: its resources and their utilization. Papers of Institute, University of Illinois Graduate School of Library Science, November, 1963. Champaign, Ill. Illinois Union Bookstore, 1964.

MAHAR, Mary Helen. The school library as materials center. Washington, Dept. of Health, Education and Welfare, 1962.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS.
Libraries in secondary schools: a new look. (N.A.S.S.P.
Bulletin 50: 1966, pp 1-106.)

ROE, Ernest. Teachers, librarians and children: a
study of libraries in education. Melb., Cheshire, 1965.

TRUMP, J. Lloyd and BAYNHAM, D. Guide to better schools:
focus on change. Chicago, Rand McNally, 1961.

TRUMP, J. Lloyd. Images of the future: a new approach
to the secondary school. Washington, N.A.S.S.P., 1959.

APPENDIX B

SUGGESTED GUIDES FOR THE SELECTION OF LIBRARY MATERIALS

Basic Titles

AUSTRALIAN CHILDREN'S BOOKS. Children's Book Council of Victoria, Melbourne.

A BASIC BOOK COLLECTION FOR JUNIOR HIGH SCHOOLS and A BASIC BOOK COLLECTION FOR HIGH SCHOOLS. American Library Association. New editions are published from time to time.

BOOKS FOR CHILDREN. Children's Book Council of Victoria, Melbourne.

BOOKS FOR YOUNG PEOPLE : AN ANNOTATED LIST. The Libraries Board of South Australia, Adelaide.

BRITISH CHILDREN'S BOOKS. The National Book League, London.

SCHOOL LIBRARY BOOKS, NON-FICTION. National Book League, London.

Check lists issued by school library services of State Departments of Education.

New Titles

AUSTRALIAN BOOK REVIEW. CHILDREN'S BOOK AND EDUCATIONAL SUPPLEMENT. Aust. Book Review, Park Road, Kensington Park, South Australia. Annual.

BOOKS FOR YOUNG PEOPLE. New Zealand School Library Service, Wellington, New Zealand. Three times a year.

BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS. University of Chicago Graduate Library School, Chicago, Illinois. Monthly, except August.

HORN BOOK MAGAZINE. Horn Book Inc., Boylston Street,
Boston, Massachusetts. Six times a year.

JUNIOR BOOKSHELF. Marsh Hall, Thurstonland, Huddersfield,
Yorkshire. Six times a year.

READING TIME. Children's Book Council of New South Wales.
Three times a year.

SCHOOL LIBRARIAN AND SCHOOL LIBRARY REVIEW. School Library
Association, London. Three times a year.

SCIENCE BOOKS. American Association for the Advancement
of Science, Washington. Quarterly.

TIMES LITERARY SUPPLEMENT. CHILDREN'S BOOKS ISSUE. The
Times, London. Twice a year.

APPENDIX C

SOME OF THE LIBRARIAN'S TOOLS FOR THE
ORGANIZATION OF BOOKS

A.L.A. RULES FOR FILING CATALOG CARDS. Chicago, American Library Association.

ANGLO-AMERICAN CATALOGUING RULES. Chicago, American Library Association, 1967.

DEWEY DECIMAL CLASSIFICATION AND RELATIVE INDEX. 17th edition. New York, Lake Placid Club, 1965.

SEARS LIST OF SUBJECT HEADINGS. 9th edition. New York, H.W. Wilson, 1965.

One of the following would be useful:

MANN, Margaret. Introduction to the cataloging and classification of books. Chicago, American Library Association.

PIERCY, E.J. Commonsense cataloging. New York, H.W. Wilson, 1965.

APPENDIX D

A SELECTION OF BASIC REFERENCE BOOKS FOR
SECONDARY SCHOOL LIBRARIES FROM WHICH SCHOOLS MAY
SELECT ACCORDING TO INDIVIDUAL NEEDS AND RESOURCES

(Classification Numbers from 17th ed. Dewey
Decimal Classification)

