



**INDIAN INSTITUTE OF
ADVANCED STUDY
LIBRARY * SIMLA**



Library

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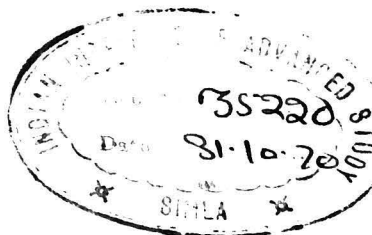


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1. Introduction

The six years since 1961, when the L.A. and the A.T.C.D.E. published a joint memorandum "Training College Libraries: recommendations on their development to meet the demands of the three-year training course," have led to a greater appreciation of the needs of that course, not all of them foreseeable at the time. In addition, a new situation, with much wider opportunities, has been brought about by the publication of the Robbins Report, the much greater expansion of colleges of education, a new concept of the optimum size of a college, the inception of B.Ed courses and the extension of one-year courses for graduates. These changes, which involve the nature and quality of what colleges have to offer, and are more than simple increases in scale, have led the two Associations to join in rethinking the functions and needs of college libraries, and the new challenges facing them. In this larger sense the following pages supersede the 1961 memorandum, although many of the earlier objectives have yet to be realised. The Library Association's survey in December 1965 showed, for instance, that of 134 college libraries 72 had not achieved the previously recommended minimum book-stock of 20,000 volumes, and 23 were still without any kind of full-time assistant or equivalent—two of the most fundamental recommendations. But simply to have revised previous standards without re-assessing the new situation would not indicate sufficiently clearly the wider scope and responsibilities of libraries in colleges of education, and would not offer, to governing bodies and others, the kinds of guidance which is the object of our reconsideration.

2. Scope and Arrangement of the Memorandum

This memorandum first considers the functions of the library in a college of education, then describes the more general considerations affecting the fulfilment of these functions, and then outlines the chief factors in library planning and organisation. More specific recommendations follow which are concerned with questions of accommodation, stock, finance and staffing. Finally, the important matter of co-operation with other libraries is discussed.

3. Functions of the Library

At a college of education students follow a course with two complementary and interrelated aspects; academic subjects, corresponding to fields of study in university faculties, and a range of vocational studies appropriate to teachers in training. Since the establishment of a three-year Teacher's Certificate course both these aspects have been enriched by greater depth of study and fresh views of the curriculum. Preparation for a higher level of the Teacher's Certificate in subject fields and the undertaking of individual studies as part of the professional course require access to a far wider range of books than was necessary in a relatively undifferentiated two-year Certificate course. Colleges are now on the point of introducing a four-year course for a proportion of their students, leading to the award of a distinctive university degree. This degree, that of Bachelor of Education, will imply increased resources in college libraries, and again equally on the academic and professional sides. The library must therefore be both a comprehensive general and academic library, and a professional library for prospective teachers where all aspects of education and children's interests, including textbooks, audio-visual aids and children's books, are amply represented.

The future teacher must be encouraged to acquire the habit of reading generally, as well as for his professional and academic studies, and of making full use of books in his teaching and contact with children.

All the established and new techniques of librarianship as well as courses of training in library use are required to make the library services well known and well used. The demand for information and bibliographical services is constantly growing. It is in the nature of library services that satisfied demands build up still further demands.

The library's function may briefly be summarised as follows:

- (a) to supply books, periodicals and other materials needed by students in all the subjects of study which they pursue, to the necessary level;

(b) to provide support for the teaching and research of members of the staff, in these same subjects, with due regard for facilities available in other libraries;

(c) to provide for a wide range of background reading in books and periodicals both in subjects close to those of the curriculum, and in more general cultural fields;

(d) to meet specialised needs of a college which arise naturally out of its specialities and interests by building up appropriate collections to satisfy the intensive demands made by students in their special studies on library stocks, and to provide bibliographical guidance by library staffs;

(e) to help students to become familiar with modern children's books, a representative collection of textbooks and audio-visual materials, and to suggest to them the potentialities of school libraries;

(f) to help with the day to day needs of users by supplying them with ready reference information, such as statistics or addresses, and with information and special material about the locality and the environments in which teaching practice takes place;

(g) to act as a link with the world of books and libraries outside, being ready to draw upon the special resources of many other institutions and to make its own contribution to the various co-operative schemes;

(h) to provide the bibliographical training in the use of books and libraries necessary to help students to find their way about the literature of their subjects, and in addition to enable them to become practised in the use of books and other materials in their teaching and contact with children;

(i) to produce guides, lists of additions, reading lists and other publications, and to hold displays and exhibitions of library materials inside and outside the college library in order to reinforce the teaching of the college staff and illustrate the library's resources.

