The effect of educational aims and objectives on the provision and use of school library resource facilities: with particular reference to 11–16 age range mixed comprehensive schools in the West Midlands

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PUBLISHER

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PUBLISHER STATEMENT

LICENCE

REPOSITORY RECORD

THE EFFECT OF EDUCATIONAL AIMS AND OBJECTIVES

ON THE PROVISION AND USE OF SCHOOL LIBRARY RESOURCE FACILITIES,

WITH PARTICULAR REFERENCE TO 11-16 AGE RANGE MIXED COMPREHENSIVE

SCHOOLS IN THE WEST MIDLANDS.
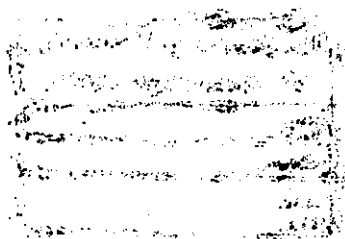

by

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A Master's Thesis

Submitted in partial fulfilment of the requirements
for the award of

Master of Philosophy of the Loughborough University of Technology
July 1982

ACKNOWLEDGMENTS

ABSTRACT

Changes in education leading to an emphasis on equality of opportunity and pupil-centred learning have resulted in more importance being attached to the provision of library resource facilities in schools. As a consequence of this and increased interest in quantitative standards, the need for research into the use of existing provision and its relationship to the curriculum arose. A preliminary survey was conducted in the East Midlands, followed by detailed case study of six secondary comprehensive schools in the West Midlands, using questionnaire and interview techniques.

The hypotheses tested were:

i)   that the educational aims and objectives ... influence the use that is made of the library resource provision, particularly by pupils,

ii)   that educational aims and objectives determine the amount and type of library resource provision.

It was found that educational aims and objectives had minimal effect on the provision made, premises and staffing resulting more from the interests of individuals. However, to a limited extent, aims and subject teachers' objectives were reflected in the stock, this being so for leisure information and for fiction.

Formal teaching dominated, and head teachers considered the provision to be more important to the teaching than was actually so. The facilities were generally not readily available, and under-used, many pupils rarely visiting them. Most use of the stock was for school work, particularly for English literature and for humanities, reference use being more frequent than borrowing. Pupils sought information more because of their interest in it, than because a teacher had asked them to do so.

Many factors besides educational aims and objectives influenced the amount and type of provision made, and its use by pupils. Thus, neither hypothesis could be fully substantiated by the results of the survey, and suggestions for future research are given.

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LIST OF TABLES AND FIGURES IN MAIN TEXT

CHAPTER ONE: INTRODUCTION TO RESEARCH

> The school library is an indispensable unit in any
> school, regardless of its educational philosophy. (1)

There is an inherent belief in the value of school libraries
both by educationalists and librarians. Over the last decade
changes in education have brought library resources into the
forefront of discussion, in particular as vital facilities for
enabling pupil-centred learning. Schools' Council curriculum
development projects such as Science 5-13, Home and family 8-13,
History project 13-16, have accelerated the trend towards wider
use in schools of multi-media learning resources both by teachers
and pupils. School resource centres, such as that at Codsall
comprehensive school (2), have developed in response to the
demand for well organised resource collections.

> Resource centres acknowledge that books should
> be supplemented by other media to give maximum
> support for learning situations. (3)

Even in schools where the curriculum is not centred on resource-
based learning, resource provision has been improved, but as
Bullock warned, resources do not automatically improve the
quality of learning:

> ... development of them should be in response to the
> requirements of [a school's] own curriculum planning. (4)

Whilst writers such as Beswick, Rossoff and Davies, (whose
work is discussed in chapter 3), were showing how educational
changes were demanding more use of resources, bodies such as the
Library Association (LA) and the National Council for Educational
Technology (NCET) were producing policy statements with regard to
provision. The publication of this literature advanced the belief
that resource centres should be developed for wider use. In 1977
the LA produced its amended guidelines and recommendations for
library resource provision in schools (5). In March 1979 a short

course was held for teachers and librarians at Loughborough
University, at which it became clear that whilst the teachers
recognised the need for definitive standards, some considered
that more time should be spent discovering the real purpose of
resources within schools, their availability and use. The LA
guidelines were criticised for not discussing the educational
implications of the standards and the need for fundamental changes
within the school.

> Any school library resource centre needs to be
> developed in close co-operation with school staff,
> to impose it would be reckless and irresponsible,
> and this ought to have been brought out in the
> opening pages,

was a comment made in the report of a group, following a plenary
session. The impression given was that in some schools, even if
the LA standards had been achieved, the use made of the provision
did not merit the money spent, as it was not essential to the
curriculum requirements of the school. The findings of a Unesco
study that,

> ... at present, existing libraries or documentation
> centres are not really integrated into the educational
> activity of schools, and their utilization is not
> planned (6),

did appear to be reflected by schools in Britain.

As an educationalist and librarian the writer of this study
recognised the need for research in schools not nationally noted
for their resource provision, but whose head teachers considered
the existence of such provision vital to the efficient running of
their curriculum, to discover the extent of the facilities and the
use made of them. In order to find out how closely the provision
was related to the needs of the curriculum, details of educational
aims and objectives within the schools were sought. "Curriculum"
is here taken to include all learning activities that were planned
or guided by the staff in a school, including both those based on
specified syllabi and those designated as extra-curricular, such
as sports and musical groups.

The purpose of this research is to discover the relationships
between educational aims and objectives and the provision and use
made of school library resource provision in co-educational secondary

comprehensive schools, primarily with pupils aged 11-16 in the
West Midlands. Schools surveyed in detail all had over 770
pupils and no library provision for sixth form pupils, only one
of the schools teaching pupils above the age of 16. Head teachers
were asked to give details of their curriculum aims and organisation;
persons in charge of library resource provision to give information
on the extent and availability of the provision; subject teachers
on the relationship of the provision to their teaching; and pupils
on the use they made of the facilities. Full details of the methods
of research are given in chapter 2.

The research is limited in that it is restricted geographically,
the main survey being conducted in six schools in the West Midlands,
and a brief preliminary survey being made in four East Midlands'
schools. All but one of the schools were located in urban areas.
The results were dependent on the willingness of staff to co-
operate in answering the questionnaires, and supervise those to
be completed by pupils. Detailed findings regarding use of library
resource provision are limited to that made by second and fourth
year pupils. The survey assumes that the educational aims and
objectives of the head teachers were supported by the majority of
the teaching staff, and that persons in charge of the library
resource provision were fulfilling the roles allocated to them,
except where otherwise stated.

The main hypothesis upon which this research is based is that
- the educational aims and objectives of a secondary comprehensive
  school influence the use that is made of the library resource
  provision, particularly by pupils.
A second, subsidiary hypothesis to be tested is that
- educational aims and objectives determine the amount and
  type of library resource provision.

Whilst the Unesco report suggested that library resources
were not fully integrated into the educational activity of schools (6),

> ... the establishment of a school library indicates
> that staff and pupils have some need of assistance
> provided by a library. (7)

In a time of economic stringency one would not expect money to be
spent on facilities that were superfluous to the educational
activities of a school. Thus one must presume that there is a reason for the

library resource provision found in schools, and that since it
embraces all aspects of knowledge its existence has a relationship
to the educational aims and objectives of the school.

References

1. Rossoff, M. The school library and educational change,
   Colorado: Libraries Unlimited, 1971, 8.

2. Codsall, Staffordshire. Described in Beswick, N. Organizing
   resources: six case studies, Heinemann Educational, 1975.

3. Great Britain, Department of Education and Science.
   A language for life: report of the committee of enquiry ...
   under the chairmanship of Sir Alan Bullock, HMSO, 1975.
   (The Bullock Report). 305 paragraph 21.15.

4. Ibid, 306 paragraph 21.16.

5. Library resource provision in schools : guidelines and
   recommendations, Library Association, 1977.

6. Guide for the conversion of school libraries into media
   centers, (Educational studies and documents no.22),
   Paris: Unesco, 1977, 17.

7. Herring, J. Teaching library skills in schools, National
   Foundation for Educational Research, 1978, 15.

CHAPTER TWO: METHODS OF RESEARCH

The main method of research was the "descriptive survey" using both interviews and questionnaires. Copies of the four questionnaires, designated Q1, Q2, Q3 and Q4, are included in Appendix II. Where reference is made to specific questions this is indicated by the use of an oblique stroke, followed by the question number; thus, for example, Q1/2 refers to question 2 on questionnaire 1.

The survey was supplemented by a search for literature, mainly in the English language, which covered the development of school library resource centres and their relationship to the curriculum, particularly during the last decade. Work relating to libraries and resource centres prior to 1970 was considered, but found to be mainly of historical interest. Also, much of the literature published since 1970 contained historical information, or references to earlier writing, thus placing current developments in their historical perspective.

2.1: LITERATURE SEARCH

The following abstracting and indexing tools were used to trace relevant information.

(a) Dissertation Abstracts International, 1970-1980. "Part A, Humanities and Social Sciences" was searched in the sections "Library Science", "Education, curriculum and instruction" and "Education, secondary". As this tool contains many sections related to education, the key word index was also studied under the terms "curriculum", "libraries", "library", "resource", "resources" and "secondary". This search revealed relevant American PhD theses on the involvement of media specialists in curriculum planning, and on the use of resources by students for project work.

(b) <u>Library and Information Science Abstracts (LISA)</u>, 1969-1981.
The indices of this publication were checked under the headings
"curriculum", "school libraries" and "school resource centres".
From these headings the reader was directed to entries in the
following sections of the journal: "school libraries" (HykGp),
"use of libraries and library materials" (J), "Library materials
and stock" (K-M) and audio-visual materials" (Mg/X). The most
relevant entries, found under the heading "school libraries",
included reports of findings in Australian and German secondary
schools. The salient points of these articles are considered in
chapter 3. Most of the material found under " use of libraries
and library materials" was related to user education, only one
of the contributory factors to the findings of this research.
Literature relating to "materials" helped to place the amounts of
material available in the surveyed schools into perspective with
that found elsewhere in Britain.

(c) <u>Research and Development Information and Library Science
Bulletin (RADIALS)</u>, 1974-1981. The arrangement of this abstracting
journal was the same as that in LISA, and the same headings and
sections were checked. Entries in the Bulletin were often repeated
in later editions, and those of relevance to the current research
were also cited in LISA.

(d) <u>British Education Index</u>, 1970-1980. Headings checked in this
indexing tool included "comprehensive schools", "curriculum,
secondary schools", "libraries, schools" and "resource centres,
schools". Entries of direct relevance to this survey were found
under the last two headings, indicating books and articles in
educational publications including <u>British Journal of Educational
Technology</u>, <u>Education</u>, <u>Secondary Education Journal</u>, <u>Times
Educational Supplement</u> and <u>Trends in Education</u>, which considered
the role of the library or resource centre in the education of
pupils and factors affecting its efficiency.

Other sources that were checked, but which did not reveal any
additional relevant literature were <u>Education Index</u>, 1970-1980,
<u>British Humanities Index</u>, 1970-1980, and <u>Research in Education</u>,
1969-1978.

2.2: PRELIMINARY SURVEY - VISITS TO SCHOOLS IN THE EAST MIDLANDS

A preliminary survey was conducted in the East Midlands to obtain
a better understanding of the problem to be surveyed in detail in
the West Midlands, and to test the concepts and questions to be
explored more fully in the main survey. The Leicestershire and
Nottinghamshire Education Authorities were selected for the
preliminary survey because

(a) the educational policies of the two authorities were
    nationally known, through articles in professional
    journals relating to school organisation over the past
    two decades, including the pioneering of community schools,
    resource-based learning and the division of secondary
    education into two stages (the "Leicestershire Plan"),

(b) both authorities included schools which had been purpose
    built for resource-based learning,

(c) Nottinghamshire is one of the few authorities to employ
    chartered librarians in secondary schools,

(d) the British Library survey by Irving and Snape (1) on
    user education included schools in Nottinghamshire, and
    indicated that there was interest in the use of library
    resource centres in this authority.

The schools that were to be visited were selected, with the
help of the school library service in each authority, according to
the following criteria:

(i) that they were secondary schools with pupils of mixed ability,
(ii) that they had a library resource centre where there was space
    for pupils to study, and where the stock was considered to be
    adequate within the context of current educational practice,
(iii) that one of the two schools selected in each county had a
    traditional formal curriculum and the other advocated
    informal teaching with resource-based learning.

Half a day was spent at each school, interviewing first the
head teacher and then the person in charge of the library resource
provision. The aims and objectives of the head teachers were explored,
initially in a random manner. More structured discussion followed,

using a list of aims and objectives compiled by the researcher.
This list (Appendix I1), was devised using the literature on the
subject, particularly that by Nisbet (2), Nisbet and Entwhistle (3),
and Jenkins (4). Teaching aims given by Bennett (5), although
intended for primary schools, were incorporated where appropriate.
After the discussions, the most apt aims and objectives for the
schools were selected from the list in collaboration with the head
teachers.

Details regarding the organisation of staff departments,
whether by specialist subject disciplines, integrated subject
teams or pastoral care groups, and the grouping of pupils using
the "conventional secondary school practices" (6) of streaming,
setting, banding or mixed ability grouping were also sought.
The interviews with the head teachers were concluded with a
discussion of their views of the library resource provision in the
school and the role which they considered the provision should play
in the education of the pupils in their care.

Following this discussion, the person in charge of the library
resource provision was interviewed and the provision inspected.
The aims were to ascertain the size and content of the stock,
details of selection procedures for new stock, organisation,
availability of materials and user education programmes, and to
encourage comments on the way the provision was used. Terms such
as "resources", "librarian" and "cataloguing" were verbally tested
to determine how they were interpreted by educationally-orientated
personnel. A check-list of points regarding the provision was used
to ensure purposeful discussion (Appendix I2).

2.3: CONTACTING WEST MIDLANDS SCHOOLS

After completing the preliminary survey, work in the West Midlands
was started by contacting the Directors of Education of the five
Metropolitan Boroughs of Birmingham, Dudley, Sandwell, Solihull and
Wolverhampton, outlining the purpose of the research and seeking
permission to approach mixed secondary comprehensive schools with
800 or more pupils in the age range of 11 to 16 years. The request
was granted in all of the boroughs.

Schools which came into this category were determined as follows from the <u>Education Authorities Directory and Annual for 1979</u>:

    Birmingham : 5 schools
    Dudley : 2 schools
    Sandwell : 11 schools
    Solihull : 10 schools
    Wolverhampton : 2 schools

An initial questionnaire, Q1, (Appendix II) was sent to them all in January 1980 with the aims of

(i) discovering the kinds of curriculum aims expressed in the West Midlands, the subjects taught and the level of library resource provision in the area;

(ii) selecting six schools for the more detailed survey.

The main criteria for selecting the six schools were that the head teacher considered the library resource provision vital to , the curriculum aims of the school, and that he/she was willing to participate in the research.

The questionnaire requested details of curriculum aims, basic information on the organisation of the school for teaching, subjects taught, fundamental attitudes to library resource provision and the actual provision made. Part A, answered by the head teacher, elicited information on the attitudes and organisation which could influence provision, whereas Part B, answered by the person in charge of library resource provision, gave factual information essential for compiling case studies of the schools included in the detailed survey. Guidance on terminology used in the questions was gained from the preliminary survey and from discussions with the Director of Education for Sandwell and a head teacher in that borough. Headings used in the LA's guidelines (7) were checked to ensure that no essential aspect of library resource provision had been omitted.

Twelve head teachers replied to the initial questionnaire, a return of 39 % : Birmingham 1, Dudley 1, Sandwell 5, Solihull 4, Wolverhampton 1. Of these, 3 were unable to complete the questionnaire because of other commitments (2 from Solihull) or re-organisation within their school (1 from Wolverhampton). Six

schools were selected for the detailed survey from the nine
completed replies:

> Birmingham: 1 school
>
> Dudley: 1 school
>
> Sandwell: 3 schools
>
> Solihull: 1 school

The Birmingham school had recently acquired 40 sixth-form pupils
and also experienced a drop in intake to 770, taking it outside
the original criteria (over 800 pupils aged 11-16 years).
However, these changes were so recent that it was considered
unlikely that they would have significantly altered the library
resource provision or the curriculum aims of the school.

2.4: PLANNING THE MAIN SURVEY AND PILOT STUDY

Three further questionnaires, based on a variety of techniques,
were compiled for the main survey:

Q2: for the persons in charge of library resource provision

Q3: for teachers in charge of subject departments

Q4: for pupils

The questionnaires are collected in Appendix II. As suggested by
Nisbet (8), simple factual answers were required first, followed
by those demanding more thought on the part of the respondent.
Questions were mainly of the 'closed' type using categorisation
techniques as suggested by Line (9) in order that the results
could be tabulated. However, questions that were to be followed
up during interviews, or that sought respondent's views, for
example Q2/22, allowed 'open' replies. Guidance on the formulat-
ion of 'open' and 'closed' questions was obtained from Oppenheim's
work (10). Rating scales were used for questions requiring the
respondent's assessment, such as "How vital do you consider the
library resource provision to the efficient running of your
curriculum?" (Q1/10), and "How important are the school library
resources to your teaching?" (Q3/9). Details of the purpose and
content of the questionnaires is fully discussed in section 2.6.

During the spring term of 1980, the three questionnaires
were tested in a small pilot survey with the assistance of the
Directors of Resources of two schools in Sandwell not included
in the main survey. In this authority secondary comprehensive
schools for pupils aged 11-16 years were the norm. The two
Directors of Resources, 5 subject teachers, 52 second-year
pupils and 38 fifth-year pupils of mixed ability took part in
the pilot survey. The Directors of Resources commented on how
the questionnaires had been received and interpreted. For example,
several pupils had assumed that "library" meant "public library",
despite wording to the contrary on the questionnaire. As a result
of the pilot study it was necessary to amend some of the questions
to define more clearly such terms as "library", "resources",
"stock", "subjects" and "supervision".

2.5: MAIN SURVEY - INTERVIEWS

Both the head teacher and the person in charge of library
resource provision were interviewed at the six schools selected
for the detailed survey. The aims of the interview with the
head teacher were

(a) to explore further the aims of the curriculum as stated
in response to Q1/1, and the role of the library resource
provision (Q1/11),

(b) to gain background knowledge about the school, including
location, site layout, immediate past history and
catchment area,

(c) to discuss arrangements for the completion of
questionnaires Q2, Q3 and Q4.

To ensure that similar aspects were discussed at each school, a
prompt list was used, as recommended by Nisbet and Entwhistle (11).

The interview with the person in charge of library resource
provision gave the researcher an opportunity to view the provision
and discuss premises, stock, organisation, staffing, use and user
education. The attitudes of other teaching staff and pupils to
the provision were also cautiously explored. Thus, information

given on Q1 was expanded, and an understanding gained of the ethos of the school, and hence the circumstances surrounding the library resource provision.

2.6: MAIN SURVEY - QUESTIONNAIRES Q2, Q3 AND Q4

The questionnaires were left with either the head teacher or the person in charge of library resource provision at the time of the interview (June 1980). They were to be distributed to the relevant staff and pupils with only a brief explanation of the purpose for which they were required, namely that an attempt was being made to discover what use was made of library resources in West Midlands schools.

2.6.1: Questionnaire 2

Q2, for the Director of Resources or teacher-librarian, was used to discover

(a) the availability of the library resource provision to staff and pupils, including details of opening times and supervision (Q2/1 - Q2/5),

(b) how the stock was organised and the means of access to it, including details of classification and cataloguing procedures (Q2/6 - Q2/10),

(c) the level of 'user education' and assistance to staff and pupils (Q2/11 - Q2/13),

(d) the status of the person in charge of library resource provision within the school (Q2/14),

(e) how the library stock was derived (Q2/15 - Q2/17),

(f) the observations of the person in charge regarding the use made of the provision (Q2/18 - Q2/22).

This information was necessary for a full understanding of the organisation of the resource centre so that its use could be related to the provision available, and to test the second hypothesis that curriculum aims determine the amount and type of library resource provision made.

2.6.2: Questionnaire 3

Q3, to be answered by teachers in charge of subject departments,
was intended to relate the objectives of that department with
the curriculum aims of the school, and to discover the use made
of library resource provision in the pursuit of knowledge on the
particular subject. The information provided a basis for explain-
ing some of the findings regarding the use of material on specific
subjects by pupils, and for making a fuller assessment of the
factors affecting that use. The questionnaire sought the
following information:

(a) the main objectives of teaching in the subject fields (Q3/1 - Q3/3),

(b) details of the organisation for teaching purposes (Q3/4),

(c) sources of materials used by the department and the relative
importance of the school library resource provision (Q3/5 - Q3/6),

(d) how actively pupils were encouraged to use the facilities
(Q3/7 - Q3/9),

(e) the reasons why teachers used the school library resource
provision and the extent of their involvement with it (Q3/9 -
Q3/17).

2.6.3: Questionnaire 4

Q4, to show patterns of use and how these changed as pupils
progressed through the school, was originally designed to be
answered by second and fifth year pupils. However, since the
survey was conducted in the summer term when fifth year pupils
were involved with examinations, fourth year pupils were surveyed
instead. Second year pupils were selected for the lower age
group as they would have settled into the school by this stage
and lost the initial enthusiasms they might have had in the first
year. By the age of 12-13 they were likely to have formed a
routine which reflected more normal patterns of use. Pupils
were asked to state their sex so that comparisons could be made
between boys and girls in the use of library resource provision.
Teacher-librarians were asked to give questionnaires to about
100 pupils in each age group to ensure that pupils of different
abilities responded.

The function of this questionnaire was primarily to discover the use that pupils made of the provision. Guidance on possible uses was gained from Powell's article on library provision (12), Perfitt's survey in a London comprehensive school (13), and Brosnan's research in Melbourne schools (14), together with observations made by the researcher whilst working in West Midlands' schools.

As 'use' of library resources can occur for many reasons and in a variety of forms, it was necessary to discover the following:

(a) frequency of visits to library resource areas (Q4/1 - Q4/2),

(b) reasons for visiting the area (Q4/3),

(c) the subjects for which the pupils searched (Q4/4 - Q4/5),

(d) why pupils required information on the subjects listed (Q4/6),

(e) the kinds of material pupils used (Q4/7).

Perfitt (15) found that in her library the uses in any one week were not indicative of the overall pattern of use. It was therefore considered necessary in this survey to ask pupils for details of their normal and most recent use of library resource provision, in order that misleading conclusions be avoided, and more understanding of the patterns of use gained. The information on use gained from Q4 was of paramount importance in testing the main hypothesis.

2.6.4: Response to Questionnaires

Completed questionnaires were collected from the schools in July 1980. The response is summarised in Table 2.1.

The person in charge of library resource provision at all six schools completed Q2.

Some problems were encountered with Q3 as head teachers at three of the schools were not willing to persuade less enthusiastic heads of departments to answer the questions. Also, in school D, where a faculty system was operated, there was some discrepancy in who was considered to be a head of a subject department. However, this was resolved by the teaching staff and replies came from both teachers in charge of faculties, such as science, and

some with responsibilities for specialist subjects, such as music, thereby covering most curriculum subjects.

The number of respondents to Q4, although lower than expected from two of the schools, was sufficient to provide significant information for the survey.

Table 2.1

Response to Questionnaires – Main Survey

School	Borough	Q2	Q3	Q4	
				Second Year	Fourth Year
A	Dudley	1	4	55	59
B	Solihull	1	4	94	89
C	Birmingham	1	10	110	108
D	Sandwell	1	13	78	96
E	Sandwell	1	18	125	101
F	Sandwell	1	6	30	49

2.7: COMPILATION OF RESULTS

2.7.1: Numerical Analysis

The survey was analysed by the following techniques:

(i) Tabulation: The information from Q1, Q2 and Q3 was compiled by tabulation for each school separately, using columns referring to the category of answer given for each question. This showed up any patterns of provision and use, and permitted comparisons between schools.

(ii) Tally sheets: Before the information could be tabulated for Q4, it was necessary to devise tally sheets as advocated by Line (16). These comprised columns to represent each possible answer which were coded by letters and figures.

(iii) Percentages: To permit comparison between different schools, sexes, subjects and provision, numerical information was converted

Fig. 2.1   Summary of research method

Autumn 1979
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┌─────────────────────────────────────────────┐
│              LITERATURE SEARCH                │
│                                               │
│  To place current research into context       │
│  To discover suitable research techniques ────┼──────────► Chapter 3
│  To plan questionnaires based on accepted      │           Review of related
│  practice in education and librarianship       │           literature
└─────────────────────────────────────────────┘
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Winter 1980
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┌───────────────────────────────────────────────────┐
│              PRELIMINARY INTERVIEWS                  │
│  EDUCATIONAL EXPERTS         EAST MIDLANDS SURVEY    │
│  Director of Education       Four secondary schools:│
│  and head teacher in         Two in Leicestershire  ├────► Chapter 4
│       Sandwell               Two in Nottinghamshire │      Case studies A-D
│                                                     │
│    To gain more understanding of the problem        │
│    To explore terminology and test concepts         │
│        to be used in the Main Survey                │
└───────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│                QUESTIONNAIRE 1                │
│                                               │
│        Thirty West Midlands Schools           │
│   Head teachers and persons in charge of      │
│        library resource provision             │
│                                               │
│   To discover aims of curriculum and level    │
│     of provision in the West Midlands         │
│                                               │
│   To select six schools for the Main Survey   │
└─────────────────────────────────────────────┘
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Spring 1980
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┌─────────────────────────────────────────────┐
│   SELECTION OF SIX WEST MIDLANDS SCHOOLS      │
│              FOR MAIN SURVEY                   │
└─────────────────────────────────────────────┘
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┌───────────────────────────┐
│        PILOT SURVEY         │
│   Two Sandwell Schools      │
│   To test Q2, Q3, Q4.       │
└───────────────────────────┘
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Summer 1980
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┌───────────────────────────────────────────────────┐
│                  MAIN SURVEY                        │
│            Six West Midlands Schools                │
│                                                     │
│                  Interviews                         │
│    Head teacher and person in charge of             │
│     ·  library resource provision                   │
│    To expand information from Q1.                    ├────► Chapter 4
│    To outline future involvement of the             │      Case studies 1-6
│                 school                              │
│                                                     │
│                Questionnaires                       │
│           Q2 TO HEAD OF RESOURCES                   │
│    To gain full knowledge of resource centre        │
│     organisation and test second hypothesis         │
│                                                     │
│    Q3 TO TEACHERS IN CHARGE OF SUBJECT DEPTS.       │
│    To relate subject objectives to curriculum aims  ├────► Chapters 5 and 6
│    To ascertain use of library resource provision   │      Analysis of
│                by teachers                         │      detailed results
│                                                     │
│        Q4 TO SECOND AND FOURTH YEAR PUPILS          │
│    To discover patterns of use by these pupils      │
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Autumn 1980 to
Autumn 1981
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┌─────────────────────────────────────────────┐
│              LITERATURE SEARCH                │
│                                               │
│  To relate findings to most recently reported │
│    research and to ensure the validity of     ├────► Chapter 7
│    recommendations made as a result of        │      Conclusions and
│              these findings                   │      recommendations
└─────────────────────────────────────────────┘
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to percentages using a calculator, these then being rounded to their nearest integral value.

2.7.2: Presentation of results

(i) Case studies: Information about the location, recent history, intake and organisation of the schools visited and facts relating to their library resource provision are presented in the form of case studies (chapter 4). These were compiled from the replies to Q1 and Q2, and the interviews. Beswick's six case studies in Organizing Resources (17) formed the model for those in this study but, as the emphasis of this research is on use rather than organisation of resources, the headings have been amended and information on teaching styles, subjects taught and the availability of the provision included.

(ii) Descriptions: The remainder of the findings concerning aims, objectives and the use of library resource provision are presented in the form of descriptions with tables, histograms and charts. The findings of the survey are summarised at the conclusion of each of chapters 4, 5 and 6, with a concluding chapter, chapter 7, in which the most significant findings are discussed, further research suggested and recommendations made for further develop-ments regarding library resource provision.

The overall research methodology is summarised in Figure 2.1, which relates the stages in the research to the presentation and discussion in the remainder of the thesis.

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CHAPTER THREE: REVIEW OF RELATED LITERATURE

>   The changes taking place in society and in education
>   are making it increasingly necessary to develop or
>   set up media centres in schools. (1)

Therefore, it is fitting that a review of literature related to

library resource centres and their use should commence with a

summary of these changes, especially in North America and Europe,

as they are influential in determining current ideas about, and

attitudes towards, library resource provision in Britain.

3.1: CHANGES IN EDUCATION OVER THE LAST TWENTY YEARS

One of the key concepts promoted by social scientists, particularly

over the last two decades, has been that of equality of opportunity.

Attempts are being made to annihilate class barriers, and authorit-

arian attitudes are being questioned. There has been an explosion

of knowledge and vast developments in technology, particularly in

communication techniques, leading to the need for rethinking the

whole process of education. Nielson claims:

>   ... the overriding trend in education over the past
>   generation has been a steady progression towards
>   equality of opportunity, both in access to the resources
>   of learning and the benefits to be derived from the
>   learning process, (2)

and this reflects the trends in society itself.

In order to achieve equality, children need to be considered

as individuals, each with their own abilities and learning potential,

not all pupils being able to work at the same pace and in the same

manner. Thus there has been a move from formal class instruction,

in which all are expected to comprehend information at the same rate,

to more informal methods in which the individual's aptitudes are

considered. Education, both in Britain and in the United States of

America (USA), has become more child-centred and less teacher-centred.

Learning rather than teaching is now emphasized. As far back as 1966 Henne was stressing the importance of this in relation to school libraries with her oft quoted article on "learning to learn in school libraries" (3). Since the 1960s there has been widespread interest in, and exploration of, techniques for teaching pupils how to learn, and the use of libraries has been considered in this context. The role of libraries in learning will be considered more fully later.

The explosion of knowledge has made it impossible for people to learn all the facts that they need in society. It is therefore important that pupils be taught how to attack the problem of acquiring and interpreting knowledge in preparation for continuing their own education after leaving the organised education system. It is necessary

> ... to encourage the student to develop as an independent
> learner and an autonomous enquirer, able to locate
> information, frame hypotheses, weigh the evidence,
> consider alternative viewpoints and arrive at conclusions.
> Moreover, this is true for all students, 'academic' or not. (4)

This realisation, plus the development of technology and, in particular, communications media led to a variety of methods being tried in schools. Text books, and 'chalk and talk' were no longer the only methods by which children could acquire information. Films, filmstrips and slides gained importance, the more flexible overhead projector transparency replaced the blackboard, sound and video tapes became prominent. Not only were these resources used by teachers, but in some cases by the pupils themselves who often used technological media much more readily than the staff.

Teachers organised themselves into teams in recognition that knowledge no longer fell into sharpely defined subject boundaries. Co-operation became a key factor with specialists working together to give pupils the full benefit of their pooled expertise. The interdisciplinary subject approach was now a practical possibility. This co-operation manifested itself both within individual schools and on a much wider scale in curriculum development projects within local education authorities (LEAs); Leicestershire, Shropshire, Oxfordshire, the Inner London Education Authority (ILEA) and Bristol being forerunners in the field in Britain. There was also the

expansion of curriculum development at national level, chiefly
through the Schools' Council Curriculum Development Projects,
which considered both the subject content of the courses and the
manner in which the information could be conveyed; the Nuffield
schemes being an example of this.

In America as well as England in the 1960s the content of
the curriculum was under review. Subjects receiving particular
attention in America were the sciences, mathematics and English.
The sciences and mathematics were also some of the first subjects
to receive attention in Britain. Understanding of the broader
concepts relating to subject knowledge was considered to be more
important than acquiring detailed knowledge of specific aspects.
Undastanding of principles, rather than rote learning of facts
was sought.

Changes in the examination system in England and Wales also
reflected these trends. The Certificate of Secondary Education
(CSE) was introduced with the possibility of Mode III where schools
could organise their own subject content and approaches to assess-
ment, with the approval of the central examining body. This again
made teachers look more carefully at the information they were
teaching and the manner in which it was being conveyed. One of
the main results of the CSE in terms of its implications for library
resources has been the inclusion of individual projects/assignments
to be assessed.

The increase in project work arising both from CSE requirements,
and the interdisciplinary approach used in many primary schools, led
to the call for more flexible timetabling.

Another major factor necessitating co-operation between teachers
has been the merger of secondary schools to form large comprehensive
schools, furthering the belief in fostering equality of opportunity.
Teachers have had to work together in new ways and with pupils of
mixed abilities. The need for new approaches has been given
practical emphasis by the "shift" in LEA and Department of Education
and Science (DES) courses from a lecture basis towards "workshops"
for teachers, involving using resources in a practical manner. The
merger of schools also led to opportunities for reappraisal of the
accommodation and in some instances gave the incentive for library
resource development.

3.2: AIMS AND OBJECTIVES OF EDUCATION

The classical view of education saw the child as "a man in the making", and therefore the aims of education were concerned with the type of man that it should be producing. Such aims, dating back to Plato, led to a very rigid concept of education. In contrast, in the twentieth century, educational aims and objectives have become progressively more developmental.

Dewey's philosophy that education was an end in itself rather than preparation for something that lay ahead was explored much more fully by Peters in the 1960s. The value of education

> ... derives from principles and standards implicit in
> it. To be educated is not to have arrived at a
> destination ... what is required is not feverish
> preparation for something that lies ahead, but to
> work with precision, passion and taste at worthwhile
> things that lie to hand. These worthwhile things
> cannot be forced on reluctant minds. (5)

Peters felt that it was the manner of learning, rather than the matter that was in need of consideration. It is views such as this that have led to the child-centred approach to learning, although this approach was not specifically advocated by Peters.

Despite these views, aims and objectives of education still centre around possible ends, although more recent reports on secondary education have given increasing emphasis to developmental aims. In 1926 the Hadow Report stated that the general aim of education should be

> ... to offer the fullest scope to individuality,
> while keeping steadily in view the claims and
> needs of society in which every individual
> citizen must live. (6)

By the Spens Report (1938) (7), and the Norwood Report (1943) (8) emphasis was on individual development. Newsom (1963), whilst considering the possible outcome of education in terms of responsibility for work, towards other people and in terms of moral and social behaviour, did however emphasize the manner of education:

> All boys and girls need to develop, as well as skills,
> capacities for thought, judgement, enjoyment, curiosity. (9)

This has obvious implications for the way in which pupils learn.

Personalised education is one of the major goals of today's education:

The right experience for the right student at the right time. (10)

Much has been written on the curriculum since the 1960s, including the importance of aims and objectives for curriculum planning and development. The work of five notable authors, namely Nisbet, Pring and Bennett in Britain, Davies in the USA, and Heckmann in West Germany, is used here to summarise the aims expressed for education in these countries. The order of the summary is based on the survey conducted by Phi Delta Kappa in America, (11), and is as follows:

To develop reading, writing, speaking and listening skills.

To develop pride in work and a feeling of self worth, this being gained through progress and achievement. Intellectual development is not specifically mentioned by the American author.

To develop good character and self respect, with acceptable ethical and moral behaviour.

To develop a desire for learning now and in the future. Heckmann expressed this as developing independent and critical thought.

To respect and get along with people with whom we work and live.

To learn how to examine and use information.

To gain a general education, which according to Chitty (12) would include aesthetic, creative, ethical, linguistic, mathematical, physical, scientific, social, political and spiritual experiences.

To learn how to be a good citizen, able to co-operate with other people.

To learn about and try to understand the changes that take place in the world.

To understand and to practice democratic ideas and ideals.

To learn how to respect and get along with people who think, dress and act differently.

To understand and practice the skills of family living.

To gain information to make job selections.

To learn how to be a good manager of money, property and resources.

To practice and understand the ideas of health and safety - this includes physical fitness.

To develop skills for use in employment.

To learn how to use leisure time.

To appreciate culture and the beauty of the world.

To develop spiritual awareness.

These aims fall into two basic categories - meeting the needs of the individual, and meeting the needs of society. These were the two major aims observed by Nisbet, the second being expressed by him as "adjusting to the environment" (13). However Nisbet suggested that the best way to study educational aims was:

> ... to devise a reasonably comprehensive set of intermediate practical objectives - intermediate in generality between large and small aims ... visible from the theory side of the field as well as from the practical side. (14)

Such "intermediate objectives" included the mastery of basic skills, assimilation of culture, preparation for home membership, occupations and leisure, and for participation in the running of the community. Objectives related to personal growth were physical, aesthetic, social, spiritual, intellectual and moral development. These "intermediate objectives" are included in the summary of aims given above, and will be used as a basis for discussion of the aims and objectives expressed in this study, Nisbet's adjustment aim being expressed as "adjusting to community life".

Most of the above aims were found in the writings of British, American and West German authors, with the following two exceptions. Spiritual development was excluded from the American list. Heckmann stressed the importance of perseverance, objectivity, and responsibility for one's own actions, but ommitted the "intermediate objectives" related to preparation for occupations. However it does appear that the aims of education in the Western democratic world do show a fair degree of similarity, with aims related both to final outcomes and methods of education. Aims such as developing pride in work, a desire for learning both now and in the future, learning how to examine and use information, have implications for the use of resources and resource provision.

3.3: RESOURCE CENTRE DEVELOPMENT

Resource centre development has occurred in response to the changes
in education discussed earlier, namely mixed ability grouping, the
realisation that learning should be geared to individual needs, the
spreading of heuristic learning from the primary schools, the coming
of CSE (especially Mode III), the development of integrated studies
and interdisciplinary enquiry, the need for materials for local
studies, the availability of new electronic apparatus and the need
to exploit new equipment fully - changes which occurred mainly in
the 1960s.

Also in the 1960s, it was recognised that the scope of know-
ledge had become too vast to be covered within the boundaries of
classroom instruction. In America especially,it was soon realised
that the library had a unique and vital role to play in providing
quality education, and this together with new technologies resulted
in the development of multi-media resource centres.

In England resource centre development occurred in response
to the broader definitions of curriculum and the child-centred
approach to learning, necessitating access to a substantial
collection of resources. The use of resource-based learning assumes

> ... that the student will learn from his own direct
> confrontation, individually or in a group, with a
> learning resource or set of resources, and activities
> connected with them, rather than from conventional
> exposition by the teacher. (15)

Such resources need to be arranged with efficient retrieval in mind.
Many schools already had a collection of resources, or were in the
process of building up stocks, but these needed to be organised
with efficient classification and indexing techniques if they were
to be used effectively by pupils and staff. Also study facilities,
including audio-visual equipment, were required to enable pupils
to learn independently. Since it would be impossible for any one
school to provide all the material required, the resource centre
also developed as an information service for locating and borrowing
resources beyond the bounds of the school. Besides the use of
commercially produced material there was a need for facilities to
produce materials, geared to individual requirements, thus resource
centres gained a reprographics function.

To summarise:

> Resource-based learning ... involves a multiplicity
> of provision; the necessity of co-operation, the
> discipline of organization and the welcoming of para-
> professional skills. We need a variety of materials
> in a wide range of formats utilizing therefore a
> number of different types of equipment; because it
> will never make sense to have maximum collections in
> every classroom, we are likely to value a central
> pool from which everyone can draw, and the ability
> to inspect, copy and borrow materials from other
> schools and central LEA collections. We need to
> produce materials to match the individual needs of
> students and curricula; ... (16)

3.4: FUNCTIONS OF LIBRARY RESOURCE PROVISION

The primary objective of the resource centre should be to enrich
and support the educational programme of the school.

> Any resource centre in its form and organisation will
> reflect and respond to the needs of the school and
> the departments within the school, developing along-
> side those needs as an organic part of the system. (17)

Clearly the resource centre should act as a centre for enquiry
and discovery learning, and be a place

> ... where youngsters can find materials to excite
> and satisfy their curiosity and give them a sense
> of accomplishment. (18)

American writers emphasize the type of stock that should be provided
and its purpose within the educational aims of the school. British
writers give less emphasis to materials, and more to the practical
facilities needed. Below is a list of roles, based on those given
by Beswick (19), the LA (20) and the NBL (21).

(i) To select, acquire and store a comprehensive source of learning
material in different formats for use by pupils individually
and in small groups: to satisfy curricular, cultural and
supplementary requirements. To store materials and equipment
for use by teachers as well as pupils.

(ii) To classify and index all resources available to the school,
and provide a catalogue which should be readily available in
the library resource centre.

(iii) To maintain a loans service to pupils and staff.

(iv) To ensure that pupils and teachers fully appreciate the potential use of resources, and that teachers are aware of the implications.

 (v) To assist pupils and teachers to find information and materials to suit their requirements, and provide opportunities for them to learn how to use the relevant educational material. (The library should be accessible and supervised at all times).

(vi) To acquire and disseminate comprehensive information to all staff on materials to meet professional needs and be actively involved in curricular development within the school.

(vii) To provide facilities for the production of learning resources and class teaching aids by staff and pupils.

(viii) To provide facilities for the use of audio-visual materials, and to co-ordinate the maintenance and repair of relevant technical equipment within the school.

(ix) To maintain liaison with outside bodies and be the co-ordinating centre for outside borrowing and co-operation. To encourage staff and pupils to use these services.

3.5: PERSONNEL, AND THE ROLE OF THE "LIBRARIAN"

The various functions of the resource centre therefore call for the skills of different kinds of personnel, namely those of librarians, teachers, secretaries / clerical assistants and technicians. The recommended numbers are given in section 3.6.

Much has been written about the roles of the personnel, particularly the "librarian". Since this study is concerned with the the effect of educational aims on library resource centre use, the role of the librarian as it relates to the educational functions of the school is emphasized. Clearly the librarian

> ... should combine the good qualities of both the
> librarian and the teacher, and must be able to think
> clearly and sympathetically in terms of the needs
> and interests of the high school student. (22)

The person in charge of the library will need

> ... knowledge of educational objectives, learning
> methods and child development and the ability to
> teach effectively. He also needs the ability to
> interact effectively with teachers. (23)

This clearly implies the need for dual qualifications in teaching
and librarianship as advocated so strongly by Beswick (24).

> The librarian has an integral part to play in the
> entire range of educational activities, and at every
> stage of them (preparation, implementation, evaluation). (25)

Co-operation between the librarian and other staff is vital, and
the librarian should have a place in the management team if he is
to be fully involved in curriculum planning. As a member of
curriculum committees the person in charge of the library resource
provision should be able to act as a counsellor to both staff and
pupils. In particular, staff should be kept informed of the
materials that are available. The person in charge should also

> ...establish a training programme for the members
> of the school in all the skills necessary for
> handling information. (26)

> He instructs and encourages students and teachers,
> both individually and in groups, to use materials,
> equipment, and production techniques effectively,
> and contributes to the in-service education programs
> for teachers. (27)

These functions were described by writers in Britain, North America
and Australia, and although expressed in different ways, all make
it clear that the teacher-librarian has an important role in assisting
all staff to fulfil the educational aims and objectives of the school,
more specific details being given by American and Canadian writers
such as Davies and Haycock.