Prices are approximate only

GENERAL ENCYCLOPAEDIAS

030	THE AUSTRALIAN ENCYCLOPAEDIA 10 Vols. Syd., Grolier, 1965	\$87.60 to schools
	<u>and</u> ENCYCLOPAEDIA YEARBOOK Australian edition. Syd., Grolier	\$5.80 to schools
030	CHAMBERS'S ENCYCLOPAEDIA. New rev. ed. 15 vols. Oxf., Pergamon, 1966	\$268 to schools
030	COLLIER'S ENCYCLOPEDIA N.Y., Crowell-Collier, 1968	\$224.50 to schools
030	HUTCHINSON'S NEW 20TH CENTURY ENCYCLOPAEDIA Rev. Lond., Hutchinson, 1967	\$7.00
030	OXFORD JUNIOR ENCYCLOPAEDIA Rev. Ed., 15 vols., Lond., O.U.P., 1964	\$90.00
030	WORLD BOOK ENCYCLOPEDIA 24 vols. Chic., Field Enterprises, 1968	\$182 to schools

ANNUAL REFERENCE BOOKS

310	THE STATESMAN'S YEAR-BOOK Lond., Macmillan	\$9.80
-----	---	--------

310	WORLD ALMANACK AND BOOK OF FACTS N.Y., World-Telegraph and the Sun.	\$2.50
310.025	WHITAKER'S ALMANACK. Lond., Whitaker	\$4.25
914.2	BRITAIN, an official handbook Lond., H.M.S.O.	\$3.50
919.4	AUSTRALIA, OFFICIAL HANDBOOK. Canb., Australian News and Information Bureau.	\$1.00
919.4	OFFICIAL YEAR BOOK OF THE COMMONWEALTH OF AUSTRALIA. Canb., Commonwealth Bureau of Census and Statistics.	\$2.00
919.4	POCKET COMPENDIUM OF AUSTRALIAN STATISTICS Canb., Govt. Pr.	\$0.20

GENERAL REFERENCE BOOKS

030	GUINNESS BOOK OF RECORDS 14th ed. Lond., Guinness Superlatives, 1967.	\$2.55
070	KEESING'S CONTEMPORARY ARCHIVES: weekly diary of world events. Bristol, Keesing's Pubs.	\$21.85 p.a. + \$5.45 for a 2-year binding case
220	BIBLE. The Holy Bible, containing the Old and New Testaments. Revised Standard Version Lond., Nelson, 1965.	\$1.95
220.9	GROLLENBERG, L.H. Shorter atlas of the Bible. Lond., Nelson, 1959.	\$4.50

- 290 PARRINDER, E.G.
A Book of world religions. Lond.,
Hulton, 1965. \$1.95
- 291.203 EVERYMAN'S DICTIONARY OF NON-CLASSICAL
MYTHOLOGY
Rev. ed. by Egerton Sykes. Lond.,
Dent. 1961. \$2.50
- 320.3 ELLIOTT, Florence, and SUMMERSKILL,
Michael.
A Dictionary of politics. 5th ed.
Harmondsworth, Middx., Penguin,
1966. \$1.30
- 328.94 SAWER, G.
Australian Government today. 9th
ed., Melb., M.U.P., 1967. \$0.70
- 330.03 EVERYMAN'S DICTIONARY OF ECONOMICS.
Lond., Dent, 1965 \$4.34
- 339.03 JACKSON, N., and PENN, D.
A Dictionary of natural resources and
their utilization. Lond., Pergamon,
1966. \$2.75
- 371.42 AUSTRALIA.
Department of Labour and National
Service. Choosing a career. (Pamphlet
series) 3 vols Canb., Govt. Pr.,
1955-62. \$0.10 ea. ✓
- 371.42 MITCHELL, A.W., and BELSHAW, R.R.
The Key to your career. Rev. Ed.
Melb., Hall, 1965. \$5.50 ✓

383	GIBBONS, Stanley. Simplified whole world stamp catalogue. 33rd ed. Lond., Gibbons, 1968.	\$4.40
398.9	OXFORD DICTIONARY OF ENGLISH PROVERBS 2nd ed. rev. Oxf., Clarendon, 1948.	\$7.50
422.03	BLISS, A.J. A Dictionary of foreign words and phrases in current English. Lond., Routledge, 1966.	\$5.00
423	OXFORD ILLUSTRATED DICTIONARY Oxf., Clarendon, 1962.	\$7.80
423	THE SHORTER OXFORD ENGLISH DICTIONARY On historical principles. 3rd ed. 2 vols. Lond., O.U.P., 1959.	\$20.70
425	ROGET, P.M. International thesaurus. 3rd ed. Lond., Collins, 1963.	\$4.70
425.1	WEBSTER'S DICTIONARY OF SYNONYMS Lond., Bell.	\$9.25
428.3	FOWLER, H.W. A Dictionary of modern English usage. 2nd ed. rev. by Sir Ernest Gowers. Oxf., Clarendon, 1965.	\$4.15
428.3	PARTRIDGE, Eric. Usage and abusage: a guide to good English. 6th ed. rev. Lond., Hamilton, 1965.	\$2.65
428.3	WOOD, Frederick T. Current English usage: a concise dictionary. Lond., Macmillan. 1962.	\$2.30