4. General Considerations

To carry out these functions successfully, the college library will require resources of an order quite different from those still commonly found. Libraries will need to be much larger than hitherto. All libraries serving higher education are at present over-strained in meeting the needs of their own immediate users, and although institutes and schools of education may rightly be regarded as central stores from which colleges may draw support in the field of Education, they cannot, and should not, be expected to provide material needed for regular course work.

In other academic subjects college libraries must be largely self-sufficient. Students and staff will not often be able to use other library services to meet their normal requirements. If a college undertakes work of degree level it must expect to provide a library stock of appropriate university standard. These considerations imply a proper range of stock, long hours of opening with professional supervision, ample space for reading and seminar work, and a high standard of service. Sufficient staff, with good qualifications and academic status should therefore be provided.

5. Library Planning and Organisation

Full consultations should take place between the Librarian and architect at the initial planning stage of a college library building. In the case of new colleges the Librarian should normally be appointed in time to discuss with the architect the plans for the library. Where, because of special circumstances, no Librarian has been appointed, the advice of librarians experienced in the field should be sought. Agreement should be reached on matters such as a central site which will be convenient and attractive to readers; the function and arrangement, in relation to one another, of the various spaces in the library for readers and for library staff; good heating, ventilation and lighting; silent flooring in public rooms; appropriate fittings and fixtures to hold books and periodicals; supervision of readers; design of issue and advisory service points; adequate storage space for readers' coats, bags, and briefcases; good space and equipment for display.

Although a case may be made for separate departmental collections, experience has shown conclusively that a strong centrally administered collection is essential in a college of education. This is very much easier to administer with a small staff, and it is very desirable that books on the whole range of subjects should be displayed together so as to demonstrate interrelations and broaden the student's outlook. Moreover if all copies of a certain title are placed in a central collection they circulate more freely, are available for longer hours, and so satisfy readers' needs more economically.

The general plan should allow for the shelving of most of the books in the main library, leaving a minority to be housed in a stack. Spaces intended for different purposes should be separate, but communications and transport between areas should be well planned. These should include a talking area in which catalogues, quick reference works and bibliographical aids should be placed with a readers' enquiry service point; quiet reading rooms and study areas; a separate area housing a comprehensive collection of children's books for the various age ranges, and a sample textbooks collection. This last area is referred to later as the school services library. In order to avoid disturbance of the work in the main library, seating accommodation in this last area is needed for large numbers of students to study the books and prepare lessons, and to serve as overflow study accommodation. Audio-visual materials should preferably be housed separately in a central collection where they can be jointly administered by tutorial and library staff, be more readily available to all, and be easily tried out without interfering with other library activities. In some colleges, rooms may serve as model school libraries to which children may be invited. Additional rooms may be required near the library in which periods may be timetabled for library instruction and seminars. It is sometimes preferable to have separate rooms for the reading of current numbers of periodicals and recreational books.

Private study rooms or individual carrels are invaluable for use by the academic staff and perhaps by students engaged on advanced work. One carrel at least will be needed for reading micro-texts, and should be

appropriately equipped for this purpose. Soundproof carrels where typewriters or tape-recorders may be used are also very desirable.

An attractive and comfortable library can play a significant part in encouraging the student to spend the right proportion of his free time in study.

The importance of good quality equipment can hardly be over-emphasised. Due attention must be paid to the design of the entrance area which should be separate from the reading areas to avoid disturbance, and should provide adequate space for circulation, display and the issue of books. Cloakroom facilities are necessary for readers and should be conveniently sited outside the controlled area.