It must be admitted, however, that as Rossoff found in America (28),
there is a lack of orientation to the function of the school library,
the initiative coming from the library rather than the teaching
staff, which does not lead to effective resource-based learning.
A similar situation was encountered by Young and Grimes in England.
Teachers accepted that a school library was a desirable educational
part of a school, but many admitted that their teaching would not
be affected if the school library closed (29). As the Australian,
Balson stated (30), there is a need for teachers and librarians to
be fully educated to make effective use of resources, not just pay

lip service to the concept. In Oregon, USA, Corr found that principals often saw the library staff as being more involved than was actually the case, particularly in the areas of curriculum planning and implementation (31).

This observation was substantiated in a survey by Clarke in Surrey (32), where it was found that one of the areas in which co-operation was least satisfactory between teachers and librarians was that concerning the curriculum. Only a couple of schools reported that copies of the curriculum were even deposited in the library and regularly updated. Library resource provision cannot be used effectively if staff are not fully informed on curriculum changes, and consulted on the resources available.

Lack of two-way communication between library and teaching staff was also found in the field of user education. One of the major problems found in the study by Irving (33) was that instruction in the library was often isolated from the curriculum. Teachers were only concerned with the use of resources directly relevant to their subject specialism, and few contributed to the skills of note-making, interpretation of data, skimming, scanning, evaluation and the ability to present information. Skills learnt in libraries were not necessarily tranferred to other lessons, user education programmes not being seen as part of the total curriculum, and not having clearly defined objectives, which included areas in which teachers could contribute.

3.6: STANDARDS FOR LIBRARY RESOURCE PROVISION

The changes in education leading to more informal methods of learning were accompanied by an increased interest in library resource provision and the need for standards by which such provision might be assessed. In 1969 the LA set up a committee to consider the problem of school library development and in 1970 published a set of recommended standards, assuming that the stock consisted mostly of books (34). However, at this time educational changes were occurring very rapidly and it was soon realised that non-book material was as important as the traditional bookstock; thus in 1972 a supplement on non-book materials was produced (35). This still proved inadequate

for educational needs, and a committee chaired by Stockham began
a reworking of the standards leading to the new "guidelines and
recommendations" published in 1977 (36). In 1979 the National
Book League (NBL) produced its recommendations (37) with regard
to expenditure on books in schools, and in 1980 the School
Library Association (SLA) published its policy statement on the
organisation and staffing of libraries and resources in schools(38).
Relevant recommendations from these two documents are included in
the following paragraphs alongside those of the LA.

Recommendations on the quantitative aspects of provision given
by the LA are as follows:

(i) Premises. These should occupy 8% of the total building area.
Based on the 1972 DES standards for school premises, this
gives a library area of 202m^2 for a school of 600 pupils
aged 11-16. (39)

(ii) Staffing.
For a school of 800-1000 pupils: 1 librarian
1 production / technical assistant
1 clerical assistant.

For a school of 1001-1500 pupils: 2 librarians
1½ production / technical assistants
1 clerical assistant. (40)

The 1980 SLA policy statement suggested that a teacher-librarian
or qualified librarian with three years experience should be
in charge of the provision, employed on Burnham Scale 3 or 4.
In all secondary schools there should be at least 1 full time
technician, 1 clerical assistant, and a ½ time clerical
assistant for audio-visual work. (41)

(iii) Stock.
For a school of 750-1000 pupils: 13,000 items.
For a school of 1001-1500 pupils: 19,500 items.
There should be at least 13 items per pupil. (42)

(iv) Finance. There should be a capital sum allowed, this being
the numerical stock requirement multiplied by the average price
unit, plus an annual amount calculated according to the percentage
of stock to be replaced (1/5 - 1/7th) multiplied by the average
price unit. (43) The NBL suggested that £3.83 per head should
be used on library stock in secondary schools during 1979-1980. (44)

However, as the NBL pointed out, the number of pupils on roll
cannot be the sole criterion of need. In determining the amount
of library provision the extent of individualised learning
strategies within the school must be considered, together with
factors such as the expected use by both pupils and teachers, and
social factors such as area deprivation, and the distance of
other information services, in particular public libraries, from
the school. (45)

The NBL expressed the belief that:

> ... the levels of provision and roles of staff responsible
> for the organisation and use of learning resources within
> schools obviously have to be expressed in the light of
> educational objectives and the policies for learning and
> use of the library within individual schools. (46)

This is affected by how much the school library resource provision
contributes to the realisation of these policies and the means by
which the organisation and use of the school library are related
to the curriculum. These observations are pertinent when the use
made of school libraries is discussed later in this study.

Standards have been produced for the USA by the American Library
Association (ALA) in conjunction with the National Educational
Association, Division of Audio-visual Instruction (1969) (47), and
the Association for Educational Communication and Technology (AECT)
(1975) (48). The standards are far above those conceived in Britain,
and show how much more importantly school library resource provision
is regarded in that country. The latest standards are very detailed
giving minimum space allocations for aspects of premises from
circulation space to stacks, and equipment and repair areas. The
staffing level for a school of 1000 pupils should include 1 head
of the media program, 2-3 additional media professionals, and
3-5 media technicians and media aids. The base stock collection
for a school of 500 pupils is 20,000 or 40 items per user. Apart
from periodicals (50-175 titles), this comprises books (16-24 items
per user), filmstrips (1-4), slides and transparencies (4-12),
films (1-2), tapes (3-4), pamphlets and microforms (according to
need), plus games, models, sculptures and specimens.
At present American standards cannot be related to British schools,
and the ALA recognises that these standards are seldom attained in
American schools, just as British standards are seldom attained in
British schools.

3.7: USE OF LIBRARY RESOURCE CENTRES

Relatively little research has been undertaken into the use made
of library resource centres by pupils, particularly in Britain.
Standards, and writing on the functions of the provision give
indications as to expected use, again most detailed suggestions
being found in the writings of American authors. The American
Educational Facilities Laboratories, in their recommendations to
school library planners (49), saw the provision being used for
the following purposes:

To borrow resources.

To refer to resources.

To find answers to specific questions.

To find materials for projects.

To learn how to use catalogues, bibliographies, reference books,
and periodical indexes.

To take notes.

To read for fun.

To browse.

To talk with other students.

To relax in a comfortable manner.

To use audio-visual material.

These kinds of use were found in two surveys, by Perfitt in England
and by Brosnan in Australia, which are considered in some detail below.

Perfitt surveyed the use of the library and requests made for
information in a girls' secondary comprehensive school of 1500 pupils
in London (50). The data was gained from observations, discussions
with teachers, collecting details of courses from departments and
requests for information. The requests were collected over a three
month period and classified according to the Dewey Decimal system.

The results showed that most use of the library was by first
year pupils for discovery learning, recreational reading, library
lessons and homework assignments. Fourth and fifth year pupils used
the facilities for CSE project work, and sixth formers for "A" level

background information. Reluctance to use the provision was shown by second and third year pupils, teachers often preferring to borrow collections of material for them, rather than sending them to select their own materials.

From the total requests of pupils and staff it was found that pupils used the library for the following purposes:

Individual projects and free reading   27.8% of requests

Homework and classwork information   25.1% of requests

The topics requested most were those in the following Dewey classes:

900   geography, biography, history   22.7%

700   arts, including sports   14.9%

300   social sciences   13.8%

500   sciences   12.4%

Books were used much more than non-book material, 65% of requests, including loan and reference stock, being for the former. Of the non-book resources, mixtures of materials, for example a book plus illustrations, and multi-media packs received most mention, followed by slides and filmstrips. Charts were only included in 0.5% of requests.

The teaching departments which made most use of the library were history, social studies, English, art – which was situated next to the library, and science. Least use was made by the needlework, mathematics and music departments. Of the teachers who used the library, most borrowed items to read or show in class. The next most frequent requests were for materials to borrow for use with pupils undertaking discovery learning in the classroom, and for small permanent collections for the subject departments. Other usage by teachers included previewing material for future lessons, referring to books for information and producing work cards.

The other study of relevance to the current research is that conducted by Brosnan in Melbourne, Australia in 1975 (51). The study was of third form pupils in four co-educational technical schools, and attempted to answer several questions, including:

How often do students visit the school library in their free time?

When they visit it what, specifically, do they use it for?

How would students like to see their school libraries improved?

Two classes in each school were given questionnaires, covering about fifty students per school and a total sample of 214 students.

With the exception of one school which had nine hours of time-tabled classes in the library each week, all the libraries were available in class time and open to students during lunchtimes and at other times outside school hours.

Pupils were asked to indicate how often they visited the school libraries, excluding the times when they were taken or sent there by a teacher. It was found that over half (57.5% of the respondents) visited once a week or more. (This was lower than a survey conducted by the Commonwealth Secondary School Libraries Research Project (CSSLRP) in six national schools in 1972 (52), which revealed that 79.5% of students visited once a week or more). Only 14% of the pupils had never been to the library and 7.9% visited at frequencies of less than once a month. There was a significant difference between the visiting frequencies of boys and girls with 7.1% of boys compared to 18.4% of girls indicating that they had never visited the school library. More boys than girls visited the library at least once a week, this frequency being given in 67% of boys' replies, but only 49% of the girls' replies.

Most pupils (57.6%) included visiting the school library to find out facts for school assignments as one of their reasons, this supporting the findings of Lundin in 1974 (53). Other major uses given by pupils were:

To read fiction books	25.5%
To find out things for hobbies and interests	25.0%
To fill in time because there was nowhere else to go	22.8%
To meet friends and visit the library because it was a comfortable place	19.0%

The provision was least used for referring to audio-visual material, this being mentioned by only 8.2% of pupils, probably because of the restrictions placed on the use of these materials by staff.

Differences were found between the two sexes, although not for the major types of use, namely finding out facts for school assignments and projects, and filling in time and meeting friends. The most significant difference was found in use for hobbies and interests. Only 5% of girls gave this reason, but 40% of boys did so. Other differences were found in the percentages reading fiction, 35% of girls, but only 18.3% of boys doing so; visiting the library because it was a comfortable place to be (23% of girls and 15.4% of boys); and the use of audio-visual material (mentioned by 5% of girls and 10.6% of boys).

Differences were found between use at the four schools, these resulting from the library atmosphere and attitudes of staff, the type of library and the"newness"of library facilities. The content of the bookstock did not appear to have any significant influence on the type of use made. Mancall and Drott in Drexel, Philadelphia had also found that differences in the use of school libraries was more dependent on the school library staff than the collection of materials or the budget (54). In the Melbourne schools, most use for "social purposes", such as filling in time, enjoying the comfort, and meeting friends occurred at the two schools where staff were more tolerant of pupils visiting the library for non-study purposes. There was significantly less use of fiction at the school where most of the respondents were boys.

Overall, students were not very critical of the library facilities within the schools. Many students offered no suggestions as to how they would like to see their school libraries improved. The most common suggestion was for "more, and better books".

3.8: SUMMARY

Society's emphasis on equality of opportunity was reflected by changes in education during the late 1960s and early 1970s. Education became child-centred rather than teacher-centred, with learning rather than teaching being stressed. This, together with the explosion of knowledge and technological advances, and the move to the comprehensive organisation of schooling, led to the need for efficient banks of learning resources of all types which could be used by pupils as well as staff.

Aims and objectives for education fall into two categories -
those concerned with the individual's personal development and
those concerned with his adjustment to society and the environment.
Over the last few decades the means of achieving these has come
to be considered as important as the outcome. Thus changes in the
emphasis of aims led to changes in the methods of learning,
and the potential of resource-based learning was recognised.

In order to support this kind of learning, access to a wide
range of resources was necessary. Thus the development of libraries
into resource centres began. The traditional library functions
were extended to include audio-visual material as well as books and
other print items. Stock needed to be organised for efficient
retrieval, hence there was increased interest in and use of
classification and indexing techniques. User education and inform-
ation services were developed. Besides this,the resource centre
had a function to fulfil in the storage and maintenance of audio-
visual equipment, as well as the software, and to assist individual-
ised learning strategies in offering reprographic and production
facilities. The person in charge of the provision became much
more involved in curriculum planning, and therefore needed to
possess both educational and librarianship skills.

Interested bodies devised standards for provision in an attempt
to prevent development from being too haphazard, and to give guidance
to planners and educationalists so that inequalities between schools
might not become too prominent. However, these standards have no
force in law, so "equality of opportunity" even in the field of
resource-based learning is still unattainable. Standards serve
as a guide to the premises needed, staffing allowances, stock,
finance and co-operation with outside agencies. However,
quantitative standards cannot be the only guide to provision, and
the extent of individualised learning within the school, and consider-
ations related to the facilities surrounding the school must be
considered also.

Since the development of resource centres, few studies have
been made into their use. Most research of this kind in the English
speaking world has occurred in Australia following the setting up of
the commission in 1970 to evaluate the impact of the Commonwealth

Secondary School Library Program on education in the country.
Australian pupils made frequent visits to the provision. Findings
on usage show that most occurred for school work, in particular
for topic information by pupils in the younger forms of secondary
schools, and in England for CSE project work in the upper forms.
Information was also sought for hobbies, more by boys than girls.
Libraries also had "social functions", being seen as places where
pupils could meet in comfort. Book materials are still the most
used resource, and a survey in London showed that the most popular
sections were fiction, humanities, science and art (including hobbies).
Teachers made most use of the library for material to use in class
lessons.

The literature search revealed that, whilst there was much
writing on educational philosophies, the aims of resource-based
learning, and functions and standards for resource provision,
little consideration has been given to the use of existing
provision or that developed as a result of the educational develop-
ments in the 1960s and 1970s. Educationalists and librarians
clearly recognise the potential of library resources in achieving
educational aims and objectives, but little has been done to
discover whether the theories are being put into practice. General
comments from writers both in America and Britain suggest that
standards for provision are not being attained and that the potential
of the facilities is not yet fully recognised in terms of usage.
The following chapters will show how far theories are being practised
in schools in the West Midlands of Britain, and whether the educational
aims and objectives do effect the use made of library resource
provision, particularly by pupils.

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CHAPTER FOUR: THE SCHOOLS - TEN CASE STUDIES

As stated in chapter 2 on the research methods used, ten schools
were visited during 1979 and 1980. Six, located in the West
Midlands Metropolitan County, form the main part of the study and
were surveyed in detail (schools A to F). Briefer descriptions
of the four schools in the East Midlands visited in the preliminary
survey are included first, section 4.1. The educational aims and
objectives of the schools, and the use of the library resource
provision will be discussed fully in chapters 5 and 6, therefore
these topics are not included here. Details of the subjects
offered in the West Midlands schools are given in Table 4.1 at
the end of the chapter.

4.1: PRELIMINARY SURVEY - EAST MIDLANDS SCHOOLS

4.1.1: School 1, Leicestershire

School 1, in an urban area about five miles south of Leicester,
had an intake of around 600 pupils, aged 10-14 years, mostly drawn
from the surrounding housing estates. Pupils were taught in classes
of an average size of 25, and were grouped according to ability for
basic subjects such as English and mathematics after the first year.
The staff were organised into subject departments, and the pupils
moved to subject areas for their lessons. Much of the teaching was
aimed at examination success.

Library resource premises

The library was regarded as a "useful asset to the school", and
this was reflected in the resources provided. It was housed in
an area of approximately $120m^2$, of which two-thirds accommodated
books and the issue counter, and one-third pamphlets, magazines
and comfortable seating. In addition, tables and chairs to

accommodate about 30 pupils were located between the bookshelves
for study purposes. The general appearance of the library was
attractive, with a well maintained stock, displays of books and
posters, and comfortable chairs near the entrance. However, the
rules which governed library usage did not enhance this initial
impression, as will be seen later. Adjoining the library was a
small reference room with large dictionaries, atlases and
encyclopaedic material. This was linked to the resources area,
which in this school designated the reprographic facilities.
Other than a few posters, non-book material was housed in the
subject departments. There was no central provision for pupils
to use audio-visual materials.

Staffing

The staff for resource provision comprised a Director of Resources
(Scale 3); a teacher-librarian (Scale 2) with a keen interest in
libraries, but no formal librarianship training; a clerical
assistant working half the school week in the library; and two
part-time technicians. The teacher-librarian was in charge of the
book provision, but had a full time teaching commitment. Pupils
were selected as monitors to assist in the library, working at the
issue counter, keeping stock in good repair and helping to process
additions to stock.

Stock

The book stock totalled 12,000 volumes, classified and shelved
according to the Dewey Decimal Classification system. Accession
registers listed the stock and a card catalogue was maintained as
a guide to the user. This catalogue included classified and author
sequences for the non-fiction and an author sequence for the fiction.
A subject index was also provided in book form as a guide to the
card catalogue and the shelf arrangement for non-fiction. The
teacher-librarian was allowed "a good allocation" of the school's
capitation to maintain stock, although she was unwilling to give
actual figures. Some suggestions for stock originated from the
heads of subject departments, but the choice was made mainly by
the teacher-librarian who used the Leicestershire Schools Library
Service Book Purchase Scheme from which to make her selection.

Availability of resources and services to users

Teachers were allowed to borrow a selection of books for use in their subject departments. At their discretion, teachers could send pupils to work in the reference room which was normally open, but not supervised, during lesson time. First and second year pupils were given library lessons. In the first year they were taught about the importance of books in society, care of books and the organisation of the library. In the second year the emphasis was on how to use reference books and study skills, such as note-making. Also, projects were devised to direct pupils to use books correctly and present information in a logical manner.

Rigid rules governed the use of the library, including keeping silence. At breaktimes, the library was open for use by third year pupils only, but at lunchtimes all pupils could use the facilities. To prevent "casual use" of the area, pupils entering the library had to remain in it for at least 20 minutes, 10 minutes of this time being used for selecting and borrowing books. Displays of books on particular topics were arranged to highlight sections of the stock. An estimated 400 books were issued each week, including those directly resulting from library lessons.

Supportive services

Use was made of the Leicestershire Schools Library Service. Participation in the Book Purchase Scheme enabled the teacher-librarian to buy books at discount prices directly from the Service's stock, or to order specific titles requested by users. Books purchased through this Scheme could also be delivered ready processed. Project loans were available to support topic work, and both fiction and non-fiction stock was loaned via a mobile library which visited the school once a year.

4.1.2: School 2, Leicestershire

This school was located about ten miles south of Leicester in a predominantly rural area. It was a small school, with under 500 pupils aged 10-14 years mostly from villages and farming communities in the vicinity. The school was designed to facilitate resource-based learning, with the resource centre easily accessible from the

teaching bases. Staff appointed to the school were all committed
to this kind of heuristic learning. Teachers operated as inter-
disciplinary teams, consisting of specialists in related areas
of knowledge; for example the humanities team included history,
geography and religious education specialists; the arts team,
music, art and homecraft specialists. Each team was led by a
co-ordinator who was an experienced teacher with appropriate
subject knowledge. The pupils were organised into mixed ability
and mixed age groups, so that the major method of learning was
through individual or small group projects. Projects which crossed
traditional subject barriers were encouraged.

Library resource premises

The resource centre covered about $150m^2$ and housed books, posters,
cassettes, slides and video tapes, all on open access. Approximately
half the area contained study tables, with seating for about 40
pupils. This area was adjoined by a reprographics room and store
rooms. The resource centre was arranged so that information of all
kinds and in many formats was readily available. Besides the book
stock, which was attractive, with some books being displayed 'face
on' to gain the pupils' attention, posters, artefacts and specimens
(some borrowed from the Museums' Service) were exhibited. Cabinets
of audio-visual materials were easily accessible, with guides as
to how to locate information. Equipment to facilitate the use of
audio-visual materials by pupils, such as cassette players and
slide viewers, were readily available.

Staffing

A Resource Co-ordinator, holding a Scale 3 post, who was a qualified
teacher with training in the use of audio-visual equipment, had
overall responsibility for the centre. He was allowed time from
teaching duties to give assistance to staff and pupils, and was
aided by two clerical assistants. The school's technician spent
much of his time working in the resource centre. Pupils did not
normally assist in the running of the centre, although volunteers
helped to tidy the stock.

Stock

Figures for stock housed in the resource centre could not be
accurately estimated as much of the book stock was on loan from
the Leicestershire Schools Library Service, and the audio-visual
material had not been counted. All stock was organised according
to the Dewey Decimal Classification system, although different
formats were stored separately as described above. A record of
stock was kept on catalogue cards arranged in a classified sequence,
with a subject index.

Money was allocated to the Resource Co-ordinator for such
items as bulbs, overhead projector (OHP) transparencies and pens.
The loan stock was purchased by the teaching teams from their team
capitation. Reprographic work was similarly funded. All staff
were fully involved in the selection of stock, this being ration-
alised by the co-ordinators. Public library stock, bookshop displays,
and reviewing journals were all used to obtain suggestions. Money
was spent as needed, there being no specified proportion of the
total capitation designated for resource centre purchases. Staff
were allowed time to visit bookshops, or the Exhibition Collection
of the Schools Library Service where discounts could be obtained
on books purchased through the Book Purchase Scheme.

Availability of resources and services to users

The resource centre was open from 9.00 a.m. to 4.20 p.m., and groups
or individuals could use the area at any time provided they had
permission from their teacher in charge. When a large number of
pupils needed to use the facilities at the same time, the teacher
in charge of them would generally come to the area to assist resource
centre staff in helping the children to find the information they
required. Since all staff were fully involved with the resource
centre, there was a need for them to know how to use the facilities
fully. Thus, the Resource Co-ordinator arranged induction courses
for staff on the use of materials, equipment and reprographic
techniques, and they were also taught how to make their own resource
items.

During their first term, pupils were given an induction course
on library use arranged by the Resource Co-ordinator in conjunction

with one of the teaching teams. When the school was visited in 1979, the humanities team had devised topic sheets to help the pupils to find their way around the resource centre and use the different kinds of resources; examples of the worksheets are included in Appendix I3. The young people were using audio and visual equipment with ease, a skill which would prove of great value in their future school work and in society. Pupils were allowed three tickets which enabled them to borrow three items. Although one of the tickets was supposed to be reserved for humanities topics, this regulation was not strictly observed. It was estimated that 400-500 items were issued weekly, most being books.

The last hour of each day was used for leisure activities, and the resource centre facilities, including reprographic and photographic equipment, were then available to the various clubs.

Supportive services

As the resource centre was still being developed, much use was made of loans of books and films from the Leicestershire Schools Library Service and exhibits from the Museum Service. The Exhibition Collection of books at the Library Service headquarters was a great asset for selecting stock. The staff felt a large debt to these support services, especially since deliveries were made directly to the school.

4.1.3: School 3, Nottinghamshire

This school, situated just outside Loughborough, had a total intake of 900 pupils, aged 11-18, of whom 60 were sixth formers. The building was divided into two distinct, but linked, parts. First and second year pupils were housed in the lower school, which had been purpose built for resource-based learning with teaching bases surrounding a resource centre. Staff were organised into inter-disciplinary teams and pupils into mixed ability groups, so that individualised learning predominated. The remainder of the pupils were housed in an older building with traditional classrooms, laboratories and practical workrooms. Staff were organised into subject departments and teaching carried out in specific rooms for each subject. As a result pupils had to move between subject areas, and more emphasis was placed on class instruction in the upper school.

Library resource premises

The lower school resource centre had an area of 240m^2 and housed
books, pamphlets, illustrations, charts, portfolios, newscuttings,
filmstrips, slides, cassettes, tapes and multi-media packs.
Seating was provided for 70 pupils. Although a multi-media centre,
with space for pupils to use all kinds of materials, first impressions
were that the printed word was of most importance. Posters and
audio-visual materials were not obviously accessible, and the
equipment necessary for replay and projection was not readily
available.

The more formal teaching in the upper school was reflected in
its smaller resource premises. The library covered 175m^2 with
seating for 30 pupils. Although the stock included some filmstrips
and about 80 records, the emphasis was on books and other print
materials, a large range of periodicals, for example, being provided.
The impression given was of a well stocked reference library, to be
used for quiet study.

Staffing

Until 1979 the school had two librarians on its staff, one of whom
was chartered and paid AP4, and the other who was qualified, but
not yet chartered, and paid AP3. The first had specialised in
librarianship for young people, and the second had recently completed
a course leading to dual qualifications in teaching and librarianship.
Cutbacks in local authority expenditure reduced the staff to one
chartered librarian in January 1980, who was responsible for
both the resource centre and the upper school library. She had
the status of head of department and was involved in the weekly
planning meetings for departmental heads. In the lower school,
this meeting decided which part of the curriculum would be covered
and by whom, and provided the librarian with an opportunity to
inform teachers of available stock and prepare lists of materials
on required topics. A typical list on 'Time' is included in
Appendix 14. Teachers did not have specific library or resource
centre responsibilities, but in the lower school they were very
involved, and well informed about the resources available;
an essential situation once the librarian had to divide her time
between the two parts of the school.

A clerical assistant was employed for half the week in the lower school resource centre. In the upper school library pupils regularly helped to issue books, but in the resource centre pupil help was minimal. The technicians employed for the school were not part of the resource centre team, therefore technical assistance was a matter of good will.

Stock

The total stock in the lower school resource centre comprised 7000 items of which 6000 were books. Charts were the second most numerous resource, there being 670 in the catalogue. A similar number of resources were also available in the upper school. Again books formed the major proportion of the stock, with periodicals being the second most numerous resource, 200 titles being purchased. Leaflet boxes, which were placed on the same section of shelving as related books formed an important part of the stock.

Non-fiction stock was arranged according to the Dewey Decimal Classification system. In both the resource centre and library, information charts gave general guidance to the arrangement of the stock. Card catalogues, in which the cards were colour coded in the resource centre to distinguish the various formats, provided a subject index and classified file. The Nottinghamshire Schools Library Service booklet Dial a code formed an additional subject index. Fiction titles were listed in alphabetical order of titles in the catalogue, but in the lower school resource centre this stock was shelved according to type, for example, historical fiction, science fiction and fantasy. Most non-book material was kept in classification number order in filing cabinets, or, for maps and charts, specially designed cupboards and drawers.

In the lower school, stock was selected by the librarian in consultation with teaching staff. Reviews in magazines and periodicals were used to discover suitable titles, followed by visits to bookshops or other suppliers by the librarian. Although there were regular book selection meetings for school librarians in Nottinghamshire, these were not mentioned as a source of information for book purchasing suggestions. In the upper school the heads of subject departments made the selection, usually by visits

to bookshops, or ordering after reading reviews in magazines.

On average a tenth of the school's capitation was used for
purchasing resource centre and library stock, but with the cuts
in LEA expenditure this was likely to be reduced. Whilst the
funding had been adequate this was not likely to be so in the
future. The purchase of periodicals for the upper school library
was being critically reviewed.

Availability of resources and services to users

Both the resource centre and library were open from 9.00 a.m. to
between 4.30 and 5.00 p.m. each school day with no age restrictions
on use. Material was referred to throughout the day in both parts
of the school. Since there was no convenient public library in
some of the feeder villages, the school libraries were used for
leisure reading as well as school work. Pupils were allowed to
borrow up to two fiction and two non-fiction books at a time.
Audio-visual material was normally referred to rather than borrowed,
especially in the lower school. Issues were high, and although
issue figures were not recorded, a daily average of 250 items was
estimated.

Staff were well served by the librarian, who tried to satisfy
requests through the Nottinghamshire Schools Library Service. A
shelf of material helpful to teachers was maintained, and they were
also assisted in finding material on more obscure subjects and in
preparing sheets of information not otherwise readily available.

All users were given a leaflet containing information about
the lower school resource centre; this is included in Appendix I4.
In addition, pupils were given special guidance in their first term
at the school. Instruction sheets directed them to the various
materials in the centre, and 'tests' were devised to ascertain
their comprehension of the layout. Within the centre large charts
acted as a reminder of the layout and procedures for finding
information. When a large number of pupils were likely to require
material on the same topic, exhibitions were organised and restricted
to reference use.

Supportive services

The Nottinghamshire Schools Library Service supplemented the materials available within the school. A delivery van visited the school regularly to exchange bulk loans of library books of general interest, project materials, and requested items. Records and other audio-visual materials were available from the Teaching Aids Service, and realia from the Schools Museum Service, although little use was made of this latter service.

4.1.4: School 4, Nottinghamshire

The school was situated on the south side of Nottingham with an intake of 1230 pupils aged 11-18 from suburban areas. It was part of a larger site including a college of further education and a sports' centre. The main school building was formerly a secondary grammar school and still housed the library, but new buildings served creative arts subjects, drama, world studies and the administration department. Staff were based according to their subject discipline, which meant that some members of staff did not have to enter the part of the building containing the library in their normal course of duties. Furthermore, segregation occurred in the staff room, seating areas being allocated to teachers according to their subject disciplines. The pupils were taught in mixed ability groups in their first year, but divided into ability sets as they progressed through the school.

Library resource premises

The library was about 140m^2, including an 'information area' where readers could work from reference books and periodicals. Adjoining the area was a small room housing stock for sixth form use only. About 30 pupils could be seated, most in the information area. The old shelving, some of which was metal, did not give the library an attractive appearance. However, efforts had been made to counter-act this by displays of posters, and a few book racks for "face on" presentation, but this did not prevent the atmosphere of the formal grammar school library pervading. New flooring and shelving would be necessary to obliterate the presence of history in the library. The existence of the "sixth form room" endorsed this impression.

Staffing

Library staff were shared between the school and the college. In practice, this gave the school one full-time chartered librarian (AP3), who had specialised in librarianship for young people, but who had no teaching qualifications, and 27 hours of time divided between three clerical assistants. In addition, two members of the teaching staff voluntarily gave some of their free time to assist in the library. Parental help was used for some routine clerical jobs and to maintain 'theme boxes' of selected newspaper cuttings. Pupils helped on the issue counter.

Stock

The library stock was just under 12,000 volumes plus magazines, periodicals, two cabinets of maps and charts, 300 filmstrips and 200 theme boxes containing ephemera and newspaper cuttings. Non-fiction stock was organised by a simplified Dewey Decimal Class-ification system, and fiction shelved by its author's surname. The guide to the stock was a traditional card catalogue containing a subject index with author and classified sequences.

Finance for library materials had been reduced from £1800 in 1978-79, (a figure which was considered to be adequate), to about £800 in 1980. This was spent entirely on books and other print materials, a separate allocation of around £2000 being made for reprographics, which came under the auspices of the administrative, not the library, staff. The latter sum was used mainly for the duplication of worksheets, test papers and information about the school. Teaching staff could make suggestions as to books they would like to be included in the library stock, but the librarian had overall responsibilty for maintaining the stock and purchasing materials. Most books were seen through the Nottinghamshire Schools Library Service, or obtained on approval before purchase. No systematic use of reviewing journals or other means of gaining knowledge about suitable materials occurred.

Availability of resources and services to users

The library was open from 8.30 a.m. to 4.30 p.m., being closed only at breaktimes on Thursdays. No age restrictions were imposed on

groups using the area. Teachers could bring classes or send groups of pupils to the library as the need arose, the only restriction being when library lessons were in progress. Two or three books could be borrowed for fortnightly periods, but issues varied so much that the librarian felt it impossible to give a weekly average.

Staff were given a handbook to the school which included an outline of the library facilities and the organisation of the stock. The librarian gave additional help on request and, for example, produced booklists to accompany syllabi, and lists of fiction for particular English classes.

Pupils received a formal user education programme. All first year classes had lessons to introduce them to the library and its organisation. These lessons included the use of questionnaires to test their understanding, an example of which is included in Appendix I5. Talks and tests on reference books could also be given. Fourth year pupils embarking on an English literature '0' level course were given talks about fiction and literary criticism. Sixth form pupils received more detailed instruction on library organisation and an introduction to the special collection of books reserved for their use. Brief details of study techniques were sometimes included. With the exception of the fourth year talks above, these formal library education programmes were not directly related to any other studies on the curriculum.

Supportive services

The school and college libraries were linked to the Nottinghamshire County Library Service which enabled a request service to be operated. Other than for requests, however, little use was made of this Service. Books in the college library were often borrowed by the school, particularly for '0' and 'A' level studies. The Schools Library Service was used as a source of books which could be viewed to discover their suitability for the school library stock.

4.2: MAIN SURVEY - WEST MIDLANDS SCHOOLS

4.2.1: School A, Dudley

School A was situated on the edge of the industrial belt of the
Black Country, on a wide main road and flanked by private housing
estates. 1200 pupils, aged 11-16, were served. The original
building was used as a secondary modern school, but after the intake
became comprehensive in 1974, new laboratories and additional class-
rooms were built. Until 1976, pupils came from superior private
housing areas, but since then the catchment area has included an
industrial area with poorer terraced property and older council
dwellings.

Despite its secondary modern origin, this establishment has
always had a predominantly academic aim, examination success being
of major importance. This had led to rigid timetabling, formal
class teaching, use of standardised texts, and pupils banded
according to ability. Teaching groups averaged 28 pupils in size
in the second year and 22 in the fourth and fifth years. A wide
range of subjects was offered from classical studies to rural science
(see Table 4.1). Regular extra-curricular activities included sports
clubs, chess, drama, radio, photographic, angling and mathematics
groups.

Library resource premises

Library resource provision was housed in an area of $75m^2$ capable of
seating 28 pupils. The accommodation was in an upstairs room in
the old building at one end of the site, and thus not easily accessible
to most of the teaching areas. No attempt had been made to relocate
the facilities, despite the fact that the head teacher considered
the library provision vital to the efficient running of the curriculum.
The reason for this failure was partly a matter of cost, since the
old shelving in the library, mainly built-in, would need to be
replaced, and partly the lack of commitment to the idea of resource-
based learning. The library gave the impression of a cluttered
classroom, with bookshelves around the walls and others cramped
together at one end.

There was a further resource area in the new science block,

but this was primarily for the maintenance of equipment and reprographics. Pupils were not allowed into this area. Non-book materials, such as posters, slide sets, filmstrips and cassettes, were kept by subject departments. Although the teacher-librarian kept a central record of them, in practice, they were rarely used outside the department for which they were purchased.

Staffing

The teacher-librarian had a Scale 3 post, but this was primarily because she was deputy head of the English department. She had no qualifications in librarianship. A replacement teacher-librarian would probably be appointed on Scale 2. Only 70 minutes per week of her time were officially allocated for library work. Routine library procedures and supervision were the responsibility of a part-time clerical assistant working 17½ hours per week. Selected upper school pupils helped with procedures such as book tidying, repairs and issues.

A further member of staff was employed on Scale 3 as Director of Resources, but was mainly concerned with reprographics, video recording and audio-visual equipment. This appointment resulted from redeployment, the person concerned being in charge of the science department preceding comprehensive reorganisation. He was assisted by a part-time technician. The teacher-librarian and the Director of Resources rarely met because of their physical separation enforced by the buildings. In addition they had conflicting ideas on the role of the library resource provision — the library stock was seen as English-based, whereas audio-visual resources were considered the domain of scientists.

Stock - contents and organisation

The listed stock comprised 4000 books, 200 posters, 50 slide sets, 10 filmstrips, 40 cassettes and 40 video tapes. Bookstock was about half fiction and half non-fiction.

Much of the fiction was used as supportive material for the English syllabi, and hence contained many classic novels and books recognised as standard works, for example titles by such authors as C.S.Lewis, William Mayne, Rosemary Sutcliffe and Henry Treece.

Books by authors featured on examination syllabi were well represented, for example, Jane Austen and Thomas Hardy. Efforts were being made to include twentieth-century authors, especially those awarded literary prizes, such as Penelope Lively and Robert Westall, and local writers such as Edward Chitham and Susan Price. Some paper-backs had been purchased, in particular, novels dramatised on television and subjects of passing interest, for example, skate-boarding and pop stars.

The non-fiction stock contained volumes related to the majority of subjects taught plus popular hobbies such as fishing, stamp collecting and photography. Accurate stock figures divided accord-ing to subject were not available for this school, or any visited, since such detailed figures were not kept by the staff and the existence of a catalogue card did not guarantee a book's presence! Although there was not time for a full analytical stock count, clearly in this school, more stock was related to geography, history and to natural sciences than to other subjects. Much of the physical science stock and that concerned with technology was in need of updating. Biographies, especially those of living people, were in demand but generally not available. The overall appearance of the stock was that it was well maintained, but rather dated in several sections.

Books were classified according to the 10th Abridged Edition of the Dewey Decimal Classification system (1), and fiction was shelved in order of authors' surnames. As a guide to the non-fiction books there was a 5" x 3" card catalogue in classified order. The fiction catalogue was arranged in alphabetical order of authors' surnames. Shelf guiding, alphabetical for fiction and Dewey numbers for non-fiction, helped the reader to locate the stock.

Stock - finance and selection

For a school of 1200 pupils, the allowance for library books was very low, only £486 in 1978-79, i.e. £0.405 per head. This fell far short of the NBL recommendation of £3.83 per head for library books in 1979-80 (2), even allowing for the year's inflation. Expenditure on audio-visual software and reprographics could not

be ascertained as this was part of the capitation used by the subject departments; teachers in charge of subjects selected audio-visual stock for their own departments.

The teacher-librarian selected books for the library with the help of her clerical assistant and, occasionally, of subject specialists. Children's suggestions were also taken into consideration. Purchases were made at regular intervals within a term by visiting suppliers, marking publishers' catalogues, viewing selections brought to the school by publishers and booksellers, and obtaining books on approval.

Availability of resources

Pupils were allowed to borrow two books at a time for up to a month, and had access to the library for 15 minutes at morning breaktimes, and during lunch hours. However, lunchtime use was restricted to specific year groups, for example, second year pupils on Wednesdays only. Access during lesson time was severely restricted, the library accommodation being in almost constant use as a classroom. The teacher-librarian taught most of her classes in the library and other English lessons were held there too. Despite these restrictions, about 200 books were borrowed weekly, fairly evenly divided between fiction and non-fiction.

Services to users

The teacher-librarian had only informal contacts with other members of staff, and so was unable to help them directly with their curriculum requirements. Lists of new acquisitions were placed on the staff notice board, but there was no scheme to assist staff in the use of library facilities. During their first year at the school, pupils were given instruction in the arrangement of the library, generally by teachers of English, although, if required, the teacher-librarian would undertake the task.

Supportive services

The school received some help from the Dudley Schools Library Service. Loans of both fiction and non-fiction were available, and there was a limited book purchase scheme which enabled teachers to view books in stock and order titles through the Library Service in order to obtain a discount.

4.2.2: School B, Solihull

Situated on the outskirts of Solihull in the direction of
Birmingham Aiport, this school had an intake of 1200 pupils, aged
11-16, drawn mainly from semi-detached private and council dwellings.
The comprehensive school was formed in 1974 using the buildings
of two adjacent Warwickshire High schools. These were single-sex
schools offering a secondary modern education with non-examination
and CSE courses. The two schools had been intended for about 900
pupils in total, so extra buildings were necessary to house the
additional comprehensive pupils. A new block was built giving
extra classrooms and a library resource area in which space was
allocated for audio-visual resources and equipment, as well as for
the traditional book area.

Teaching in the school was mainly formal with class instruction,
classes averaging 28 pupils in the second year and 22 in the fifth
year. Some small group work was included in teaching the humanities
and also individual topics were explored for CSE examinations.
Pupils were divided into sets according to ability, although some
mixed-ability teaching occurred in the first and second years before
the potential of pupils had been assessed. All pupils were encouraged
to take at least one examination, the limits of the less able being
recognised by the inclusion of very practical CSE Mode III courses
such as horticultural science. Non-examination courses such as
household sciences, 'do-it-yourself' and light crafts were also
available.

A wide range of extra-curricular activities was available,
including musical groups and sports, electronics, computers and
historical clubs.

Library resource premises

The library resource premises, as mentioned above, were in the new
building. This was situated at the far end of the original school
sites. Access was gained by crossing an open courtyard or walking
through the dining room, which was also used as a classroom some
of the time. The library resource centre covered 200m^2, including
the bookstock, a small office (about 5% of the area), and the space
originally designated for audio-visual resources, but used instead

as a classroom for registration and four teaching periods. This space provided seating accommodation for 48 pupils and was used for homework. Shelving in the library area was new, with island stacks being low. This, together with windows on two sides gave an impression of light and space. Display boards containing posters, and carpeting on the floors added to the attractiveness of the centre. Audio-visual material was kept in the Deputy Head's office or in subject departments scattered throughout the school, with the teacher-librarian having a central record of the stock. Reprographic work was undertaken in the school office at the opposite end of the site to the resource centre.

Staffing

The allocation of staff for the library resource provision was minimal; one teacher-librarian, with no library qualification, employed at Scale 3 and only guaranteed 1½ hours for library work each week. Other non-teaching time could be taken up supervising classes for staff who were absent. Occasionally, the school's clerical staff helped the teacher-librarian with typing, and spasmodic assistance was given by other members of staff. Pupil monitors helped with the issue and return of books.

Stock - contents and organisation

The stock in the library resource centre included 1300 books, comprising about two-thirds non-fiction and one-third fiction, excluding the reference section. The fiction included classic novels and works by twentieth-century children's authors such as Nina Bawden, Michael Bond, Helen Cresswell and Alan Garner. The teacher-librarian had begun to buy popular science fiction and ghost stories in paperback editions. Throughout, the stock was attractive and in good condition.

The non-fiction included a few volumes in most of the Dewey Second Summary classes, i.e. in the 510,520,530,540 classes for example. The 900 classes - humanities, especially history were well represented. Books about sports and animals were also fairly numerous, and there was a surprising amount of material related to commercial subjects, as a result of this subject teacher's interest in the use of library resources.

The books were classified by the 10th Abridged Edition of the Dewey Decimal Classification system and non-fiction was arranged in classification order. The catalogue, on 5" x 3" cards, included a classified sequence for non-fiction and an author sequence for fiction. Other recorded resources included 50 slide sets, 100 filmstrips, 200 records, 20 cassettes and 2 video tapes; these were listed under subject headings, based on the subjects taught at the school.

The resource centre had not developed as intended for several reasons. When it was first completed, the school had been short of classroom accommodation, and so it had been used for this purpose. Even when the space became available, the teacher-librarian, who had previously worked in one of the high schools, was primarily interested in books and not inclined to develop a full resource centre. Although the staffing changed in 1978, the new teacher-librarians interest in the development of all resources could not be supported because the necessary money was not available.

Stock - finance and selection

No capital sum had been made available for building up the stock when the new premises were completed. Until 1978, 12% of the school's capitation was spent on library books. This enabled a comprehensive set of reference books, including Encyclopedia Britannica, large dictionaries and atlases, to be developed, old stock from the two high schools to be discarded, and a start to be made on replacing them with attractive books of current information. Since this initial stock editing, financial cut-backs have reduced the school's total capitation, and in 1980 the head teacher was able to allocate only 8% for library use, together with a small donation from the School Fund. This had prevented proper stock replacement from being continued.

The stock was selected by the teacher-librarian using suggestions from heads of subject departments as well as her own observations. A scheme to allocate a percentage of library capitation to each subject proved unworkable owing to the varied cost of books and the different levels of interest of staff in resource-based learning. The teacher-librarian was allowed time to visit suppliers, view books brought to the school by representatives, and look at the

stock of the Schools Library Service. This latter facility had
been withdrawn because of cut-backs by the local authority. Most
purchasing occurred at the beginning of the financial year.