- 433 LANGENSCHIEDT'S CONCISE ENGLISH-GERMAN, GERMAN-
ENGLISH DICTIONARY
2 vols. Lond., Hodder, 1965. \$8.00
- 433 THE POCKET OXFORD GERMAN DICTIONARY
2nd ed. Lond. O.U.P., 1962 \$3.05
- 443 HARRAP'S NEW SHORTER FRENCH AND ENGLISH
DICTIONARY
by J.E. Mansion, Rev. by
M. Ferlin and P. Forbes. 2 vols. \$4.45 &
Lond., Harrap, 1967 \$5.20
- 443 NOUVEAU PETIT LAROUSSE
Paris, Larousse, 1968. \$9.65
- 453 CASSELL'S ITALIAN-ENGLISH, ENGLISH-ITALIAN
DICTIONARY
7th ed. Lond., Cassell, 1967. \$7.25
- 499.2103 AN INDONESIAN-ENGLISH DICTIONARY
2nd ed. N.Y., Cornell Univ. Pr. 1963. \$10.00
- 500 FOUNDATIONS OF SCIENCE LIBRARY
31 vols. Lond., Sampson Low, 1966. \$170.50
- 503 INTERNATIONAL ENCYCLOPAEDIA OF SCIENCE
4 vols. Lond., Nelson, 1965. \$40.00 ✓
- 503 UVAROV, E.B., and CHAPMAN, D.R. *Revised for 3rd ed by Alan
Isaacs.*
A Dictionary of science. 3rd ed. rev.
Harmondsworth, Middx., Penguin, 1964. \$0.85
- 503 YOUNG PEOPLE'S SCIENCE ENCYCLOPAEDIA
Lond., Muller, 1966. \$32.00
- 503 VAN NOSTRAND'S SCIENTIFIC ENCYCLOPAEDIA
4th ed. Lond., Van Nostrand, 1968. \$43.00 ✓

- 510.03 BENDICK, Jeanne, and LEVIN, Marcia.
Mathematics illustrated dictionary.
Lond., Vane in assoc. with Hicks Smith,
Australia and New Zealand, 1966. \$3.00
- 510.03 THE UNIVERSAL ENCYCLOPAEDIA OF
MATHEMATICS.
Lond., Allen & Unwin, 1964 \$5.70
- 520.3 WEIGERT, A., and ZIMMERMANN, H.
The ABC of astronomy. Lond., Adam
Hilger, 1968 \$6.20
- 530.3 DICTIONARY OF PHYSICS
comp. and ed. by H.J. Gray, Lond.,
Longmans, 1964. \$16.30
- 540.3 THE CONDENSED CHEMICAL DICTIONARY
completely rev. and enlarged by Arthur
and Elizabeth Rose., N.Y.. Reinhold,
1966. \$8.75
- 570.3 ABERCROMBIE, Michael, and others
A Dictionary of biology, 5th ed.
Harmondsworth, Middx. Penguin, 1966 \$0.80
- 614.81 ROYAL LIFE-SAVING SOCIETY, Australia.
The Manual of water safety and life-
saving. 6th ed. rev. Melb., Hall,
1965. \$0.60
- 614.88 ST. JOHN AMBULANCE ASSOCIATION
First aid: the authorized manual.
2nd ed. Lond., The Assoc., 1965. \$1.20
- 621.03 THE UNIVERSAL ENCYCLOPAEDIA OF MACHINES On
how things work.
Lond., Allen & Unwin, 1968. \$8.50