A separate office for the Librarian is required with privacy for discussion with staff and students. Further space is needed for typing and for unpacking, sorting and processing books. It is assumed that professional staff will be members of the senior common room, but there must also be staff room accommodation readily available to all library staff. Careful planning of a suite of rooms or adjacent areas is required to allow the ordered passage of books from arrival through various processes to final checking and the library shelf. If document reproduction is to be provided by the library (it might be available as part of the general office equipment, or another department's services) separate accommodation near to the library workroom area is required.

It is important to aim at the maximum flexibility when planning areas. Movable partitions or glass screens may well be used to separate them. It is essential to have forward plans to accommodate the expected expansion in bookstock year by year for at least five years ahead. Areas planned for library use and not immediately required might be made temporarily available for other purposes, but their necessary return to the library should be planned ahead. Buildings designed for other purposes are not easily adapted for library use. In planning a new library the advantages of a separate building should be taken into account. In no circumstances should a library be so sited that further expansion beyond the next five years is made impossible.

6. Area of Accommodation

The areas needed for library purposes in a college of education are determined by:

(a) the number of readers, both students and teaching staff, likely to be in the library at any one time, and their needs for table space and seating in main reading rooms, micro-texts reading room and audio-visual centre;

(b) the probable size of the stock in the period for which the library is being planned, taking into account the various types of materials;

(c) the working space required for the Librarian and his staff to do their work efficiently;

(d) ancillary requirements such as cloak-rooms, space for seminars and lectures on library use, and library staff rest room.

For purposes of calculation, it has seemed best in the sections which follow to separate areas required for the storage and display of books and periodicals from the areas needed for chairs and tables for study purposes. The Librarian will arrange his seating so as to give the maximum flexibility and diversity. He may well like to have some areas of informal seating, for example easy chairs with low tables. Most of the accommodation however will consist of reading tables and chairs providing at least 6 square feet of table space per reader. Where large charts, pictures or maps are to be spread out for consultation, or big books to be used, for example by groups of art students, larger allowances of table space per reader are needed.

(a) Staff and Student Seating Requirements

The reading areas of the library should be calculated on the basis of 25 square feet per reader, including table but not shelf space, and on the basis that at least one quarter of the staff and students may be in the main or schools services library at any one time. More extensive provision may be needed in colleges with a high proportion of non-residents. In such colleges part of this additional accommodation may be in the form of unsupervised study rooms open for long hours. These

reading areas are exclusive of private carrels, micro-text and audio-visual materials libraries.

In addition study space is required for whatever number of readers are likely to undertake research or to want separate accommodation at the same time. This may take the form of a series of carrels, each of about 35 square feet, or a separate room of equivalent space.

For the storage of the various audio-visual materials and to provide space for their examination, rooms of from 400 square feet are required, which will include soundproof booths for testing audio materials, and large tables and screens on which visual materials may be examined. These booths could also be used by readers wishing to type.

Provision for microreaders and the storage of microtexts is best made in a separate room of at least 100 square feet.

(b) Shelving and Circulation Space Requirements

Estimates for the space required for storing 1,000 books, excluding circulation space, vary from 60 square feet to 100 square feet for open access shelving and from 35 square feet to 50 square feet for stackrooms, depending on the number of books to a shelf, shelves to a tier, and gangway widths. Accepting college of education librarians' calculation that each 3-feet run of shelving will take about 30 volumes, and the recommendation that shelving should not exceed 7 feet 3 inches in overall height, so as to allow normally for six shelves per tier, we recommend that shelving space for four-fifths of the library's stock of books should be provided on the basis of 75 square feet per 1,000 volumes, including circulation space to allow full access to shelves in reading rooms. Shelving space is required in stack areas for one-fifth of the library's stock, on the basis of 55 square feet per 1,000 volumes, including circulation space. This allows space for storing a considerable number of bound and unbound periodicals.