Availability of resources

Although the library was not in regular use for teaching, lack of
staff resulted in it being closed for much of the school day. It
was open for five hours per week, from 9.00 to 9.20 a.m. and 12.30
to 1.10 p.m. each school day. At lunchtime any pupil could use the
centre, but in the morning access was restricted to specified year
groups. Pupils were allowed to borrow up to three books at a time,
but issues were low, averaging about 10 fiction and 40 non-fiction
per week.

Services to users

Since 1978 the teacher-librarian had been attempting to demonstrate
to the staff that library resources were an important source of
information for their teaching. She had encouraged them to take
pupils to the centre for project work. As part of this venture,
occasional 'Staff Open Days' were arranged to enable members to
view and discuss new stock with the teacher-librarian. Staff
education regarding resources was mostly informal, many approaches
being tried from casual chat to the production of subject lists of
materials.

The instruction given to pupils was being made more formal.
Up to 1979 it had been the responsibility of the English department,
which included the teacher-librarian, and the instruction had
varied according to the teacher giving it. In preparation for the
1980-81 school year, a course was being devised for first year
pupils to include the organisation and layout of the library, use
of reference books, and different kinds of fiction. Classes were
to use the library on a rota basis to work through the schedule.
English subject teachers still maintained responsibility for the
instruction, but were to be more carefully guided by the teacher-
librarian.

Supportive services

Help from supportive services in Solihull had virtually ceased,
the Schools Library Service being one of the first departments
to be discontinued when cut-backs in local government expenditure
began in 1979.

4.2.3: School C, Birmingham

This school had housed around 850 pupils, but in 1979 its roll
fell to 770. It was located in a pleasant residential area of
Birmingham about three miles from the city centre, and until
1974 the intake was from the large residences surrounding the
school site. Since this time, however, children have been 'bused'
from inner city areas making the intake multi-racial.

The school building was large and on two storeys. It had an
expansive forecourt giving the impression of spaciousness, an
impression reinforced by the entrance hall, which, in addition to
being a thoroughfare, was large enough to be used for art displays.
Despite having the appearance of a college rather than a school,
the buildings were designed for use as a secondary modern establish-
ment.

Perhaps as a result of its location in a superior housing area,
the school was built and organised in such a way as to be "seen to
be academic" (head teacher). The head of the current comprehensive
school was making efforts to rationalise this image, but neverthe-
less, teaching was still formal and mainly by class instruction.
Individual work was encouraged through projects and CSE assignments.
The average size of a teaching group was 30 in the second year and
25 by the fifth year. In the first three years the pupils were
banded, i.e. broadly grouped according to ability, but in the fourth
and fifth years they were taught in mixed ability groups, with the
exception of English and mathematics which was taught to pupils
grouped into ability sets throughout. Extra-curricular activities
included field and water sports, country dancing, the Duke of
Edinburgh Award Scheme, music, drama and chess.

Library resource premises

The library resource centre was upstairs in the middle of the building.

It was about 80m^2 in area with a small office, about 6m^2, occupying one corner. A resources room of about 10m^2 adjoined the main area, and although this was intended as an audio-bank to relay tapes, especially for language learning, this facility was not yet in use at the time of the survey. Seating was available for 30 users in the library. Efforts had been made to make the premises attractive by the addition of curtains, carpets and a corner with more comfortable chairs for reading. Plants also added to the homely atmosphere of the premises. These factors, together with book and poster displays made the library a pleasant room in which to work or relax. Reprographic equipment was housed in the administrative office of the school, and therefore not readily related to library resources.

Staffing

The library resource centre was run by a teacher-librarian holding a Scale 3 post. She was a full-time teacher of English, but was allowed five hours per week for library work. No clerical assistance was available. Volunteer pupil helpers assisted with basic routines such as shelving and tidying stock.

Stock - contents and organisation

Resources held in the centre included about 7000 books, 80 wall-charts, 2 filmstrips, 1 record and 20 video tapes. The bookstock included about twice as much non-fiction as fiction. A large number of paperback fiction volumes had been purchased and were displayed attractively on special stands. The paperback stock was mostly novels by twentieth-century children's authors and novels temporarily in demand because they had appeared on television.

Efforts had been made to relate the stock to the requirements of class subjects and to pupils' interests. Non-fiction stock represented the subjects taught at the school fairly evenly, but with more books on the sciences, history and cookery since the demand was greatest for these subjects. Some subjects presented difficulties; for instance, there was a demand for books about electronics, but the teacher-librarian found it difficult to obtain books at a sufficiently simple level. Sports subjects were well represented and the provision of books on a wide variety of leisure pursuits was appreciated by pupils.

Most non-book materials were housed in the subject departments, where it was felt that they would be better protected. Many staff were sceptical of centralised resources and had not been co-operative when the teacher-librarian had attempted to discover what was available so as to produce a central catalogue. Another factor preventing the development of centralised resources in the school had been Birmingham Education Department's policy of developing resource banks for groups of schools through area teachers' centres, rather than allowing each school to purchase its own expensive hardware and more costly software.

Stock in the library resource centre was classified and arranged by the Dewey Decimal Classification system, using an amalgamation of the 10th Abridged Edition and Chambers' Introduction to Dewey (3). The 5" x 3" card catalogue contained author and classified sequences, plus a subject index, for non-fiction, and author and title sequences for fiction. As far as possible, non-book material was included in these sequences, but, as discussed, the listing was incomplete.

Stock - finance and selection

Resources retained by the subject departments were financed from departmental capitation. The allowance for the library, primarily for the purchase of books, was 8-10% of the total capitation of the school. In 1978-79 £850 was allocated and spent.

Stock was selected by the teacher-librarian and subject specialists in consultation with her. Suggestions from pupils were welcomed, as these often highlighted inadequacies not realised by the teaching staff. Ideas for stock were gained by visiting the Birmingham Central Library or bookshops, by viewing books brought to the school by representatives or sent as 'on approval' selections, and from reviews such as those found in School Librarian (4), The Guardian (5) and Children's books of the year edited by Elaine Moss (6).

Books could be purchased to meet requests during the year, but most were bought at the beginning of the financial year. This represented a change in policy, as previously books had been purchased throughout the year, but it was found to be "more financially

viable to spend most of the money at the start of the financial
year to offset the effects of inflation " (teacher-librarian).

Availability of resources

The centre was open for pupils to use most lunchtimes and for
40 minutes after school on Thursdays. Restrictions were imposed
on Monday and Wednesday lunchtimes: Monday - fifth years only,
1.05 to 1.40; Wednesday - first years only 1.05 to 2.15. On
Mondays from 2.15 to 3.30 the library was reserved for use by
second year pupils and similarly on Wednesday afternoons for third
year pupils. During the remainder of the teaching time the library
was open, but not always supervised. It was used for library
instruction for seven 35-minute periods per week, but otherwise
was available for private study by sixth formers.

All pupils were allowed to borrow two books at a time, but if
demand for a subject was minimal and a pupil required more information,
extra books were allowed. Weekly issues averaged about 70
fiction books, about 30 of which were the direct result of library
lessons, and 50 non-fiction books.

Services to users

Instructions in the use of the library resource centre were not
given to members of staff, but a booklet on library organisation
was available, and staff were advised on material in stock and
relevant to their needs by the publication of booklists, some of
which were annotated.

Pupils received instruction on how to use the library during
their first year from teachers of English in consultation with the
teacher-librarian. They were also given a handout entitled How to
use the library. Second year classes had visits to Birmingham
Central Library, where they were shown how the library was arranged,
and introduced to fiction for their age range and non-fiction in
subjects of interest to them. Throughout the school, pupils were
encouraged to use the local public library. Organised visits were
arranged periodically for the lower school, and small groups from
the fourth year upwards were allowed to make their own way there
for additional project material.

Supportive services

Bulk loans from Birmingham Public Libraries were available to
supplement the school library stock, but the teacher-librarian
preferred not to rely on this service. Non-book materials could
be borrowed from the Birmingham LEA's area resource banks. Heads
of subject departments made more use of this service than the
teacher-librarian.

4.2.4: School D, Sandwell

The remaining three West Midlands schools were situated in the
Metropolitan Borough of Sandwell, a vast industrial and residential
area made up of many small communities and the larger township of
West Bromwich. School D was situated on the fringe of the borough,
in the heart of the Black Country. The 950 pupils, aged 11-16,
came mainly from working-class, non-academic families who had been
established in the area for many generations. Its catchment area
included old terraced property, a council estate and some semi-
detached private dwellings.

For many years the schools from which the comprehensive was
formed struggled in appalling premises dating from the nineteenth
century, with no library - only a small collection of books kept
in closed shelving and dating mostly from the 1930s. By 1980, the
school had improved premises, but was located on several sites,
which led to the separation of staff and pupils. The first and
second year pupils were housed in a building belonging to a
neighbouring borough, third and fourth years in one of the original
buildings, and fifth years on a new site still under construction.

Teaching styles included "the best of both worlds" (head
teacher). This meant a mixture of formal class instruction and
informal pupil-centred learning, although class instruction pre-
dominated. Pupils were banded for most subjects. The average
size of teaching group was 30 in the second year and 24 in the
fifth year. Subjects were grouped into three 'faculties': community
studies, arts, and sciences. In the lower school this allowed
integration of subjects, especially those related to the humanities
which were approached via topic work. Regular extra-curricular
activities included chess, games, field-work at the school's mountain
centre, and a library club.

Library resource premises

The school had two library resource areas. The main one, being developed on the new site, was 190m^2 with 8% of the space being used for office accommodation and 10% for reprographics. This centre seated 30 pupils and served third to fifth year groups. Its appearance was attractive, with shelving, furniture and carpeting being new. There was ample room between the shelving for browsing, and the tables for study purposes were well spaced in the centre of the accommodation, clear of the bookshelves. Equipment for replaying cassettes was available in a room leading from the central area.

The lower school library was 80m^2 of which 5% was used for office accommodation, this being derived from the conversion of a storeroom. There was seating for 36 pupils. It was clear on entering the library that it was a converted classroom, with shelves around the walls, a few island stacks. towards the back of the room, and tables and chairs filling the remaining floor area. Display boards were used to exhibit posters and information about the library, but these did little to dispel the classroom image.

Staffing

Whilst still below that suggested by the LA (7), the staffing allocation here was more adequate than elsewhere in the West Midlands survey. The Director of Resources, who was primarily a teacher, but had undertaken a course in school librarianship, held a Scale 3 post, and was a member of the school's management team. He was supported by a full-time resources technician, who worked throughout the year, including the school holidays, and a library assistant on the Clerical 1 grade, working 20 hours per week during term time. In practice this gave the upper school reource centre the services of the Director of Resources and the technician, the library assistant's time being spent in the lower school library. Pupil "librarians" assisted with the issue and return of books at lunchtimes and at the end of the school day in the resource centre. In the lower school library second year pupils helped with basic routines at lunchtimes.

Stock - contents and organisation

The combined stock of the two areas comprised nearly 8000 books, 70 cassettes and over 50 video tapes. Books included in the stock were required to be "of good standard and report, to counteract the sordid material that children see and read in the mass media" (head teacher). This resulted in a rather academic stock; the fiction including a large number of classics, with almost complete sets of works by such authors as Austen and Dickens, books by D.H. Lawrence, Huxley and similar twentieth-century writers, and the more substantial novels by authors of children's fiction such as Leon Garfield, William Mayne and Rosemary Sutcliffe. The purchase of lighter fiction was discouraged by the head teacher, although some, for example by Joan Aiken, Michael Bond, Helen Cresswell and Mary Norton, was purchased for the lower school library. Audio-tapes of fiction kept in the upper school resource centre were proving more popular than books of the same title.

Non-fiction constituted well over half of the stock. This covered school subjects at various levels but was lacking in material related to leisure interests, including sports and, in the upper school, social topics such as preparation for home life and child care. This reflected school policy.

The 10th Abridged Edition of the Dewey Decimal Classification system was used to organise the non-fiction books. Non-book material was arranged in alphabetical order of title. Fiction was arranged in alphabetical order of the authors' surnames, although in the library some was arranged by type, for example, fantasy, historical fiction, in an attempt to encourage use. The stock was recorded on 5" x 3" cards, with a subject index and author and title sequences for non-fiction, and title sequences for non-book material. Fiction had yet to be catalogued. The two resource areas had separate stock catalogues.

Stock - finance and selection

Finance for resource provision was unrepresentative over the two years of the study since capital sums had been allocated to build up the stock. In 1978-79, £8000 had been allocated for stocking the lower school library, and the head teacher had allowed 22% of

the school's capitation to be spent on resources. Of this, about
£1000 was used for reprographics.

Selection of stock was made by the Director of Resources in
conjunction with subject specialists, and suggestions from children
were also considered. All orders were made through the Director
of Resources. Ideas for stock were gained by visits to the Schools'
Library Service or books loaned to the school by them, or by visits
to suppliers. Stock was normally seen before being purchased.
Audio-visual software was ordered direct from suppliers. Whilst
the resource centre was being developed, stock was purchased once
a term, but the frequency was to be reduced in the future.

Availability of resources

The upper school resource centre was open to pupils between 9.00
a.m. and 5.00 p.m, and·the lower school library from 12.15 to 1.00
p.m. and 3.30 to 4.00 p.m. In the lower school access was limited
to one year group at a time, for example, first years only on
Mondays. The lower school library was used as a classroom for 65%
of the time, but the upper school resource centre was not used for
class teaching and therefore was available at all times for pupils.

The upper school resource centre was supervised by the resources
technician from 9.15 a.m. to 4.30 p.m. each day, and since it also
housed the careers department this provided extra supervision.
Furthermore, whenever the Director of Resources was not timetabled
for teaching, he was based in the resource centre. The evening
period was designed to enable third and fourth year pupils to make
use of the provision and˄could be used as a homework room.

The lower school library was supervised and maintained by the
library assistant between 12.00 and 4.00 p.m. each day.
Pupils were allowed to borrow one fiction and one non-fiction book,
with the option of borrowing a cassette rather than a book in the
upper school. Issues in both areas averaged 30 to 40 fiction and
20 to 30 non-fiction books per week. In the resource centre about
5 cassettes and 10 films or video tapes were borrowed weekly.

Services to users

Staff learnt about the resources on an informal basis, normally as

the result of personal interest. Being a new venture, which had
been initiated by a few enthusiasts, the resource centre had not
yet become an integral part of the teaching and learning within
the school, and was ignored by some staff. Even when asked to
suggest stock, some staff had shown little interest. Published
booklists and catalogues relevant to their subjects were brought
to their attention, and the Director of Resources was hoping to
produce lists of materials related to various aspects of the
curriculum. A request service was offerred to staff with the
help of Sandwell Public Libraries.

Pupils were shown the library resources and their organisation
at the beginning of the first and third years at the school through
a series of lessons over a one-month period. From September 1980,
all third to fifth year pupils were to be given instruction in the
use of reference books, note-making, researching of projects and
the presentation of work.

Supportive services

When setting up the lower school library, the school received the
help of chartered librarians from the Sandwell Schools Library
Service, who assisted on book-buying trips and with the classific-
ation of stock. Project collections, books and other resources
on requested topics, were loaned to the school by this service,
as were collections of books on particular topics to help teaching
staff in book selection. Discounts of 10% could be gained by
purchasing books through the Schools Library Service Book Purchase
Scheme. There had been much liaison between the school, Sandwell
Schools Library Service and the local branch library to make the
library and resource centre viable as quickly as possible.

4.2.5: School E, Sandwell

School E was located on the West Bromwich - Birmingham boundary
in the heart of a multi-racial area. It had 850 pupils aged 11-16
drawn from a wide variety of backgrounds. A large proportion were
of Asian or West Indian origin, although many had been born in
Britain, and the intake also included some of Chinese or central
European descent. Pupils lived mainly in older council or terraced
houses surrounded by heavy industry which was rapidly declining,

causing mass unemployment in the area. The comprehensive school
had been formed by the amalgamation of two single-sex secondary
modern schools on adjoining sites. Internal alterations to the
buildings included the development of a large central resource
area.

Teaching in the school was formal in that it was 'structured'.
This meant that syllabi were clearly defined, and teachers were
expected to cover the areas of knowledge detailed in them. However,
the manner in which they passed on the information to pupils was
left to their discretion. Thus, staff who felt happier using formal
class teaching methods could continue to do so, but those who wished
to emphasize learning rather than teaching could use project and
other heuristic approaches. Hence there was much variety in the
styles of teaching found within the school. Combined studies in
the first two years encouraged the project approach leading to a
predominance of small group work and individual assignments using
the library resources.

The average size of classes was 29 in the second year, but the
size of classes varied considerably in the fifth year – from less
than 10 to 25 pupils, because of the range of subjects offered.
With the exception of English and mathematics at fifth form level,
all pupils were taught in mixed ability groups. Extra-curricular
activities included sports clubs, an art club, the Duke of Edinburgh
Award Scheme and musical activities, one of these being a West
Indian steel band.

Library resource premises

The library resource centre, excluding an adjoining lecture theatre
and projection box, covered $175m^2$. Accommodation for office work
and reprographics accounted for $25m^2$. There was seating for 60
pupils, although this was effectively reduced to 30 if part of the
accommodation was in use for a class lesson. The premises did not
give the impression of an integrated resource centre. A row of six
foot high bookshelves divided the space into two, so that half
could easily be used for class lessons. Audio-visual material was
housed in cabinets in the office accommodation, to which access
was partly obstructed by the issue counter. No efforts had been
made, other than carpeting, to make the centre attractive. There

were no facilities for pupils to use audio-visual materials without
the assistance of a member of staff.

Staffing

The resource centre was staffed by a Director of Resources (Scale 3),
who had some training in librarianship; an assistant teacher-librarian
(Scale 2), who had no formal librarianship training and combined
library duties with being a year-group tutor; and a technician.
Selected pupils helped with the issue and return of books, and
with reprographics. When the first Director of Resources had retired,
he had been replaced, but his successor left unexpectedly, leaving
the stock in disorder. The head teacher, despite being interested
in the library resource provision, had not realised how badly the
resource organisation had been allowed to deteriorate over the four
terms that the second Director of Resources had been at the school.
Since January 1981, the resource centre has been overseen by the
head teacher and the assistant teacher-librarian, who was allowed
eight non-teaching periods per week for this work.

Stock - contents and organisation

Stock held in the library resource centre included 1800 books, over
100 wallcharts, 60 cassettes and 30 video tapes. Other audio-visual
software, such as filmstrips and records, was held in subject depart-
ments. Non-book material was kept in cabinets and not on open access
to the pupils.

The book stock was very inadequate. Many volumes which had
been inherited from the two secondary modern schools had been
discarded, leaving only a few hundred fiction books, with modern
children's authors poorly represented, and a non-fiction stock that
was dated in the science subjects. History and geography were
reasonably well served, as these subjects had been built up to
cater for combined studies in the lower school. Practical subjects
were poorly represented and books on leisure interests almost non-
existent, since the head teacher believed that pupils should use
public libraries to obtain these. Although non-fiction could be
borrowed, most use of it was for study purposes within the resource
centre, the reference section itself containing only a few diction-
aries and a dated encyclopaedia.

Both books and non-book material were classified by the Dewey Decimal Classification system, 10th Abridged Edition. A 5" x 3" card catalogue was being compiled to include an integrated author and title sequence for all books, plus a classified sequence and subject index for non-fiction. All non-book material, wherever housed, was to be catalogued centrally, but the catalogue was incomplete at the time of the survey.

Stock - finance and selection

A generous allowance of around 15% of the school's capitation was normally made for library resource provision, including reprographics. The figures for 1978-79 did not reflect this as the retiring Director of Resources did not spend as much as usual: £150 was spent on books, £200 for audio-visual software and £1600 on reprographics. Stock was purchased when requested by staff, and selection made by the Director of Resources in conjunction with subject specialists. Books were purchased by visits to suppliers, or from material seen on approval or brought to the school by publishers and booksellers. Similarly, audio-visual software was viewed before purchase.

Availability of resources

The library resource centre was open throughout normal school hours, the only restriction being five 35-minute periods each week when the centre was in use for library instruction. Pupils were not encouraged to borrow books because the stock was small and required for reference. Staff could borrow items for the preparation of worksheets, and a request service, assisted by the public libraries system, was available for books not in stock at the school. Issues were very low at the time of the survey, averaging less than 50 per week.

Services to users

Staff were given training in the use and preparation of audio-visual material, but it was assumed that they would be aware of the Dewey Decimal Classification system through their own use of public libraries. A structured course on the care of books, their use and library organisation was given to all first year pupils.

Supportive services

Assistance was given to the school by the Sandwell Schools Library
Service. Requested titles were traced and loaned, and collections
of topic materials provided when required. The service had also
given guidance on classification procedures. As the school was
situated close to the Birmingham boundary, use was made of the
collection of audio-visual material held at Birmingham Central
Library.

4.2.6: School F, Sandwell

The residential area of Sandwell in which this school was situated
consisted mainly of semi-detached council or private houses. The
school site included many temporary classrooms since the original
building was intended for a technical school of up to 600 pupils,
rather than the 880 of the comprehensive school. Just before it
became comprehensive in 1974, a sixth-form block had been built
which included a resource centre intended mainly for sixth form
pupils to use. In 1974 all the sixth form pupils were transferred
to tertiary colleges, and the accommodation became the school
resource centre, with the library stock being moved from the main
building to the newer block.

Teaching was formal, mainly class instruction, although some
learning was initiated by the use of group and individual topic
work. Pupils were grouped into broad ability bands, and the
average size of teaching group was 25 throughout the school. A
very wide range of subjects was offered at fifth form level.
Extra-curricular activities included sports clubs, music, a
Christian Union, and the Duke of Edinburgh Award Scheme.

Library resource premises

The size of the library resource centre in use at the beginning
of the survey was 200m^2. This consisted of an area with book-
shelving around the perimeter and seating for 35 pupils, giving
it the appearance of a carpeted classroom, rather than a library.
This was adjoined by three smaller rooms for the storage of audio-
visual material (25% of the total space), office accommodation
(15%), and reprographics (25%). In 1979 a new head teacher was

appointed who, with the Director of Resources, made plans to move the stock back into the main building by converting the staff room into the library. Partly as a result of reduced space, books and audio-visual materials were separated. Books have been housed in the new library ($60m^2$), audio-visual materials distributed across the subject departments, and reprographic facilities left in the new block.

Staffing

In 1980 the staffing for resource provision included a Director of Resources (Scale 3); a teacher-librarian (Scale 1); and a part-time technician, working 15 hours per week, mostly on reprographics. Neither the Director of Resources nor teacher-librarian had any librarianship qualifications. The Director of Resources was allowed 7 hours per week for running the provision. The teacher-librarian was a full-time teacher of English and only allocated about two periods per week for library work. At lunchtimes, pupils helped with basic routines.

Stock - contents and organisation

In 1980 the books and pamphlets totalled about 3,500 volumes. Before their dispersal to the subject departments, there had been 200 posters, 100 photographs, 150 slide sets and filmstrips, 30 records, 150 cassettes and 50 video tapes in the resource centre.

The bookstock included a dated fiction section, including, for example, classics in unattractive bindings, and many bought when the technical school was opened in the 1950s. More recent texts had been purchased prior to comprehensive reorganisation to support fifth and sixth form examination courses. After the move to the new library, the book stock had been edited, starting with the fiction, and paperbacks by writers of children's fiction and popular twentieth-century adult authors had been introduced in an attempt to make the stock more attractive to the pupils. The non-fiction stock incorporated books on most of the subjects taught in the lower school, but was in need of revision as many of the books on geography and science were out of date. History was best served, and sports and leisure subjects were represented. Much of

the stock was unsuitable for current CSE and 'O' level work, having been purchased for earlier syllabi, or those of examining bodies no longer used by the school.

Books were classified and arranged according to the 10th Abridged Edition of the Dewey Decimal Classification system. A 5" x 3" card catalogue included a subject index and classified sequence for non-fiction stock and an author sequence for novels.

Stock - finance and selection

The amount of the school's capitation spent on library resource provision had varied as staff and policies had changed. Immediately after comprehensive reorganisation the newly appointed head teacher had encouraged the purchase of books for the less able, although by the time of the survey there was little evidence of these books. Following this there was a Director of Resources who was very interested in new technological advances, and large, undisclosed amounts had been spent on audio-visual equipment and Ceefax, but virtually nothing on books. By 1979, there was another Director of Resources and new head teacher, and efforts were being made to rationalise the situation.

In 1978-79, £250 was spent on books, £50 on audio-visual software and £2500 on reprographics. Suggestions for stock were received from staff and co-ordinated by the Director of Resources and, in the case of books, by the teacher-librarian. Resource materials were obtained through publishers' catalogues and by visits to suppliers.

Availability of resources

The library was open to pupils for 45 minutes each lunchtime and 15 minutes after school with no restrictions on age groups. To encourage the use of the newer fiction stock, pupils were allowed to borrow three books each week, including one paperback fiction. The library was used as a classroom for thirty to thirty-five 45 minute periods each week, making access during teaching hours almost impossible. It was estimated that 30 fiction and 20 non-fiction books were issued weekly.

Services to users

Teachers were made aware of what was available in their subject, although not necessarily obtainable from the school library, by published booklists and catalogues which the Director of Resources brought to their notice. Books not in the school's stock could be requested and, if necessary, borrowed from the public libraries through the Sandwell Schools Library Service.

Pupils did not receive any instruction in the use of the library, but information regarding types of fiction and authors was given in English lessons. No formal teaching relating to library organisation was undertaken, although an outline for a course for first year pupils was being planned.

Supportive services

The school had been able to make full use of the Schools Library Service. Loans of project materials had been used, and advice on current children's book titles, especially fiction, received. The teacher-librarian had attended a course on classification and cataloguing given by the Service and advised on considerations for selecting stock. Visual material had been obtained from manufacturing firms to augment the stock of posters and photographs, for example, charts on industrial processes used locally.

4.3: SUMMARY

The schools visited in the survey, with the exception of the two in Leicestershire, were located in urban areas and had rolls in the range of 770 to 1230 pupils, mostly aged 11-16. None of the schools in the West Midlands was purpose built for comprehensive education, and clearly this had an effect on the library resource premises and stock. For instance, the resource centre was poorly sited in some schools to encumber maximum use, or in frequent use as a classroom, or the stock was not adequate to cover the full range of courses offered.

Teaching in the West Midlands schools was mainly formal, although some topic work was undertaken, especially for combined studies with

younger pupils. Most groups were divided according to broad ability
bands, the most notable exception being school E which used mixed-
ability teaching throughout. The size of teaching groups was under
30 in all cases, making it possible for complete groups to be
accommodated in the library resource areas. A broad range of
subjects, (as shown in Table 4.1), and extra-curricular activities
was offered, creating the need for resources in many fields of
knowledge and applicable to a wide range of abilities. As will be
seen in chapter 6, this need was not fully met at any of the schools,
pupils requiring information which was not available.

Table 4.2 summarises the data on library resource provision
and the services operated in the six West Midlands schools of the
main survey. Resource premises varied considerably in size, from
a library of $60m^2$ to a resource centre of $200m^2$. In most of the
schools, apart from school 2 and the lower school of 3, library
resources were considered to be primarily books. Although non-book
materials were kept, in general, they were not properly integrated
into the resource centre organisation and tended to be housed in
subject departments rather then centrally. Reprographic facilities
were often operated away from the library resource area and not
readily associated with it.

In all cases the staff with resource centre duties included
someone paid at middle management level to supervise the provision,
either a Director of Resources, a teacher-librarian, or in
Nottinghamshire only, a chartered librarian. However, in some of
the schools the guaranteed time allowance of a teacher-librarian
for library resource duties was very small, as little as 70 minutes
in one case. These personnel all received some clerical help,
although in school B there was no official staff allowance for this.
Consequently pupil help was used and appreciated in all of the schools.

The LA in 1977 recommended a stock level of 13,000 items for
schools with between 750 and 1000 pupils (8). In all the survey
schools the stock level was well below the recommended quantity,
varying from 10% to 60% of it.

In all cases the Dewey Decimal Classification system was used
for the classification of books, but non-book material tended to
be grouped by subject rather than classified in detail, except at
schools 2 and 3. Stock was recorded in traditional 5" x 3" card

Table 4.1: Subjects taught in West Midlands schools

School	Second year						Fifth year					
Subject	A	B	C	D	E	F	A	B	C	D	E	F
English language and lit.	x	x	x	x	o	x	x	x	x	x	x	x
Drama	x				x						x	
French	x	x	x	x	x		x	x	x			
German						x						x
Spanish								x	x			
Classical studies	x											
European studies											x	x
History	x	x	x				x	x	x	x	x	x
Geography	x	x	x				x	x	x	x	x	x
Geology												x
Religious education	x	x	x						x		x	
Combined studies/humanities				x	x	x						
Social studies				x			x	x	x			x
Personal relationships							x					
Mathematics	x	x	x	x	x	x	x	x	x	x	x	x
Physics							x	x	x	x	x	x
Chemistry							x	x	x	x	x	x
Biology							x	x	x	x	x	x
Rural science	x						x					
Horticultural science								x				
Combined sciences	x	x	x	x	x	x	x				x	x
Human biology							x				x	
Music	x	x	x	x	x	x	x	x	x		x	x
Physical education/games	x	x	x	x	x	x	x	x	x	x	x	x
Home economics	x		x	x	x	x	x	x	x	x	x	x
Art	x	x	x	x	x	x	x	x	x	x	x	x
Craft		x						x		x		
Needlework	x	x	x		x	x	x	x	x	x	x	x
Child care							x	*	x	x	x	x
Woodwork	x	x	x	x	x	x	x	x	x	x	x	x
Metalwork	x	x	x	x	x	x	x	x	x	x	x	x
Technical drawing			x				x	x	x		x	x
Motor vehicle studies							x	c		x		
Building studies							x					
Statistics							x					
Computer studies								x				x
Office practice										x	x	
Typing								x	x	x	x	x
Shorthand								x	x			
Commerce							x	x	x	x	x	x
Careers							x			x		x
General studies								x	x			

Key x – subject offered
   o – taught with combined humanities
   c – taught with practical crafts
   * – normally offered, but not enough pupils wanting to
      take the subject at the time of the survey

Table 4.2: Summary of library resource provision in West Midlands schools

School	A	B	C	D	E	F
Number of pupils	1200	1200	770	950	850	880
Area of l.r.p. (m^2)	75	200	80	80 ls 190 us	175	200
Seating	28	48	30	36 ls 30 us	60	35
Staffing (Pay Scale)						
Director of Resources	S3	–	–	S3	S3	S3
Teacher-librarian	S2	S3	S3	–	S2	S1
Clerical assistant	Cl 1 pt	–	–	Cl 1 pt	–	–
Technician	T 1 pt	–	–	T 1	T1 pt	T1 pt
Stock						
Books/pamphlets	4000	1300	7000	7900	1800	3500
Posters	200	–	80	–	100	200
Photographs	–	–	–	–	–	100
Slide sets	50	50	–	–	–	50
Filmstrips	10	100	2	–	–	100
Records	–	200	1	–	–	30
Cassettes	40	20	–	70	60	150
Video tapes	40	2	20	50	30	40
Finance (1978-79)						
On books (£)	486	nr	850	–	150	250
% of capitation used for l.r.p. in recent years	nr	8-12	8-10	22	15	var
Availability of premises (minutes daily)						
Breaktime	15	–	–	–	–	–
Lunchtime	75*	40	60	90 ls* 60 us	(60)	60
After school	–	–	40 Thurs	30 ls 60 us	–	–
Lesson time	–	20*	45* Mon	– ls 300 us	(300)	–
Use as a classroom (% total class time)	100	10-15	93	65 ls – us	(12)	90

Key   * restricted to specific age groups
       l.r.p.   library resource provision
       ls   lower school
       us   upper school

       S   Burnham Scale
       Cl   Clerical Scale
       T   Technical Scale

       pt   part-time

       nr   no reply
       var   variable

      ( )   estimated figure when library reopens

catalogues, all schools having at least a classified sequence to guide the reader to the non-fiction. The usefulness of the catalogues depended on how well they had been maintained. In most of the West Midlands schools they were slightly inaccurate and under-used by readers. Subject indices were generally the most used section of the catalogue.

Policies relating to finance and stock purchase varied considerably. Large allowances, at schools D and E, for example, did not guarantee an adequate stock, additional factors such as inherited stock and staff attitudes also affecting the provision. It was encouraging to find that all schools were making an attempt to view material before it was purchased, including school F which had previously bought through catalogues. The expenditure on reprographics was normally higher than that on books, but in most cases separate allocations were made for these two aspects of provision.

Library resource areas were open at lunchtimes in all schools, apart from school E where special circumstances resulted in the temporary closure of the resource centre. Access to resources at other times varied considerably. In all the West Midlands schools the library was used for normal class teaching for part of the time, so that access was restricted. Difficulties of supervision also limited the use of resources during lesson times, except in schools 2 and 3. Most of the schools attempted to make some additional provision, either at breaktime or after school, and in the latter case the library could be used for doing homework.

Little attempt was made to enlighten colleagues about library resource organisation, but Directors of Resources did appreciate the need to try to inform teaching colleagues of material available in their subject specialisms. In practice, this ranged from the production of complete resource lists, as in school 3, to passing on published information as in school F. Teachers were helped in the production of resources and with reprographics; schemes to assist teachers to make proper use of resources were being introduced, for example in school E.

User education for pupils was considered to be more important. All schools either had, or were implementing, courses related to the

organisation and use of materials for first year pupils. Except
in schools 2 and 3, this tended to be unrelated to the remainder
of the curriculum and was seen as an appendage to the study of
English literature.

Supportive services had been available to all of the schools,
but these had ceased for school B because of a change in local
authority policy. The main services were book purchase schemes
and loans of project materials. Other services, where available,
were not regularly used by the schools. Generally, it was the
responsibility of the personnel in the schools to approach these
services once they had been informed of the opportunities available
to them in the area.

From the preceding case studies it can be seen that the concept
of library resource provision includes books, audio-visual materials
and reprographic facilities, but that the interpretation of these
aspects varied considerably from school to school depending on the
policy of the head teacher and the enthusiasms of the staff. All
the schools had staff who were keen to promote the use of resources,
but who lacked the time, money, or, in some instances, the knowledge
to put their theories into practice. These case studies provide a
background to the schools which will assist in understanding the
results of the survey and, in particular, the factors which affect
the availability of library resources and therefore their use.

References

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2. Books for schools, National Book League, 1979, 54 paragraph
   2.4.11, Table 7.

3. Chambers, M. (comp.) Introduction to Dewey Decimal Classification
   for British schools, 2nd ed. Lake Placid: Forest Press for
   School Library Association, 1968. Based on the 8th Edition of
   the Dewey Decimal Classification system.

4. School Librarian. Quarterly journal of the School Library
   Association. Includes reviews "for school children of all
   ages". Relevant reviews were found in the sections "Seven
   to Eleven" and "From sixteen to upper sixth". Both fiction
   and non-fiction are reviewed.

5. <u>Guardian</u>. Daily newspaper. A page of children's book reviews appear approximately monthly under the heading "Children's Books". Both fiction and non-fiction are included.

6. Moss, E. (comp.) <u>Children's books of the year</u>, 1970 -, National Book League, 1971 - .

7. <u>Library resource provision in schools: guidelines and recommendations</u>, Library Association, 1977, 16 paragraph 35. See also page 30 of this work.

8. Ibid, 23 paragraph 75.

CHAPTER FIVE: EDUCATIONAL AIMS AND OBJECTIVES, LIBRARY RESOURCE PROVISION, AND USE

In this chapter the educational aims stated by the head teachers
are given, followed by details of how attempts were made to fulfil
these by the curriculum offered and the teaching / learning methods
used. The roles assigned to the library resource provision by the
head teachers are considered and where possible related to the
educational aims. These two factors are then discussed in relation
to the provision made, in order to test the second hypothesis that
"the educational aims and objectives determine the amount and type
of library resource provision". This discussion uses the subhead-
ings employed in the case studies of chapter 4, namely premises,
staffing, stock, availability of resources, and services to users.

The School Library Association states that

> ... it is by the use made of a school library in
> furthering the aims of the school that it must be
> judged. (1)

Hence the use of facilities is discussed, excluding the use made of
material on particular subjects which will be considered in chapter
6. This chapter covers the frequency of visits made by pupils and
the types of use made (as given in their responses to Q4 and as
observed by staff in charge of library resource provision), use made
by teachers, and the resources used by pupils. Relationships
between use, educational aims and the roles of the library resource
provision are explored, as are links between schools with similar
patterns of use. Where applicable, mention of findings outside the
West Midlands is made to give an indication whether the results of
the current survey have more general application. The chapter
concludes with a brief discussion of the findings in relation to
the two hypotheses stated in chapter 1.

5.1: AIMS AND OBJECTIVES; THE CURRICULUM; ROLES OF LIBRARY RESOURCE PROVISION

5.1.1: Educational aims and objectives

As found from the literature review (chapter 3), educational aims fall into two major categories: those concerned with personal development and those concerned with the pupils' adjustment to the community. This was confirmed in the aims expressed by the head teachers of the schools surveyed (Table 5.1). Besides these two general aims, slightly more specific aims falling into the category of intermediate objectives, as defined by Nisbet (2), were given.

All of the head teachers agreed that the curriculum aimed to develop pupils' personal strengths, five specifically mentioning the objective of developing intellectual ability, although this was expressed in a variety of ways. It is interesting to note that at school B, where preparation for life after school and, in particular, leisure pursuits were considered of major importance, this objective was indicated in the terms "to assist pupils to learn how to think" rather than developing or stretching intellectual ability, thus representing a fundamentally different attitude to this educational function. Other aspects of personal development that were mentioned included emotional development, which was defined as helping pupils to cope with their feelings; moral understanding; stretching the creative capacity of pupils; spiritual and physical development. The head teachers of the Sandwell schools (D,E and F) did not express specifically these aspects of personal development, but implied them in their more general statements. Emphasis was placed on personal development at schools A, C, D and F, with school A having a particular interest in academic achievement through examination success.

Aims relating to the pupils' adjustment to the community were expressed in most detail by the head teachers who considered this aspect of education more important than that of personal development, whilst not denying the necessity for the latter. Whereas the Dudley head teacher (school A) gave the adjustment aim in the simple sentence "to facilitate the social development of pupils", various aspects were

Table 5.1. Educational aims and intermediate objectives given
by head teachers of the West Midlands schools

School	Aims and objectives
A	To facilitate the mental, cultural, emotional, physical, spiritual and social development of the pupils.
B	To prepare pupils to be responsible members of the community, including the moral aspect of learning to live with other people.
	To help pupils to learn how to think.
	To fit young people to earn a living, coupled with being educated human beings i.e. having some understanding of all aspects of human knowledge.
	To develop leisure interests.
C	To stretch the intellectual capacity of pupils.
	To develop enquiring minds and the use of language.
	To develop a caring community.
	To help children to understand the world in which they live.
	To provide a sense of achievement and enjoyment.
D	To develop the several skills of all abilities, and to fit those subjects for a constructive and meaningful life.
E	To help prepare a child for adulthood: for the world of work, for membership of the community, for family life, for personal development.
F	To educate each child to the best of his ability.
	To equip each child with the necessary skills and knowledge required in society.
	To enable each pupil to enter society as a well balanced, caring individual.

cited at school B, namely:

> To prepare pupils to be responsible members of the
> community, able to live with other people; to fit
> young people to earn a living, coupled with having
> some understanding of all aspects of human knowledge,
> and to develop leisure interests.

A similar breakdown using intermediate objectives was given for
school E, which also emphasized the aim of adjusting to community
life:

> To prepare a child for adulthood: for the world of work;
> for membership of the community; for family life.

Preparation for work was considered to be important at these two
schools, and, although implied by the head teachers at the other
two Sandwell schools (D and F), was not specifically stated in
their lists of aims. The head teachers of schools C and F attempted
to prepare pupils to become members of a caring community, an aim
also implied by the head teacher of school B.

Understanding of the world in which we live was an aim expressed
by the respondents at schools B, C and F. In each case the implicat-
ion was that pupils should be given the knowledge necessary for such
understanding, and this influenced the subjects offered to pupils,
and to a lesser extent, the manner in which they were conveyed, as
shown later.

In chapter 3 it was found that the aims in more recent educat-
ional reports considered not only the outcome of education in terms
of the development of skills and preparation for community life,
but also the manner of education. The aims found in this survey
largely concentrated on possible outcomes of education. Aims
implying methods were expressed at only two West Midlands schools,
namely "learning to think" at school B, and "developing enquiring
minds" at school C. These two aims have implications for learning
methods which could involve the use of library resources. School
2 in the East Midlands had the aims of "helping pupils to organise
themselves and become self motivated" which clearly also had
implications for the manner of learning.

5.1.2: The curriculum and teaching methodology

At most of the schools surveyed fulfilment of the aims was sought
more by offering a wide range of subjects (see Table 4.1. page 78)

than by employing particular teaching or learning methods, although, as is discussed in the following paragraphs, the aims did influence the methods used. Two exceptions to this were found in the East Midlands; the methods at these two schools being the primary means of achieving the aims. At school 2 pupils worked in small groups using enquiry methods of learning, so that they learned to organise themselves and become self motivated, and at school 3 individual topic work was used to assist the pupils' personal development.

Where academic attainment was emphasized (schools 1 and A), a wide range of subjects was offered, but emphasis tended to be on 'O' level rather than CSE preparation. Although this did not entirely exclude informal learning, there was a preponderance of formal teaching to ensure that pupils were given all the necessary facts.

As already discussed, the head teachers at schools C, D and F emphasized aims relating to personal develpment. A wide range of subjects was offered at each of these schools, this being an attempt to "educate each child to the best of his ability" at school F. All three schools grouped pupils in broad ability bands. However, since all pupils within these groups did not learn at the same rate, the use of some individualised learning was necessary, besides formal teaching. Some project work occurred, but worksheets were a major method of imparting knowledge and providing opportunities for pupils to use that knowledge. In this way, pupils were able to progress according to their personal abilities.

School C had an aim implying enquiry methods of learning, and this was fulfilled by the initiation of individual topic work, which also served to provide pupils with a sense of personal achievement and enjoyment. A mixture of formal and informal methods was used at school D. Project work involving small groups of pupils was undertaken in the lower school, particularly for combined studies (humanities), and individual study was encouraged in the upper school, mostly in relation to CSE topics. Pupils were encouraged to develop their individual skills by finding out for themselves.

The subjects and organisation for learning at schools B and E had several features in common. Firstly, each offered a wide variety of practical subjects with application for life at work, home or leisure, these subjects being offered mainly at CSE level

where the emphasis was on practical skills rather than theoretical knowledge "to prepare pupils for adulthood". Secondly, both head teachers allowed staff a fair degree of autonomy in their approaches to the subjects taught. However, pupils were setted according to their abilities at school B, and taught in mixed ability groups at school E, English and humanities courses even being selected so that pupils could be taught in mixed ability groups up to two terms before the examinations. The programme of extra-curricular activities was of importance at these schools, and geared to the interests of pupils, with attention being given to cultural and neighbourhood backgrounds.