- 650.03 BOSLEY, D.J.
A Glossary of commercial terms. \$1.35
Lond., Blackie, 1964.
- 703 ENCYCLOPAEDIA OF AUSTRALIAN ART
Lond., Hutchinson, 1968 \$17.50
- 703 MURRAY, P., and MURRAY, L.
A Dictionary of art and artists,
Lond., Thames, 1965. \$17.70
- 703 THE PICTURE ENCYCLOPAEDIA OF ART
Rev. ed. Lond., Thames, 1960. \$13.20
- 720.3 EVERYMAN'S CONCISE ENCYCLOPAEDIA OF
ARCHITECTURE.
Lond., Dent, 1959 \$4.30
- 737.4 REINFELD, Fred, and HOBSON, Burton
A Catalogue of the world's most
popular coins. Lond., Oak Tree
Pr., 1964. \$6.90
- 737.4 SKINNER, Dion.
Renniks Australian coin and banknote
guide. 5th ed. Adel., Renniks,
1968. \$1.50
- 780.3 JACOBS, Arthur.
A New dictionary of music.
2nd ed. Harmondsworth, Middx.
Penguin, 1967. \$1.45
- 780.3 THE OXFORD JUNIOR COMPANION TO MUSIC
by Percy A. Scholes. Lond., O.U.P.,
1954 \$6.60
- 792.03 OXFORD COMPANION TO THE THEATRE
by Phyllis Hartnoll., 3rd ed. Lond.,
O.U.P., 1967. \$9.80

796	OFFICIAL RULES OF SPORTS AND GAMES 1968-1969. 8th ed. Lond., Kaye, 1968.	\$5.05
803	BREWER, E.C. Dictionary of phrase and fable, 10th ed. Lond., Cassell, 1967.	\$6.65
803	BENET, William Rose, <u>ed.</u> The Reader's encyclopaedia. 2nd ed. Lond., Black, 1965.	\$10.90
803	MAGILL, Frank N. Cyclopedia of literary characters. Lond., Harper, 1964.	\$12.50
803	YELLAND, H.L., <u>and others</u> Handbook of literary terms 3rd ed. Syd. A. & R., 1965	\$2.50
808	GOWERS, <u>Sir</u> E. The Complete plain words. Lond., H.M.S.O., 1954.	\$1.50
808.882	OXFORD DICTIONARY OF QUOTATIONS 2nd ed. rev. Lond., O.U.P., 1959.	\$7.40
810.3	THE OXFORD COMPANION TO AMERICAN LITERATURE by James David Hart, 4th ed. rev. and enl. Oxf., Clarendon, 1966.	\$11.65
820.3	THE OXFORD COMPANION TO ENGLISH LITERATURE comp. by Sir Paul Harvey., 4th ed. rev. by Dorothy Eagle. Oxf., Clarendon, 1967	\$8.00
820.9	EVERYMAN'S DICTIONARY OF LITERARY BIOGRAPHY English and American Rev. ed. Lond., Dent., 1965	\$4.20

- 820.9 SAMPSON, G., ed.
The Concise Cambridge history of
English literature. 2nd. ed. Camb.,
C.U.P., 1965. \$5.50
- 821A MILLER, E.M.
Australian literature, a bibliography
ed. by F.T. Macartney. Rev. ed. Syd.,
A. & R. 1956. \$3.00
- 821.09 SPENDER, Stephen, and HALL, Donald, Eds.
The Concise encyclopaedia of English
and American poets and poetry. Lond.,
Hutchinson, 1963. \$10.60
- 821.09A GREEN, H.M.
History of Australian literature.
2 vols. Syd., A. & R., 1966. \$16.80
- 822.33 CAMPBELL, Oscar J., ed.
A Shakespeare encyclopaedia. Lond.,
Methuen, 1966. \$6.20
- 840.3 THE OXFORD COMPANION TO FRENCH LITERATURE
comp. by Sir Paul Harvey and J.E.
Heseltine. Oxf., Clarendon, 1959. \$7.80
- 903 EVERYMAN'S DICTIONARY OF DATES
by A. Butler., 5th rev. ed. Lond.,
Dent, 1967. \$4.20
- 903 LANGER, W.L.
An Encyclopaedia of world history,
ancient, mediaeval and modern. Rev.
ed. Lond., Harrap, 1956. \$9.00
- 910.3 CHAMBERS'S WORLD GAZETTEER AND GEOGRAPHICAL
DICTIONARY.
ed. by T.C. Collocott and J.O. Thorne.
Rev. Lond., Chambers, 1965. \$6.15