The calculation of these standards is based on the assumptions that about one-fifth of the total stock is stored in stack areas, and that the majority of books in these areas will need to be on open access. ("Compact" book storage is not considered here). It is assumed

also that approximately 10 per cent. of the stock will be oversize (i.e., over 10 inches high) and that considerable numbers of bound and loose periodicals will need to be stored. While children's books and textbooks require less than average space per volume when standing on the shelf, an allowance is needed for displaying picture books and large books front outwards, so that total requirements in the school services section are much the same as for books in the main library.

(c) Working Space Requirements

Each member of the library staff needs 120 square feet of working space. This includes space for the deployment of library materials and the storage of necessary records and equipment. The Librarian needs a separate room, and secretary/typists accommodation should preferably be separate. As mentioned earlier, working space should be flexibly arranged. It should allow for the orderly flow of material through the various processes, and separate noisy from quiet operations.

In some colleges a library staff rest room may be needed if accommodation for tea and meal breaks cannot be provided conveniently elsewhere.

(d) Ancillary Space Requirements

Space is required to display current numbers of periodicals, the amount varying with the method of display from 25 to 100 square feet per 100 periodicals. 50 square feet per 100 periodicals seems reasonable for a college of education library.

Display areas should be provided in the entrance to the library and space is also required for catalogue cabinets and service points.

Adjacent to the library there should be a room or rooms available for teaching the use of books and libraries, large enough to take the biggest group likely to be taught at one time, but this has not been calculated as part of the library accommodation as it might not be used exclusively for library purposes.

Some applications of these data are given below. The calculations provide for book-stocks and library staff of the numbers recommended in later sections. These are usable library areas to which must be added the balance to cover walls, stairs, lifts, boiler houses, etc.

GENERAL COLLEGE OF 500 STUDENTS WITH NO B.Ed. WORK, SPECIAL OR ADVANCED COURSES, WITH RECOMMENDED BOOKSTOCK OF 39,600

Main Reading Areas		Sq.ft.	Sq.ft.
Seating for 138 staff and students at			
25 square feet	3,450		
3 carrels at 35 square feet	105		
Four-fifths total (i.e. 31,680) books at			
75 square feet per 1,000	2,375		
150 periodicals displayed at 50 square			
feet per 100	75		
Micro-texts reading room	100		
Audio-visual aids centre	400		
Entrance counter, catalogue and			
display areas	250		
	6,755	6,755	

Stacks			
One-fifth total (i.e. 7920) books at 55			
square feet per 1,000	435	435	
Working Areas			
Librarian and Secretary's offices ...		240	
Other library staff work areas (2 further			
staff)	240		
	480	480	
Cloakrooms	150	150	
	Total	7,820	

(Additional study room must be added if college has a large proportion of non-resident students).

GENERAL COLLEGE OF 750 STUDENTS WITH B.Ed. WORK IN SEVERAL SUBJECTS, WITH RECOMMENDED BOOK STOCK OF 60,000

Main Reading Areas		Sq.ft.	Sq.ft.
Seating for 206 staff and students at			
25 square feet	5,150		
5 carrels at 35 square feet	175		
Four-fifths total (i.e. 48,000) books at			
75 square feet per 1,000	3,600		
250 periodicals displayed at 50 square			
feet per 100	125		
Micro-texts reading room	100		
Audio-visual aids centre	500		
Entrance counter, catalogue and			
display areas	350		
	10,000	10,000	
Stack			
One-fifth total (i.e. 12,000) books at 55			
square feet per 1,000	660	660	
Working Areas			
Librarian and Secretary's offices ...		240	
Other library staff work area (3 further			
staff)	360		
	600	600	
Cloakrooms	200	200	
	Total	11,460	

(Additional study room must be added if college has a large proportion of non-resident students).