5.1.3: Roles of the library resource provision

Whilst at all of the schools the functions of the library resource provision included both reference and borrowing services, often assisted with stock loaned by public libraries; not all incorporated reprographic facilities, or facilities for the use and maintenance of audio-visual materials and equipment. Reprographics were not considered to be part of the library resource provision at schools 1, 4, B and C, and audio-visual services were separated from book provision at schools 1, 4, A, B and C. Reprographic facilities were not listed as a function by the head teacher at school D, but were provided in the upper school resource centre. The head teacher at school A gave no indication as to the role of his library resource provision. However, information was provided to support school work and leisure activities, although the library was inaccessible for most of the school day, the room being used for class teaching.

A summary of the roles given by the other five head teachers is given in Table 5.2. When related to the roles given for library resource provision by the writers whose work is described in chapter 3, it can be seen that West Midlands head teachers were aware of the possible roles, but that little emphasis was placed on educating users, although this did occur to a limited extent (see section 5.2.5); providing a comprehensive service to them; or use of the provision as a centre for enquiry methods of learning.

As would be expected emphasis on particular functions varied from school to school. The stock was to serve both the needs of

Table 5.2. <u>Roles of school library resource provision</u>
<u>as given by the head teachers</u>

School	Roles
A	-
B	To serve both curricular and leisure needs
C	To provide information to extend and amplify the work in the classroom, and to help out school activities. To encourage children to use and enjoy books.
D	To serve the needs of the curriculum by expanding knowledge given in class. To counteract the "sordid material" that children see and read in the mass media.
E	To provide supplementary material to departments. To make radio-cassette and video recordings. To hire fims. To provide book collections. To produce school-devised workbooks and information sheets.
F	To serve the whole school in - the preparation of materials, the provision of resources and back-up material. To make the most economical use of available funds.

the school and support out of school activities at school B where
the leisure aim was important, and at school C where enjoyment of
education was one of the general aims. However, at schools E and
F the library resource provision's chief function was to serve the
reprographic needs of the staff, ranging from the production of
worksheets and photocopying to recording radio and television
programmes. This function was only indirectly related to the
educational aims of the head teachers, the worksheets and record-
ings being a major means of transmitting the information necessary
for adulthood, and the knowledge required in society.

The head teacher at school D subscribed to the main function
of providing material to serve the needs of the curriculum given
by all the main survey schools, but added the requirement that
stock should "counteract the sordid material that children see
and read in the mass media". This requirement did not appear
to have any direct relationship to the educational aims expressed
for the school, although it could be argued that exposure to
literature of high quality and moral standing was necessary to
attain a "meaningful life".

In the schools where the pupils' personal development was
emphasized, the only roles for the library resource provision
common to all were also given by the other head teachers in the
West Midlands. An affinity was found between the aims of schools
B and E, but this did not extend to the function of the library
resource provision, other than in the basic role of providing
information to support the curriculum. The head teacher of school
B felt that the role of the library in helping out of school
activities was as important as that of assisting those organised
within the school, whereas the head teacher of school E expected
pupils to use public libraries for the former. This illustrates
a difference of interpretation of the aim of helping pupils to
adjust to community life. The distance of the nearest public
library was about a mile in both cases, so the proximity or other-
wise of the service cannot be used as an explanation for these
differences. At school B the library was part of the school
community which aimed to represent a microcosm to prepare pupils
for life in the macrocosm, but at school E staff felt that pupils
should use the services of the wider community as soon as possible.

5.2: LIBRARY RESOURCE PROVISION

5.2.1: Premises

The findings of chapter 4 showed that the size of premises varied
considerably, but when compared to the LA standards (3) none were
of adequate size. With the exception of school D, which had two
resource areas, none of the West Midlands schools had an area of
over 200m^2. However, the space allocated was adequate to support
the roles of the library resource provision at most of the schools,
although difficulties were being experienced at school F, and at
school A, although in this latter case no role had been given by
the head teacher. In the total survey schools with the largest
library resource premises were those in the East Midlands with a
policy of informal "teaching" and that in Sandwell which promoted
mixed teaching / learning methods, necessitating more room for
stock and study facilities.

All but school A had some kind of office accommodation in
which the librarian could work. Where reprographic facilities
were considered to have an important function, workroom accommod-
ation was attached to the library resource areas, as in the three
Sandwell schools (D, E and F). At school A the Director of Resources
and teacher-librarian operated separately, and reprographics were
housed away from the library in the Director's office in the science
teaching block. At the remainder of the West Midlands schools and
at schools 1 and 4 in the East Midlands preparation of stencils and
duplication, which was not considered to be a function of library
resource provision, was carried out in the administrative offices.

Seating was not available in proportion to the size of the
library resource areas, for example the two schools with areas
of 200m^2 had 48 and 35 seats, but there was a relationship between
the percentage of pupils who could be seated in the library at
these two schools (B and F), this being 4% and 3.9% respectively.
None of the premises could seat 10% of the schools' pupils as
recommended (4). The best provision in the West Midlands was found
at schools D and E where 6.9% and 7% respectively could be seated.
The reason for this can be explained by the fact that the premises
in school D had recently been constructed and guidance had been

sought from professional librarians, and at school E two buildings
had been amalgamated and the head teacher had a keen interest in
the development of resource provision, so had taken note of
recommended standards when reconstruction had been planned. These
two schools also rated highest on the total resource space per
pupil. However, no direct relationships between the educational
aims of these schools was found. Similarities resulted more from
the interests of the Directors of Resources who had met to discuss
facilities in the past, rather than from the roles seen for the
provision by the head teachers

The head teachers at schools B, C and F were interested in
library resource provision and supported the work of the teacher-
librarians. However, initiative came from the teacher-librarians
rather than the head teachers, and since none of the latter advocated
extensive resource-based learning, larger premises were not considered
necessary. At school A, where the library was, in practice, not
essential to the learning process only 2.3% of the pupils could be
seated, this being arranged for class lessons rather than individual
study by pupils. Details of the premises at all of the West Midlands
schools are summarised in Table 5.3.

5.2.2: Staffing

All of the schools surveyed had someone in charge of the library
resource provision employed on a salary of AP4 or Burnham Scale 3.
Except where these were chartered librarians, as at schools 3 and
4, all had teaching commitments. In the West Midlands education
committees and most head teachers felt that the needs of the
curriculum were best served by employing teachers with library
or resource interests, rather than qualified librarians.

The allocation of staff can be seen in Table 5.3. In schools
where there was both a Director of Resources and a teacher-librarian,
the teacher-librarian had a full-time teaching commitment, and in two
cases (schools A and E) had subject / pastoral responsibilities as
well as library interests. In these schools the Director of Resources,
although having responsibility for all library resource provision,
was more committed to the audio-visual and reprographic facilities,
the teacher-librarian having responsibility for the book stock.

Table 5.3. Summary of teaching methodology, roles of library resource provision, and provision made.

School	A	B	C	D	E	F
Teaching methodology	F	Fp	Fp	M	Fp	F
Roles of l.r.p.						
a) Curricular needs	(x)	x	x	x	x	x
b) Leisure pursuits	(x)	x	x			
c) Reprographics	(x)			(x)	x	x
d) Audio-visual				(x)	x	x
Premises						
Space per pupil.m^2	0.06	0.16	0.1	0.28	0.2	0.2
Seating. % of intake	2.3	4.0	3.8	6.9	7.0	3.9
Staffing						
Scale 3	*DR	*TL	*TL	‡DR	‡DR	*DR
Scale 1/2	*TL				*TL	*TL
Clerical 1	*PT			*PT		
Technical 1	*PT			*	*PT	*PT
Stock per pupil						
Total no. of items	3.6	1.4	9.2	8.4	2.3	4.7
No. of books	3.3	1.1	9.1	8.3	2.1	4.0
No. of non-book items	0.3	0.3	0.1	0.1	0.2	0.7
Capitation % of total						
school capitation	nr	8-12	8-10	22	15	var
Availability						
Total opening hours excl. class use	7½	5.	6⅔	10ls 35us	30	5
% of teaching time used for lessons	100	c13	93	65ls 00 us	12	90

Key F formal teaching
M a mixture of formal and informal methods
Fp formal, but some project work occurring especially in the lower school
l.r.p. library resource provision
a) provide information to support the needs of the set curriculum
b) provide information to support leisure interests
c) provide recording and duplicating facilities
d) maintain audio-visual resources and equipment
( ) function fulfilled, although not given by head teacher
DR Director of Resources   TL Teacher-librarian
PT Part-time   + member of management team
nr no response   var variable
ls lower school library   us upper school resource centre

Note: full details regarding provision are given in Table 4.2 page 79.

Two schools had no clerical or technical help, reprographic
work being assigned to the administrative clerical staff. The
availability of technicians differed according to the LEA, although
this did not result from LEA policies. All Sandwell and Leicester-
shire schools had technical assistants assigned to the library
resource areas, whereas schools in the other authorities did not.

Little relationship was found between the staffing allowed
and the aims of the head teachers or the roles of the provision.
On paper, school A had the most generous allocation of staff, but
the facilities were not integrated into the curriculum of the school,
no particular function being assigned to the library resource
provision. The head teachers of the schools with the lowest staff
allowance (B and C) both indicated two functions for the provision;
serving the needs of the school and helping out of school activities,
the second, leisure function being specific to these two schools.
Both also had aims implying enquiry methods of learning, it being
surprising therefore that so little staff allowance was made.
Reductions in local authority expenditure, and the fact that admin-
istrative staff gave clerical assistance, were the reasons given
for the small allocation, however, little help was available to
pupils or teachers in the resource areas themselves.

Another fact affecting staffing was that in some schools there
were staff inherited from the pre-comprehensive reorganisation.
This explains the Director of Resources at school A, who was a
previous head of science and had to be redeployed. The technician
was based in the science department, although used for all resource
and reprographic needs. At schools E and F, the teacher-librarians
were teachers who had expressed interest in the library and been
given library responsibilities rather than holding posts specifically
assigned to the provision.

The Directors of Resources at schools D and E were both part
of the management team and thus involved in policy decisions, such
as those related to the use of premises, curriculum organisation
and the allocation of funds. The effect of this has already been
seen in the more generous allocation of library resource premises,
and will be seen in relation to other aspects such as capitation.

5.2.3: Stock

The quantities of stock varied from over 10 items per pupil in one
East Midlands school to 1.4 items per pupil in a West Midlands school.
All of the West Midlands schools had well below the 13 items per
pupil recommended by the LA (5), the highest being 9.2 items at
school C. (See Table 5.3). In all cases books formed most of the
stock, the highest amount of non-book material being 0.7 items per
pupil at school F, where audio-visual resources were about to be
redistributed to the subject departments. The types of audio-visual
material varied from school to school: all held some video tapes and,
with the exception of school C, cassettes, although the quantities
varied considerably. In considering the effectiveness of stock,
size is only one factor, the actual content and relevance of the
stock to the educational aims and objectives of the school being
of more importance. This will be discussed more fully in chapter 6.
A small stock of items related to the current curriculum is of more
value than a large stock of dated or unrelated items.

Fiction stock ranged from that which was totally inadequate to
support either the curriculum or leisure needs (school E) to that
which contained a wide range of types of literature at varying levels
(school C). Two schools (A and D) had an emphasis on good quality
literature. At both of these schools the head teachers were keen
to promote the development of the pupils' potential to its highest
level. Thus reading below potential was positively discouraged
and "light fiction" not provided. The selection at school A
reflected the academic bias of the curriculum. Fiction at school
B illustrated the leisure aim of the educational process by including
a wide range of literature, some of a very light nature. More details
of the fiction stock in relation to English teaching will be given in
chapter 6.

The sections of the non-fiction stock in which most literature
was available were those related to the humanities, especially history.
Details of non-fiction stock in the humanities, sciences and sports
will be given in relation to subject specialists objectives in chapter
6. The stock at three of the West Midlands schools included material
to support leisure activities, (A hobbies, B and F sports). Of these
schools, the leisure aim was only expressed at school B. Schools D

and E had very little stock related to leisure activities, this reflecting the role of the provision as seen by the head teachers.

In the West Midlands non-book material was intended more for use by staff than pupils. Schools where resources were held by the subject departments had least in the library resource areas. (Schools C and D). The storage of audio-visual material was affected by the head teachers' attitudes towards care and maintenance, the size of the school and its traditions, rather than related to the educational aims of the schools, or roles assigned to the library resource provision.

The most generous allocation of funds for purchasing stock (see Table 5.3, page 92) was found at schools D and E, the persons in charge of the provision at these two schools being members of the management team.

5.2.4: Availability of resources

As found in chapter 4, none of the resource facilities in the West Midlands were open throughout the day for any pupil to use, and in three schools (A, C and F) the library was used as a classroom for over 90% of the teaching time. The total hours that facilities were open for pupils to use averaged between five and ten hours per week, the upper school resource centre at school D, and the resource centre at school E being the exceptions. (Table 5.3). Overall, the opening hours related more to the total accommodation within the school and the number of pupils housed than to educational aims. Staff and pupils at schools A and F were under stress because the buildings were housing many more pupils than intended. Although school C had a falling roll, the library was in use as a classroom 93% of teaching time. This had resulted in part from the introduction of sixth form studies with more small group teaching, placing a strain on the number of rooms available, and in part on the increased number of ethnic minority pupils who needed to withdrawn from normal lessons for specialist English language teaching.

5.2.5: Services to users

With the exception of school F, all schools gave some kind of library instruction to their first year pupils, and information either in the

form of a leaflet on library provision or lists of new or relevant
stock were offered to staff. Instruction in most of the schools
was included as part of English teaching; thus the library and the
English department were linked, and the value of the library for
other subjects not fully appreciated. Schools where the link with
English was less marked (2, 3 and D) were those where either informal,
or mixed teaching methods were promoted by the head teachers. The
need for user education was recognised at all schools if the provision
was to supplement material used in class. However, many pupils
appeared unable to relate skills taught in library lessons to other
information needs. The type of instruction provided resulted more
from the strengths of the personnel with library resource respons-
ibilities rather than school policy or educational aims. Fuller
details of the type of instruction provided have been given in the
case studies, in section 4.1 under the subheadings "Availability
of resources and services to users", and in section 4.2 under the
subheadings "Services to users".

5.3: USE OF LIBRARY RESOURCE PROVISION

5.3.1: Frequency of visits

To discover how often second and fourth year pupils (selected for
the reasons given in 2.6.3, page 13) made use of the library resource
provision at the schools included in the main survey and whether
their visiting patterns were consistent, respondents were asked to
indicate both their normal frequencies of visits, and the date of the
last visit. The full results are shown in the figures and tables of
Appendix III1. The most striking feature was that the highest percent-
age of respondents indicated that they only used the provision once
a year or less, demonstrating that the function of the resource centre,
even as a support to the curriculum, was not vital to the efficient
running of the curriculum as the head teachers had thought. Brosnan's
study in Australia showed a sharp contrast to this in that most
pupils questionned went to their resource centres two or three times
a week (6). The exception to the main finding in the West Midlands
was at school C where the highest percentage of respondents used the
facilities a few times a month, but even here many fourth year pupils

only visited once a year or less. The more frequent use by pupils at this school,however, was a reflection of the head teacher's aim to develop enquiring minds, which will be considered in more detail in relation to the type of use pupils made.

Least resource centre use occurred at school E, resulting from staffing problems as discussed in the case study (4.2.5). Here, second year pupils made the least visits, 74% of respondents never having used the facilities. The only other school in which second year pupils made less frequent visits than fourth years was A, this being explained by the academic aim of the school, pupils being required to use the provision for CSE study but not having any real need before this stage.

With the exception of school D, less than 15% of respondents normally made daily visits to the library. No second year pupils at school A, nor any in either age group at school F,normally went to their library areas daily. These two schools both had an emphasis on the personal development of pupils and in particular furthering intellectual abilities. The role of the library resource provision was not positively related to the curriculum in either school. More daily visits were made by second than fourth year pupils at school B, and marginally more at D and E. These last two schools had integrated studies programmes which involved younger pupils in using library resources, although this is only one contributory factor as will be seen in the following sections.

When pupils' replies were analysed it was found that overall more second than fourth years used the library provision at least a few times a month. However, there was a wide variation between schools, ranging from 16% of second year respondents at school E to 69% at school D. Over half of the second year respondents at schools B, C and D visited the areas at least a few times a month, pupils being more frequent visitors to the areas at these three schools than elsewhere. Schools B and C had aims implying enquiry methods of learning, and school D use informal as well as formal teaching methods, thus encouraging the use of the provision.

In the East Midlands the observations of the persons in charge of the library resource provision indicated that, as in the detailed case study schools, pupils in the 12-13 age group tended

to make more use of the facilities than the older pupils.

Fourth year pupils at schools E and F made the least regular
visits, lack of availability of the premises, and lack of staff
to assist pupils contributing to this result. In neither school
was the resource provision fulfilling the role seen for it by the
head teachers.

Differences were found between boys' and girls' frequencies
of visits. At schools B and C more boys than girls only made yearly
visits or less, but at schools A and F the reverse was true. Reasons
for this will be sought when the type of use that was made is
considered. Differences were found between the two age groups at
the remaining schools, second year girls and fourth year boys being
the least frequent visitors at school D, and the reverse being the
case at school E.

As would be expected from the above more girls than boys made
daily visits at schools B and C. Throughout the West Midlands how-
ever there was little significant difference between the numbers of
boys and girls using the facilities at least once a month. Even
within schools the difference was often small, the only significant
difference being found at school C where, in both age groups,
substantially more girls than boys made more regular visits. This
cannot be attributed to the aims or the roles of the library resource
provision, hence reasons will be sought when use is considered.

The dates that pupils gave for their most recent visits to the
provision showed that visiting patterns did not remain consistent
and were easily affected by changes of timetabling, examinations
and other school events. In total more pupils had made a visit
within a shorter time span than was normal.

5.3.2: Types of use made

It is in the types of use made that one can discover how far the
educational aims and roles of the library resource provision are
fulfilled. Pattern of use was ascertained both from the observat-
ions of the persons in charge of the provision and the responses
of pupils, the latter being asked to indicate both their normal
reasons for using the facilities and why they last used them, in
order to find explanations for changes in patterns of visiting.

Distinctions between use for school work and that for personal interests were made, and other "social" kinds of use considered, such as keeping warm at breaktimes. Use for lessons was also investigated, this accounting for the largest percentage of responses at school D and, with reference use for school work, at school B. Classes comprising boys only having lessons in the library accounted partly for their more frequent visits than the girls at school A. Table 5.4 summarises the most frequent types of use, as found from the replies of pupils, and as observed by the teacher-librarians. Use for lessons has been excluded from this table, but is included in Table 5.5 page 101, which summarises the main kinds of use.

School work versus interest use

Most use was made for school work, rather than for pupils' own interests, detailed analyses being given in Appendix III2, Tables 1 to 6. Use for school work was particularly noticeable at schools A, C and E, these schools emphasizing the educational aims of the organised curriculum, rather than out of school activities, although these were recognised at the first two schools and the library had a role to fulfil in the provision of stock to help pupils with their out of school interests. The fact that a higher percentage of girls than boys made use of the provision for school work at school C may account for the higher visiting frequencies indicated by the girls. Differences were noticeable between the two age groups in the amount of use made for school work. With the exception of pupils at schools D and E, fourth year pupils generally made more use of the provision for school work than those in the second year, this resulting from the need to find information for CSE topics. Within the younger age group, girls were more likely to look for information for school work than the boys. Of the boys who required information for school work, all but those at school A were more likely to refer to stock rather than borrow it.

Use for pupils' own interests was most noticeable at school B, fulfilling the leisure aim of the head teacher, and at school D, despite the head teacher's aims for the provision being opposed to this use.

Table 5.4. Use of library resource provision (excluding lessons)

School	A			B			C		
Respondent	T/C	Pupils nor	rec	T/C	Pupils nor	rec	T/C	Pupils nor	rec
Major uses									
1	B(nf)	R(sw)	R(sw)	B(nf)	R(sw)	Br	B(nf)	R(sw)	B(sw)
2	Br	B(sw)	B(sw)	Br	B(in)	R(sw)	R	B(sw)	R(sw)
3	R	B(in)	Br	R	R(in)	Other	B(f)	R(in)	Other

School	D			E			F		
Respondent	T/C	Pupils nor	rec	T/C	Pupils nor	rec	T/C	Pupils nor	rec
Major uses									
1	B(f)	B(in)	B(in)	R	R(sw)	R(sw)	Br	R(sw)	Br
2	Br	R(in)	R(sw)	?	B(sw)	Other	R	B(in)	Other
3	B(nf)	R(sw)	B(sw)= Other	?	W	B(sw)	B(f)	W	B(in)

Key T/C   Teacher in charge of library resource provision
     nor   normal use
     rec   most recent use
     1   Use most noticed by the teacher, or receiving the
           highest proportion of mentions by pupils
     2   The second most frequent use observed by the teacher, or
           receiving the second highest proportion of mentions by pupils
     3   The third most frequent use observed by the teacher, or
           receiving the third highest proportion of mentions by pupils
     B   Borrowing
     R   Reference use of stock
     Br   Browsing
     W   Keeping warm at breaktimes
     (nf)   non-fiction
     (f)   fiction
     (sw)   school work
     (in)   pupils' own interests

School	A			B			C			D			E			F		
Use	% of replies nor rec		T/C	% of replies nor rec		T/C	% of replies nor rec		T/C	% of replies nor rec		T/C	% of replies nor rec		T/C	% of replies nor rec		T/C
Reference use	34	41	*	27	17	*	40	23	*	24	19		33	25	*	32	17	*
Borrowing	38	28	*	19	12	*	32	35	*	22	28	*	24	16		25	17	*
Browsing	7	13	*	8	16	*	6	1		8	6	*	6	3		4	25	*
"Social use"	7	6		8	13		2	16		5	9		14	14		9	18	
Lessons	8	4		16	30		7	6		26	32		12	25		19	8	

Key   nor   normal use
       rec   most recent use
       *   indicates one of the three uses to be most noticed by the teacher
       T/C   teacher in charge of library resource provision

% of replies – i.e. % of total replies from second and fourth year pupils
"Social use" – includes keeping warm at breaktimes and "other" recent use
Lessons–includes use of the provision for normal teaching purposes, not library user education.

Table 5.5. Use of library resource provision by pupils

Borrowing versus reference use

Differences between borrowing and reference use of information
varied from school to school. At the Dudley school (A) more
respondents borrowed books, rather than referring to them, although
fourth year pupils made more use of the latter facility. Throughout
the West Midlands survey girls borrowed more books than the boys.
Exceptions were found amongst the fourth year pupils at schools
D and E. At school C there was a large amount of borrowing and
reference use by pupils both for school work and leisure interests,
this being higher for school work amongst the girls. These uses
account for the larger proportion of pupils making regular library
visits here, and suggest that the provision was being used to fulfil
the aim of developing enquiring minds.

At schools B and E more pupils referred to books rather than
borrowing them, the difference being most noticeable in the older
age group, and for boys of both age groups. These schools had
similar educational aims as already discussed and the stock was
small in both cases, with 1.4 and 2.3 items per pupil being available.
Most of the reference use was for school work. School F showed a
similar pattern except for the older boys, who borrowed books rather
than using them for reference.

In the East Midlands reference use was highest at schools 2 and
3 for finding information for topic work. Borrowing featured higher
at schools 1 and 4, most of this being non-fiction both for school
and leisure interests. Although relationships have been found
between the relative amount of reference use and borrowing and the
educational aims, it is clear that other factors such as size of
stock, availability of staff and premises have a more direct influence;
thus no conclusive statements can be made.

Homework use

Limited use was made of the facilities for doing homework, this
being primarily the use of the accommodation for homework study,
not necessarily involving the use of library resource stock. Most
use for homework (11% of the replies) occurred at school C,
particularly by second year pupils, and added to the number of
pupils making frequent visits to the library. Other schools where

significant mention was made of homework (8% - 9%) were B and E,
both as already mentioned having similar emphasis of aims. Schools
C and E had a high proportion of ethnic minority children, and others
who came from large families or homes where doing homework was
difficult, so the teachers were glad for them to use the library
facilities for this purpose. With the exception of those at school
E, second year pupils were more likely to use the accommodation
for homework than the fourth years, the exception being explained
by the recent staffing problems there.

Audio-visual / reprographic use

The resources used will be discussed more fully later, but use of
audio-visual materials in the library resource centres, except at
school 2 and to a lesser extent at school 3, was minimal. Only
seven of the total second year respondents in the West Midlands
gave this reason for using the resource centres, five being pupils
at school F, where use was made for video replay. Twelve fourth
year pupils used audio-visual material in their centres, most being
at school D where listening tapes of fiction were available and in
demand. No use was made of audio-visual material at school C, such
resources being stored elsewhere in the building.

It was significant that helping with reprographics was only
mentioned by respondents at school E, where this function was of
major importance. The small number of respondents from school F
may explain why no mention was made of this function, when
reprographics were treated as having similar importance at both
schools. In both cases technicians were responsible for most of
the recording, duplicating and maintenance of equipment.

Browsing and "social" use

With the exception of school F, browsing was mentioned by 6% - 8%
of all respondents. Pupils in the second year at schools A, B and
F gave this reason more often than the fourth years, the reverse
being found at the remaining schools.

As found by Brosnan in Melbourne (7), school libraries are
considered by pupils to have a social function: 19% of her respond-
ents considered it a comfortable place to be and nearly 21% a place

to meet friends. In this survey pupils at all of the schools made
some use of the library accommodation to keep warm at breaktimes,
the range being from 14% at school E to 2% of pupils' responses at
school C. Many pupils took the opportunity to meet friends at this
time. This was particularly true at school E. The amount of
"social" use did not relate to the size or availability of the
premises, but there was a relationship between staff attitudes and
social use, staff being much more tolerant of such use at school E.
None of the Directors of Resources of teacher-librarians directly
forbade such use, although they preferred to think that pupils were
browsing, rather than just "meeting friends". Only 2% of the replies
indicated "social" use at school C, so this use did not account for
the more frequent visits made by pupils there. It was, however, a
contributory factor to the finding that boys at schools A and F made
more frequent visits to the library accommodation than the girls,
the library being a regular meeting place for these boys.

As stated in section 5.3.1, second year pupils were more frequent
visitors to the library resource areas than the fourth years at
schools B and D. The reasons appear to be that second years at both
schools made more voluntary use of the facilities, such as borrowing
for interest, doing homework, browsing and keeping warm at breaktimes.

Use immediately before the survey

Immediately before the survey more use had been made of library
resource accommodation for lessons, this resulting from reorganisation
due to examinations. Full details of use immediately preceding the
survey are given in Appendix III2, Tables 7 - 12. Use of the areas
for school work received significantly more mentions than that for
personal interests, including at school B, and reference use for
school work formed the highest proportion of total mentions by all
the pupils surveyed.

The balance of reference use versus borrowing was inconsistent
with normal patterns (see Table 5.5, page 101), especially at schools
C and D where more borrowing had occurred. No explanation could be
found for this change in use. Very little use had been made of the
areas for homework.

As shown in Table 5.5, there had been an increase in browsing,

especially at schools A, B and F and "social" use at all but school
A. The increase in "social" uses such as "talk, nothing else to do",
and one boy who gave "static electricity shocks by rubbing [his]
feet on the carpet and touching people" may be partly accounted for
by the fact that some pupils had finished examinations and were
biding time to the end of the summer term.

These findings show, as did those of Perfitt (8), that use of
school library resource centres varies according to the time of the
school year. The findings at schools B and F showed the widest
divergence between "normal" and "most recent use", less use being
made for pupils' own interests, but more for browsing and in the
fourth year lessons at school B, and much less use being made for
lessons, but much more for browsing at school F. The reduction in
use for lessons at school F is explained by the fact that by the
time the questionnaires were answered fifth year pupils had left
the school, thus leaving rooms available for class lessons, rather
than using library accommodation. Where interest forms an important
part of use, as at school B, it is to be expected that this will vary
according to pupils' inclinations, sports seasons and other events.

Teachers' observations

The persons in charge of the library resource provision were asked
to indicate which types of use predominated according to their
observations. These observations related to use by pupils through-
out the school, not only to the second and fourth years. It was
also not possible for staff to distinguish meaningfully between use
for school work or for pupils' own interests. Thus, differences
between replies from staff and those from pupils were found. The
most striking was that borrowing was given by staff as the most
noticeable use at four of the schools (see Table 5.4, page 100),
three of whose pupils made most mention of referring to information,
although at school C more borrowing had occurred immediately before
the survey. Use by pupils immediately before the survey was more
nearly reflected in the staff replies than their normal patterns of
use. This was particularly true of browsing. The most consistent
replies were from school A, which may result from the rigid organis-
ation of the curriculum, allowing little opportunity for variations
in practice.

Summary

Table 5.5, page 101 summarised the percentage of responses for
each of the main types of use and showed whether the use was one
of the three most noticed by the person in charge of the provision.
This showed that from all the replies, most reference use occurred
at schools A, C and E. No direct links could be found between the
educational aims, or roles of the library resource provision to
account for this. Borrowing was also high at schools A and C,
both head teachers emphasizing the aim of personal development
and achievement, although there were differences in attitudes
towards curriculum organisation. Browsing and "social" use
featured high at the two schools with emphasis on the pupils'
place in the community, there being a relaxed atmosphere in both
schools and pupils not being extended to their absolute limits.
Links found between aims, the roles of the library resource
provision and types of use show that while there may be relation-
ships these are not conclusive.

5.3.3: Use by teachers

All of the teachers used personal or departmental resources in
preference to those in the library resource areas. Those who used
the library resource provision did so mainly to borrow items for
lesson preparation, the majority looking for information at their
level rather than the children's. Other major uses were selecting
a few books for use in the subject departments, or a few items to
use as examples, or from which to read extracts in lessons. At
schools E and F this material was as likely to be audio-visual
as print material, thus supporting the role of the provision as
seen by the head teachers. At a comprehensive school in London
(9) it had been found that teachers mostly borrowed materials to
use as examples in their teaching, books for discovery learning
by pupils, or small collections to use in their departments. From
these and the findings of the current survey it can be concluded
that teachers did consider the library resource provision to have
a function in helping them both to prepare and give lessons. The
overwhelming result of the survey in the West Midlands was however
that teachers did not consider the provision vital to the curriculum,
and in most instances would have managed to transmit the information

without the existence of school library resources. This corresponds to the findings of Young and Grimes, who discovered that many of their respondents would experience no disruption to their teaching if the school library closed. (10)

5.3.4: Resources used

Pupils used many kinds of materials, but books were the first choice of the vast majority of respondents, and printed materials, including charts and maps, received the highest proportion of the total mentions of materials. Of the pupils who did not give books as their first choice of resource, most indicated charts or maps. The use of charts related to their availability within the schools; for example, charts were used by the English department and those concerning popular sports were readily available to pupils at school B, supporting the leisure role of the library resource provision. Least use was made of these media at school D, where they were not available within the resource centre, nor easily carried by staff at a split site school. These findings related to charts and maps constrast with Perfitt's survey, where it was found that these media received minimal use, much more use being made of multi-media collections, slides and filmstrips. (11)

Boys in the West Midlands, excluding those in the second year at school C, made more use of audio-visual materials than the girls, this sex difference also being found in Brosnan's study in Australia (12). The most used audio-visual material was records and cassettes, these including sound recordings of English literature and, in the Sandwell schools (D, E and F), video cassettes. At all schools audio-visual material not held in the library resource areas was listed, indicating that Q4/7 was open to misinterpretation, and that pupils did not know the source of materials used in class lessons.

Audio-visual material was most mentioned at schools E and F, as shown in Table 5.6 below. This would be expected from the roles given for the library resource provision at these two schools. School F also had the most audio-visual material available within the resource centre and the area was used for video replay. Fourth year pupils at school D made much mention of audio-visual material, this possibly being attributable to the fact that the

Director of Resources was actively promoting the upper school
provision as a multi-media resource centre. Least use was made
at school A, where the emphasis of education was on acquiring
text book style facts to memorise for examinations. The full
analyses of findings regarding the resources used are included
in Appendix III3.

Table 5.6. Resources used. % of total mentions of resources

School	A	B	C	D	E	F
Resources						
Books, pamphlets etc...	56	54	44	59	42	42
Charts and maps	37	32	32	16	35	22
Audio-visual material	7	14	24	25	33	36

5.4: SUMMARY AND CONCLUSIONS

Head teachers placed emphasis either on developing the pupils'
personal abilities, or on their adjustment to community life.
Aims implying particular methods of teaching or learning were
only given at schools C and D. The subjects taught and the levels
at which they were offered were influenced by the aims and object-
ives expressed, it being found that practical subjects were more
likely to be available in those schools stressing the preparation
of pupils for their place in the community. However, no direct
relationship was found between educational aims and the roles given
to library resource provision, the same aims sometimes being
interpreted differently with regard to the resource centre function
as found at schools B and E.

At several of the schools the traditional separation of library
and audio-visual resource facilities was found. Reprographic equip-
ment was available in all schools, but not always considered to be
part of the library resource provision. Where the functions of the
provision included reprographic facilities, these were attached to
the library resource centres, rather than allotted to the administ-
rative offices. The size and allocation of space in the library
resource premises resulted more from the interests of the personnel
involved than from the head teachers' aims and objectives.

The allocation of professional staff to the library resource provision had largely evolved according to staff interests and changes in LEA policy, such as comprehensive reorganisation and staff redeployment procedures, rather than educational aims, teaching methods or the role of the provision within the individual schools.

Relationships were found between stock provision and aims in the type of fiction provided, and amount of stock for leisure purposes, but the findings were not sufficient for definitive statements to be made. More details of non-fiction stock in relation to subject teachers' objectives will be given in chapter 6. The availability of the provision related more to the total accommodation within the school than educational criteria.

At all of the West Midlands schools it was found that the library resource provision was not fully integrated into the total educational process of the school. Although relationships were found between aims and the provision of stock, it must be concluded that educational aims and objectives had minimal effect on the amount and type of library resource provision available, other factors such as externally imposed policies and staff interests being of importance.

The educational aims and curriculum organisation did, to a limited extent, affect the use of the library resource provision. It was found that pupils attending schools with an emphasis on personal development and formal organisation made more infrequent use of the provision. More regular visits were made by pupils attending schools where the head teachers had aims implying enquiry methods of learning or informal teaching methods (B, C and D). Integrated studies courses for second year pupils also stimulated pupils to search for information in their school libraries.

Most use by pupils was for school work, girls borrowing more books for this purpose than the boys. Interest use occurred both at schools with leisure aims, and at those where the head teachers did not consider that the library had a function in this respect. The type of use related loosely to the size of stock, reference use being higher at schools with small quantities, as at schools B and E.

Use of audio-visual material in the library resource areas was minimal, least use being made at the school with academic aims (A). Most use was made at schools where audio-visual resources were considered to be an integral part of the library resource provision (D, E and F).

The findings regarding use of the libraries do indicate that educational aims and curriculum organisation have some effect on the use made. Additional evidence will be sought, to discover whether the main hypothesis can be substantiated, when subject teachers objectives and attitudes are related to the use of stock in particular areas of information in chapter 6.

References

1. Libraries in secondary schools, School Library Association, 1972, 7.

2. Nisbet, S. Purpose in the curriculum, University of London, 1957, chapter 1.

3. Library resource provision in schools: guidelines and recommendations, Library Association, 1977, 27 paragraphs 98, 99.

4. Ibid, 31 paragraph 107.

5. Ibid, 23 paragraph 75.

6. Brosnan, P. Students' use of the school library and attitude towards it. Australian School Librarian, 13(3), 1976, 74.

7. Ibid, 75, 76.

8. Perfitt, M. The use of books and media materials in the new approach to learning in comprehensive schools: the results of a survey. Education Libraries Bulletin, 22(1), 1979, 63.

9. Ibid, 60.

10. Young, P.E. and Grimes, M.K. The school library: an under-powered resource? Education Libraries Bulletin, 23(1), 1980, 23.

11. Perfitt, M. op cit, 62.

12. Brosnan, P. op cit, 80.

CHAPTER SIX: OBJECTIVES, AND USE OF RESOURCES
ACCORDING TO SUBJECT

School libraries traditionally serve English and humanities subject
interests best, and this was confirmed in the current survey, both
in the East and West Midlands. Substantial numbers of pupils also
borrowed books on sports and other hobbies, and in the West Midlands
science (including pure and applied) received nearly 15% of the
subject citations. Therefore, this chapter concentrates on the use
of stock in four areas; fiction, humanities, science and sports.
Each section outlines the objectives given by the relevant subject
teachers, the library stock in that field, and the use of that stock
mainly by pupils but, where known, also by teachers. Discussion of
these four subject areas is followed by findings related to other
subjects that were mentioned in more than one tenth of the responses
from particular schools.

Table 6.1 summarises the subjects which were sought most by
pupils and the most cited reasons for those subjects. Figure 6.1
summarises the reasons given by pupils for requiring information
in the four subjects discussed in detail. The full analyses of
subject use and the reasons given by pupils for requiring the inform-
ation are given in Appendix IV. The objectives cited by subject
teachers for each of the four subjects at the West Midlands schools
are summarised in Table 6.2.

6.1: ENGLISH FICTION

English fiction was one of the most used sections of stock at all
schools, and thus it is fitting to begin discussion of subject use
with comments on teachers' objectives for this subject and the use
made of the stock.

School	2nd year pupils						4th year pupils						Total pupils						School
	Priority of subject						Priority of subject						Priority of subject						
	1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd		
	Subject	R	Subject	R	Subject	R	Subject	R	Subject	R	Subject	R	Subject	R	Subject	R	Subject	R	
A	History	2	Geography	2	English	2	History	5	Pure sciences	1	Hobbies	3	History	5	English	2	Geography	2	A
B	English	2	Sports	2	Hobbies	3	Sports	2=3	Pure sciences	2	English	2	Sports	2	English	2	Pure sciences	2	B
C	Religious education	1	History	2	English	2	History	2	Pure sciences	2	Sports	3	History	2	Sciences	2	English= R.Ed.	2	C
D	English	2	Community studies	2	Sports	2	English	2	Careers	1	Sports	2	English	2	Sports	2	Community studies	2	D
E	Combined studies	2	English	2	Sports	3	Humanities	2	Technical/ homecrafts	2	English= R.Ed.	2	Humanities	2	English	2	Pure sciences	2	E
F	Sciences	2	English	2=5	Humanities	1=2	English	2	History	5	Pure sciences	1=2	English	2	Pure sciences	2	Humanities	1=2	F

Key R main reason given for looking for information
  1 – teacher sent pupils
  2 – pupils interested in the subject
  3 – pupils' hobbies
 *5 – pupils' own personal reasons

*Note Numbers used relate to those given in the full Analyses, Appendix IV2.