910.3	STAMP, Laurence Dudley, <u>ed.</u> A Glossary of geographical terms. 2nd ed. Lond., Longmans, 1966.	\$12.30
911	DeVRIES, S., <u>and others.</u> An atlas of world history. Lond., Nelson, 1965.	\$7.80
911	GILBERT, M. Recent history atlas. 2nd ed. Lond., Weidenfeld, 1967.	\$4.70
912	ATLAS OF SOUTH-EAST ASIA. Lond., Macmillan, 1964.	\$8.75
912	HAMMOND WORLD ATLAS Australian and New Zealand reference ed. Maplewood, N.J., Hammond, 1965.	\$9.00
912	THE OXFORD ECONOMIC ATLAS OF THE WORLD. 3rd ed. Lond., O.U.P., 1965.	\$9.80
912	OXFORD REGIONAL ECONOMIC ATLAS OF THE U.S.S.R. AND EASTERN EUROPE. Lond., O.U.P. (n.d.)	\$9.80
912	OXFORD REGIONAL ECONOMIC ATLAS OF THE UNITED STATES AND CANADA. Lond., O.U.P., 1967.	\$9.80
912	READER'S DIGEST ASSOCIATION Complete atlas of Australia, including Papua-New Guinea. Syd., 1968.	\$11.50
912	TIMES ATLAS OF THE WORLD Comprehensive ed. Lond., Times Newspapers, 1967.	\$25.00 to schools
920	ONE HUNDRED GREAT LIVES Lond., Odhams, 1965.	\$3.50

920	ONE HUNDRED GREAT MODERN LIVES. Makers of the world today from Faraday to Kennedy, by John Canning. Lond., Odhams, 1965.	\$3.85
920.3	CHAMBERS'S BIOGRAPHICAL DICTIONARY New rev. ed. Edinb., Chambers, 1964.	\$11.50
920.3	CONCISE DICTIONARY OF NATIONAL BIOGRAPHY Vol. 1, Epitome of the main dictionary to 1900. Lond., O.U.P., 1964.	\$10.10
920.3	CONCISE DICTIONARY OF NATIONAL BIOGRAPHY Vol. 2, Epitome of 1901-1950. Lond., O.U.P., 1965.	\$7.00
929.4	REED, A.W., <u>comp.</u> Aboriginal place names and their meanings Syd., Reed, 1967.	\$1.75
929.9	CAMPBELL, G., <u>and</u> EVANS, I.O. The Book of flags. 5th ed. rev. Lond., O.U.P., 1966.	\$3.15
994	AUSTRALIAN DICTIONARY OF BIOGRAPHY ed. by D. Pike. Melb., M.U.P., 1967.	\$12.00
994.003	WHO'S WHO IN AUSTRALIA (triennial) 18th ed. Melb., Colorgravure, 1965.	\$14.70

APPENDIX E

A SAMPLE OF THE SUBJECT RANGE AND SPECIAL INTEREST
AREAS THAT CAN BE COVERED BY PERIODICALS

Annual subscription prices are approximate only.

ABORIGINAL QUARTERLY. Canb., ANU., quarterly, 50 cents.

ANIMALS. Lond., Purnell, weekly, \$5.90.

ART AND AUSTRALIA. Syd., Ure Smith, quarterly, \$10.00.

ART GALLERY OF NEW SOUTH WALES QUARTERLY. Syd., quarterly,
\$1.00.

ASIAN SURVEY. Berkeley, Uni. of California Institute of
International Studies, monthly, \$11.00.

AUDIOVISUAL INSTRUCTION. Washington, D.C. National Education
Assoc. of the U.S., monthly, \$7.00.

AUSTRALIAN GEOGRAPHIC STUDIES. Canb., A.N.U., semi-annual,
\$4.10.

AUSTRALIAN HOME BEAUTIFUL. Melb., monthly, \$3.25.

AUSTRALIAN JOURNAL OF EDUCATION. Melb., A.C.E.R., 3 times
a year, \$3.40.

AUSTRALIAN LAPIDARY MAGAZINE. Croydon, N.S.W., Jay Kay
Publications, monthly, \$5.20.

AUSTRALIAN NATURAL HISTORY. Syd. Australian Museum,
quarterly, \$1.60.

AUSTRALIAN PHOTOGRAPHY. Syd., Australian Photographic Soc.,
monthly, \$4.20.

AUSTRALIA'S NEIGHBOURS. Melb., Australian Institute of International Affairs, 6 times a year, \$1.00.

THE BULLETIN. Syd., weekly, \$8.40.