GENERAL COLLEGE OF 1,000 STUDENTS WITH ONE YEAR GRADUATE COURSE, ADVANCED COURSES FOR PRACTISING TEACHERS AND B.Ed. WORK IN A WIDE RANGE OF SUBJECTS, WITH RECOMMENDED BOOK STOCK OF 70,250 AND 8,000 EXTRA FOR B.Ed. WORK

Main Reading Areas	Sq.ft.	Sq.ft.
Seating for 275 students and staff at 25 square feet	6,875	
8 carrels at 35 square feet	280	
Four-fifths total (i.e. 62,600) books at 75 square feet per 1,000	4,695	
300 periodicals displayed at 50 square feet per 100	150	
Micro-texts reading room	100	
Audio-visual aids centre	600	
Entrance counter, catalogue and display areas	450	
	13,150	13,150
Stack		
One-fifth total (i.e. 15,650) books at 55 square feet per 1,000	860	860
Working areas		
Librarian, deputy and secretary's offices	360	
Other library staff work areas (4 further staff)	480	
	840	840
Cloakrooms	360	360
Total		15,210

(Additional study room must be added if college has a large proportion of non-resident students).

In the above tables it has been assumed that library accommodation and stock will be required for academic staff on the basis of one staff for every ten students who are included in the totals given.

7. Stock

The basis of the stock must be that of a good general library, with representative collections of books on all the subjects studied. The stock will reflect the staff's special interests and commitments. Besides meeting the day-to-day needs of students in their academic work, and providing a measure of background and general reading, libraries should meet the teaching needs of members of the staff, and their research needs wherever these last cannot be met conveniently from some other library. Provision must extend to new fields of study as they arise.

College libraries should be well provided with reference books and periodicals. Many are still lacking in these two major groups of material, probably because they are relatively expensive. Bibliographical tools, (indexes, abstracts, etc.) must also be provided. These will assist in the thorough selection of items for the library stock, and help readers to become aware of further material, for example university theses, periodical articles and books, which may be obtained from outside the library by means of inter-library loans.

These considerations, and experience of librarians in building up and maintaining adequate collections, indicate that the main college library should have a minimum of 20,000 volumes of currently effective stock. This is the basic core of books for loan and reference essential for the subjects commonly taught and also to meet the needs which commonly arise in a general college, of whatever size.

Similarly, the school services section, if it is to provide the children's books and textbooks needed by students on school practice, and give them opportunity to examine and use representative collections of all the best books which school libraries should have, must have a minimum basic collection of 7,500 volumes. This is a higher minimum than that recommended in 1961 because few colleges now have 300 or fewer students, and there is now a much wider range of essential titles resulting from new methods of teaching and developments in educational book publishing. Some librarians like to include books on teaching methods in this section, though they have been included for purposes of calculation in the main library stock. College staffs will use these collections in many different ways, and rapid developments are taking place at present in the nature of printed and audio-visual materials so that the character of the collection is also changing. While there will of course be a considerable amount of space outside the library allocated to the practical use of these new teaching materials, libraries may need to provide special facilities to store them and to make them available for reference use, as well as to lend certain types of material for use by students in schools. Most librarians prefer to have their

school services section in separate accommodation, so as to make it easier to exploit and administer. It must be remembered that many college of education school services libraries have to provide children's books and textbooks for all ages, infant, junior, secondary and sixth form, and that in some large colleges up to ten copies of certain titles may be needed.

Beyond this libraries need to grow in order to accommodate new books which are essential to cover the advance of knowledge in the subjects taken, and the best works in other fields. Growth moreover is related to the expansion of college staffs and student numbers. Expansion causes the content and scope of the courses to widen and new courses are started. The sheer pressure of increased numbers produces a need for proportional increase in the number of copies of a title and the spreading of the load over a larger number of titles. In a large college a considerable proportion of annual funds will need to be spent on multiplication of copies. Careful account must be taken of those books which students are required to purchase out of their grants for books and equipment, so that the stock does not relieve them of their responsibility.

It will be necessary to replace missing and worn out books and to substitute new editions or other titles for out of date books.

It has been found by experience in a number of colleges that to maintain adequate minimum collections in the main library the rate of purchased additions required in a general college of 500 or more students is 60 books per student every ten years. In colleges of less than 500 students a higher rate of at least 75 books per student is needed to cover the same basic requirements. Bound volumes of periodicals count as books in these calculations.