Table 6.1. Subjects sought by pupils in library resource areas

Figure 6.1   Reasons for requiring subject information:

showing proportions of responses indicating each of the five reasons

TOTAL SECOND YEAR RESPONSES
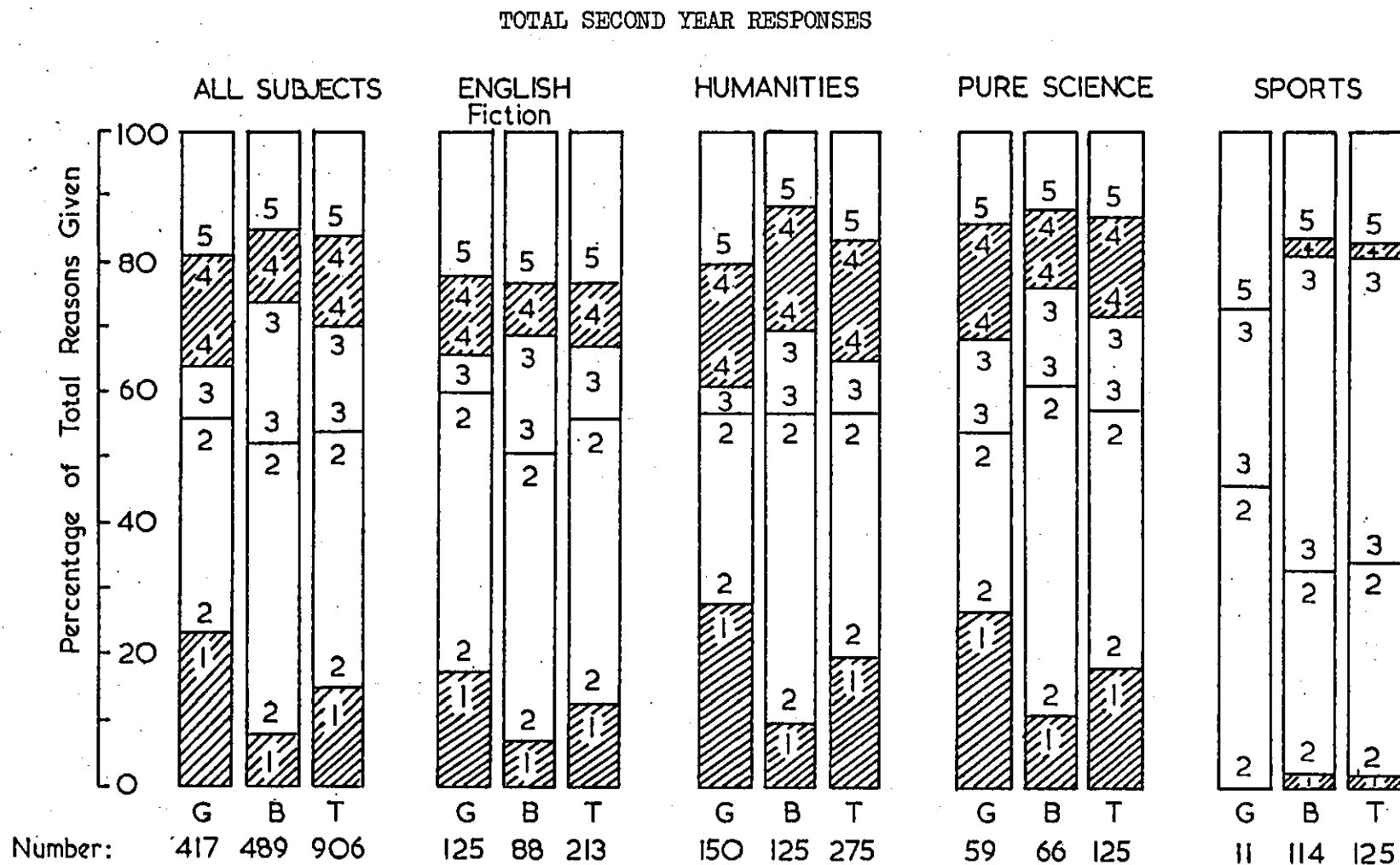
TOTAL FOURTH YEAR RESPONSES
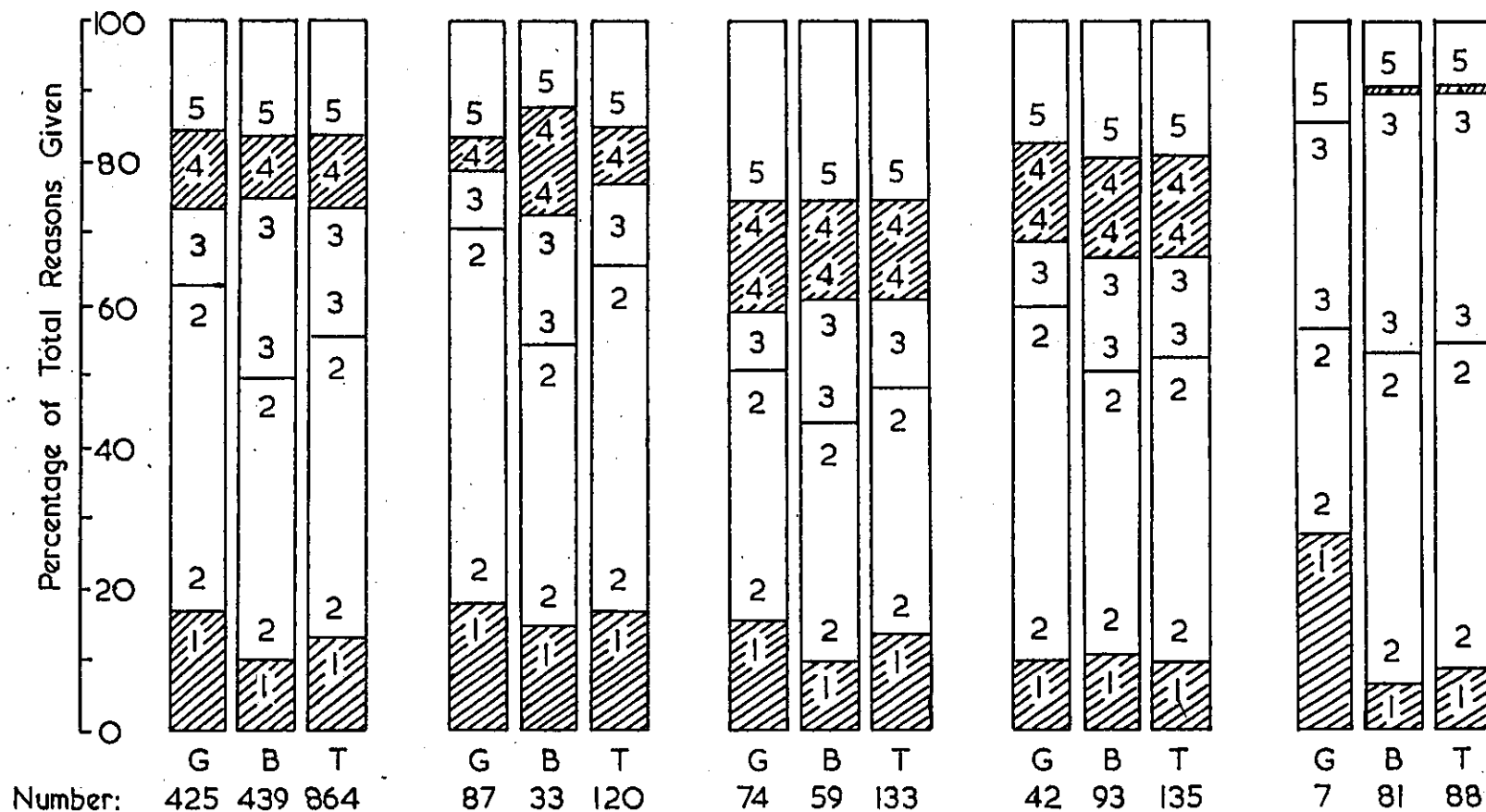
1   Pupils sent by teacher
2.   Pupils' interest in subject
3   Pupils' hobbies

4   Pupils'difficulties with subjects
5   Pupils' personal reasons (undisclosed)
G: Girls   B: Boys   T: Total

Shading indicates school initiated reason

Table 6.2. **Curriculum objectives for selected subjects**

Subject	Objectives	A	B	C	D	E	F
				Schools			
English	To develop pupils' reading skills	*	*			*	*
	To develop pupils' writing skills	*	*	*	*	*	*
	To develop pupils' verbal ability	*	*	*	*	*	*
	To expose pupils to literature	*	*	*			
	To help pupils to appreciate the moral lessons of literature	*					
	To teach pupils to write imaginatively			*			
	To enjoy literature			*			
	To comprehend meaning			*	*		
	To develop study skills						*
	To develop aural understanding						*
	To fit pupils for external examinations	*					*
Humanities	To make children aware of the changing world situation	*	*	*	*	*	*
	To help pupils to understand the world in which they live		*		*	*	*
	To develop basic skills	*					*
	To develop enquiring minds	*		*			*
	To gain examination success	*					
	To make pupils civilised human beings able to hold their own in conversation		*				
	To use a variety of materials				*		
	To enjoy learning					*	
	To observe accurately and record information						*
Science	To teach knowledge appropriate to today's society	*	*	*	*	*	*
	To teach pupils how to think	*	*	*	*		
	To teach scientific method		*		*	*	
	To prepare pupils for external exams.	*	*		*		*
	To create interest in science for non-vocational reasons	*	*				
Physical education	To create enthusiasm for sports	*	*		*	*	
	To prepare pupils for their leisure after leaving school	*	*			*	*
	To develop physical strengths	*		*	*	*	*
	To gain pleasure from physical exertion	*	*				
	To enable pupils to find their talents			*	*		*
	To give opportunity for team work	*		*	*	*	*

6.1.1: Objectives of English teaching

Most head teachers had expressed aims of preparing pupils for life
in a literate society, necessitating the development of basic skills
in reading and writing. As shown in Table 6.2, these skills were
amplified in the objectives given by the teachers of English, the
desire to develop them to the absolute maximum being given at schools
A and C. Language, rather than literature, was stressed throughout,
although the teachers in authorities other than Sandwell did express
objectives relating to the latter. Sandwell teachers viewed
language and literature as an integrated subject.

6.1.2: Fiction stock

As indicated in chapter 5, fiction stock did reflect the educational
aims and objectives of the staff. At school A, the library provided
the literature to which pupils were exposed, stock being selected
that was representative of the classics or of high literary merit,
in an attempt to provide novels which would "portray moral lessons".
Stock related mostly to English syllabi. School D also provided
literature of high literary merit. The leisure aim, and that of
providing a broad education, were reflected in the fiction
provided in the library at school B. Both classical and light
fiction were available in order that pupils might gain "experience
of a wide range of literature" as cited in the school's list of
objectives for English teaching. Enjoyment was a criterion at
school C, the wide ranging stock being displayed with care, and
including a large number of paperbacks and attractively bound volumes.

Fiction stock was particularly poor at school E, the main
objective of English teaching here being to impart basic literacy,
necessary in a school with many pupils from non-English speaking
families. (The departmental collection was also small, consisting
of only 40 books). School F had a poor stock, but efforts were
being made to provide a wide variety of literature at varying levels
to fulfil the objective of "developing reading skills through the
use of a wide variety of literature".

Pupils at each of the schools considered the fiction stock to
be inadequate. There was a noticeable demand for light fiction,
which included fantasy, ghost stories, science fiction, adventure,

crime, thrillers, romance and, at school C, Enid Blyton. Overall, science fiction was the most popular class of fiction. It was particularly noticeable at school A, that a large number of pupils would have liked to see more light fiction in the library - a reaction to the academic bias of the school. Teachers of remedial education at this school also expressed the desire for more fiction for the less able. At the other schools English teachers were fairly satisfied, although a wider range of attractive fiction would have been appreciated at school F, and more audio-visual material such as recordings (sound and video) of literary readings and plays would have been found useful at schools B and C. Schools where literature was treated separately to language did not necessarily have a more adequate fiction stock, although within the context of the schools' aims and objectives the stock was acceptable to teachers, if not to pupils who had reading requirements beyond those initiated by subject teachers.

6.1.3: Use of fiction stock

Although fiction stock was used at all schools, differences were found not only between schools, but between age groups and sexes. English fiction was sought more by the younger than the older pupils, as shown in Figure 6.2, and except at schools A and C more often by girls than boys. At school A this difference is explained by the boys desire for science fiction. By the fourth year however, boys required science "fact" rather than fiction. Throughout the West Midlands fiction was used most for interest and personal reasons, (see Figure 6.1, pages 113, 114), rather than as a direct result of the teaching within the school, again indicating that school libraries have roles beyond those expressed for them by teachers.

Most mention was made of fiction at schools D and F, where 29% and 27% of the subject replies named fiction. Since there was no similarity in the stock at the two schools, and the only comparable teaching objectives were those relating to basic skills, other reasons must be sought for the high number of citations. At both schools the main reason for requiring fiction was interest in it. A high proportion of boys naming fiction (29% of second and 50% of fourth years) at school D indicated that they read as a hobby,

SECOND YEAR

FOURTH YEAR

OVERALL
N = 1386

GIRLS
346

BOYS
386

TOTAL
732

GIRLS
330

BOYS
324

TOTAL
654

Percentage of Responses

E H S Sp O

N: Number of citations
E: English (fiction)
H: Humanities

S: Science
Sp: Sports
O: Other subjects

a: Applied science
h: Hobbies
HE: Home economics / homecrafts

Figure 6.2. Subject responses, showing differences between age groups and sexes

-118-

this being the largest percentage of pupils giving reading as a
hobby to be found. Personal reasons also received a high proport-
ion of the reasons mentioned at both schools. (Full details of
the reasons why pupils required information can be seen in the
tables of Appendix IV2). A few pupils at school F had been sent
to find a novel by a teacher.

Teachers' attitudes differed in that lower school pupils at
school D were encouraged to use the library weekly, whereas at
school F the English specialists were not encouraging pupils to
use the library resource centre at the time of the survey because
of the inadequacy of the stock. From these findings it does appear
that individual pupil's interests governed the use of fiction stock,
a finding which is further substantiated by the replies from the
remainder of the West Midlands schools.

Fiction received 15% - 18% of the subject responses at schools
A, B and E. (It must be remembered however, that few pupils
actually used the library resources at school E). As found at the
preceding two schools, most use was for interest, this accounting
for 57%, 38% and 49% of the second year replies, and 38%, 54% and
50% of fourth year replies respectively. Personal reasons were
given the second highest number of mentions. Only one pupil at
school A, three in each age group at school B, and seven second
and three fourth years at school E had been sent to use the stock
by a teacher.

At school A the teacher in charge of the English department
stated that pupils were encouraged to use the library weekly in
their first two years at the school. As 24% of the subjects listed
by second year pupils at this school were related to English
literature, it does appear that this attitude was having an influence,
although not necessarily in the stock selected, most being for
interest, rather than "appreciating the moral lessons of literature"
as given in the English teacher's list of objectives. However,
the objectives were being partly fulfilled in that pupils were
being exposed to literature which, at this school, was of high
quality.

Teachers at school B similarly encouraged younger pupils to
use the library, although they did not consider it of importance

in fulfilling objectives. Nevertheless, the fact that at both
schools younger pupils made more use of the fiction stock than
the older pupils, must in part, be attributable to the teachers'
attitudes. The fact that second years also made more use of fiction
stock than the older pupils at <u>school E</u> was attributable to the
combined studies programme and pupils' interests, English teachers
not directing pupils to the stock.

At <u>school C</u> 12% of the responses were for fiction, and as at
all other schools, interest and personal requirements were the main
reasons given. Some second year pupils had been sent to find a
novel by a teacher, but it was not the English department's policy
to initiate use after the first year. Pupils were left to discover
what they enjoyed by themselves, helped by attractive displays in
the library. This more casual attitude appears to have led to
proportionately less use of the fiction stock, but it must also
be remembered that the intake of this school was multi-ethnic, many
pupils therefore not automatically being interested in English
literature, despite attempts that were made by the teacher-librarian
to purchase stock to appeal to pupils of varied backgrounds.

The existence of objectives relating to literature does not
appear to have any direct relationship to the proportion of pupils
using the stock. Where literature and language were taught as
integrated subjects, as at schools D and F, high fiction use occurred,
although these figures may be misleading as the number of respondents
was low at school F. It seems that whilst teaching objectives may
influence the provision of fiction stock in the library resource
areas, they have little direct influence in the pupils' use of
the books.

English specialists at all but school F used the stock to assist
them in their lesson preparation, and in all but schools A and F to
find materials from which to give readings in class. At school A
some library stock was withdrawn for use in the English department.

6.2: HUMANITIES

Humanities is taken to include geography and history, and combined
studies programmes for lower school pupils which included these
two subjects.

6.2.1: Objectives of humanities teaching

The major objective of humanities teaching at all schools was to
make children aware of the changing world situation. Beyond this
an appreciation of the world was sought, and at schools A, C and
F the development of enquiring minds. The humanities teacher at
school D had an objective referring to the methods by which the
subject was taught, namely "to use a variety of materials and
stimuli" to achieve the other objectives, which could have had
implications for library resource centre use. Schools A and F
strove to improve basic skills, particularly in the techniques
of recording information. As would be expected from the educ-
ational aims of school A, the objectives of humanities teaching
included gaining examination success. The general aims expressed
in more detail by humanities teachers were those related to
personal intellectual development and to a lesser extent, cultural
awareness. The two schools where adjustment to community life was
of importance taught humanities to enable pupils "to lead a full
and interesting life, able to appreciate the world around them".

6.2.2: Humanities stock

As stated earlier, the humanities are traditionally well served by
school libraries and thus the stock in these subjects is normally
greater than that for other subjects. Humanities stock in the
West Midlands was fairly extensive, but not necessarily relevant
to the current curriculum. The most apt stocks were found at
schools where the humanities teachers had taken an active interest
in the provision and suggested titles, as at schools B, C and to a
lesser extent D and E. At schools C and D stock favoured the upper
school, in the former case a range and choice of materials being
available to assist pupils in assignments that would help them "to
think critically and make judgments". The stock at school D served
CSE interests and, to a lesser extent, the demands of the community

studies programme. In the lower school library books were recently published, but included series such as Wayland's "Regional studies", Batsford's "Past into present", Routledge Kegan Paul's "Local search" which proved rather difficult for many of the pupils. At these four schools, pupils did express the need for more books on humanities, geography (especially countries) being mentioned more than history, except at school C where second years named history most. Local history information was inadequate at school D, and was in demand for the community studies programme.

Stock at schools A and F was in need of editing. Both the geography and history sections, although extensive, where considered inadequate by the pupils at the first school, who were expected to use them for projects as part of the objective of developing " enquiring minds" and for CSE study. Stock at school F was considered to be totally inadequate, being outdated and thus not considered of value by teachers. Pupils expressed the need for more information to support history CSE topics. Less relationships were found between the educational aims and objectives for humanities teaching and the stock provided than were found for fiction.

6.2.3: Use of humanities stock

Humanities subjects were included in the first three most cited subjects at all but school B, as shown in Table 6.1, page 112, although the percentage of replies listing humanities subjects was higher at school B than at D. (See Figure 6.3). Teachers in charge of the provision had observed that the stock was relatively well used at all but school D. Throughout, more use was made of the stock by the younger pupils and more by girls than boys, as illustrated in Figure 6.2, page 118. School C was the exception to this latter observation. Where history and geography were taught as separate subjects to either age group more use was made of the history stock. As shown in Figure 6.1, pages 113 and 114, most pupils required the information out of interest, and particularly in the fourth year, for personal reasons. Throughout the survey more pupils used library stock in the humanities to help them to overcome difficulties with the subject then was so for English.

By far the highest percentage of pupils using humanities stock was found at school A, where 57% of second and 32% of fourth year
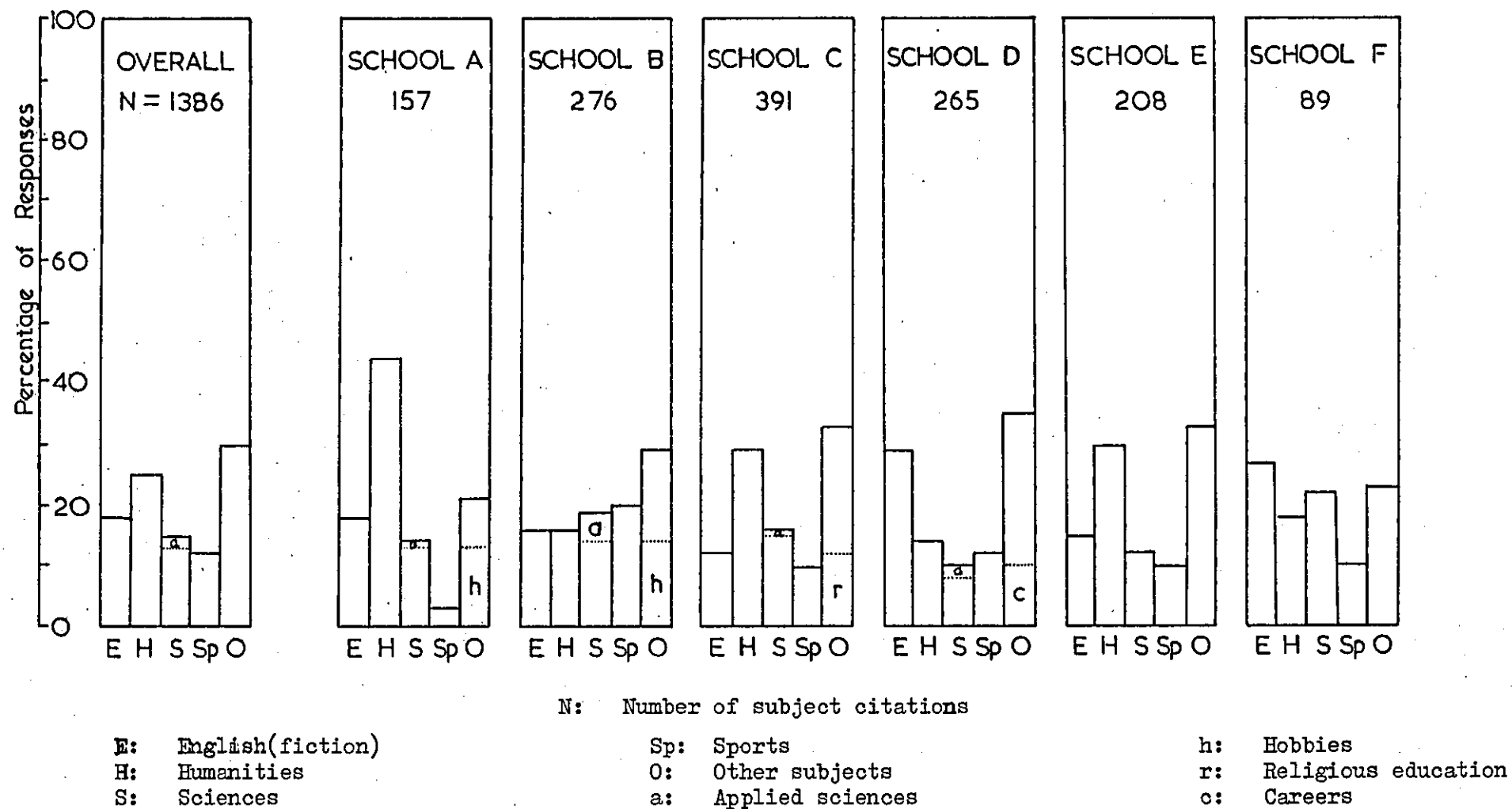
Figure 6.3. Subject responses, showing differences between schools

N: Number of subject citations

E: English(fiction)   Sp: Sports   h: Hobbies
H: Humanities   O: Other subjects   r: Religious education
S: Sciences   a: Applied sciences   c: Careers

subject mentions were for history and geography. It appears, therefore , that the objective of developing enquiring minds was influencing the use of stock. 21% of the reasons given for requiring historical information and 19% of those for geography in the second year were that a teacher had sent the respondent. 17% of the replies for history in the fourth year also gave this reason. All respondents giving this reply were girls. In total however, more respondents gave interest and personal reasons for requiring the information, rather than the demands of a teacher. Second year pupils who had difficulties with the subject were more likely to use the library stock for geography than for history, but the reverse was true for the fourth year, so no conclusions can be drawn.

Substantial use of humanities stock was made at schools C and E, this area being cited in 29% and 30% of the replies. At both schools more pupils used the stock out of interest than because they had been sent by a teacher. Several pupils at school C gave more than one reason for requiring the information; thus some of those who gave interest had also been sent by a teacher. As at school A, girls in the second year at this school indicated that they had been sent by a teacher more than the boys. Boys gave more personal reasons in each age group. History teachers at both schools encouraged the older pupils to make weekly use of the library. At school C the head of the geography department showed little interest in the use of library resources, but from the fact that 56% of the second year girls' reasons indicated that they had been sent to use the stock by a teacher, it must be assumed that other geography teachers had different views. School C, as school A, had objectives for humanities teaching which strove to develop enquiring minds, this objective affecting the percentage of pupils using the stock.

Under 20% of respondents made use of the humanities stock at the remaining three schools (B, D and F). There was a very marked difference between the two age groups at school D, with 25% of second, but only 5% of fourth year responses indicating this subject area. This resulted from the division of staff between the two parts of the school, and the integrated studies programme which encouraged younger pupils to make use of the stock, more so than the older pupils. With the resource centre being very new, older pupils were not yet orientated to make full use of it, although the stock was

geared to CSE study. The only aspect of humanities to be mentioned by older pupils was history.

Although 42% of second year reasons for requiring humanities information indicated interest, and another 19% personal reasons, it must be assumed that the interest was generated by the teaching, class instruction initiating topic work with small collections of library books being used to arouse interest, and encouragement being given to pupils to use the library weekly. The library materials used were mostly books, the "variety of materials" used to achieve the teachers' objectives coming from personal and departmental sources. Older pupils were encouraged to use the library for history a few times a term. Not all of the fourth year respondents gave reasons for requiring information, but interest was the main reason given by those who replied.

19% of second year responses at schools B and F cited humanities information, although this is of little significance for comparative purposes as few pupils responded at the latter school. Differences were found in the reasons given by the two sexes, particularly at school B. Half of the reasons given for requiring geographical information by the second year girls were "personal", whereas no younger boys gave this response. The most significant difference given for history was in the percentage requiring the information for hobbies, this accounting for 31% of second year boys', but only 7% of the girls' reasons. A similar phenomenon occurred amongst fourth year pupils for this subject.

A higher percentage of fourth than second year pupils required humanities information because a teacher had sent them for it, this being the most mentioned reason by the older pupils. These differences indicate that teachers' attitudes may have influenced use by older pupils, but that individual and leisure interests accounted for most use of the stock. Unfortunately the humanities teachers' attitudes to pupils' use of library resource centre stock were not given.

At school F second year pupils used the stock both out of interest and because a teacher had sent them, this resulting from the combined studies programme. Personal reasons were given in a quarter of the responses. Most use by fourth year pupils was for

personal reasons. No use was made of the geography stock, largely because the teachers of this subject did not encourage library use.

It appears that the provision of appropriate stock did not necessarily lead to a higher percentage of pupils using the information, less use occurring at school B with a small but appropriate stock than at school A with a stock in need of editing. The existence of objectives regarding the development of enquiring minds or use of materials did not significantly affect the proportion of pupils using the stock. However, it was noticeable that by far the highest percentage of pupils giving hobbies as the reason for requiring information was found at school B, with its leisure aims.

All of the humanities teachers who replied used the library stock to assist them in their lesson preparation. The Sandwell teachers withdrew small collections of resources to use in their own departments, which included some materials for use by pupils undertaking project work. This did not affect however the proportions of pupils using stock within the library resource areas.

6.3: SCIENCE

The term science is used to refer to biology, chemistry and physics. Whilst some of the general citations for these subjects could have included applied science topics, it has been assumed that use of the Dewey class 500 (pure sciences) was implied. Where pupils made specific mention of applied science information this has been noted separately, and is shown as such in Figure 6.2, page118.

6.3.1: Objectives of science teaching

The main objective of science teaching was to teach knowledge appropriate to today's society, in order that pupils might leave school with, at minimum, a basic understanding of scientific knowledge so that they would be able to appreciate scientific and technological advances around them. Coupled with this was the objective of teaching scientific method, or "the ability to think", omitted only by school F. Four of the teachers in charge of science departments considered it important to prepare pupils for

external examinations, at three of the schools this being
considered a way of helping pupils to apply themselves in depth
and learn scientific method. As would be expected school B taught
science partly to create interest in the subject for non-vocational
reasons, this objective also being expressed at school A. The
objectives for science teaching related most to the head teachers'
intermediate objectives of intellectual development, this taking
the form of academic achievement at school A, and examination
success being considered necessary for pupils to have "a meaningful
life" at school D. Although all schools taught science to assist
pupils in their adjustment to the environment, even at schools B
and E, the emphasis was on individual achievement and understanding.

6.3.2: Science stock

Science stock generally did not serve to support the curriculum,
most science teachers having shown little interest in the use of
library resources. Library stock related more to topics of general
interest such as animals, electricity and water, and to applied
sciences such as communications technology, rather than the subject
syllabi. This was particularly true at schools B and D. Emphasis
at school A was on natural science, much of which served the general
interests of younger pupils, and also on topics related to pollution
and industry to support the "O" level syllabus requirements. At
three of the schools (C, E and F) the science departments held their
own resources, thus library stock was of little relevance.

None of the science teachers considered the library resource
centre stock adequate, although few had shown any interest in the
stock, or made suggestions to the teacher-librarians or Directors
of Resources as to what could be included. Staff at school B felt
that more specialist books were needed and that text books should
be duplicated in the library resource centre. More audio-visual
material would also have been appreciated. The desire for extra
non-book resources was also expressed at school D.

Pupils at all schools had some criticism to make of the science
stock, fourth years naming the subject more than second year pupils.
Besides general mentions of sciences, chemistry and physics,
individual topics such as oil industries, pollution, iron and steel

were listed by fourth years seeking information for examination studies. Nature, particularly animal life, was cited by some of the younger pupils. Applied sciences such as engineering, electronics, transmitters, vehicle maintenance and computer science were mentioned, mainly by the older respondents.

6.3.3: Use of science stock

Sciences came into the three most cited subjects at four of the schools (B, C, E and F), although the subject was mentioned in more than 10% of the subject citings at all but school D. Teachers in charge of the library resource provision noticed that the science stock was one of the sections to be used most. Boys required information on science topics more frequently than the girls. Older pupils showed more interest in the subject than the younger pupils (see Figure 6.2, page 118). Requirements regarding the different aspects of science varied from school to school, with more physical than natural science information being sought at schools A, C and D. The real requirements of the younger pupils were difficult to ascertain as they often just stated science, combined sciences being taught to these pupils. As for other subjects, most pupils required the information out of interest (see Figure 6.1, pages 113, 114).

The highest proportion of responses (22%) indicating science was found at school F; mainly second year pupils who required the information either because a teacher had sent them or out of interest. Older pupils who sought science information did so out of interest, staff considering the provision almost irrelevant to the teaching. However, since so few pupils answered the questionnaire at school F, the proportions looking for science at the other schools are more meaningful.

At schools A, B and C the percentages of subject citings indicating science were 13%, 14% and 15% respectively, the subject being the second most sought by fourth years at each of the schools. 12% of the responses indicated science information at school E, but here very few respondents made use of the library resource centre for any purpose.

Fourth year pupils cited science more than the second years

at <u>schools A and C</u>, most requiring information related to the physical sciences. Even where the information required came into the natural science classification the material often related to chemical topics such as pollution. Boys at both schools sought the information mainly out of interest, and this was also true of the girls at school C, but at school A, girls indicated difficulties and personal reasons more often. Hobbies were included in the responses, more by pupils at school A than at school C. Where natural science was mentioned, most pupils required the information to satisfy their interests or for personal reasons, although 38% of the responses given at school A indicated that a teacher had sent the pupils to make the enquiry.

Second year pupils looked for science information mainly for personal reasons at school A, and for interest at school C. 26% of responses at school C indicated difficulty with the subject, but none gave this reason at school A. Staff did not encourage pupils to use the library resource stock at either school.

Pupils were more interested in natural than physiacl sciences at <u>school B</u>, and as observed by the teacher-librarian, most use was made of the natural science stock. Applied science was also given in 5% of the subject responses, this being the highest to be found at any school. Most science information was required for interest and hobbies, especially by the older pupils. Half of the physical science information was required for personal reasons. Few pupils had been sent to find information by a teacher, thus the stock served the leisure interests of pupils, not the subject syllabi. Staff felt that it was the pupils' individual interests and attitudes that governed the use made of the resource centre stock, rather than their age or the requirements of the syllabi, a view substantiated by the pupils' replies. Library resources were only of moderate importance to science teaching, text books, OHP transparencies, filmstrips and worksheets being used in a formal teaching situation.

Science teachers at <u>school E</u> had a negative attitude to the use of library resources, but surprisingly, it was the third most cited subject by pupils. As would be expected therefore, most information was sought to satisfy interests and, particularly in the second year, hobbies. Three second year pupils had been sent

for information by a teacher, despite the attitude of the head of department.

At <u>school D</u> science was not one of the three most mentioned subjects. Most of the pupils naming the subject were boys who required the information to satisfy interests. Staff only considered the use of library resource provision of importance to examination pupils, these being encouraged to use the resource centre a few times a term. None of the fourth year respondents however had been sent for information by a teacher.

Although teachers' attitudes seemed to have little effect on the use made of science stock, it does appear that, to a limited extent, objectives for science teaching were being reflected in the reasons pupils gave for using the stock. Staff were succeeding in creating an interest in science for non-vocational reasons at schools A and B, pupils requiring information for interests and hobbies. The fact that science was listed in more than a tenth of responses suggests that the need to pursue their knowledge in order to understand more about today's society had been recognised. However, it appears that library resource provision in the West Midlands has only a minor role to play in assisting curriculum requirements in the sciences.

Teachers used the library resource centre stock mainly for lesson preparation, or to withdraw items on a long loan basis for use in the department. Some books were withdrawn for topic work at schools B and D.

6.4: SPORTS

6.4.1: Objectives of physical education teaching

The main objectives for physical education teaching were, as shown in Table 6.2, page 115, to develop physical strengths, to give opportunity for team work and to create enthusiasm for sports. Four schools (A, B, E and F) had objectives of preparing pupils for their leisure on leaving school. "Pleasure from physical exertion" was indicated at schools A and C, this being interpreted as "pushing the body to its absolute limits" at school A, but as "feeling a sense of achievement" at school C. The head teachers'

intermediate objectives which were most obviously fulfilled by
those for physical education teaching were naturally physical and,
to a lesser extent, emotional and social development, and at school
B, the leisure aim. The two objectives which had most implications
for possible library use were those of creating enthusiasm for
sports and leisure interests, both of which were expressed at
schools A, B and E. Use of stock related to sports will show
whether these objectives had an effect in this respect.

6.4.2: Sports stock

At most schools stock related more to extra-curricular and leisure
activities, including fishing at schools A and C, than to the
physical education skills taught in the schools. At schools A and
F stock selected had resulted from pupils' enquiries, not directly
from the aims and objectives of physical education teaching. The
amount of material was greater at schools where the leisure function
was recognised , as at schools A and B. Sports stock at school D
had been purchased to help pupils to "gain knowledge of a wide
variety of social games" and for this reason was fairly extensive.
Use of it was, however, left to pupils' interests, resources not
being directly referred to by teachers in support of their objectives.
The sports section at school E's resource centre was small, emphasis
in the school being on practical skills and demonstrations.

Criticisms of the stock were made at all but school D. Leisure
requirements such as motorcross, surfing, football, athletics, riding
and motorcycling were found to be lacking by pupils at schools A and
B. Staff at these two schools were fairly satisfied with what was
available. General requests for more sports books were made by
pupils at schools C and E, and at school F the stock was considered
to be "very inadequate in all areas".

6.4.3: Use of sports stock

The highest percentage of pupils requiring sports' information was
found at schools B and D, the subject being one of the three to be
most cited at these schools. Teachers had particularly noticed use
of this section of stock at schools A, B, C and D. More boys than
girls named sports, and with the exception of schools E and F a

higher percentage of fourth than second year pupils showed interest in the subject. Overall, most sports information was required for hobbies or interest. With the exception of one second year boy and a few fourth years studying for CSE sports, all the information at schools B and D was wanted to satisfy interests, hobbies or for personal reasons. At school B the physical education teachers encouraged CSE pupils to use the resource centre weekly, but at school D there was a negative relationship between teachers' attitudes and use by pupils, the former considering the library resources of no importance to their teaching.

10% of the subjects listed at schools C, E and F were sports. At school C the largest proportion of pupils required the information for their hobbies, this reason accounting for over 40% of those given. This reason was also cited in 48% of the second year responses for sports at school E. Most use was out of interest at school F, this reason also accounting for the second highest percentage of pupils' responses at the other two schools. Some use was made of library resources for CSE sports' theory at school E, but otherwise pupils were not encouraged to use the provision by teachers of physical education.

Least use of sports information was made by respondents at school A, only 3% of the subjects given being sports, and all but one pupil citing interest as the reason for requiring the information. This is surprising in that the sports stock aimed to serve leisure interests, and that the teacher-librarian had indicated that this area of stock was well used. Perhaps pupils other than those in the second and fourth years made extensive use of the section. However, 13% of respondents at this school indicated that they sought information about hobbies, some of which could have been sporting activities. (As would be expected a high proportion of the responses (14%) cited hobbies at school B).

Use of the sports section of stock clearly served the leisure interests and hobbies of pupils, even where this was not an object-ive given by the head teachers or subject specialists. Objectives which strove to create enthusiasm for sports at schools A, B, and E had no direct effect on library resource centre use. Again how-ever, it was clear how the leisure aim permeated school B, by far

the highest amount of use of this subject occurring here. From
the formal organisation and academic aims of school A, one would
expect only a few pupils to use the library stock for leisure
interests. This appears to be so from the findings for sports,
but cannot be substantiated from the teacher-librarians observ-
ations or the many mentions of hobbies by pupils. From the
reasons for requiring the information given by pupils, it seems
that interests beyond the school governed the use they made of
stock in this subject area.

Teachers of physical education made some use of the stock
for lesson preparation (schools B, D and E), and at school E
had borrowed a small collection of resources for use in the
department.

6.5: USE OF STOCK IN OTHER SUBJECTS

As can be seen from Table 6.1, page 112, pupils in some schools'
searched mainly for subjects other than the four already discussed.
Figure 6.2, page 118,showed that fourth year pupils, especially
the girls, sought a large number of "other subjects". Homecrafts
accounted for 15% of the girls' replies and will be discussed later.
The reason that so many other subjects were mentioned by the older
respondents was that, as shown in Table 4.1, page 78, a much wider
range was available to them. Many of the subjects received less
than 5% of the citations so will not be discussed separately.
Subjects to be discussed are those given in Table 6.1, and others
which received more than a tenth of the citations at any school.
The remaining subjects are given brief mention at the end of the
section.

Religious education

Religious education was one of the three most mentioned subjects at
school C, receiving 12% of the total listings and being included in
19% of the second year replies. Stock was reasonably adequate al-
though five pupils had found omissions, particularly with regard to
"religious" personalities and world religions. This resulted partly
from the fact that many pupils were requiring the same information

concurrently. Unfortunately the religious education teacher did not reply to the questionnaire, so the objectives and attitudes of the staff could not be ascertained. However, from the pupils' responses it was clear that teachers did encourage the younger pupils to use library stock to discover information. 38% of the reasons given by second year respondents were that a teacher had sent them, and 27% that difficulties were found with the subject. These reasons occurred least throughout the total survey. This suggests that teachers' attitudes did have an effect on the use of stock at this school.

Religious education was the third most named subject (with English) by fourth years at school E (12% of reponses). None of the second years mentioned the subject. Teachers encouraged the older pupils to use the resource centre stock a few times a term, particularly for information for CSE topics. Pupils felt that the information available was inadequate for this purpose. Most pupils sought information because of their interest in the topic, although 21% of the reasons indicated that a teacher had suggested use of the resource centre. 16% of the responses indicated personal reasons. Pupils at the remaining schools gave little mention of religious education.

Careers

Careers received 18% of the subject responses of fourth years at school D. The subject was taught "to provide information and to assist pupils in the interpretation of it". Use of library resources was essential to the teaching, and stock was considered to be adequate by both the head of department and the pupils. The fact that the department was located in the resource centre made it easy for pupils to make use of the information in the resource centre. Nearly half of the careers enquiries resulted from a teacher asking pupils to seek information, although many of the respondents indicated that they were also interested in the subject. Personal reasons were given by a few pupils. Careers information received virtually no mention (1% or less of replies) throughout the remainder of the survey, showing that use at school D resulted from the staff attitudes and the location of the department.

In other schools, particularly E, the careers departments held
large collections of pamphlets, so pupils were not directed to
library resource centre stock for this subject.

Homecraft and technical subjects

These subjects received significant mention by fourth year pupils,
especially at school E, homecrafts accounting for 32% of the girls'
replies and technical subjects for 24% of the boys' replies. The
other school where these subjects received substantial mention was
C, where 23% of the fourth year girls' responses indicated home-
crafts. The teacher-librarian at this school had also noticed that
the section was well used. At both schools the purpose of teaching
homecrafts was to prepare pupils for life outside school, namely
to give them an understanding of the knowledge and skills necessary
to run a home and care for a family. Some encouragement was given
to fourth and fifth year pupils to use the library provision,
although it was by no means considered vital to the subject teaching.
Both schools rated it between 3 and 4 on a 5 point scale, 5 indicat-
ing that the library resources were completely irrelevant to the
teaching. Stock was not considered to be adequate at either school,
more "reference" and recipe books being required. Girls also
wished to see more books about child care on the shelves. Cookery
and needlework were mentioned by pupils at school E.

Most girls required the information out of interest, this
accounting for 82% of the reasons at school C and 45% at school E.
None of the girls had been sent to find information by a teacher
at school C, but 20% had at school E. It appears that factors
other than teacher encouragement affected use of homecraft stock.
More encouragement was given to pupils by staff at school D, but
less respondents cited the subject than at schools C and E.

Technical studies were taught at school E "to encourage
creative thinking and initiative", as well as craftsmanship. How-
ever, this objective did not have any relationship to possible
library use according to the teacher in charge of the department.
Nevertheless, it does appear that pupils referred to stock in the
resource centre, the stock being considered by the teacher to be
"adequate for our needs". Pupils thought otherwise, four boys
considering it inadequate for woodwork and eight for metalwork.

The total number of boys who had sought information on technical subjects was fifteen. Over half (58%) required the information for interest and 17% for personal reasons. Only one boy required the information because a teacher had sent him.

Use of homecraft and technical subjects at school E, whilst not reflecting the subject specialists' attitudes, did show the influence of the general educational aims of the head teacher, and in particular the intermediate objective of preparing pupils for family life. Pupils felt the need to discover information related to these subjects for themselves.

Subjects resulting in lesser use of library resources

Mathematics: Throughout the survey it was found that very few pupils made use of library resource centre stock for this subject, teachers not considering the provision of any relevance to their teaching.

Foreign languages: Teachers of foreign languages gave objectives of helping pupils to find out about and understand other cultures, which could have had implications for library usage, but little occurred. Even at school F, where pupils were regularly encouraged to use the stock for consulting dictionaries, pupils did not do so. Languages received the most citings at school C - by four pupils!

Music and art: These subjects were only listed by a minority of pupils, more by the older than younger pupils. Most mention of these subjects was found in the responses from schools C and D, most younger pupils at school C having been sent for music information by a teacher. However, the reasons given by respondents from the other schools indicated interests beyond those of the organised school curriculum.

6.6: SUMMARY AND CONCLUSIONS

In addition to fiction the sections of stock to receive most use according to the observations of the teachers in charge of the library resource provision were history, sciences and sports. English (fiction), the humanities, especially combined humanities and history, sciences, and sports were most mentioned by pupils.

These findings were consistent with those found by Perfitt in London (1), although social studies and art also featured at her school - this latter subject resulting largely from the location of the department near the resource centre. In the West Midlands the location of departments was also a minor factor in determining the amount of subject use, as found with careers at school D.

Fiction was one of the most used sections of stock at all schools, even though the objectives for teaching English centred on language in the West Midlands. However, library stock did relate to the objectives for English teaching. Pupils used fiction for leisure as well as school purposes, and felt that the library should fulfil their leisure needs, this being so even where staff did not consider it to be a function of the library resource provision. Fiction was required more by the younger than older pupils, this resulting partly from teachers giving more encouragement to younger pupils to use the stock, although most use resulted from the pupils' own interests and personal reasons.

Little relationship was found between the objectives for humanities teaching and the library stock. Most use of it was again by the younger pupils, who had interests in the various aspects of humanities, some of which had been generated initially by the teaching within the school. Generally more girls than boys cited humanities.

Science teachers had shown little interest in the library resource stock and did not consider it important in fulfilling their objectives for teaching the subject. Pupils were very critical of the book provision. More fourth than second year pupils required science information, and in both age groups boys showed more interest than the girls. Interest and hobbies accounted for a high proportion of the reasons given for requiring the information, use having little relationship to the taught syllabi. At the schools where science teachers had expressed objectives relating to understanding of the subject for non-vocational reasons it could be concluded that the library resource centre stock was one of the avenues through which this objective was being fulfilled, although little encouragement was given to pupils to use it.

Sports stock related more to pupils' out of school interests,

the objectives of physical education teaching having virtually
no direct effect on library resource provision. Use by pupils,
the majority of whom were boys, was for interest. The attitudes
of teachers had little effect on the use or lack of use of library
resources related to sports.

Use of material on other subjects amounted to less than a
third of responses and resulted from the particular interests of
teachers, or emphases within the school. Thus use of the religious
education section occurred as a result of a teacher having a
particular interest in the function of the library in helping
pupils to discover information. The more general objectives regard-
ing preparation for home life and the emphasis on practical subjects
at school E may have influenced the proportion of pupils citing
homecraft and technical subjects. As already indicated, the
location of the careers department led to high use of the section
at school D.

The differences between schools in the proportions of responses
naming the various subjects has been shown in Figure 6.3, page 123.
In order to discover where use of subject information was most
related to the organised curriculum within the school it is necessary
to consider the total reasons for requiring information that were
given by pupils. Figure 6.4 summarises the reasons given in total
and for each school. (The full analyses are given in Appendix IV2).
At all schools the highest proportion of responses gave interest
as the reason. Personal reasons and hobbies received the next
highest number of citings, the notable exception being found at
school C, where the second highest proportion of reasons indicated
use of the library to help pupils overcome difficulties with the
subjects. This reason received least mention in the total survey.
A higher percentage of pupils had been sent to find information
by a teacher at schools A, C and F than elsewhere, this being the
third most cited reason at these schools. Least mention of hobbies
was made at schools C and F.