CHOICE. Syd., Australasian Consumers Assoc., monthly, \$2.20.

CURRENT AFFAIRS BULLETIN. Syd., Uni. of Sydney, fortnightly, \$2.13.

ECONOMIC GEOGRAPHY. Worcester, Mass., Clark Uni., quarterly, \$9.00.

ECONOMIC HISTORY REVIEW. Lond., Economic History Soc., 3 times a year, \$7.20.

THE GEOGRAPHICAL JOURNAL. Lond., Royal Geographical Soc., quarterly, \$9.00.

THE GEOGRAPHICAL MAGAZINE. Lond., New Science Publications, monthly, \$7.00.

GRAPHIS. Zurich, The Graphis Press, bi-monthly, \$25.30.

HEALTH. Canb., Commonwealth Department of Health, quarterly, gratis.

HEMISPHERE. Canb., Commonwealth Department of Education and Science, monthly, \$2.00.

HISTORICAL STUDIES OF AUSTRALIA AND NEW ZEALAND. Melb., Uni. of Melb. semi-annual, \$5.70.

HISTORY TODAY. Lond., monthly, \$6.00.

HOBBIES. Chicago, monthly, \$6.50.

INDUSTRIAL PRODUCTS NEWS. Syd., Goodyear Tyre and Rubber Co., 3 times a year, gratis.

THE LISTENER. Lond., British Broadcasting Corporation,
weekly, \$6.40.

MEANJIN QUARTERLY. Parkville, Uni. of Melb., quarterly,
\$5.00.

NATION. Syd., fortnightly, \$5.50.

NATIONAL GEOGRAPHIC. Washington, D.C., National Geographic
Society, monthly, \$8.55.

NEW SCIENTIST. Lond., weekly, \$11.20.

PACIFIC VIEWPOINT. Wellington, N.Z., Victoria Uni. of
Wellington, semi-annual, \$3.00.

PARIS MATCH. Paris, weekly, \$18.90.

PICTORIAL EDUCATION. Lond., monthly, \$8.25.

PLAYS AND PLAYERS. Lond., monthly, \$5.90.

POETRY MAGAZINE. Syd., Poetry Soc. of Australia, 6 times a
year, \$3.00.

REALITES. English edition, Lond., monthly, \$17.50.

RURAL RESEARCH IN C.S.I.R.O. Melb., C.S.I.R.O., quarterly,
gratis.

SCIENCE CLUB JUNIOR. Lond., 8 times a year, 70 cents.

SCIENTIFIC AMERICAN. N.Y., monthly, \$7.00.

TIME. Australian edition, Melb., weekly, \$11.20.