General colleges therefore should work towards the following minimal bookstocks in the main library within the next ten years:

College of 500 students ...	31,000 volumes
College of 750 students ...	43,000 volumes
College of 1,000 students ...	55,000 volumes

In making these calculations the probable effective life of books in the main library has

been taken into account. Wastage rates have been assumed as follows:

during the first 10 years of a book's life ...	20%
during years 11-20 ...	40%
during years 21-30 ...	90%

Similar calculations on the basis of a minimum basic stock of 7,500 volumes may be made for the school services library. A rate of addition of 16 per student every six years has been found necessary for the first 500 students in a college, and of 12 per student for numbers beyond the first 500. Wastage rates have been assumed as follows:

during the first 6 years of a book's life ...	20%
during years 7-12 ...	66%
during years 13-18 ...	95%

On this basis minimum objectives for the next ten years for the school services library are:

Colleges of up to 500 students	8,600 volumes
Colleges of up to 750 students	11,750 volumes
Colleges of up to 1,000 students	15,250 volumes

The following table gives the total minimum stocks recommended:

Colleges of up to 500 students	39,000 volumes
Colleges of up to 750 students	54,750 volumes
Colleges of up to 1,000 students	70,250 volumes

Periodicals are needed to provide current information in all fields studied. These may well amount to over 200 titles, many of which have to be added to a growing collection of back files, and bound volumes. A centralised collection of visual aids in the form of pictures, charts, maps, films, slides, filmstrips, etc. will be required. This might well amount to 10,000 pictures, charts and maps, and 3,000 items in other forms.

Beyond these basic requirements most colleges will have to meet additional needs, for example those of a one year graduate course or an advanced course for practising teachers, or refresher courses for returning teachers. These may require not only additions because of the extra numbers, but also extensions of stock coverage in new directions. The most exacting demands are likely to be made by B.Ed. courses where present evidence shows that, in the field of Education, libraries may have in stock less

than half the titles required, and where in other academic fields very considerable additions will be needed both of books and periodicals because of the greater range and depth of the new syllabus. A general college of about 750 students, offering several B.Ed. courses in Education and other academic subjects should aim at a total stock of 60,000 volumes as an objective to be reached as quickly as possible. For its normal course requirements it must endeavour to be self-sufficient, but the provision of less frequently used items and research material may best be organised through co-operative arrangements between college and other research libraries, and by subject specialisation by particular colleges, as outlined in section 10. *(See footnote).

8. Finance

No college library can achieve the standards recommended without adequate finance, and certain seriously inadequate libraries will require special non-recurring bookfunds in order to enable them to build up their stock more rapidly.

It is assumed that adequate capital outlay and annual grants will be authorised to cover the cost of library buildings, furniture and maintenance, salaries and wages, and overhead charges as part of the colleges' whole financial programme.

Specific earmarked annual grants are needed for a library which has reached an adequate minimum standard. To provide a minimum adequate growth annual maintenance grants for books and periodicals are required. Between January—June 1961 and January—June 1966 the average cost of books as given in "The Bookseller" has risen by 44.4 per cent., so that the amounts suggested on the 1961 joint memorandum of £4 per student and £10 per member of staff need revision. Prices of periodicals have risen by a high percentage, and in addition, as subjects are being studied in more depth and detail, college libraries have had increasingly

to buy a more expensive type of book and periodical for the main stock. An overall estimate of a 50 per cent. increase is not therefore unreasonable. Furthermore, a different method of calculation is needed now that many colleges have more than 500 students, since the cost per head of providing the necessary additions diminishes in large colleges. Therefore, if both these points are taken into account at book prices current in June, 1966, it is estimated that the Library would need to spend as a minimum at the rate of £6 per student, and £15 per member of staff for the first 500 students, and thereafter at the rate of £3 12s. per student and £9 per member of staff. These amounts are intended to cover the cost of maintaining an adequate library for students and staff engaged in the three-year course. Additional funds will be required where colleges are seriously isolated from other libraries, where more than one library has to be provided, or where advanced or specialised courses such as a one year graduate course are offered. Provision of a wider range of materials at a higher level for the four year degree course will mean that additional sums must be made available to cover the cost of strengthening the library stock in Education and other subjects offered for the degree.