From the above it can be seen that the school where pupils
required information most for taught curriculum subjects was C.
It was found that staff here encouraged pupils to use the library
resource provision, and the reasons given by the latter do suggest
that the head teacher's aim of "developing enquiring minds" as
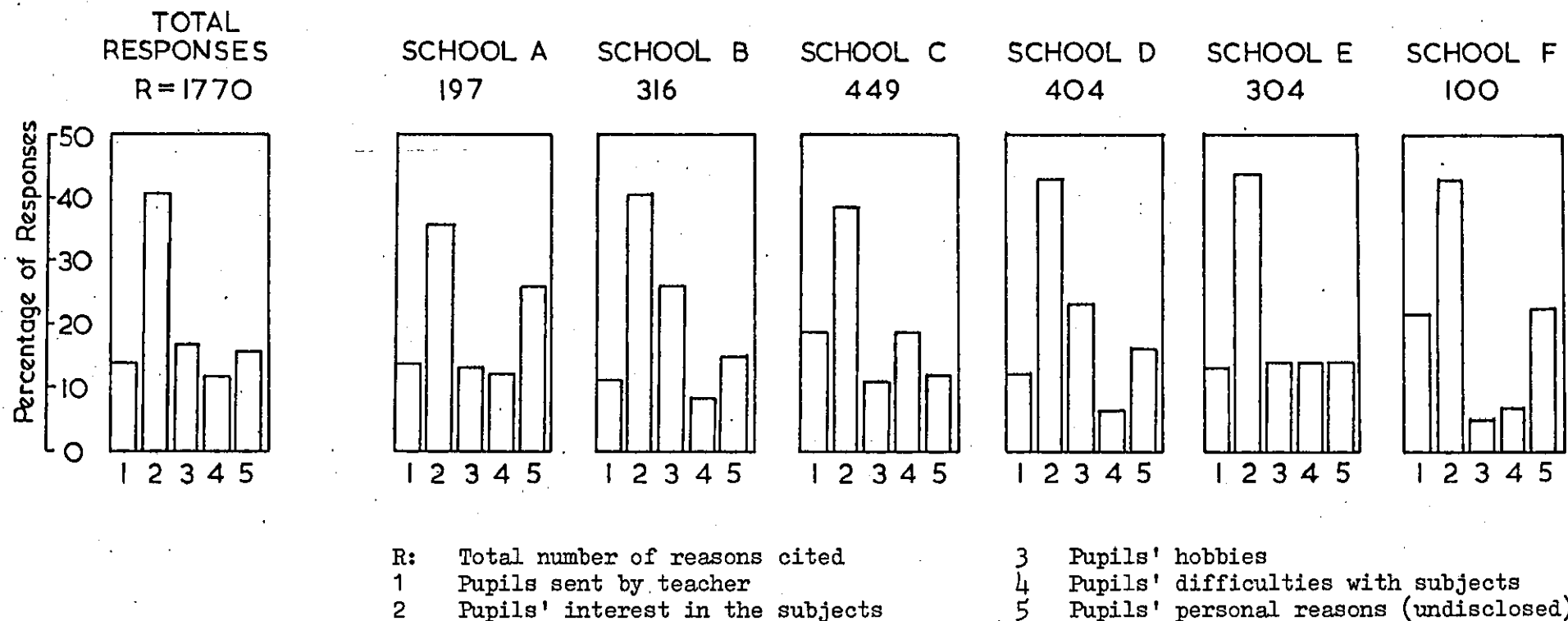
Figure 6.4.   Differences between schools in the reasons cited by pupils for requiring subject information

R: Total number of reasons cited   3   Pupils' hobbies
1   Pupils sent by teacher   4   Pupils' difficulties with subjects
2   Pupils' interest in the subjects   5   Pupils' personal reasons (undisclosed)

discussed in chapter 5, was having an effect on library use – teachers encouraging pupils to use the facilities to satisfy enquiries.

The objectives of subject teachers, other than those of the English teachers, had no direct effect on either the stock provided in the library resource areas, or the use made of it by pupils, although it does appear that the total educational atmosphere within a school may override the attitudes of individual teachers. This was found, particularly with the use made of science stock, and at school B with its leisure aim, and at school C with its aim of developing enquiring minds. The reasons pupils gave for using information clearly demonstrated that in most instances, even if a teacher had aroused enthusiasm for a subject, the enquiry would not have been made unless the pupil had been interested in it. Thus, although curriculum requirements did affect the use made of library resource centre stock, other factors were also of importance.

Reference

1. Perfitt, M. The use of books and media materials in the new approach to learning in comprehensive schools – the results of a survey. Education Libraries Bulletin, 22(1), 1979, 61.

CHAPTER SEVEN: CONCLUSIONS

7.1: AIMS, OBJECTIVES AND CURRICULUM ORGANISATION

Two types of aims were stated in response to the survey, those
concerned with the pupil's personal development, and those
concerned with his adjustment to life in the community. This
reflected the literature on educational aims discussed in chapter
3. The aims expressed at the West Midlands schools emphasized
the possible outcomes of education, rather than the methods.
They also reflected the Newsom Report, particularly in the more
practical aims such as preparation for the world of work, and
this was evident especially at the two schools where the pupils'
adjustment to community life was considered to be of major
importance. It may also be significant that the head teachers
at these two schools were heads of secondary modern establish-
ments before comprehensive reorganisation. Whilst others of the
survey schools had begun as secondary moderns, their location
and the attitudes of head teachers and governors had mitigated
against the very practical aspects of education.

Aims implying enquiry methods of learning were not prominent
amongst those given by the head teachers of the survey schools.
However, mention was made of the following:

helping pupils to organise themselves and become self motivated
(school 2);

learning to think (school B);

developing enquiring minds (school C).

The aims of developing pride in work, a desire for learning now and
in the future, and learning how to examine and use information as
given in section 3.2 of this work were not found in this survey.
It was not surprising therefore that use of the library resource
provision to support curriculum requirements was limited, the aims
not indicating that the provision was a necessity to the success

of the educational process within the school.

The library resource provision was used more frequently in schools where there were aims implying enquiry methods of learning (schools 2, 3, B and C), or where informal teaching methods were encouraged (school D). This showed that, as suggested by the NBL (1), the extent of individualised learning strategies within the school was a factor in determining use. In the West Midlands most frequent use was made at school C with its aim of developing enquiring minds, and most use here was related to school work, either initiated by teachers, or resulting from the pupils' desire to help themselves to comprehend subjects with which they had difficulties.

Throughout the survey, but particularly in the West Midlands, schools' aims and objectives had minimal effect on the amount and type of library resource provision available. This resulted from the lack of co-operation between staff, and the fact that, despite head teachers' claims that the provision was vital to the efficient running of the curriculum, provision had resulted from the interests of a few members of staff, and not from the expressed needs of the majority. Generally, there had been little consultation involving all staff, and relating learning methods to resource centre development. As found by Corr (2) and Clarke(3), head teachers thought that the libraries were more involved in the execution of the curriculum than was actually the case. The only subject where objectives had a direct effect on the stock was English. In most cases fiction related to the teachers' objectives, and if it did not do so currently attempts were being made to rectify the situation.

Most of the objectives given by the subject specialists did not imply learning methods requiring the use of library resources. In some instances, particularly sciences, attitudes of individual staff mitigated against library resource centre use. It was, however, found that the total educational atmosphere of a school could surpass the attitudes of individual members of staff in some instances, this being true with the leisure aim of school B, and that of developing enquiring minds at school C. Outside influences also significantly affected pupils' use, particularly of stock related to sports and sciences. (See sections 6.3.3 and 6.4.3).

From the aims and objectives given by head teachers it was found that at none of the West Midlands schools was resource-based learning envisaged in the manner expressed by its advocates such as Beswick and Holly (section 3.3). Changes in education were reflected in some areas of the curriculum, such as lower school integrated studies and CSE projects, which did affect the use of library resources, but major changes involving altering staff roles and timetabling had not occurred. Teaching rather than learning still dominated. The role of the teacher had not substantially changed from that of the traditional imparter of knowledge. Teachers were not primarily stimulators and guides to learning as the implications of resource-based learning suggest.

Although some topic work was undertaken at all schools, most learning resulted from formal teaching methods. Topic work occurred mainly for combined humanities programmes, where pupils were asked to prepare folders of information on particular aspects of the subject, these aspects being selected by the learners from a list given to them by teachers. Normally formal class lessons were used to introduce the broader topics and indicate lines of enquiry that pupils might follow. Other topic work occurred in the fourth and fifth years of the schools, resulting from the requirements of the CSE syllabi, as also found by Perfitt (4). Pupils were allowed some choice in the topics they followed. The preparation of the work was left largely to the pupils themselves, occasional guidance being given by the teachers. Most teachers did suggest that pupils referred to their school libraries for information, although public libraries were also recommended for this purpose. Where the school library service still operated, stock was lent to the school libraries to assist with requests for CSE projects. In the West Midlands little was done to help children in the skills of acquiring and interpreting knowledge.

The subjects taught and the levels at which they were offered were influenced by the aims and objectives of the schools. As expected, practical subjects were more prominent at schools with an emphasis on aims related to adjustment to community life.

7.2: FUNCTIONS OF LIBRARY RESOURCE PROVISION

In the West Midlands the library resource provision was not integrated
fully into the total curriculum organisation. Thus the educational
aims and objectives did not affect directly the functions of the
facilities. Whilst at all schools some provision was made for book
services and for audio-visual materials, the two aspects of resource
provision were not always integrated. This was particularly true
at schools where formal methods predominated (A, C, 1 and 4),
separate arrangements being made for the two types of stock.
Reprographic facilities were also separated from library provision
at these schools, and at school B. In total most of the roles given
for library resource provision in section 3.5 were found: inform-
ation was selected and organised for use, loan and reference services
were provided, audio-visual material and equipment was available,
some training in how to find information was given, and liaison with
outside bodies occurred, but these services did not constitute
central resource facilities, available for use by all staff and
pupils. Only at two schools (2 and 3) did the provision give a
centre for enquiry and discovery learning as advocated by Rossoff (5).
Elsewhere the curriculum organisation did not necessitate full
centralised resource development, and staff in some schools were
sceptical of its value.

7.3: LIBRARY RESOURCE PROVISION

7.3.1: Premises

As the extent of individualised learning was limited, particularly
in the West Midlands, it was not surprising to find that most premises
were smaller than those advocated by the LA (6), all having less than
$37m^2$ per 100 pupils. Since this survey was conducted the DES has
published the results of a survey on school libraries (7) which
indicated that most school library resource provision falls below
the standards recommended by the LA. The DES found that the average
space in 11-16 age range schools of 801-1200 pupils was $15.7m^2$ per
100 pupils (8). The range in the West Midlands was from $6m^2$ to $28m^2$
per 100 pupils. Schools in Sandwell had the most generous

space allocation, two of them having developed new library resource areas as a result of comprehensive reorganisation. At none of the schools was resource-based learning implemented fully, although the head teachers at the schools with new premises did give some encouragement to teachers to try these methods, particularly with younger pupils, and both were aware, through contacts with librarians, of the LA standards when the provision was reorganised. However, the survey showed that the imposition of the provision did not lead to its use, when the need had not first been expressed by the majority of teachers within the schools.

The DES found that only 5% of schools had at least 10 study spaces per 100 pupils as suggested by the LA, and that the average was 5.2 (9). In the West Midlands the range was from 2.3 to 7 study spaces per 100 pupils. The fact that, in half of the schools, provision had been reorganised in alternative accommodation since comprehensive reorganisation without fulfilling the standards for full provision for resource-based learning, showed that this facility was not required. Despite a growing recession, all of the schools where complete reorganisation had occurred would have been able to make the space, if not the stock, available if they had been committed to resource-based learning.

7.3.2: Staffing

In all schools a member of staff had a responsibility allowance for the library resource provision. Except in the Nottinghamshire schools this person was not qualified as a librarian, and was a teacher who was committed to teaching duties for the greater part of the timetable, and therefore could not be on duty to assist enquirers in their search for resources. One teacher was allowed as little as $1\frac{1}{2}$ hours per week for library duties. The DES survey discovered that a teacher was in charge in 76% of schools, and the average time allowed to them for library duties in 11-16 comprehensive schools was $3\frac{1}{2}$ hours per week (10). All of the teachers in the West Midlands survey received some clerical help, although in some instances this came from the administrative office, and some help with reprographics was available. Most ancillary help was found at the two Sandwell schools where new facilities had been developed with guidance from chartered librarians. The present work, however, confirmed the DES finding

that staff, particularly the teachers in charge of the provision, gave considerable time voluntarily to the running of library resource facilities.

Staffing levels had evolved according to the interests of personnel within the schools, and changes in LEA policy, rather than educational aims and teaching methods. Some problems had resulted from having inherited staff who were not convinced of the value of full resource provision, or who did not have the knowledge to develop such provision. Lack of pressure from other teaching staff also militated against full resource centre development, and meant that no proper staff allocation was made. At school A in particular, there was no guarantee that if either the teacher-librarian or Director of Resources left that replacements would be made, or if they were made that the allowance would be so high, the provision not being integrated with, and in practice not vital to, the efficient running of the curriculum.

7.3.3: Stock

The size of stock in the West Midlands schools ranged from 1.4 to 9.2 items per pupil, most being found at school C. At school E, where the stock was only 2.3 items per pupil, reference use was encouraged in preference to borrowing. In the DES survey the average stock for an 11-16 school of 801-1200 pupils was 7.2 items per pupil (11), showing that few schools had achieved 13 items per pupil as suggested by the LA. Stock in the West Midlands, averaging 4.7 items per pupil over the six schools, was insufficient to cover the demands of all ages and all abilities, pupils requiring a wide range of information both for school and leisure interests. Even where the leisure aim was recognised by staff, pupils had criticisms to make regarding the stock available.

The effects of aims and objectives were seen in some areas of stock provision, particularly fiction and general coverage for leisure interests, but there was no comprehensive planning. As Marland stated good book provision is not just a matter of money:

> ... even generous spending is wasted without a
> coherent overall system. (12)

Stock in this survey had largely resulted from unplanned additions,

depending on tradition, staff interests, and to a lesser extent pupils' requests. Tradition and some current staff interest led to the larger humanities stock, and staff interest to unexpected good provision in certain sections, such as that for commerce at school B. Library resource stock consisted mainly of books, audio-visual material not being fully integrated into the resource system at most schools.

Whilst expenditure cannot be a true guide to the value of the provision,it does give an indication of how important it is considered to be. The range for 1978-1979 in the West Midlands was from £18 per 100 pupils at school E to £110 per 100 pupils at school C. These figures relate mainly to book expenditure, although some audio-visual material had been purchased. The average for the schools that replied was £47 per 100 pupils, in contrast to the £83 per 100 pupils on books and £5 on audio-visual material found by the DES (13). The low figure at school E resulted from special circumstances, described in section 4.2.5. Excluding this school, the average expenditure was £59 per 100 pupils. The aim of developing enquiring minds at school C did affect the provision made and its use, this being reflected in the expenditure.

Additional stock was borrowed through school library service schemes, but none of the West Midlands schools made extensive use of this service. School D had made much use of the project loan scheme preceding the completion of its new resource centre, but once this was stocked the need for this service was reduced. Bulk loans were available in the East Midlands, but not in the West Midlands.

7.3.4: Availability

At none of the main survey schools were the library resource facil-ities open and fully staffed throughout the school day, thus restrict-ing use by pupils and teachers and discouraging the development of resource-based methods of learning. In most schools the library was timetabled for use as a classroom, occupying 10% - 100% of the teach-ing time. Some schools did have severe accommodation problems, resulting in part from comprehensive reorganisation, and two had many mobile classrooms on site. Nevertheless, such a restriction on the time available for library use could have been avoided in most

cases, had the library resource provision really been considered vital to the efficient running of the curriculum.

The other major restriction on the use of school libraries was the availability of staff to supervise, it being the general situation that libraries were not open to pupils unless staffed. Normally professional staff were available to deal with enquiries only at lunch-times, or in some cases breaktimes and after school. Only at school D was there greater access, and here clerical or technical staff were available to supervise. This contrasted sharply with the Nottinghamshire schools where resource facilities were available throughout most of the school day.

The DES found that in 18% of schools the library was not used for library purposes for more than 15 hours per week (14). The present survey confirmed this general conclusion for the West Midlands, although here a higher percentage of libraries were not available for a minimum of 15 hours.

7.3.5: Services to users

The services available to users were dependent on the Directors of Resources or teacher-librarians' skills and inclinations. These varied from providing published lists of information on particular subjects to organising staff open days to acquaint them with the stock. Where reprographics were of importance resource centre staff gave some assistance to other staff in the techniques of reproducing information.

The need for user education for first year pupils was recognised and provided in all schools, often by the English department. However, user education was not related to the remainder of the curriculum and the resulting library skills were not readily transferred to information requirements in other subjects. The most complete understanding was found at school 2, where the learning was resource-based, and the school had been built and staff appointed to enable this approach to be used. After an initial introductory programme user education was a continuous process, instruction being given according to needs. No such appreciation was observed in the West Midlands.

7.4: USE OF LIBRARY RESOURCE PROVISION

7.4.1: Frequency of visits by pupils

Many pupils rarely visited their school libraries or resource centres for any purpose. Not unexpectedly the most frequent visits were made by pupils at schools which practised informal teaching methods or had aims implying enquiry methods of learning. For example, over half of the second year pupils used the provision at least a few times a month at schools B, C and D. This suggests that aims and learning methods do affect the extent to which library resource centres are used, traditional formal methods generally resulting in less use. However, frequent visits were made by second year pupils at school 4, which was organised for formal teaching. This indicates that reasons other than aims and curriculum organisation are also of importance in determining use. At school 4 there was a chartered librarian in charge who was able to be in the library to assist pupils throughout most of the school day. Thus staffing and availability are obviously a consideration. The effect of staffing problems found at school E contributed to the fact that three-quarters of the respondents rarely or never visited the resource centre. Throughout the West Midlands less than 15% of respondents normally made daily visits to the provision, again showing that staff in this region did not consider the provision vital to the pupils' learning.

Perfitt (15) had found that second year pupils were reluctant to use the library. This was not so in the current survey, there being no marked difference in the visiting frequencies of the two age groups of pupils. In both the East and West Midlands, second year pupils made slightly more frequent visits than the fourth years. Exceptions were found at school A, where examination pupils were given more encouragement to use library information than the second years, and at school E, where the younger pupils had not been properly introduced to the resource centre provision as a result of staffing problems.

Visiting patterns were easily affected by changes in timetabling, examinations and other school events, as was shown by the replies relating to the most recent visits made by pupils, indicating that educational aims did not determine regular patterns of use. In the

summer term of 1980 pupils made more visits within a shorter time span than was normal, partly resulting from extra lessons being timetabled in the libraries, and the need to find out more information for school work, some being in preparation for examinations. Where examinations were completed some work occurred for end of term projects, and browsing was more prominent.

7.4.2: School versus interest use

Most use of the provision was for school work, as was also found by Perfitt (16). This was particularly the case for fourth year pupils, resulting from the need to find information for CSE topics. Generally, girls borrowed more books for school work than the boys, although exceptions were found in the fourth years at schools D, E and F. Brosnan (17) had found that most use for school work occurred at the newest library, but this was not so in the current survey. The highest proportion of respondents using library information for school work was found at school A, which had the oldest accommodation. The formal organisation of the school and lack of availability of the premises mitigated against more casual use. Most use by pupils who had difficulties with school work was at school C, where pupils were encouraged to use the library to help themselves. Most use for homework was also found here, although this did not involve necessarily referring to library stock at this, or any of the other West Midlands schools.

At all of the schools surveyed pupils used the provision for their own interests as well as for school work. Hobbies and interest use had accounted for a quarter of all use in Brosnan's survey (18). In the West Midlands most pupils gave interest as their reason for requiring information, although in some instances teachers had aroused the initial enthusiasm. Even at school A pupils thought that the library should serve their leisure as well as school needs. Overall, 17% of responses indicated that pupils sought information for their hobbies, and slightly less that the information was required for "personal reasons". Most use for out of school interests occurred at school B with its aim of preparing pupils for their leisure pursuits. Here, over a quarter of the respondents sought information to support their hobbies.

However, whatever the reasons given by pupils for requiring
information, most related to school work, and resulted from the
attitudes of individual teachers, as discussed further in section
7.4.6.

7.4.3: Borrowing versus reference use

Two of the major uses of library resource provision are those of
borrowing and referring to information. Staff who had observed
the use of the library facilities considered that more borrowing
than reference use occurred, but this was not substantiated by
the replies from pupils. Overall, more pupils indicated that
they referred to information rather than borrowed it. Reference
use was high where enquiry methods of learning occurred, as at
schools 2, 3 and C, but also where stocks were small, as at B and
E, it being a policy to encourage reference rather than borrowing
at the latter school. Throughout the survey boys were more likely
to refer to stock for school work than to borrow it, whereas girls
borrowed more for all purposes than boys. These findings suggest
that aims implying enquiry methods of learning result in more
reference than borrowing use, but since other factors also had an
effect the evidence is not conclusive. The other surveys consulted
did not distinguish between the two methods of acquiring information.

7.4.4: Audio-visual materials and reprographics

Use of audio-visual material was minimal in all schools, the least
use being found at schools with an academic bias. In all schools
boys were more inclined to use audio-visual materials than the
girls. In the West Midlands print material, especially charts
and maps, received more citings than resources requiring the use
of equipment. In Perfitt's study (19) slides received more use
than charts, but this author also found that, as in the West Mid-
lands, teaching staff were reluctant to allow pupils to use all
resources. Thus teachers did not accept the implications of
resource-based learning, and hence the provision was not geared
to this method. Most use of audio-visual material was made by
staff, and often housed within specialist subject departments,
rather than centrally, where it could be available for all to use.
Lack of supervision in the resource centres was not conducive to

allowing pupils to use equipment freely, especially in the West Midlands.

Reprographic equipment was also mainly for staff use, and although many worksheets were produced, most did not result from consulting library resources. In addition, often the information on them was complete in itself, and did not necessitate pupils referring to library stock for facts. Pupils assisted with the reprographic process at school E, where the facility was of major importance to the teaching, published material often being unsuitable for the multi-ethnic intake of the school.

The lack of significant use of audio-visual material, and of library resources for producing and using worksheets, is yet another indication that the full potential of library resource centre provision had not yet been realised. Also, pupils in the West Midlands were not allowed to use reprographic and recording equipment to produce materials as part of their studies.

7.4.5: Browsing and social use

As given in the list of possible uses of library resource provision suggested by the American Educational Facilities Laboratories (20) more casual use such as relaxing in a comfortable manner and browsing is as much a function as borrowing and referring to resources, or finding materials for projects. Browsing was mentioned in 6% - 8% of the responses from all but one school, indicating that school organisation and staff attitudes were not a major factor in determining such use.

Brosnan found that many pupils used the accommodation because "there was nowhere else to go, to meet friends, or because it was a comfortable place to be" (21), this type of use being more likely where staff were more tolerant of such activity. Less social use occurred in the West Midlands than in Melbourne. There was no obvious relationship between the schools' aims and objectives and social usage, but the size of the provision and attitudes of library personnel did have an effect. Most social use occurred at schools B and E where there was more space available to accommodate pupils and where staff were tolerant. At both schools there was a relaxed relationship between pupils and staff generally.

Least social use occurred at school C, where the library was viewed
primarily as a source of assistance for school work, by both pupils
and staff. This shows the effect of staff attitudes in determining
how the resource provision is utilised.

7.4.6: Subject use

The most used section of stock was the fiction, where the objectives
of subject teaching were most reflected in the stock provided, and
staff had taken more interest in the library. Whilst this may
result from the traditional linking of the library with English
teaching, it does show that pupils were expected to read more than
examination texts, and that reading for enjoyment was of some import-
ance, as at school C. Lunzer's survey (22) found that most continuous
reading was required in English and social studies (humanities).
Research is still needed to discover whether there is any link between
the amount of reading required for these subjects and the fact that
stock related to them is well used in libraries. Lunzer found that
much of this reading was required as homework. From the current
study it appears that often the texts read were selected by the
pupils from the library stock. At all schools pupils were expected
to read more than set texts. The novels that actually were read were
limited by the stock available in the libraries. Since this stock
reflected the objectives for English teaching it must be concluded
that there was a direct relationship between the objectives and the
use of the libraries.

Humanities, especially combined humanities and history, was the
subject stock to receive the second highest amount of use. Both
fiction and humanities materials were required more by girls, and
more by the younger than older respondents. This sex difference
was also true with regard to fiction in Melbourne (23). In the West
Midlands it was found that the attitudes of teachers may have resulted
in the higher use by the younger pupils, more encouragement being
given to them by English specialists, and teachers of combined
humanities subjects. As found in section 3.3 integrated studies led
to the need for a different approach to learning, and in most cases
the project method was chosen. Since this necessitated the use of
information other than that provided in text books, library resources
were a prime source of facts for projects; thus, the method of learning

for humanities did affect the use made of the library resource provision, more use being made for this subject field than for other subjects which did not use interdisciplinary approaches.

Use of library resource stock in subjects other than English and the humanities bore little relationship to the objectives given for teaching those subjects. In some cases the effect of teachers' positive attitudes to the value of library resource provision was found to lead to more pupils using the stock for those particular subjects, as with religious education at school C, but negative attitudes, as found in the replies from science teachers, did not necessarily deter pupils from using the stock. More use of science stock was by the older age group, and by boys in both age groups, and this related to interests beyond the syllabi. For applied sciences, sports and other subjects with practical applications, factors beyond the schools influenced the demands made by pupils.

The more general aims given by the head teachers had some effect on use, as at school B where leisure interests were encouraged, and much use of resource centre stock related to, sports and hobbies, and at school C where the aim of developing enquiring minds had an effect on the total use, rather than individual subject requirements. This showed that the total educational atmosphere of a school could override the attitudes of individual teachers. Nevertheless, it must be concluded that the aims and objectives of the school were only one possible factor in determining the use made of resources on particular subjects.

Teachers made limited use of the library resource stock. Most use made by them was for information to assist in lesson preparation, or examples to use in lessons. However, all referred to personal or departmental resources before turning to the school library or resource centre for help. The provision was not considered vital to them in fulfilling their syllabi.

7.5: CONCLUSIONS RELATING TO THE BASIC HYPOTHESES

The results of this survey showed that whilst educational aims, particularly those relating to methods of learning, could affect the use made of library resource provision, in most cases the effect of aims and objectives was minimal. The internal organisation,

attitudes of individual staff within the schools, and external influences were also major considerations. Thus the main hypothesis that

- the educational aims and objectives of a secondary comprehensive school influence the use that is made of library resource provision, particularly by pupils,

could not be fully supported by the findings of the survey.

There was no direct relationship between the amount and type of provision and the aims and objectives. The functions assigned to the provision resulted from staff interests rather than the educational policies within the schools. The only section of stock which had been selected with teaching objectives in mind was the fiction. For no other subject could direct links be found, thus the second hypothesis that

- educational aims and objectives determine the amount and type of library resource provision,

could not be supported either.

The fact that neither hypotheses was supported by the findings of the survey - educational aims and objectives having little effect on the provision and use of school library resource facilities in 11-16 age range mixed comprehensive schools in the West Midlands - indicates that the provision was, in practice, not vital to the efficient running of the curriculum, despite the claims of the head teachers.

7.6: IMPLICATIONS

7.6.1: Future research

Much more detailed research into the use of school library resource facilities and the reasons why use does or does not occur is clearly necessary. This survey has shown that head teachers considered the provision much more important to the learning process than was actually the case. More understanding of the relationship between head teachers and their staff, and of the amount of co-operation between staff is needed.

Most head teachers assumed that staff were aware of their educational aims and objectives, although there were no regular

meetings to discuss these and their implications. Teachers were
generally made aware of the major aims through staff handbooks, or
had been told of them during interviews for the post at the school.
These methods did not result in a full understanding of the
educational philosophy of the schools by all staff. Future researchers
into aspects concerning aims and objectives would benefit from more
thorough investigations into the extent of all staff's knowledge
of the philosophy, from senior management level to probationers'
posts.

In the current survey it was also found that attitudes of staff
within departments were not necessarily in accord with those of the
head of the department. The attitudes of all staff within a depart-
ment need to be investigated to discover with more accuracy how far
attitudes affected the use made of library resource provision by
pupils.

Few schools had aims implying particular methods of learning,
and even where the development of enquiring minds was given,
organisation within the school remained formal, with rigid time-
tabling. Aims generally did not affect directly the organisation
for learning. Future researchers may therefore find it more
meaningful to concentrate on use of library resource provision in
relation to curriculum organisation and methods of learning, rather
than aims and objectives. Surveying pairs of schools with similar
library resource provision, but differing emphases of learning
strategies could lead to more positive results.

Even in other locations where library resource centres have
been developed in response to a school's learning requirements,
such as at Codsall and Quintin Kynaston, problems regarding the
roles of teachers and sharing of resources were experienced. The
Bullock Report warned that the provision of resources did not
automatically improve the quality of learning (24). Even more
problems are to be expected in schools where development is not
in response to the requirements of the curriculum, as found in
this survey. This research showed that resources were underused,
their existence and potential as a source of learning material not
being appreciated by staff or pupils.

This raises the question of whether the existence of library

resources other than fiction, is actually of value in schools that
are organised formally. At all schools some pupils made regular
use of the provision for out-of-school interests, but many of these
could have been served equally well by public libraries. Use was
made for project work in the lower forms, and for CSE topics in the
upper forms, but not by all pupils. It would be of value to
discover whether pupils who used the provision, which was heavily
criticised by them, do better in their CSEs than those who do not.
Also, it would be of interest to discover the proportions of pupils
who use public libraries or other sources of information for this
work.in preference to school libraries. More fundamentally, the
question remains whether the learning in some schools would be any
different if there were no library resource provision at all.
When this question was posed one head teacher replied that the
curriculum would be little different, but that it would be "poorer",
and another honestly confessed that in most subjects there would
be no difference. This suggests that the need for school libraries
which have been described as

> ... an indispensable unit in any school, regardless
> of its educational philosophy (25),

may not be as vital in certain types of establishments as is.
commonly believed. Whilst librarians and teachers would raise
objections if it were suggested that library resource centres cease
to operate in some schools, serious consideration of the expenditure
on these in relation to their actual use within the context of the
learning process is necessary. Conversely, teachers and librarians
should consider in what ways existing provision could be used more
cost effectively within particular situations.

This and other surveys have shown that the amount and type of
library resource provision varies considerably from school to school.
The DES survey showed that nationwide provision was well below the
standards recommended by the LA. Does this suggest that the extent
of resource-based learning is less than that anticipated? If this
is so, and a nationwide survey would be needed to confirm this, new
standards for provision, which take account of the variety of teaching
and learning techniques being practised in schools, would need to
be devised. It was teachers' criticisms of the apparent lack of
understanding of the actual situation within schools shown by the

LA standards that led to the current survey. The findings in the
West Midlands did imply that resource centres were being developed
without close co-operation between all staff, which was the danger
that concerned teachers at the course in Loughborough in 1979 (26).
Clearly librarians still have a long way to go to understand the
needs of teachers, and vice versa. The two professions do not yet
understand each other well enough to make full use of each other's
expertise. More dialogue and in-service training is needed for
both professions.

7.6.2: Recommendations

As a result of the findings of the current survey, and their
implications, the following recommendations are made for future
research (i) to (vi), and for action relating to the development
of library resource provision (vii) and (viii):

(i) that in future research involving the effect of aims and
objectives, the extent of understanding of these by all
staff be investigated fully;

(ii) that the level of agreement and co-operation between staff
both regarding general principles and within subject
specialisms be investigated in more detail to give better
understanding of the effect of their attitudes on the use
made of library resource provision by pupils;

(iii) that research be carried out to discover how many pupils
rarely or never visit their school libraries, and the
reasons for this phenomenon;

(iv) that controlled studies be made to discover whether pupils
who do use school library resources perform better,
especially in the CSE examinations;

(v) that surveys be conducted using schools with similar size
stocks, but differing learning strategies to discover how
far the learning strategies are affecting the use of resources;

(vi) that the extent of resource-based learning nationwide be
ascertained;

(vii) that if resource-based learning is found to be less widespread
than the literature suggests, the LA form a working party,
involving teachers who have experience of working in school
libraries and resource centres, to devise standards that are

more related to the actual, rather than supposed needs of schools;

(viii) that more in-service courses be instituted to enable teachers and librarians to gain fuller understanding of each other's professions.

The extent of research into the use made of school library resources, the reasons for that use and factors affecting it is still limited. In this study it was found that many factors needed to be considered, and lack of detailed study of some aspects has led to inconclusive evidence. Considerations of aims and objectives did not give definitive results. The above recommendations are made to give direction to future research in order that more understanding of the use made of library resources be gained, and that the real value of the provision to education be ascertained. Clearly special funding will be necessary if this research is to be carried out on a nationwide basis, such research being beyond the resources of an individual research student. Experts in both education and librarianship, with understanding of each other's expertise, will need to work together both to perform the research, and to further the educational implications of this report.

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GLOSSARY AND ABBREVIATIONS

GLOSSARY

In order to assist the reader, terms frequently used in this report are defined below:

Aims Expressions of general intentions.

Audio-visual materials Formats which necessitate the use of
    technical equipment for the sound or image to be realised.

Banding The organisation of pupils into groups according to
    broad ability ranges.

Certificate of Secondary Education External examination for the
    less academically able school leaver. Assessment of school
    work is included in most subjects. Techniques of questioning
    are varied, with multiple choice rather than essay type
    questions featuring.

Chartered librarian A member of the Library Association of at
    least two years standing, who has completed a course of study
    in librarianship approved by the Library Association, and
    given three years library service, one of which followed
    completion of the course.

Clerical assistant An employee whose duties include typing, filing,
    routine stock maintenance, tidying, counter assistance and
    other non-professional duties within the library resource area.

Curriculum All learning activities planned or guided by staff in
    a school, whether based on set syllabi or part of a programme
    of extra-curricular activities.

Director of Resources The person in charge of the total library
    resource provision, receiving a special pay allowance for
    his duties. These duties include oversight of all aspects,
    from staffing, stock acquisition and organisation, to the
    maintenance of reprographic and audio-visual equipment.

General Certificate of Education Examinations held in secondary
    schools, but set and marked by people outside the schools.
    They are set at two levels 'O'(Ordinary) and 'A'(Advanced), and
    recognised by the Universities as prerequisites for University
    entrance. The examinations test the ability to remember and
    use facts.

Learning This implies that the pupil is actively taking part in
    acquiring information, discovering facts for himself, although
    guidance may be given by a teacher.

Librarian A person who has undertaken a course of study recognisable
    by the Library Association as the preliminary to becoming a
    chartered librarian. Studies will have included library skills
    such as bibliographical procedures, stock selection, classifi-
    cation, cataloguing and library administration.

Library The area within the school where the resources that are
    centrally available are held. Where the term "library" rather
    than "library resource centre/resource centre" is used, this
    denotes that the stock is of print material only.

Library resource centre The area within the school where all
    materials not specifically allocated to individual departments
    are housed, and where other facilities relating to learning
    resources, such as reprographics, may be found. The resources
    are organised for retrieval and use.

Library resource provision The facilities whereby all resources,
    including print and audio-visual material are brought together,
    staff being appointed to supervise their organisation and use.

Objectives More detailed expression of aims, in which the intentions
    are defined more specifically, often implying practical ways
    of achieving the intended result.

Print material Any resource which has been produced by printing
    techniques and does not necessitate the use of specialised
    equipment to produce its information. Such material includes
    books, maps, charts and photographs.

Project work Study, usually initiated by teachers, but the exact
    topic being selected by the pupils. Such work involves pupils
    in working either alone or in small groups to produce something

concrete, for example, a folder of information or a model.
Topics often transcend subject boundaries.

Realia Specimens of materials and objects in their original forms,
for example, fossils.

Reprographics Facilities for the duplication of material by
recorded, photographic or other means, such as stencil
duplicating, off-set litho or fluid techniques.

Resource Anything which may be used for learning purposes,
whether commercially or "home produced".

Resource centre See "Library resource centre".

Setting The division of an age group into groups according to
narrow ability ranges for specified subjects. Pupils may
be in a high ability set for one subject, but a low ability
set for another, depending on their aptitudes.

Teacher A person who has undertaken a course of study, including
practical teaching experience, which has led to their
recognition by the Department of Education and Science as a
person capable of educating children. In this study most
teachers specialised in one or two subjects, and those
answering the questionnaires were paid a responsibility
allowance for their oversight of the teaching/learning in
specific subject fields.

Teacher-librarian For the purpose of this study a teacher-librarian
is a qualified teacher, as described above, who has a keen
interest in library skills and has responsibility in this area
besides a teaching commitment. A course in librarianship may
or may not have been undertaken, but this will not have
entitled the participant to become recognised as a qualified
librarian.

Technician The person employed to maintain the equipment needed
for using audio-visual material and for reprographic work,
and to help in recording and reproducing information for
teaching purposes.

ABBREVIATIONS

AECT	Association for Educational Communications Technology
ALA	American Library Association
CSE	Certificate of Secondary Education
CSSLRP	Commonwealth Secondary School Library Program
DES	Department of Education and Science
ESN	Educationally Sub-normal
GCE	General Certificate of Education
HMSO	Her Majesty's Stationary Office
ILEA	Inner London Education Authority
LA	Library Association (England and Wales)
LEA	Local Education Authority
LISA	Library and Information Science Abstracts
NBL	National Book League
NCET	National Council for Educational Technology
NFER	National Foundation for Educational Research
OHP	Overhead Projector
RADIALS	Research and Development Information and Library Science Bulletin
SLA	School Library Association
Unesco	United Nations Educational, Scientific and Cultural Organisation

APPENDIX I

PRELIMINARY SURVEY

1. Possible aims and objectives.

2. Check list for discussion at East Midlands' schools.

3. School 2: Worksheets used for induction course.

4. School 3: Information about the resource centre.
   Time - a guide to materials in the resource area.

5. School 4: School library questionnaires.

1. POSSIBLE AIMS AND OBJECTIVES

To pass on culture to the succeeding generation.

To prepare pupils for the world of work.

To enable pupils to make full use of their leisure time.

To promote the highest intellectual and moral development
of the child.

To train the pupil to pass as many examinations as he is able.

To assist the pupil to adjust to his environment.

To train democratic citizens.

To enable pupils to utilise the knowledge they acquire.

To develop the knowledge the pupil brings to school with him.

To prepare pupils for social change.

2. CHECK LIST FOR DISCUSSION AT EAST MIDLANDS SCHOOLS

A. Head teacher

1. Aims and objectives: a) major aims

   b) extent to which these are known and supported by staff.

2. Curriculum: How has this evolved? e.g. imposed by head teacher; selected by head teacher in consultation with heads of subject departments; chosen by all staff.

3. Organisation: a) staff - subject or interdisciplinary teams?

   b) pupils - set bases, or moved for every subject?

4. Grouping of pupils: streamed; banded; mixed ability groups?

   Variations according to subject.

5. Teaching methods: class instruction; group project work; individualised learning?

6. Importance of library resource provision to the curriculum.

7. Functions of library resource provision:

   book services; audio-visual resources and equipment; reprographic facilities?

8. Standards on which provision is based:

   Library Association recommendations; school's need; others?

B. Librarian / Director of Resources

1. Location and size of accommodation.

2. Staffing.

3. Stock: a) size and contents

   b) methods of acquisition

   c) cataloguing and classification.

4. Capitation.

5. Availability of resources: a) restrictions on access

   b) opening times and supervision.

6. Use: a) estimate of weekly issues b) reference use

   c) use by staff d) subjects and materials to receive most use.

7. User education: a) for staff

   b) for pupils.

3. SCHOOL 2: WORKSHEETS USED FOR INDUCTION COURSE

Example 1   GREECE

USING THE LIBRARY

GREECE

1. In the yellow booklets where you find catalogue numbers look up 'GREECE' and 'GREEK'. Write down all the headings and their catalogue numbers

2. Now find each number on the shelves.
write down
   a) the title and author of a book from each section.
   b) the catalogue number for the book

3. Find "Greek Myths and Legends" a Macdonald book, and "Dictionary of Greek Mythology" by Evans.
   Find the story of MELEAGER in both books.
   Now write the story in your own words.

4. Find "All colour book of Gk. Mythology" by R.Patrick.
   a) Choose your favourite picture and write about what it shows and why you chose it.

4 b) Look at page 49 of the book above and then look up 'Theatre' in "Childrens' Brittanica". Draw a plan of a Greek open air theatre.
   Ancient Civilisations project box has a good leaflet to help.

5. In project box, catalogue number 901 find a radio play about Odysseus and tape record it with some friends.

6. Using an atlas, write down the names of FOUR countries near GREECE — and THREE seas which surround GREECE.

7. Look in the project box on "Ancient Civilisations" for a leaflet showing the Greek alphabet. Copy it out and write a short message to your teacher using this alphabet.

8. Charts and large pictures 942.02 — Find out what you can about Pandora's box, and make some notes about it.

9. Find a Macmillan chart in the 900-999 section about the early Olympic games.
   a) Describe the scene in your exercise books.

b) Say what three sports are indicated by the objects the men are holding — two are easy, but you may need a non fiction book for the third

10. Read the whole story "Golden Tales of Greece" in the short story section and then tell your teacher about it.

NOTE: All worksheets are reproduced half size.

Example 2 COUNTRIES

COUNTRIES	
Using an atlas find a map of the British Isles. Ask for a blank map of the British Isles. Mark the boundaries of England, Scotland, Wales and Northern Ireland on the map. Label them neatly.	Look at the slides "VOLCANOES". Make a list of famous volcanoes. Next to the name of the volcano write the name of the country it is in.
	Find the wall chart — "CHEESE FLAGS OF THE COMMONWEALTH" Make a list of the names of different types of cheese. Collect labels of cheese you have at home.
Collect pictures of places or people from other countries. Perhaps you could choose some interesting ones from "THE FAMILY OF MAN" project box.	Choose a country that interests you. Find out all you can about it. Write your information up neatly.
Listen to cassette tape No. 28 "THE SAHARA". Find out the names of countries that are in the Sahara	Ask a friend to tell you about the country she visited on holiday. Make notes of interesting points.
Which country would you find these animals in? (a) Tiger (b) Elephant (c) Koala bear	See if you can find a book or encyclopaedia that has pictures of flags. Using the overhead projector draw a large picture of the flag of a country you have visited.

Example 3   A BACKGROUND TO.ARTHUR

A background to Arthur

Using rules of HERALDRY - design your own coat of arms.	Compare village life today with that of MEDIEVAL times.
Prepare a video on either Gawain's first meeting with the Green Knight or his last.	Romans and Normans had 'Knights' on horseback. Find out about them and draw them.
Chain mail and flat topped helmets had many problems what were they? Describe how you would feel wearing them.	What does CHIVALRY mean? Find out about the Battle of Bosworth. Do you think that it was chivalrous?
Listen to the tape of Gawain and the Green Knight. CONDENSE the story into two sides of file paper.	Make a list of as many members of Arthur's court that you can find.
What sort of weapons were used by Knights on horseback. Draw them.	
Before printing, books were handwritten. Some letters were ILLUMINATED — what does this mean? Draw one for one of your initials.	