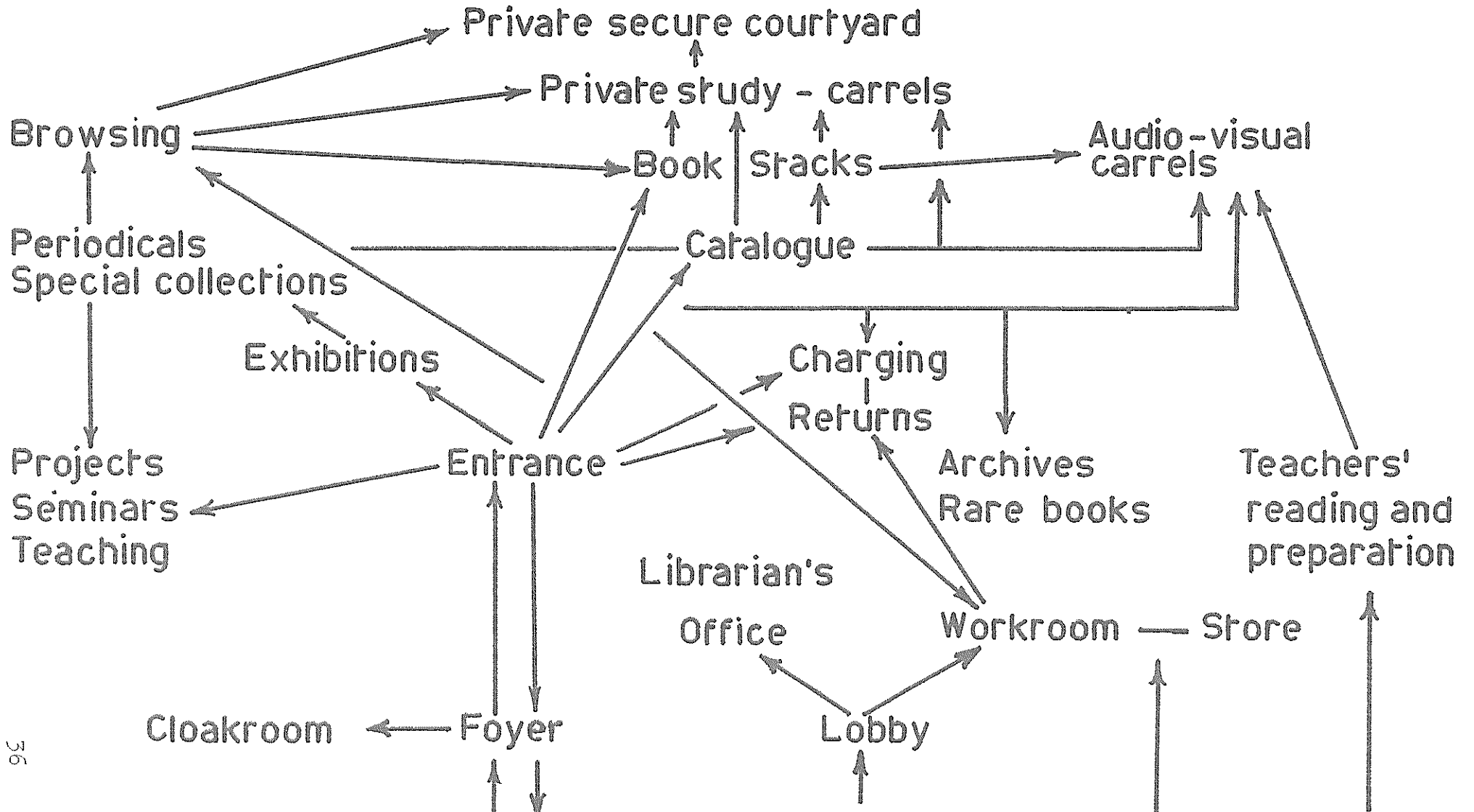
THE TIMES LITERARY SUPPLEMENT. Lond., weekly, \$34.40.

THE UNESCO COURIER. English edition, Paris, monthly, \$1.15.

WALKABOUT. Melb., Australian National Travel Assoc.,
monthly, \$5.85.