Separate financial provision for binding both books and periodicals, and for the replacement of worn-out and lost books should be made. The amount may vary, but an established library will need to add an amount equal to approximately ten per cent. to the amount calculated above. In addition, funds are required for the purchase of stationery and minor equipment which might amount to five per cent. of the bookfund required.

The basis for calculating maintenance grants may thus be summarised:

- £6 each for first 500 students.
- £15 each for first 50 academic staff.
- £3 12s. for each student above 500.
- £9 each for each member of academic staff above 50
- Add 10 per cent. for binding and replacements.

This basis requires the following sums for colleges of different sizes:

500 students and	50 staff	£4,125
750 students and	75 staff	£5,362
1,000 students and	100 staff	£6,600
1,250 students and	125 staff	£7,837

*A fuller discussion of the figures given in this section appears in Furlong, N. (Ed) "Library practice for Colleges of Education," Library Association, 1966, Chapter 4.

These estimates do not include the 5 per cent. of the total which we recommend for stationery and minor equipment.

Once college libraries achieve adequate standards of book provision and library services, attention must be directed to the improvement of provision of materials in other forms. This provision must be carefully worked out to fit the teaching methods and aims of the academic staff. The cost of audio-visual materials and filing and mounting equipment for them is heavy in the initial stages of setting up an adequate central collection. No adequate basis for assessing the cost of such provision yet exists. Moreover much of this material is at present purchased and stored by college departments though central purchasing and control is likely to be more economic.

Similarly, micro-reading and storage equipment and micro-records themselves will require a further initial grant and an annual grant. Librarians must estimate their requirements according to their particular needs.

9. Staff

In view of the nature and scope of its work, the college library must be in the charge of a highly-qualified Librarian. The post should be a full-time one, held by a chartered librarian who should be a graduate. He should be able to devote his whole time to professional duties, unencumbered by routine clerical work.

These professional duties include, on the one hand, the administration of the library and control of all the services to staff and students; and, on the other hand, in conjunction with the teaching staff, the group instruction of students in the use of books and the value of school libraries. The Librarian must have time for planning and discussion with members of the academic staff, and for attendance at all necessary meetings, conferences, visits, etc.; and for the co-ordination and, in part, conduct of the library's instructional work. The latter will be related to the bibliography of the subjects being studied in the college and the use of books and libraries. The academic staff will share in this instruction and bring their students for practical work in the library, but it is estimated

that in a college of 1,000 students the Librarian may have to arrange about 150 periods of library instruction per annum.

The Librarian should be paid on the Pelham scale or its exact equivalent at levels appropriate to the size of his department and the college, and with comparable pension rights, irrespective of the number of hours of formal teaching he is called upon to do. His work will include much personal advisory work with students, which is similar to a lecturer's tutorial responsibilities.

Library posts should be considered as falling outside the establishment of teaching posts, but the Librarian should be eligible to sit on the academic board of the college, and should enjoy similar facilities to those of the members of the academic staff for carrying out research.

When present arrangements do not meet all the requirements laid down in our recommendations, it would be equitable to place a Librarian giving satisfactory service at an appropriate point on the Pelham scale. In the future, appointments should conform to the recommendation made in the report.

The volume of work in running the library and in library instruction requires the provision in all colleges of a deputy of adequate experience and professional skill to represent the Librarian in his absence and share his duties. In colleges of up to 1,000 students this post may be filled by a chartered librarian; in colleges of 1,000 or more students the amount of work requires the support for the Librarian of a deputy who is a graduate chartered librarian. Long hours of supervised opening, increased intake of books and greater demands for library services require, in medium and large size colleges, the appointment of further qualified staff. In a large college the maintenance of the school services library, and the organisation of a centralised audio-visual aids collection may each well demand the major portion of the time of a qualified staff member. In some colleges students may be helping to extend the hours of opening, but they cannot act as substitutes for the library staff in helping and advising lecturers and student readers. They should therefore not be included when

calculating staff requirements. Libraries are in increasing demand during the vacation for staff and home based students, and this requires additional staffing so as to cover holidays and keep up the necessary volume of work. Librarians should feel able to play a full part in the life of the college.