Example 4   POLLUTION

STARTERS   POLLUTION

WATER

What is POLLUTION?
Find out all you can about the pollution of
water. (A book which might help is - A River
is Cleansed - 301 Bell, G.)

At school, some of the taps are labelled
"Drinking Water". What is the difference
between this water and the rest?

There was a prize of a lot of money
given to anyone who caught a salmon in
the Thames. At one time, salmon were
plentiful but gradually they disappeared.
Can you find out why?

Recently, a salmon was found in the Thames
near London. This was very important
and was on the News. What did it mean?

You may think that sewage is not a very
nice subject to study, but it shows very
clearly how much a society cares about
the environment and health of people,
especially those living in cities. If
you do study what happens to sewage and
how it is treated, look at how our
attitude has changed as we learned more
about it.

What happens to all the sewage that
leaves your house down the drains.
(Sewage is all the water from the sink
and bath as well as what is flushed
down the toilet).
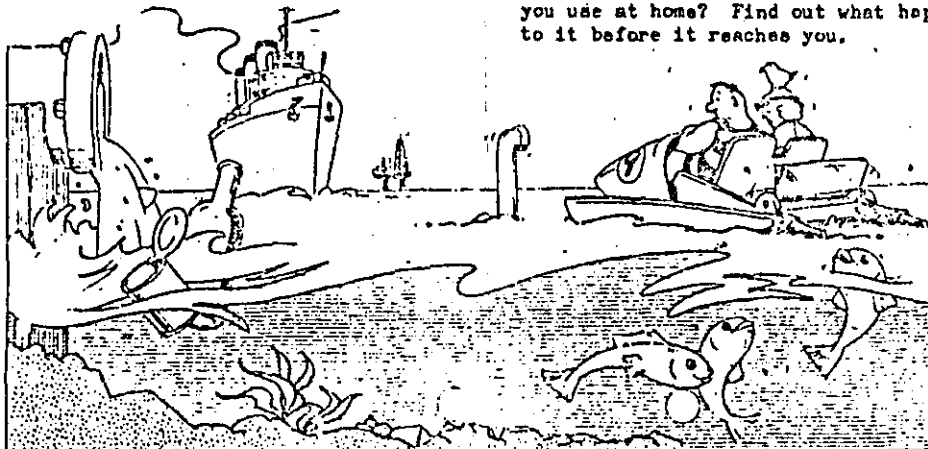
Is water polluted more today than
it used to be? Why?
Think of all the things that pollute
water, how do they pollute it and
what is the result?

Where do you think the worst
pollution of water happens?
Make up your own experiments to test
your ideas. See what you can find
out. (The Pollution Handbook, 301.31
Richard Mabey, might help). You
should be able to find some very
interesting ways of finding out how
much water is polluted.

Who are the worst polluters of water?
See if you can make a chart to show
different ways that water is polluted.

Where do you think water is clearest
and where is it the most polluted
locally? - and in Leicester. Can you
test this.

Examine samples of water you have taken
from different places, under the microscope
- what do you find.

Where does the water come from that
you use at home? Find out what happens
to it before it reaches you.

4. **SCHOOL 3** <u>INFORMATION ABOUT THE RESOURCE CENTRE</u>

The resource centre contains the following sources of information.

1. <u>BOOKS</u> are divided into non-fiction and fiction. Non-fiction books are factual, informative books whereas fiction books are storybooks.

(a) <u>Non-fiction</u> books are classified and arranged in subject order. Every subject is, therefore, given a number, e.g. the number for Birds is 598.2 and you will find all the books on Birds at that number. Non-fiction is numbered from 001-999 and the books are arranged on the shelf in number order.

(b) <u>Fiction</u> is in a separate sequence and not arranged in any order. There is a separate section for paperbacks. There is an author index in the catalogue if you want to see if a certain book is in the resource centre.

(c) <u>Reference books</u> such as encyclopaedias and dictionaries are kept in a separate sequence. The reference books should not be taken out of the resource centre.

2. <u>CHARTS</u> are kept in a separate sequence in a chart chest and arranged in <u>subject number</u> order.

3. <u>SLIDES</u> are kept separately in the grey filing cabinet in <u>subject number</u> order.

4. <u>FILMSTRIPS AND FILMLOOPS</u> are kept in grey trays in <u>subject number</u> order.

5. <u>PAMPHLETS</u> are kept in grey trays and arranged in broad <u>subject</u> divisions, e.g. coal, costume, France.

6. <u>ILLUSTRATIONS</u> are kept in the grey filing cabinet and are arranged in broad <u>subject</u> divisions, e.g. animals, birds, costume.

7. <u>JACKDAWS</u> are information folders and are kept in the grey filing cabinet in <u>subject number</u> order.

<u>HOW TO FIND INFORMATION IN THE RESOURCE CENTRE</u>

1. Look up the name of the subject you want in the <u>subject index</u> of the catalogue. This index is arranged like a dictionary in <u>alphabetical order</u>, e.g. coal, costume, Denmark, fish.

2. The number for that subject is in the top right-hand corner of the catalogue card, e.g. BIRDS 598.2.

BIRDS	598.2
BOOKS	FILMSTRIPS
CHARTS	FILMLOOPS
PAMPHLETS	JACKDAWS
ILLUSTRATIONS	

a red tick shows what material is available on Birds so you need only look at those items.

3. You can then go to the shelf marked 598.2 for books on Birds or to the relevant place for non-book material.

4. In the classified section of the catalogue arranged from 001-999, you will find under 598.2 the titles of every item on Birds in the resource centre so you can then look for specific titles.

5. If you cannot find the information you want remember to use the encyclopaedias and other reference books. Always ask the Librarian for help if in difficulty.

6. When you have finished with the book always put it back in the right place so that others may find it after you.

<u>IF YOU WANT TO TAKE A BOOK OUT</u>

1. <u>Fiction Books</u> Each pupil is given a green ticket. These green tickets are for fiction only. <u>Two</u> books per pupil may be taken out at a time. The green or pink bookcard (states author and title of book) is taken out of the label inside the book and transferred to the <u>green ticket</u>. The pupils do this themselves; the green tickets are arranged according to form.

2. <u>Non-fiction Books</u> Each pupil is given an orange ticket for non-fiction. If you want to take home a non-fiction book, <u>it must be stamped by the Librarian</u>. The loan period is <u>overnight only</u>. <u>Two</u> non-fiction books per pupil may be taken out at a time from afternoon break to 4.15 p.m.

<u>This ruling does not apply to non-fiction books used during the day for resource-based learning</u>.

NOTE: Information was originally produced in the form of a folded leaflet.

SUBJECT	CLASSIFICATION NUMBER	MATERIAL AVAILABLE	AMOUNT AVAILABLE
Cameras and Photography	770 771.3	Books	Not too much available
Time	529	Books; charts; pamphlets; slides.	Quite a lot available
Food preservation	Preservation: 641.4 Sea food: 641 Nutrition: 641.1	Books; pamphlets (food).	Quite a lot available, especially pamphlets.
Weather	551.5 551.59	Books; charts; slides; pamphlets.	A lot available
Black Death	942.03 see also General History: 942	Books; jackdaw (942.03).	Quite a lot available
Parliament and Simon de Montfort	942.03 see also General History: 942 Parliament: 328.42	Books	Quite a lot available
Monasteries	942.03 see also General History: 942 Monasteries: 726: 271	Books; charts (271)	Quite a lot available
History of Nottingham	942.52 Local studies shelf	Books; pamphlets	Not too much available

FILMS ordered
(dates to follow)

Medieval monastery
Medieval society
Life in a medieval
        town
Light and colour
Light, Nature of
Moon
Earth in motion
Latitude and
    Longitude

5. SCHOOL 4: SCHOOL LIBRARY - QUESTIONNAIRES

Example 1

1. Books can be divided into three types - Fiction, Stories, Novels.
   Non-fiction - Information books on factual topics.
   General Reference - Dictionaries, encyclopedias etc. that cannot
   be borrowed from the library.

   Which sections do you think these books belong to:-

Concise Oxford Dictionary	Black Beauty
Snakes	Guiness Book of Records
Children's Britannica	Charlie & the Great Glass Elevator
Gardening for all	How we used to live 1900-1918
Oxford Atlas	Looking at Italy

2. Fiction books are arranged in alphabetical order of the author's
   surname. Put these stories into their correct order for the
   fiction section:-

Leon Garfield	Baker's Dozen	Patricia Wrightson	I own the Racecourse
C.S.Lewis	The Lion, the Witch and the Wardrobe	Ursula LeGuin	A Wizard of Earthsea
Gerald Raferty	Snow Cloud Stallion		
Arthur C.Clarke	2001: A Space Odyssey	K.M.Peyton	Flambards
Hugh Lofting	The story of Dr. Dolittle	Desmond Bagley	High Citadel
		Ian Fleming	Goldfinger
Penelope Lively	The Driftway	John Christopher	The White Mountain

3. Choose two of the authors on the above list and using the fiction
   catalogue, make a list in alphabetical order of all the titles
   in the library by your two authors. Leave out the 'A' or 'An'
   at the beginning of the title.

4. Non-fiction books have the numbers on the spines to say which
   subject they are about. At what number would you look on the
   shelves for the following books:-

Sports Cars	Railways
History of France	Geography of Australia
Football	Flowers (not flower arranging)
Second World War	Mount Everest
Astronomy	Ancient Greek Myths

5. Choose two of the subjects on the list and then find three books
   that are concerned with each subject. List the authors and titles
   of those you picked. Say which book interests you most and why.

6. Has the library got the following books?
   Say which drawer of the catalogue you used to find out.
   Are they fiction or non-fiction?

HUMPHREYS, L.G.	Your body at work
HEYERDAHL, T.	The Kon Tiki Expedition
BRADBURY, R.	Fahrenheit 451
CARROLL, L.	Alice in Wonderland
CLARIDGE, J.	The Discovery of America
ROOKE, P.	Women's Rights
PEARCE, P.	Tom's Midnight Garden
BLACKWOOD, A.	The Pageant of Music
WOOD, C.	James Bond and Moonraker
MACLEAN, A.	Breakheart Pass

Example 2

1. Has the library got the following books? Say which drawer
   of the catalogue you used to find out. Are they fiction
   or non-fiction?

MUNSON, K.	Fighters 1914-1919
KEENE, C.	The message in the hollow oak
CLEARY, B.	Runaway Ralph
MILNE, K.	Car Smash
LOFTS, N.	Queens of Britain
SCHOFIELD, A.	Clothes in history
FORSYTH, F.	The Devils alternative
NAUGHTON, B.	My pal Spadger
CHRISTIAN, R.	Ghosts and legends
ARCHER, M.	History of the World Cup

2. What is the Dewey number for the following subjects?

Geography of France	Horses as pets
Rugby	North American Indians
Gardening	Fishing
Witches	History of Germany
Looking after rabbits	Roman Roads

3. Choose two of the subjects on the above list and then find three
   books that are concerned with these subjects. List the authors
   and titles of those you picked.
   Say which book interests you most and why.

4. Fiction books are arranged in alphabetical order of the author's
   surname. Put the following words into correct alphabetical order:-

   present, prairie, publisher, psychologist, puzzle, professor,
   projector, prescription, propellor, pyramid, pump, public,
   pygamas, pulley, prowl, pylon, prune.

5. Using the fiction catalogue, find out if the library has any
   books by these authors. Put the authors' names into alphabetical
   order and write down the titles of two of the books by these authors.

DICKINSON, Peter	WESTALL, Robert
BAWDEN, Nina	STRANGER, Joy
LINE, David	MONTGOMERY, L.E.
HITCHCOCK, Alfred	HINTON, S.E.
HINES, Barry	MITCHELL, Elyne

6. Books can be divided into three different types: Fiction, non-fiction
   and reference. Which sections do you think these books belong to?

   Oxford Junior Encyclopedia
   Man the Explorer
   Cars
   Times Atlas of the World
   A Wind through the heather
   Charley and the Chocolate factory
   The Dutch: How they live and work
   Chambers English Dictionary
   Louis Pasteur and Microbiology
   The Hobbit

APPENDIX II

QUESTIONNAIRES

1. Questionnaire number 1. Sent to head teachers.

2. Questionnaire number 2. To be answered by Director of Resources or teacher-librarian.

3. Questionnaire number 3. To be answered by heads of subject departments.

4. Questionnaire number 4. To be answered by second and fourth year pupils.

NOTE: All questionnaires are reproduced without the spaces originally allowed for the responses.

1. <u>QUESTIONNAIRE NUMBER 1</u>

Name of school
Name of head teacher
Name of Director of Resources / Librarian
No. of pupils
Age range
Number of pupils in 6th form (if applicable)

<u>Section A</u>

1. List the main aims of your curriculum.

2. Which kind of teaching method predominates in your school?
   Tick a) or b).
   a) Formal   b) Informal

3. Number the following teaching styles 1, 2 and 3, using 1
   for the style most used.
   Class instruction
   Group work
   Individual work

4. How are groups divided for most subjects?
   e.g. mixed ability; banded; streamed; setted.
   If this varies according to year group, please give details
   for 2nd and 5th years.

5. What is your average size of teaching group in
   a) 2nd year?   b) 5th year?

6. Does your school receive an SPA allowance?

7. Please list the subjects taught to second year pupils.
   (A list may be attached to the end of the questionnaire).

8. Please list the subjects taught to fifth year pupils.
   (A list may be attached to the end of the questionnaire).

9. List any regular extra-curricular activities.
   e.g. chess clubs; musical activities; dancing; sports clubs.

10. How vital do you consider the library resource provision
    to the efficient running of your curriculum?
    i.e. the provision of all kinds of learning materials
    for pupils and staff - books, audio-visual materials,
    reprographic facilities - organised for use.
    Mark a cross at the appropriate point along the line.

    VITAL   HELPFUL   UNNECESSARY
    _____

11. Give brief comments on the role of the library resource area
    as you see it in your school.

12. What percentage of your capitation is spent on library resources?

Section B

1. Where is your library resource provision located?
    i.e. books; audio-visual software; audio-visual hardware;
    reprographics department. Tick as appropriate.
    a) in a central base
    b) in several places within one building
    c) within subject departments
    d) on several sites
    If applicable, give details as to how divisions are made.

2. What is the total size of your library resource area?
    Give answer in square metres.

3. What percentage of your total resource area is used for
    a) office accommodation?
    b) reprographics?

4. How many pupils can your library resource area seat
    for study purposes?

5. How much stock do you hold?
    Give answer to the nearest round figures.
    a) books   f) cassettes
    b) posters and wallcharts   g) records
    c) photographs   h) video tapes
    d) slide sets   i) others (give details)
    e) filmstrips

6. How much did you spend on the following in the last
    school year? (i.e. 1978-1979).
    a) books (for the library)
    b) audio-visual software
    c) reprographics

7. List the allocation of staff for the library resource provision.
    e.g. Teacher-librarian, Scale 3, full time.
         Clerical assistant, Clerical 1, part time.
         Technician, Technical 1, part time.

8. How many hours per week are allocated to professional staff
    for running the library resource area?
    e.g. Director of Resource 15 hours
          Teacher-librarian 6 hours

9. During what hours is the library resource provision
    available to pupils?

10. Are there any restrictions on the use of the provision?
    e.g. library used as a classroom; restrictions on age groups.

11. Do you have lessons to instruct pupils in the use of the
    library and other resources?
    If so, please give brief details.

12. What kind of support do you receive from support services?
    e.g. book loans; museum exhibits; book purchasing schemes.

    Thank you for your assistance.

2. QUESTIONNAIRE NUMBER 2

To be answered by Director of Resources or teacher-librarian.

Name of school
Name of Director of Resources / Librarian

1. How many hours per week is the library open for all pupils to use? List the times when this occurs.

2. How many hours per week is the library restricted to use by specified groups (excluding use as a classroom)? e.g. 1st years only, Mondays 12.30 - 1.15.

3. How many periods per week is the library used solely as a classroom? How long is each period?

4. How many of the above periods are used for instruction in the use of library resources?

5. Give details as to how the library area is supervised. i.e. the number of hours when staff or specially trained pupils are available to help users to find the material they require. List the hours and the people involved.

6. Which classification scheme do you use for
    a) books?   b) non-book material?

7. What method do you use for cataloguing books and other materials? e.g. 5"x3" cards; bound files; OCCI.

8. Does your catalogue contain separate sequences for books and non-book material?   YES / NO
    If they are separated, make it clear in question 9 which sequences you have for which kind of material.

9. Which of the following sequences do you have in your catalogue? Tick those that you possess.

    Non-fiction: Author sequence
                  Classified sequence
                  Title sequence
                  Subject index
                  Dictionary arrangement i.e. authors, titles and
                                                 subjects integrated
    Fiction: Author sequence
                  Title sequence
                  Integrated author and title sequence

    If you have any other sequences, please name them.

10. Is all material (i.e. books and audio-visual software) catalogued centrally, wherever housed? YES / NO
    If NO give details as to how material is divided and the means by which it is recorded.

11. Outline the instruction (if any) that you give to staff to assist them in the use and production of resources. (Resources - all material, print or audio-visual that may be used for learning purposes, excluding sets of text books).

12. Do you offer any of the following services to your colleagues?
Tick those that you offer.
a) Review services i) for books
                   ii) for non-book material
b) Provision of subject lists of materials
c) Published booklists and catalogues relevant to their needs
d) Request service for items not in stock

If you offer any other bibliographical services to your
colleagues please list them.

13. Give full details of any schemes that you have to instruct
pupils in the use of library resource provision.
Examples of handouts etc. will be very welcome.

14. What kind of contact do you have with other staff?
e.g. part of the management team for policy making;
     regular contact with interested staff to work
     on particular projects e.g. video programmes, booklets;
     informal contact with interested staff;
     informal contact with all staff.

Tick any of the above which apply to you and list any other
kinds of professional contact that you have within the school.

15. Who chooses the stock, i.e. books and audio-visual software,
for the library resource collections?
a) Resources Director / teacher-librarian
b) Heads of subject departments
c) Resources Director / teacher-librarian in conjunction
   with subject specialists
d) All staff make suggestions which Resources Director /
   teacher-librarian co-ordinates
e) Parents
f) Children
g) Other arrangements (please give details)

What methods are used to organise stock selection?
e.g. suggestions received on slips;
     departments allowed to spend a specified amount of money.

16. How is stock selected? Tick as appropriate.
a) Through a School Library Service Exhibition Collection
b) By visits to suppliers
c) Marking up publishers' catalogues
d) From publishers'/ booksellers' representatives
e) Books and other material sent to you on approval
f) Other means. Please state these.

(Note: Two columns were provided on the original questionnaire
        so that respondents could distinguish between
        books and audio-visual materials).

17. How often do you purchase stock? Tick as appropriate.
a) When requested
b) At regular intervals within a term
c) Once a term
d) Once a year
e) At the beginning of the financial year
f) When money becomes available e.g. after a parent's fund raising event

(Note: Two columns were provided as for question 16).

18. The following are possible uses of the library resource area. Number them according to the amount of use made, 1 representing the most used function.

Reference use of books
Reference use of non-book material
Borrowing fiction
Borrowing non-fiction books
Borrowing non-book material
Casual browsing
Doing homework
Keeping warm at breaktimes
Reproducing materials

List any other significant uses.

19. List the subjects that receive most use in your library.

List any subjects for which you receive numerous requests but for which you cannot supply information.

20. Use column A to give an estimate of your average issues per week for the materials listed.

		A	B
Books:	Fiction		
	Non-fiction		
A.V. material:	Posters, charts, prints		
	Slides, filmstrips		
	Cassettes, records		
	Films, video tapes		
	Others		

In column B give an indication as to how many of these issues could be the direct result of class visits to the library area.

21. How many books / materials are pupils allowed to borrow at a time?

22. Comments on any of the following points as they apply to your situation would be most helpful.

a) Borrowing versus reference use of materials
b) Use of books versus non-book materials
c) Tendency of certain topics to lead to more use of materials
d) Effect of staff pressure, or lack of it, in advocating the use of library resources.

Thank you for your assistance

3. QUESTIONNAIRE NUMBER 3

To be answered by heads of subject departments

Name of school
Department

1. For which subject(s) do you have responsibility?

2. How many teaching staff are in your department?

3. What do you consider to be the main objectives of
    teaching in your subject field?

4. How are pupils organised for learning purposes in your
    subject(s)? Tick as applicable. If more than one style
    is used, number in order of importance.

    Class instruction
    Small groups
    Individual topic work

    If this varies according to age group, please give details.

5. From where do you obtain the materials for your department's
    teaching? Number in order of importance.

    Personal resources
    Departmental collection
    Your school library
    Public libraries (including the School Library Service)
    Other sources - give details

6. If you have a departmental subject collection, how many items
    does it hold?

    Books
    Audio-visual software
    Other materials e.g. globes, models, etc.

7. How often do you send pupils to the school library resource area?
    e.g. most lessons; once a week; a few times a term; never.

    If this varies according to age group, please give details.

8. At what stage in a pupil's career would he/she be most likely
    to make most use of library resources in your subject field?

9. How important are the school library resources to your
    teaching? Mark a cross at the relevant point along the line.

    VITAL 1————2————3————4————5 IRRELEVANT

10. The following are reasons that teachers have given for using
    their school libraries.

    To borrow items for lesson preparation, mostly at teacher level.
    To borrow children's books and other material to gain ideas
        for future lessons, workcards etc.
    To borrow a few items from which readings or examples can be
        given during the course of a lesson.
    To select a collection of books for discovery learning.

To select a collection of audio-visual materials for
discovery learning.
To select a small collection of books for permanent
use in the subject department.

Tick the reasons that apply to you, then number them
in order of importance, 1 representing the most
frequent type of use.

11. Of which kind of material do you make most use in your teaching?

12. How adequate do you consider the material that the school
library resource area possesses in your subject field?
Mark a cross at the relevant point along the line.

ADEQUATE 1————2————3————4————5 TOTALLY INADEQUATE

13. Do you assist in the selection of the material for the
library resource stock? YES / NO.

Do other members of your department assist in the
selection of library materials? YES / NO.

If your department has a scheme for selection, please give details.

14. Is the material selected by your department for the library
resource stock housed in the library, or removed to your
departmental collection?

15. How do you find out what materials are available in your
subject field, particularly new publications and audio-
visual software?
(e.g. from reviews, catalogues, library information services).

16. Does your Director of Resources / teacher-librarian offer any
special services to assist you in your subject teaching?
YES / NO.

If YES, please give details.

17. If there were no financial constraints, what services would
you wish the library resource staff to offer to your
department?

Thank you for your assistance.

4.   QUESTIONNAIRE NUMBER 4

To be answered by second and fourth year pupils

School
Date
Boy / Girl
Age

1.   When did you last visit the school library or resources area?

   Why did you go there?

2.   How often do you normally visit the library or resources area?
   Tick the statement that applies to you.

   Most days;   once a week;   a few times a month;
   a few times each term;   rarely;   never

3.   Below are a list of possible reasons for visiting the library
   and resources areas. Read the list, then tick your main
   reasons for going to the areas.

   Lesson in the library
   Class visit to use library materials
   Look up information a) for school topic work
                       b) for your own interests
   Borrow a book a) for school work
                 b) for your own enjoyment
   Use some audio-visual material e.g. slides, filmstrips
   Browse (i.e. look at books with no particular subject in mind)
   Do homework
   Keep warm (i.e. during breaktimes, lunchtimes)
   Help to run the library (e.g. as a library helper, prefect)
   Help with duplicating or making materials

4.   List the subjects for which you most often look in the
   school library.

5.   Does the school library have all the information that you
   require on these subjects?   YES / NO
   If NO, name the subjects for which more material is needed.

6.   Why do you look for the subjects that you have listed
   for question 4? Tick the answer.

   Because a teacher sends you
   Because you are particularly interested in the subjects
   Because the subjects are your hobbies
   Because you find the subjects difficult and want to help yourself
   Because of special reasons of your own

7.   Of which kinds of materials do you make most use?
   Read the list.

   books;   charts;   posters;   maps;   illustrations;   pamphlets;
   periodicals;   Jackdaws;   slides;   filmstrips;   records;
   cassettes;   models;   globes;   real things e.g. fossils.

   Tick the types of materials that you use either in school
   or for homework. Now number them - 1 for the materials
   that you use most, 2 for those you use next most often,
   and so on.

APPENDIX III

USE OF LIBRARY RESOURCE PROVISION BY PUPILS

1. Frequency of visits.
   Figures III1.1 - III1.6 - showing differences between age groups.
   Tables III1.1 - III1.6 - showing differences between sexes.

2. Types of use made of library resource provision.
   Tables III2.1 - III2.6   Normal use by pupils.
   Tables III2.7 - III2.12 Most recent use before survey.

3. Resources used.
   Figures III3.1 - III3.6.

   All results are given school by school.

FIGURES III1.1 - III1.6

FREQUENCY OF VISITS, SHOWING DIFFERENCES BETWEEN AGE GROUPS.

Key to figures

n   Number of pupils responding

__   Normal frequencies of visits

... Time frequencies into which pupils' most recent visits
fell before answering the questionnaire

Visiting frequencies:

1. Most days

2. Once a week

3. A few times a month

4. A few times a term

5. Once a year or less

Note: Percentages may not add up to 100 - figures have
been rounded to the nearest integral value.
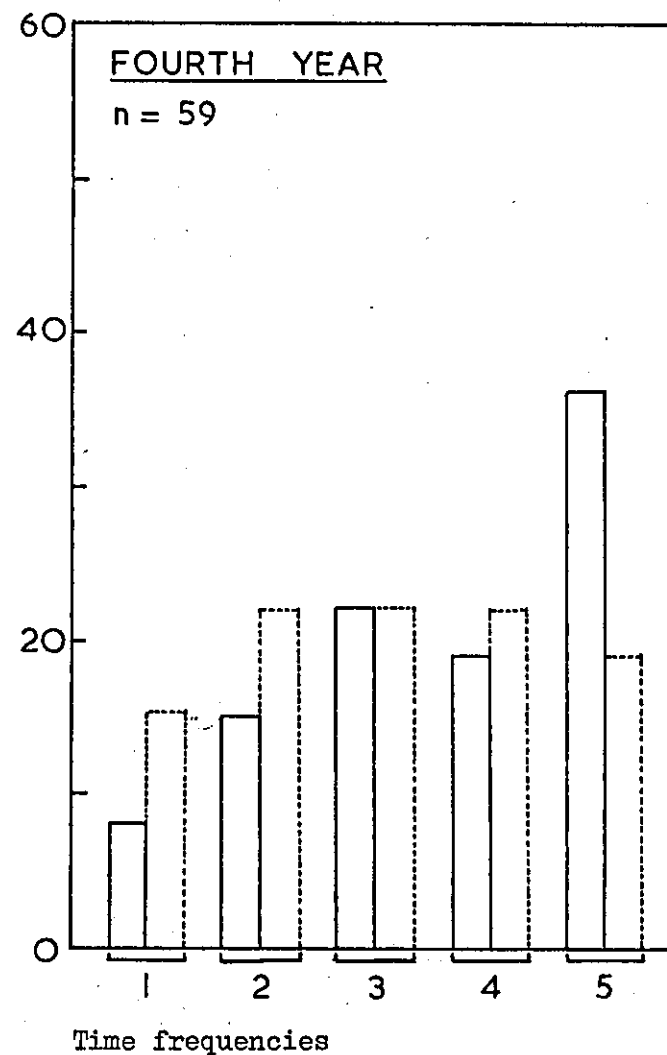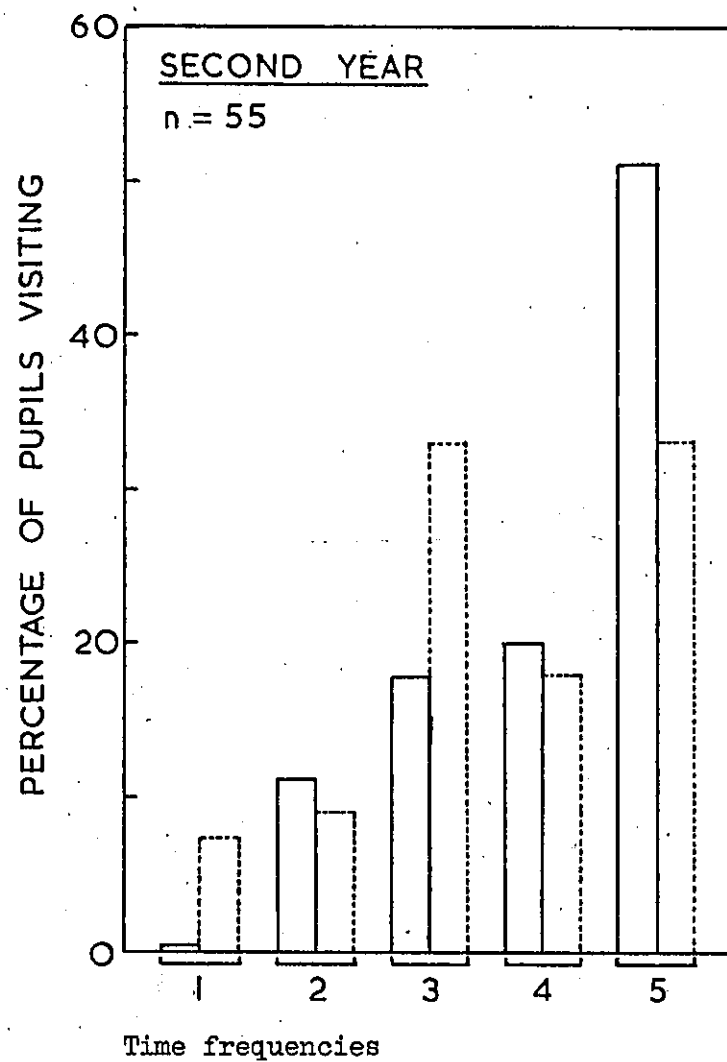
FIGURE III1.1 SCHOOL A
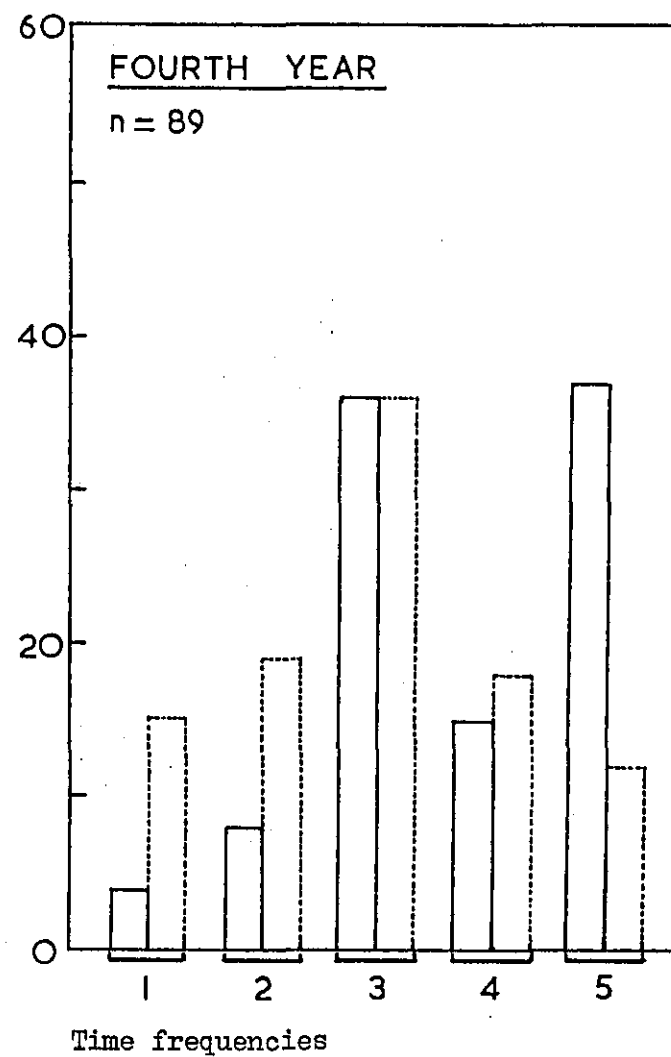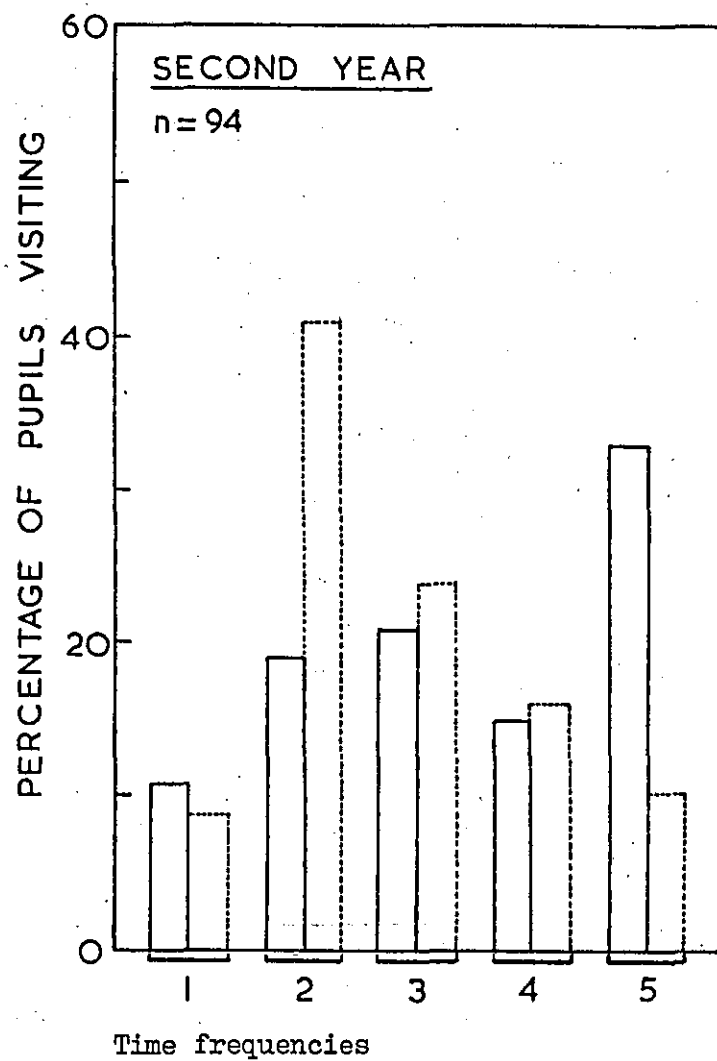
FIGURE III1.2 SCHOOL B
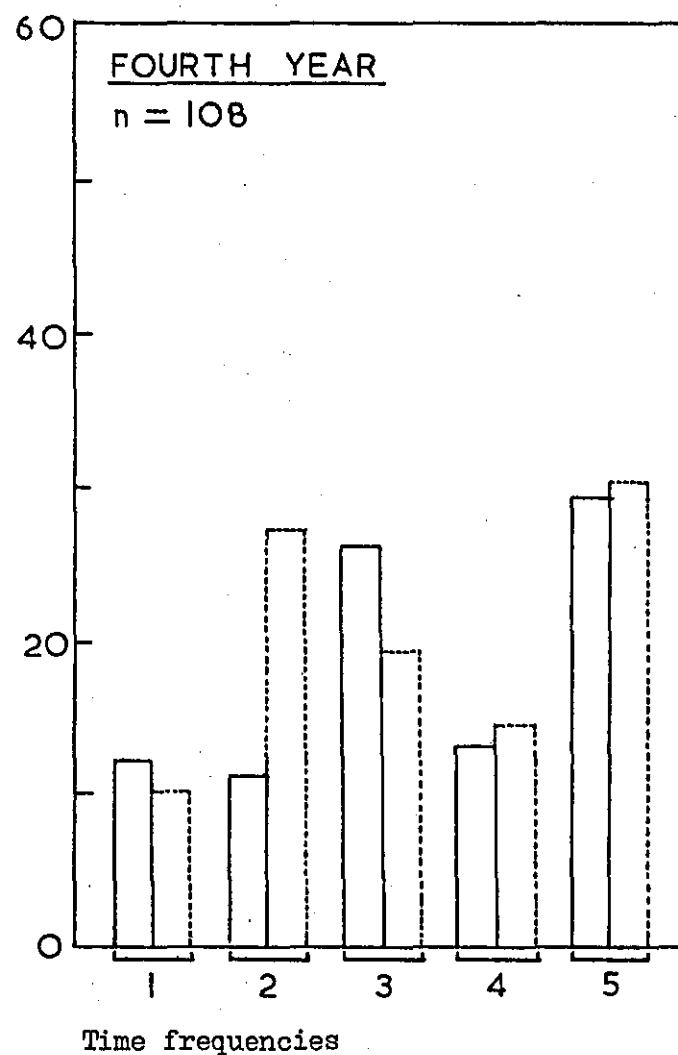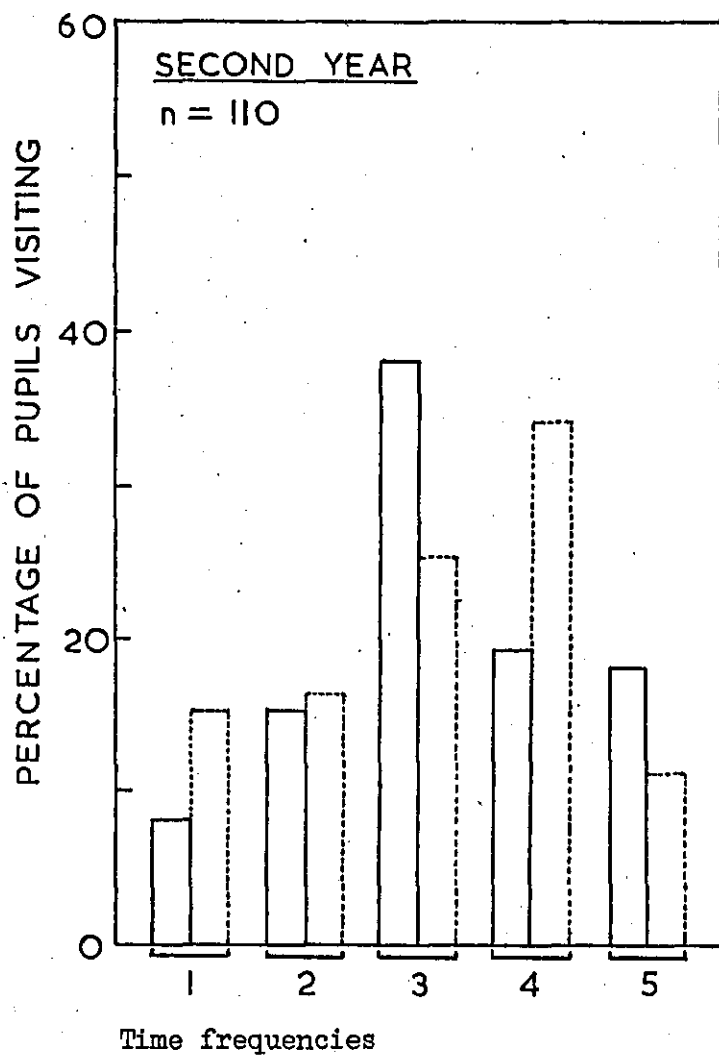
FIGURE III1.3   SCHOOL C
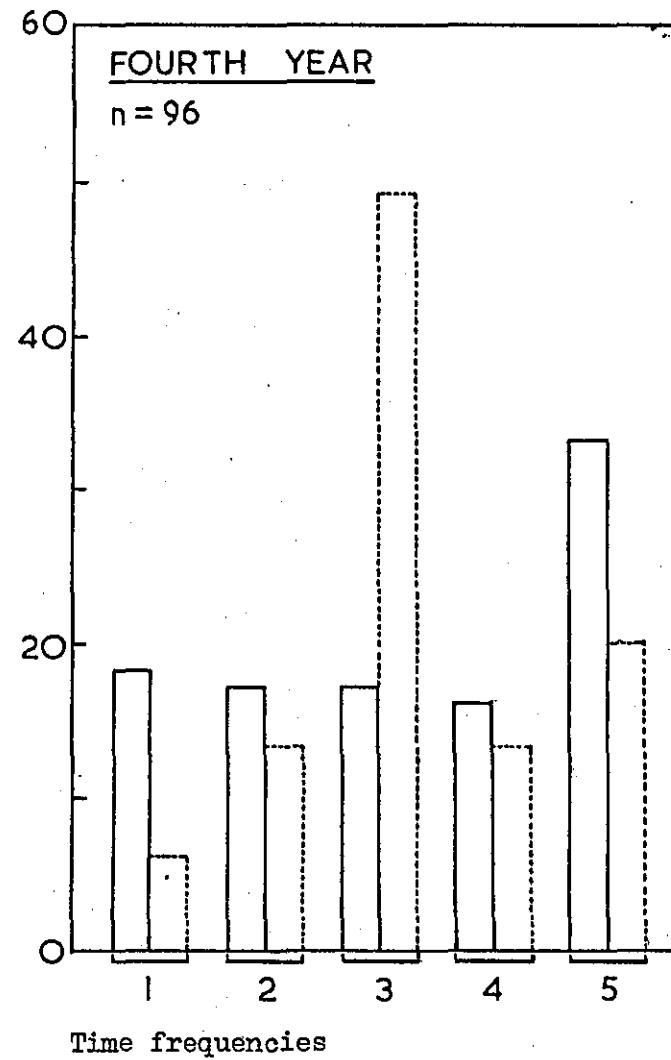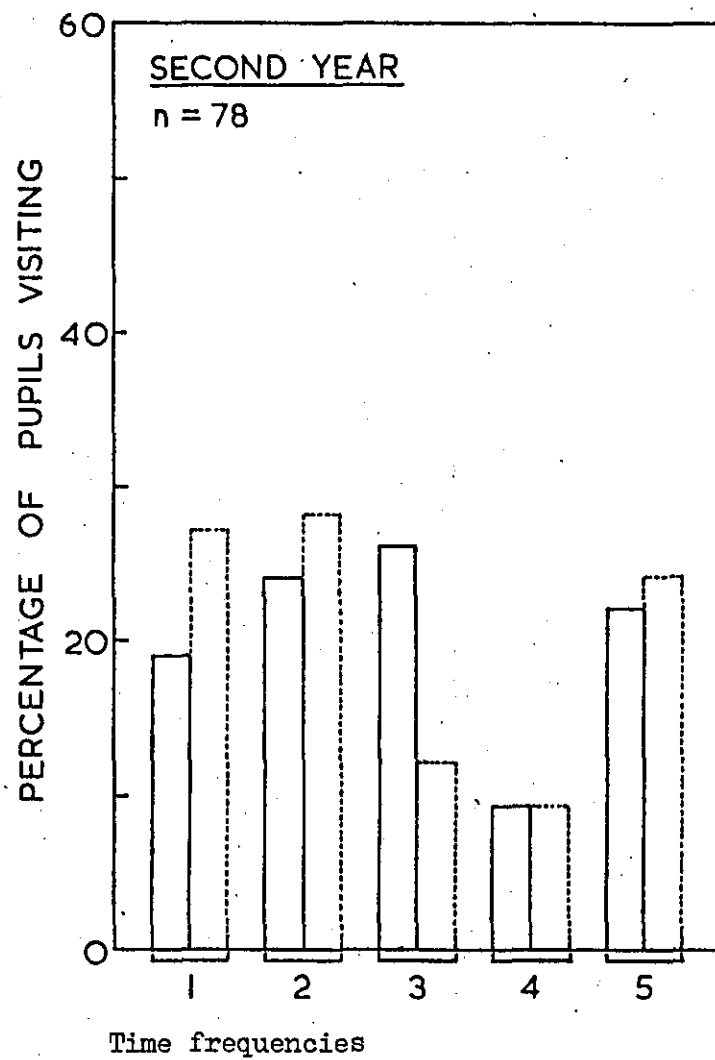
FIGURE III1.4   SCHOOL D
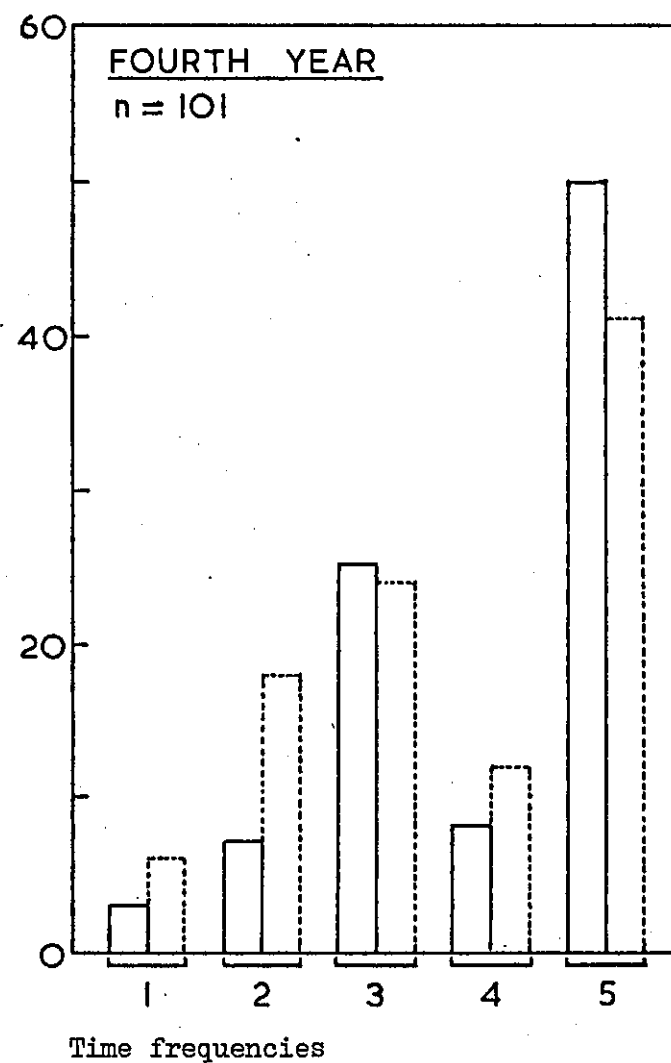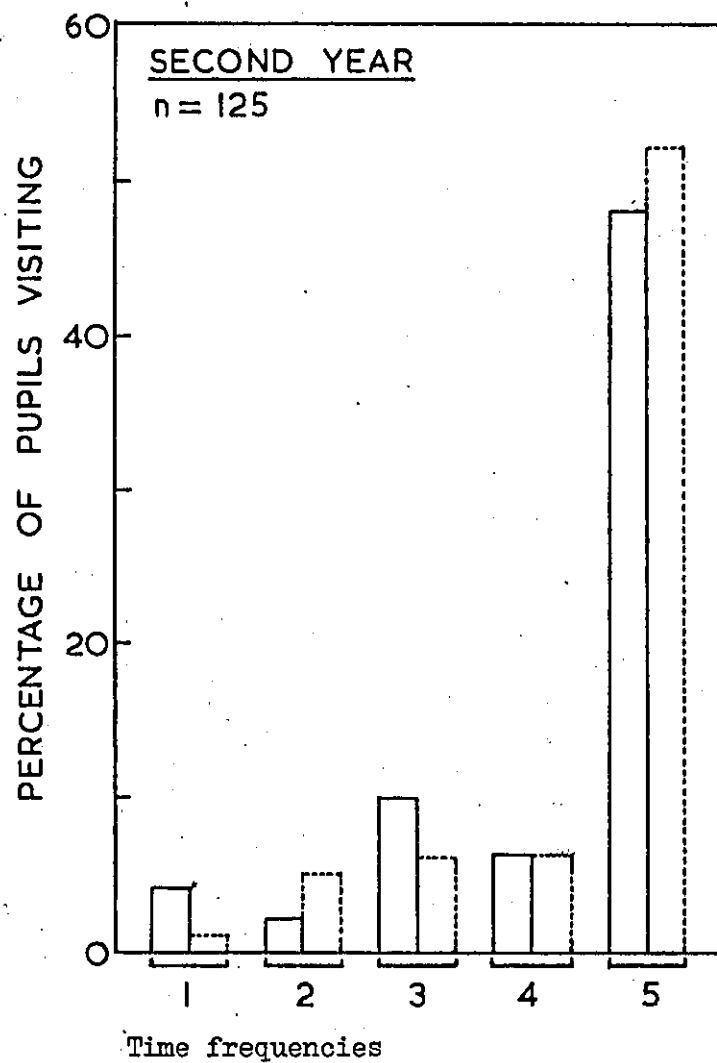
FIGURE III1.5 SCHOOL E
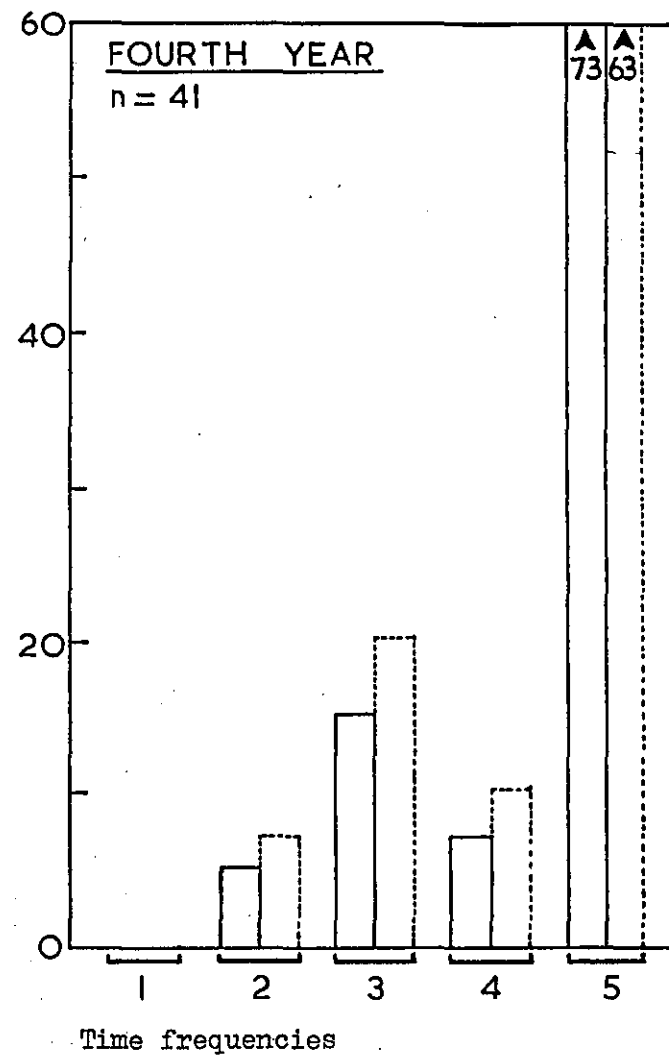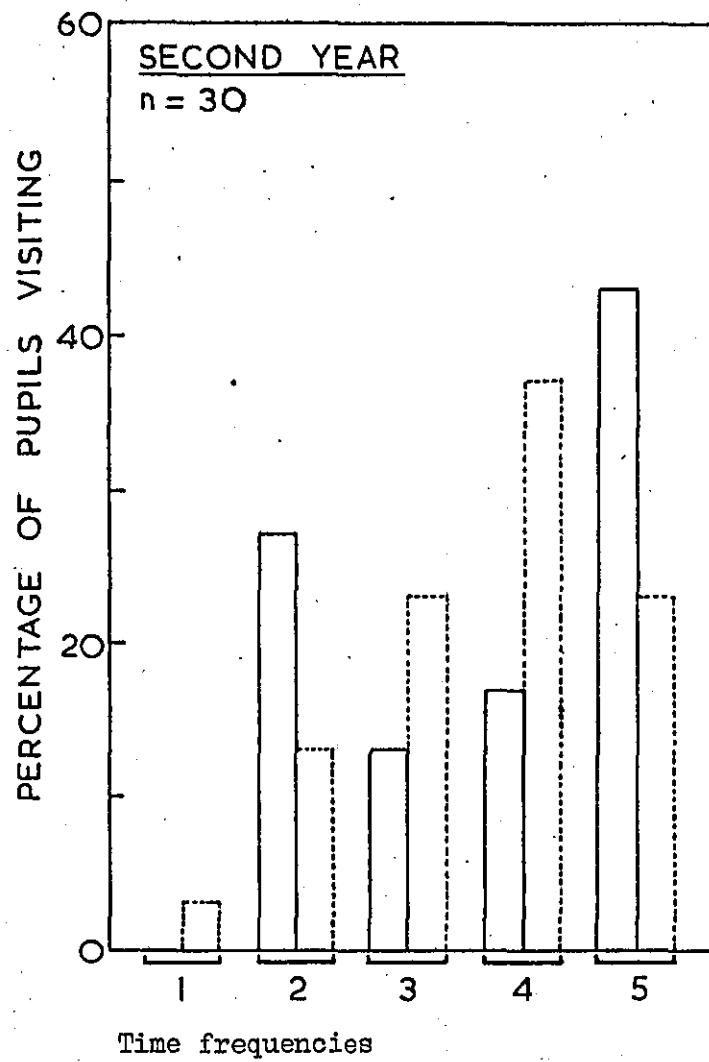
FIGURE III1.6   SCHOOL F