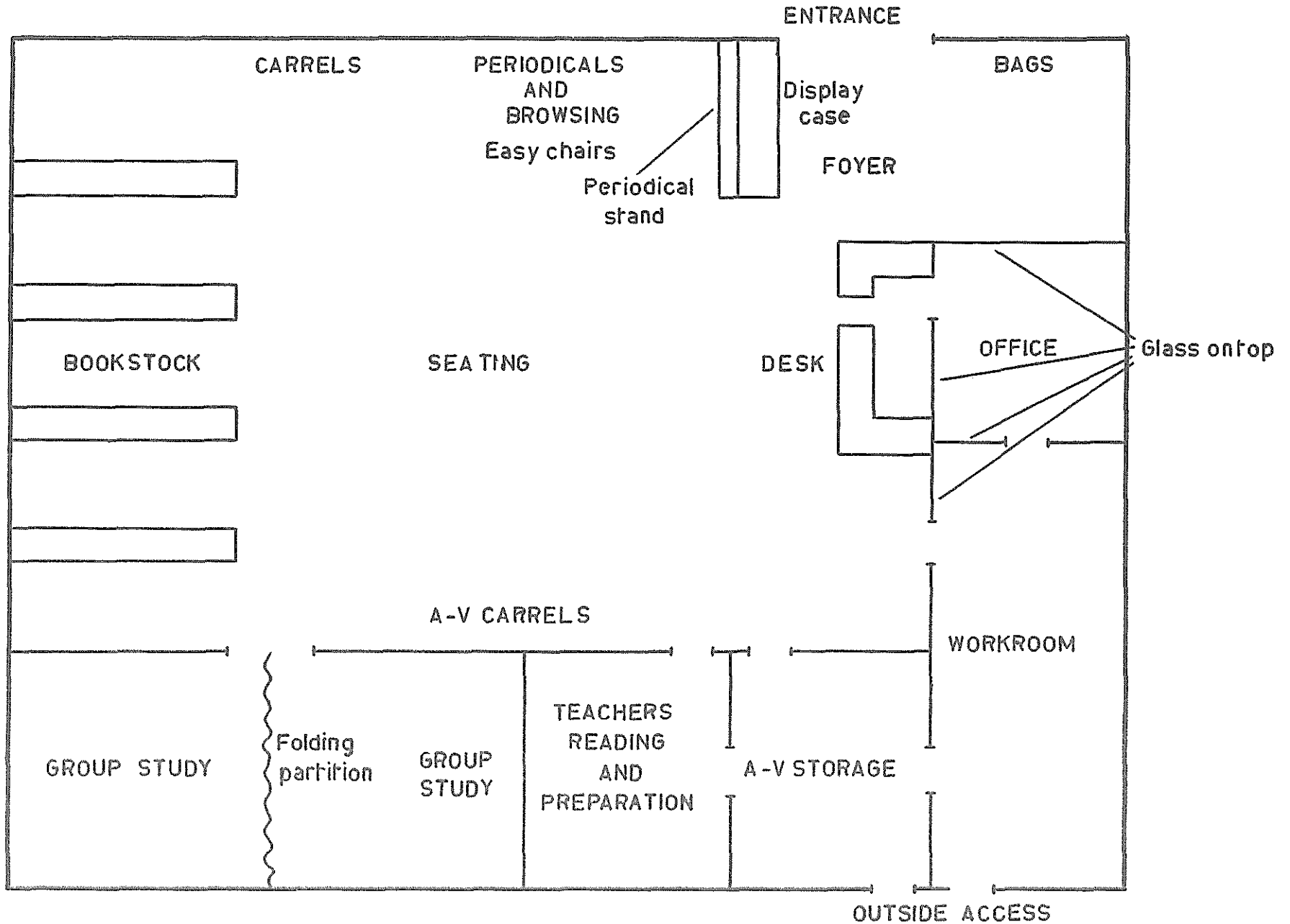
SECONDARY SCHOOL LIBRARY

TYPICAL FLOW DIAGRAM - not to scale



SECONDARY SCHOOL LIBRARY LAYOUT ILLUSTRATING FLOW DIAGRAM

NOT TO SCALE



APPENDIX G

APPROVAL OF PLANS FOR SCHOOL LIBRARY PROJECTS

FOR INDEPENDENT SCHOOLS

1. The school authorities will submit to the Minister an architect's sketch plan of the proposed facilities, including the following:

- (a) a master plan of the school grounds, showing the location of the proposed library;
- (b) a plan of the library complex showing proposed layout of circulation desk, tables, chairs, study carrels, etc. ($\frac{1}{8}$ " scale);
- (c) illustrations to scale (by elevation or single point perspective) of:
 - (i) wall or island shelving together with a statement on total length of shelving and estimate of book storage capacity;
 - (ii) design of student carrels;
 - (iii) design of audio-visual storage area.

It is necessary for schools to obtain the Minister's approval of these sketch plans before proceeding any further with the project. This should be done by submitting sketch plans including perspectives to the member of the Commonwealth Secondary Schools Libraries Committee advising the school.

2. On receipt of the Minister's approval, the school authorities may -

- (a) arrange for the preparation of working plans, drawings and specifications consistent with the approved sketch plan and forward them promptly to the Minister;

(b) let a contract;

(c) commence work.

The Minister's approval of sketch plans means that the proposed project meets the standards acceptable for Commonwealth grant purposes. This does not mean that schools will automatically be assisted with the project. Priorities and allocations among applicant schools will be recommended by State Advisory Committees as outlined on page 2 of this statement, for the Minister's consideration.

NOTE:

Members of the Commonwealth Secondary Schools Libraries Committee are visiting applicant schools and will be available for advice in the preparation and development of library plans. The Committee is aware that some library features recommended in this statement may not be attainable in the practical situation of individual schools. As an example, while a central position for the library is most desirable, it might not be practicable because of the siting of the present library or other buildings. All applications for assistance whether buildings, books, furniture or equipment will be a matter for discussion with and recommendation by a member of the Committee.

Please address any enquiries concerning this booklet or the Commonwealth Secondary Schools Libraries Program to

The Executive Member,
Commonwealth Secondary Schools
Libraries Committee,
Department of Education and Science,
P.O. Box 826,
CANBERRA CITY. A.C.T. 2601.