Adequate non-professional staff, some of whom may be library trainees, are also required in proportion to the size of the college and the business of its library, and to the number of new materials flowing into the library. Staff is needed before a new library is opened to assemble and process its basic stock. There is much clerical and routine work to do, processing books, straightening and replacing books on the shelves, dealing with the issue, return and recovery of books, and registration of readers, mounting and filing visual materials, and writing routine notices. The non-professional staff should include a clerical assistant able to type, since there are many catalogue cards, letters and reports to be typed. In a large college a shorthand typist may be required. Finally, portering help should be available to the Librarian as required.

In 1963 the Library Association published a recommended minimum establishment scale for college libraries. This has now been brought up to date and extended to meet the needs of colleges of an average size larger than in 1963, and of very large colleges. It is intended to cover both the professional and teaching functions of the library. The establishment requirement is governed by two chief factors; the total number of enrolled students and staff in the college, which controls the amount of business carried out by the library, and the amount of bookfund, which determines the number of books and other materials which have to be prepared for use. It is recognised that temporary help additional to that proposed in the scale which follows may be needed where non-recurring grants are received to help build up stocks more rapidly, or where a new college is starting its library. Similarly, extra staff may be needed where heavy arrears, e.g., in cataloguing, have to be made up, or more than one service point has to be manned. It will be found also that where a large amount of advanced or specialised work is undertaken

in a college, e.g., degree courses, in-service training, post-graduate courses, the resources of staff, as well as accommodation and bookstock, will need to be strengthened.

We therefore recommend that the following basic scale be adopted in general colleges of education:—

Total number of students (apply whichever factor is higher)	Total annual Bookfund	Professional Staff	Non-Professional Staff
Up to 500	Up to £4125	1 Librarian 1 Ass't Librarian	1
500—750	£4125—5362	1 Librarian 1 Ass't Librarian	2
750—1,000	£5362—6600	1 Librarian 2 Ass't Librarians	2
1,000—1,250	£6600—7837	1 Librarian 1 Deputy Librarian 2 Ass't Librarians	3
Over 1,250	Over £7837	1 Librarian 1 Deputy Librarian 2 Ass't Librarians	4

Notes: (i) The figures given for bookfunds are as at June, 1966. They would be subject to change in the event of alterations in the price of books. The bookfund includes provision for academic staff, and the 10 per cent. addition for binding and replacements.

(ii) Recommended salary scales were set down by the Library Association in 1963. These have been revised by the Library Association and copies can be obtained from The Secretary, The Library Association, 7 Ridgmount Street, Store Street, London, W.C.1.

10. Co-operation with Other Libraries

No library to-day can stock all the material that its users will need from time to time, but an efficient library can help its readers to satisfy most of their needs by using the resources of other libraries. Since 1930 a nation-wide system of inter-library co-operation has made it possible for a major part of the country's library stocks to be available to any serious reader. In addition, there are more limited schemes, covering regions, localities, or specialities, and involving different types of library. Colleges of education will obviously benefit by taking part in such schemes, and by working closely with university libraries (particularly with reference

to the needs of degree and post-graduate students) and with local public libraries.

Colleges will naturally co-operate with the libraries of the institutes and schools of education. All such libraries lend to college staffs, though only a minority (five in 1965) lend freely direct to college of education students. Progress has been made in recent years in the compilation of national and regional lists of periodical holdings, and of specialised books, in educational libraries. Co-operation between colleges has grown with the setting up of library boards of studies, or less formal groups of education librarians, within area training organisations. Work done by such groups has enabled college libraries to help one another, and to rationalise the purchase and storage of expensive, little used, or space-consuming materials. Degree courses will increase the need for such co-operation. In addition college libraries are coming more and more to make some of their facilities available to students from other colleges, (even outside their area training organisation) when on vacation, or on teaching practice at a distance from their colleges.

Whilst it is essential for college libraries to make the best use of all the various schemes of co-operation, these must never be a substitute for adequate provision within the college library of the normal requirement for both students and staff.