TABLES III1.1 - III1.6

FREQUENCY OF VISITS, SHOWING DIFFERENCES BETWEEN SEXES

Key to tables

n   Number of pupils responding

N   Normal frequencies of visits

R   Time frequency into which most recent visit fell

Note: Percentages may not add up to 100 - figures have
        been rounded to the nearest integral value.

Table III1.1   School A

Pupils	2nd year pupils				4th year pupils			
	Girls n = 32		Boys n = 23		Girls n = 29		Boys n = 30	
Frequency of visits	% of respondents				% of respondents			
	N	R	N	R	N	R	N	R
Most days	–	13	–	–	7	7	10	23
Once a week	9	6	13	13	14	28	17	17
A few times a month	13	31	26	35	24	28	20	17
A few times a term	25	22	13	13	14	14	23	30
Once a year or less	53	28	48	39	41	24	30	13

Table III1.2   School B

Pupils	2nd year pupils				4th year pupils			
	Girls n = 40		Boys n = 54		Girls n = 38		Boys n = 51	
Frequency of visits	% of respondents				% of respondents			
	N	R	N	R	N	R	N	R
Most days	18	18	7	2	8	5	2	22
Once a week	20	33	19	48	3	21	12	18
A few times a month	23	25	20	24	37	32	35	39
A few times a term	13	13	17	19	18	29	12	10
Once a year or less	28	13	37	7	34	13	39	12

Table III1.3   School C

Pupils	2nd year pupils		4th year pupils	
	Girls n = 44	Boys n = 66	Girls n = 48	Boys n = 60
Frequency of visits	% of respondents N R	N R	% of respondents N R	N R
Most days	11 11	6 17	23 21	3 2
Once a week	11 11	18 20	13 31	10 23
A few times a month	52 42	29 14	33 25	20 15
A few times a term	16 34	21 33	6 2	18 23
Once a year or less	7 2	26 17	19 21	37 37
No response	2 -	- -	6 -	12 -

Table III1.4   School D

Pupils	2nd year pupils		4th year pupils	
	Girls n = 44	Boys n = 34	Girls n = 57	Boys n = 39
Frequency of visits	% of respondents N R	N R	% of respondents N R	N R
Most days	14 16	26 41	23 5	10 8
Once a week	23 30	26 26	18 18	15 5
A few times a month	27 9	24 15	18 53	15 44
A few times a term	11 14	6 3	12 9	21 18
Once a year or less	25 32	18 15	30 16	38 26

Table III1.5   School E

Pupils	2nd year pupils				4th year pupils			
	Girls		Boys		Girls		Boys	
	n = 62		n = 63		n = 53		n = 48	
Frequency of visits	% of respondents				% of respondents			
	N	R	N	R	N	R	N	R
Most days	8	2	–	–	2	8	4	4
Once a week	3	8	–	2	4	11	10	25
A few times a month	10	10	11	3	19	23	31	25
A few times a term	8	10	5	3	4	13	13	10
Once a year or less	71	71	84	92	64	45	33	35
No response	–	–	–	–	8	–	8	–

Table III1.6   School F

Pupils	2nd year pupils				4th year pupils			
	Girls		Boys		Girls		Boys	
	n = 16		n = 14		n = 32		n = 9	
Frequency of visits	% of respondents				% of respondents			
	N	R	N	R	N	R	N	R
Most days	–	–	–	7	–	–	–	–
Once a week	19	13	36	14	–	3	22	22
A few times a month	13	25	14	21	9	19	33	22
A few times a term	6	44	29	29	9	6	–	22
Once a year or less	63	19	21	29	81	72	44	33

TABLES III2.1 - III2.6

TYPES OF USE MADE OF LIBRARY RESOURCE PROVISION : NORMAL USE BY PUPILS

TABLES III2.7 - III2.12

TYPES OF USE MADE OF LIBRARY RESOURCE PROVISION : MOST RECENT USE BEFORE SURVEY

Key to tables

n   Number of pupils responding

T   Number of times use was given   ( )   Total number of uses given

%   Percentage of responses giving use

Cv   Class visit

sw   School work

int Own interests

Note: Percentages may not add up to 100 - figures have been
      rounded to the nearest integral value.

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 32		BOYS n = 23		TOTAL n = 55		GIRLS n = 29		BOYS n = 30		TOTAL n = 59		n = 114	
Uses	(62) T	%	(52) T	%	(114) T	%	(70) T	%	(83) T	%	(153) T	%	(267) T	%
1. Lesson in the library	2	3	4	8	6	5	3	4	13	16	16	10	22	8
2. Cv to use library materials	-	-	-	-	-	-	3	4	-	-	3	2	3	1
3. Look up information for a) sw	14	23	7	13	21	18	22	31	23	28	45	30	66	25
(i.e. reference use) b) int	6	10	3	6	9	8	4	6	11	13	15	9	24	9
4. Borrow a book for a) sw	16	26	11	21	27	24	18	26	11	13	29	19	56	21
b) int	14	23	13	25	27	24	9	13	9	11	18	12	45	17
5. Use audio-visual material	-	-	-	-	-	-	1	1	1	1	2	1	2	1
6. Browse	6	10	6	12	12	11	5	7	3	4	8	5	20	7
7. Do homework	2	3	2	4	4	4	2	3	2	2	4	3	8	3
8. Keep warm at breaktimes	2	3	6	12	8	7	1	1	10	12	11	7	19	7
9. Help to run the library	-	-	-	-	-	-	2	3	-	-	2	1	2	1
10. Help with reprographics	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TABLE III2.1   SCHOOL A

Pupils / Uses	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 40		BOYS n = 54		TOTAL n = 94		GIRLS n = 38		BOYS n = 51		TOTAL n = 89		n = 183	
	(105) T	%	(131) T	%	(236) T	%	(80) T	%	(121) T	%	(201) T	%	(437) T	%
1. Lesson in the library	11	10	22	17	33	14	16	20	21	17	37	18	70	16
2. Cv to use library materials	6	6	7	5	13	6	15	19	16	13	31	15	44	10
3. Look up information for a) sw	12	11	15	11	27	11	18	23	26	21	44	22	71	16
(i.e. reference use) b) int	13	12	18	14	31	13	4	5	14	12	18	9	49	11
4. Borrow a book for a) sw	8	8	5	4	13	6	10	13	9	7	19	9	32	7
b) int	17	16	19	15	38	16	6	8	9	7	15	7	53	12
5. Use audio-visual material	-	-	-	-	-	-	1	1	-	-	1	1	1	0
6. Browse	11	10	16	12	27	11	3	4	6	5	9	4	36	8
7. Do homework	14	13	13	10	27	11	4	5	9	7	13	6	40	9
8. Keep warm at breaktimes	8	8	14	11	22	9	2	3	11	9	13	6	35	8
9. Help to run the library	5	5	2	2	7	3	1	1	-	-	1	1	8	2
10. Help with reprographics	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TABLE III2.2   SCHOOL B

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 44		BOYS n = 66		TOTAL n = 110		GIRLS n = 48		BOYS n = 60		TOTAL n = 108		n = 218	
Uses	(103) T	%	(150) T	%	(253) T	%	(92) T	%	(118) T	%	(210) T	%	(463) T	%
1. Lesson in the library	4	4	9	6	13	5	4	4	15	13	19	9	32	7
2. Cv to use library materials	2	1	1	1	3	1	1	1	2	2	3	1	6	1
3. Look up information for a) sw	28	27	38	25	66	26	21	23	26	22	47	22	113	24
(i.e. reference use) b) int	15	15	31	21	46	18	11	12	17	14	28	13	74	16
4. Borrow a book for a) sw	19	18	19	13	38	15	22	24	17	14	39	19	77	17
b) int	13	13	24	16	37	15	18	20	16	14	34	16	71	15
5. Use audio-visual material	–	–	–	–	–	–	–	–	–	–	–	–	–	–
6. Browse	3	3	9	6	12	5	4	4	11	9	15	7	27	6
7. Do homework	17	17	16	11	33	13	4	4	12	10	16	8	49	11
8. Keep warm at breaktimes	2	2	3	2	5	2	2	2	2	2	4	2	9	2
9. Help to run the library	–	–	–	–	–	–	5	5	–	–	5	2	5	1
10. Help with reprographics	–	–	–	–	–	–	–	–	–	–	–	–	–	–

TABLE III2.3   SCHOOL C

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 44		BOYS n = 34		TOTAL n = 78		GIRLS n = 57		BOYS n = 39		TOTAL n = 96		n = 174	
Uses	$\frac{(111)}{T}$	%	$\frac{(104)}{T}$	%	$\frac{(215)}{T}$	%	$\frac{(117)}{T}$	%	$\frac{(98)}{T}$	%	$\frac{(215)}{T}$	%	$\frac{(430)}{T}$	%
1. Lesson in the library	24	22	24	23	48	22	41	35	21	21	62	29	110	26
2. Cv to use library materials	-	-	-	-	-	-	23	20	10	10	33	15	33	8
3. Look up information for a) sw	19	17	17	16	36	17	5	4	10	10	15	7	51	12
(i.e. reference use) b) int	9	8	16	15	25	12	10	9	18	18	28	13	53	12
4. Borrow a book for a) sw	10	9	6	6	16	7	3	3	7	7	10	5	26	6
b) int	23	21	22	21	45	21	12	10	11	11	23	11	68	16
5. Use audio-visual material	-	-	1	1	1	1	5	4	2	2	7	3	8	2
6. Browse	11	10	5	5	16	7	11	9	8	8	19	9	35	8
7. Do homework	8	7	6	6	14	6	2	2	2	2	4	2	18	4
8. Keep warm at breaktimes	6	5	6	6	12	6	1	1	8	8	9	4	21	5
9. Help to run the library	1	1	1	1	2	1	4	3	1	1	5	2	7	2
10. Help with reprographics	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TABLE III2.4   SCHOOL D

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 62		BOYS n = 63		TOTAL n = 125		GIRLS n = 53		BOYS n = 48		TOTAL n = 101		n = 226	
Uses	(92) T	%	(77) T	%	(169) T	%	(97) T	%	(108) T	%	(205) T	%	(374) T	%
1. Lesson in the library	21	23	19	25	40	23	5	5	1	1	6	3	46	12
2. Cv to use library materials	–	–	1	1	1	1	–	–	1	1	1	1	2	1
3. Look up information for a) sw	25	27	15	19	40	23	19	20	27	25	46	23	86	23
(i.e. reference use) b) int	6	7	11	14	17	10	6	6	13	12	19	9	36	10
4. Borrow a book for a) sw	14	15	11	14	25	15	13	13	16	15	29	14	54	14
b) int	13	14	10	13	23	14	8	8	8	7	16	8	39	10
5. Use audio-visual material	–	–	1	1	1	1	1	1	1	1	2	1	3	1
6. Browse	3	3	1	1	4	2	14	14	3	3	17	9	21	6
7. Do homework	3	3	6	8	9	6	8	8	12	11	20	10	29	8
8. Keep warm at breaktimes	5	5	1	1	6	3	23	24	23	21	46	23	52	14
9. Help to run the library	1	1	–	–	1	1	–	–	2	2	2	1	3	1
10. Help with reprographics	1	1	1	1	2	1	–	–	1	1	1	1	3	1

TABLE III2.5   SCHOOL E

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 16		BOYS n = 14		TOTAL n = 30		GIRLS n = 32		BOYS n = 9		TOTAL n = 41		n = 71	
Uses	(32) T	%	(33) T	%	(65) T	%	(55) T	%	(15) T	%	(70) T	%	(135) T	%
1. Lesson in the library	8	25	6	18	14	22	7	13	5	33	12	17	26	19
2. Cv to use library materials	1	3	2	6	3	5	2	4	1	7	3	4	6	4
3. Look up information for a) sw	7	22	4	12	11	17	17	31	–	–	17	24	28	21
(i.e. reference use) b) int	3	9	3	9	6	9	7	13	2	13	9	13	15	11
4. Borrow a book for a) sw	4	13	2	6	6	9	7	13	3	20	10	14	16	12
b) int	1	3	6	18	7	11	10	18	1	7	11	16	18	13
5. Use audio-visual material	2	6	3	9	5	8	–	–	1	7	1	3	6	4
6. Browse	2	6	4	12	6	9	–	–	–	–	–	–	6	4
7. Do homework	1	3	–	–	1	2	1	2	–	–	1	1	2	1
8. Keep warm at breaktimes	3	9	3	9	6	9	4	7	2	13	6	9	12	9
9. Help to run the library	–	–	–	–	–	–	–	–	–	–	–	–	–	–
10. Help with reprographics	–	–	–	–	–	–	–	–	–	–	–	–	–	–

TABLE III2.6   SCHOOL F

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 32		BOYS n = 23		TOTAL n = 55		GIRLS n = 29		BOYS n = 30		TOTAL n = 59		n = 114	
Uses	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Class lesson	–	–	1	4	1	2	–	–	4	13	4	7	5	4
Look up information for a) sw	9	28	6	26	15	27	15	51	11	37	26	44	41	36
(i.e. reference use) b) int	4	12	1	4	5	9	–	–	1	3	1	2	6	5
Borrow a book for a) sw	8	25	6	26	14	25	6	21	7	23	13	22	27	24
b) int	1	3	2	9	3	5	–	–	2	7	2	3	5	4
Browse	6	19	5	22	11	20	2	7	2	7	4	7	15	13
Do homework	–	–	1	4	1	2	–	–	–	–	–	–	1	1
Examination revision	–	–	–	–	–	–	–	–	1	3	1	2	1	1
Other uses e.g. social	1	3	1	4	2	4	3	10	2	7	5	8	7	6
Non-replies	3	9	–	–	3	5	3	10	–	–	3	5	6	5

TABLE III2.7   SCHOOL A

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 40		BOYS n = 54		TOTAL n = 94		GIRLS n = 38		BOYS n = 51		TOTAL n = 89		n = 183	
Uses	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Class lesson	4	10	9	17	13	14	19	50	22	43	41	46	54	30
Look up information for a) sw	5	13	4	7	9	10	7	18	11	22	18	20	27	15
(i.e. reference use) b) int	–	–	1	2	1	1	–	–	3	6	3	3	4	2
Borrow a book for a) sw	2	5	–	–	2	2	5	13	2	4	7	8	9	5
b) int	4	10	5	9	9	10	1	3	3	6	4	4	13	7
Browse	6	15	20	37	26	28	4	11	–	–	4	4	30	16
Do homework	5	13	12	22	17	18	–	–	1	2	1	1	18	10
Examination revision	5	13	–	–	5	5	–	–	–	–	–	–	5	3
Other uses e.g. social	9	23	3	6	12	13	2	5	9	18	11	12	23	12
Non-replies	–	–	–	–	–	–	–	–	–	–	–	–	–	–

TABLE III2.8   SCHOOL B

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 44		BOYS n = 66		TOTAL n = 110		GIRLS n = 48		BOYS n = 60		TOTAL n = 108		n = 218	
Uses	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Class lesson	3	7	7	11	10	9	–	–	4	7	4	4	14	6
Look up information for a) sw	13	30	19	29	32	29	3	6	3	5	6	6	38	17
(i.e. reference use) b) int	2	5	7	11	9	8	2	4	1	2	3	3	12	6
Borrow a book for a) sw	3	7	9	14	12	11	19	40	21	33	40	37	52	24
b) int	–	–	5	8	5	4	7	15	12	20	19	18	24	11
Browse	–	–	–	–	–	–	1	2	1	2	2	2	2	1
Do homework	11	25	3	5	14	13	–	–	3	5	3	3	17	8
Examination revision	2	5	5	8	7	6	–	–	1	2	1	1	8	4
Other uses e.g. social	9	20	8	12	17	15	10	21	7	12	17	16	34	16
Non-replies	1	2	3	5	4	4	6	13	7	12	13	12	17	8

TABLE III2.9   SCHOOL C

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 44		BOYS n = 34		TOTAL n = 78		GIRLS n = 57		BOYS n = 39		TOTAL n = 96		n = 174	
Uses	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Class lesson	3	7	–	–	3	4	35	61	17	44	52	54	55	32
Look up information for a) sw	7	16	9	26	16	21	5	9	3	8	8	8	24	14
(i.e. reference use) b) int	3	7	1	3	4	5	1	2	3	8	4	4	8	5
Borrow a book for a) sw	7	16	3	9	10	13	1	2	4	10	5	5	15	9
b) int	13	30	10	29	23	29	4c	7	6	15	10	11	33	19
Browse	4	9	3	9	7	9	1	2	3	8	4	4	11	6
Do homework	–	–	2	6	2	3	–	–	2	5	2	2	4	2
Examination revision	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Other uses e.g. social	2*	5	6*	18	8	10	6	11	1	3	7	7	15	9
Non-replies	5	11	–	–	5	6	4	7	–	–	4	4	9	5

* Includes 1 library helper

c Includes 1 "to borrow a cassette of a novel"

TABLE III2.10   SCHOOL D

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 62		BOYS n = 63		TOTAL n = 125		GIRLS n = 53		BOYS n = 48		TOTAL n = 101		n = 226	
Uses	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Class lesson	17	27	28	44	45	36	10	19	2	4	12	12	57	25
Look up information for a) sw	17	27	9	14	26	21	10	19	12	25	22	22	48	21
(i.e. reference use) b) int	4	6	5	8	9	7	-	-	-	-	-	-	9	4
Borrow a book for a) sw	13	21	7	11	20	16	5	9	2	4	7	7	27	11
b) int	4	6	3	5	7	6	1	2	2	4	3	3	10	5
Browse	-	-	1	2	1	1	4	8	2	4	6	6	7	3
Do homework	-	-	-	-	-	-	-	-	1	2	1	1	1	0
Examination revision	-	-	-	-	-	-	4	8	11	23	15	15	15	7
Other uses e.g. social	7	11	4	6	11	9	12	23	8	17	20	20	31	14
Non-replies	-	-	6	10	6	5	7	13	8	17	15	15	21	9

TABLE III2.11   SCHOOL E

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 16		BOYS n = 14		TOTAL n = 30		GIRLS n = 32		BOYS n = 9		TOTAL n = 41		n = 71	
Uses	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Class lesson	4	25	2	14	6	20	–	–	–	–	–	–	6	8
Look up information for a) sw	2	13	–	–	2	7	5	16	2	22	7	17	9	13
(i.e. reference use) b) int	–	–	3	21	3	10	–	–	–	–	–	–	3	4
Borrow a book for a) sw	–	–	–	–	–	–	2	6	–	–	2	5	2	3
b) int	3	19	1	7	4	13	4	13	2	22	6	15	10	14
Browse	2	13	5	36	7	23	10	31	1	11	11	27	18	25
Do homework	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Examination revision	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Other uses e.g. social	5	31	3	21	8	27	3	9	2	22	5	12	13	18
Non-replies	–	–	–	–	–	–	8	25	2	22	10	24	10	14

TABLE III2.12   SCHOOL F

FIGURES III3.1 - III3.6

RESOURCES USED

Key to figures

A   Books

B   Periodicals, pamphlets, miscellaneous printed items

C   Charts and maps

D   Slides and filmstrips

E   Records and cassettes

F   Realia, models

FIGURE III3.1   SCHOOL A

FIGURE III3.2   SCHOOL B

PERCENTAGE OF TOTAL MATERIALS MENTIONED

GIRLS   BOYS   TOTAL   GIRLS   BOYS   TOTAL

SECOND YEAR   FOURTH YEAR
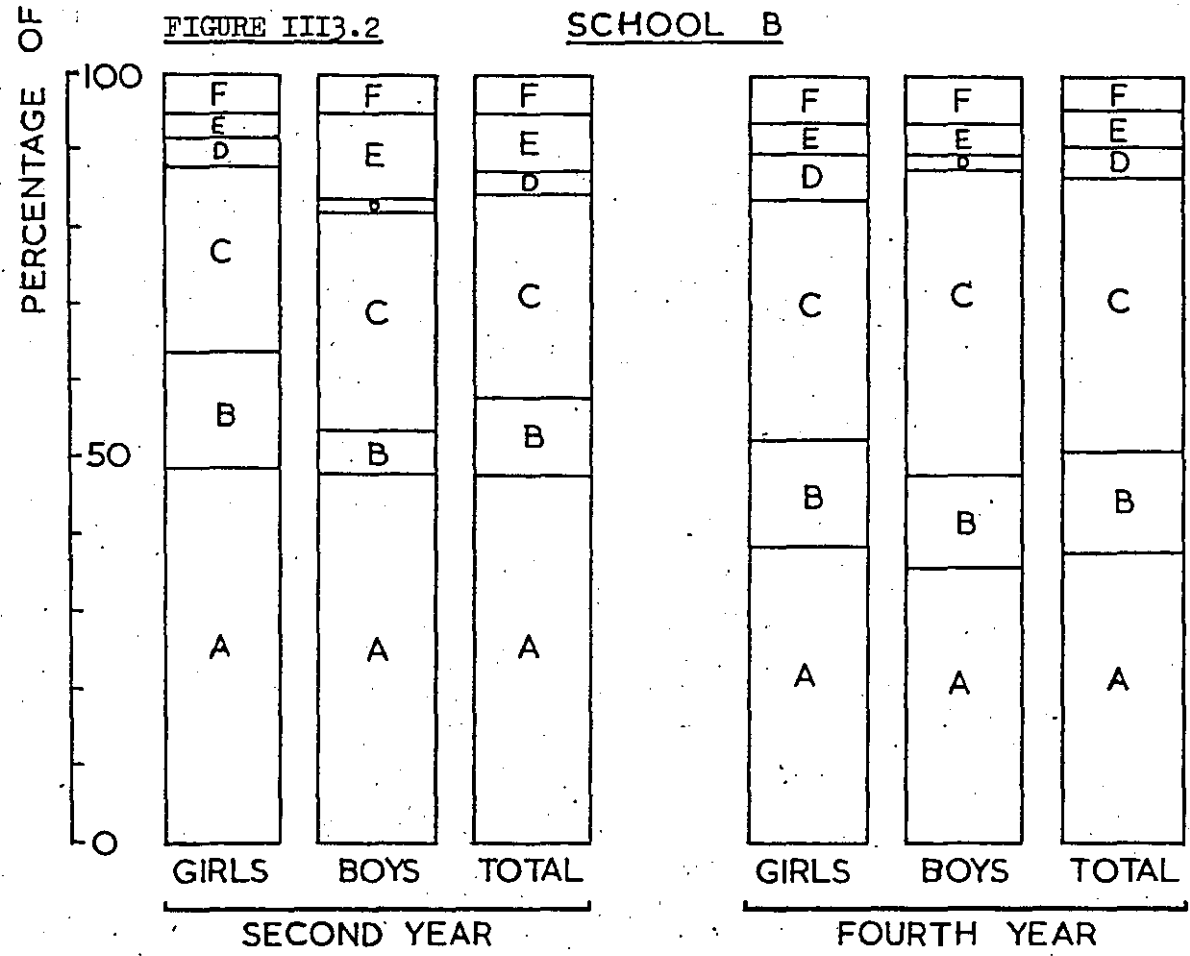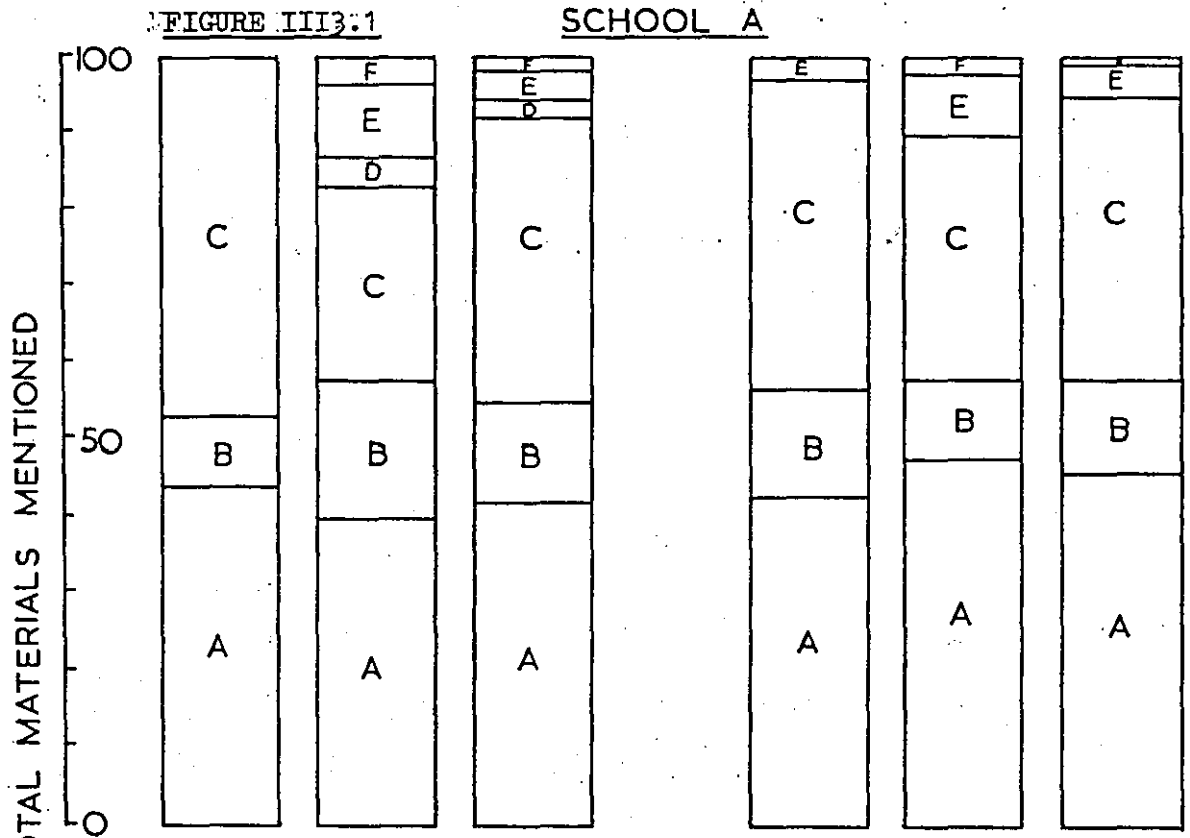
FIGURE III3.3   SCHOOL C

FIGURE III3.4   SCHOOL D

FIGURE III3.5   SCHOOL E

FIGURE III3.6   SCHOOL F

PERCENTAGE OF TOTAL MATERIALS MENTIONED

GIRLS   BOYS   TOTAL   GIRLS   BOYS   TOTAL

SECOND YEAR   FOURTH YEAR
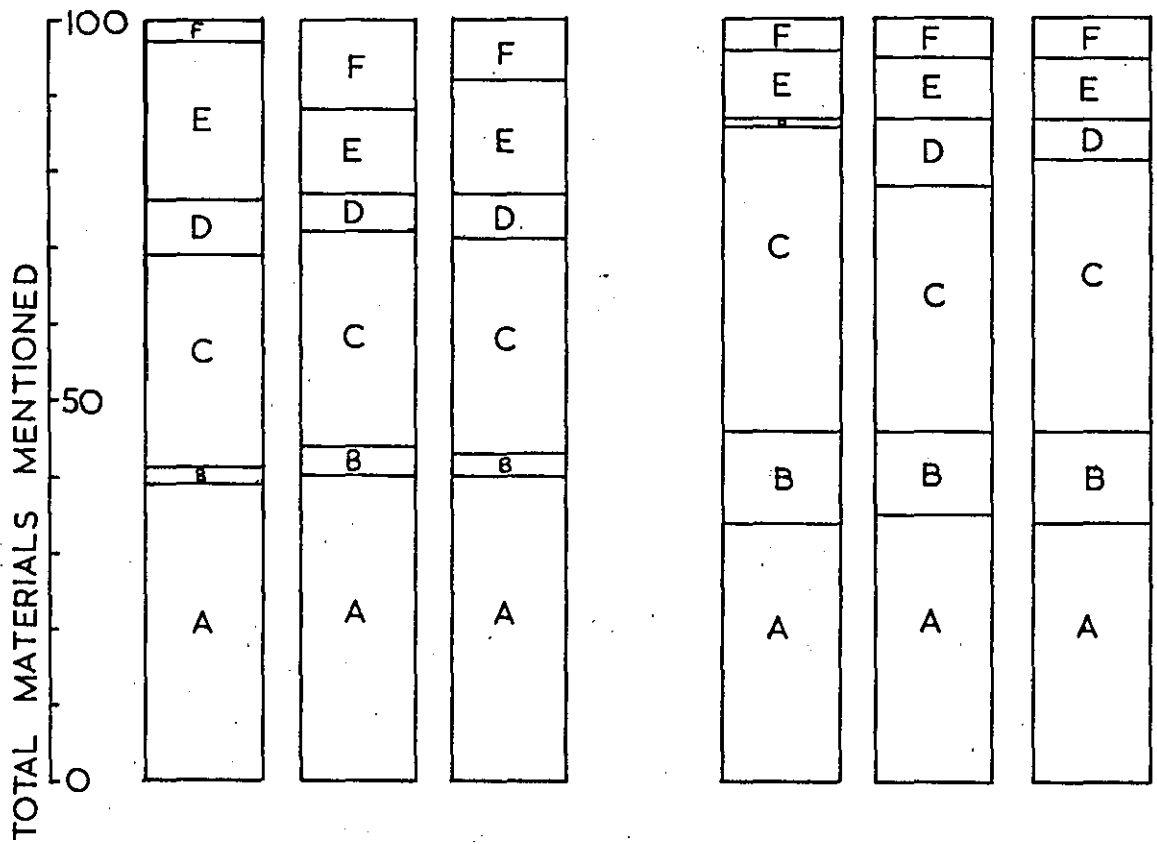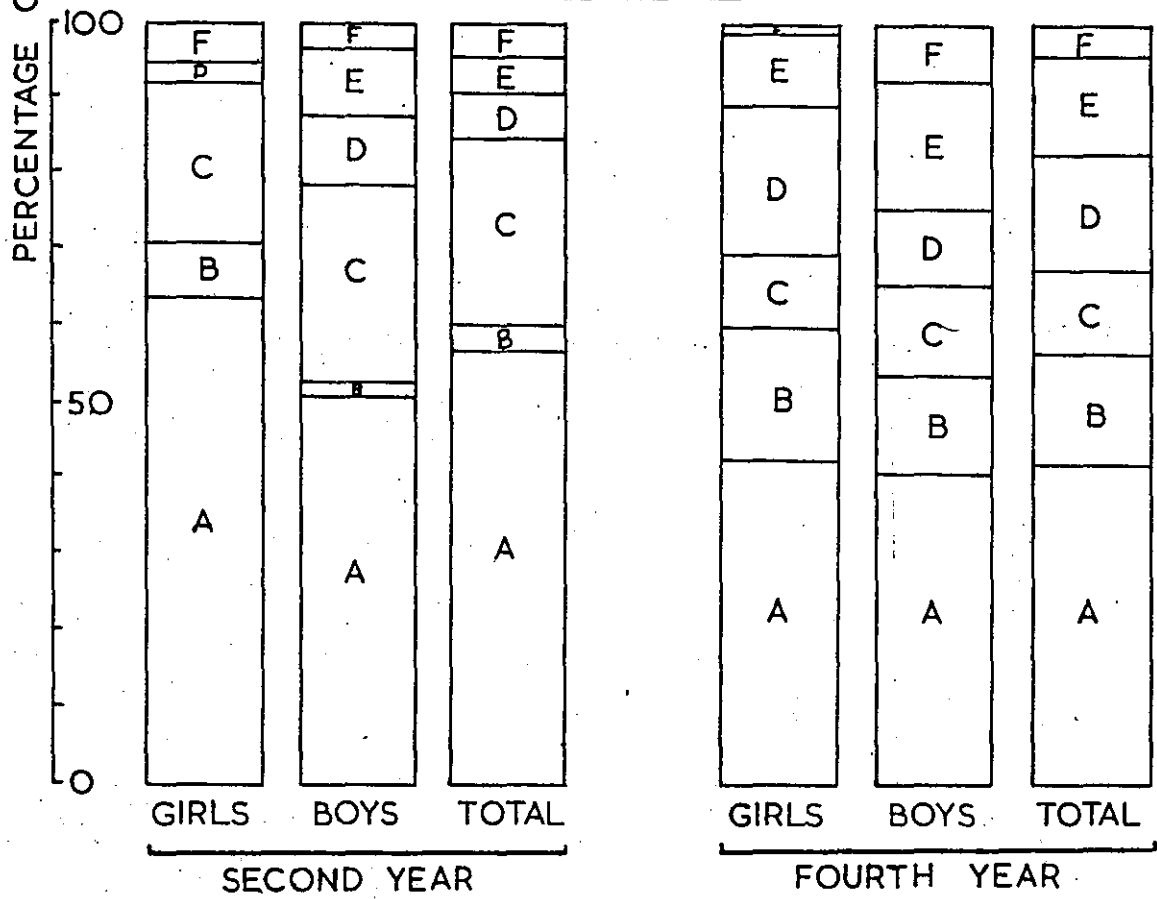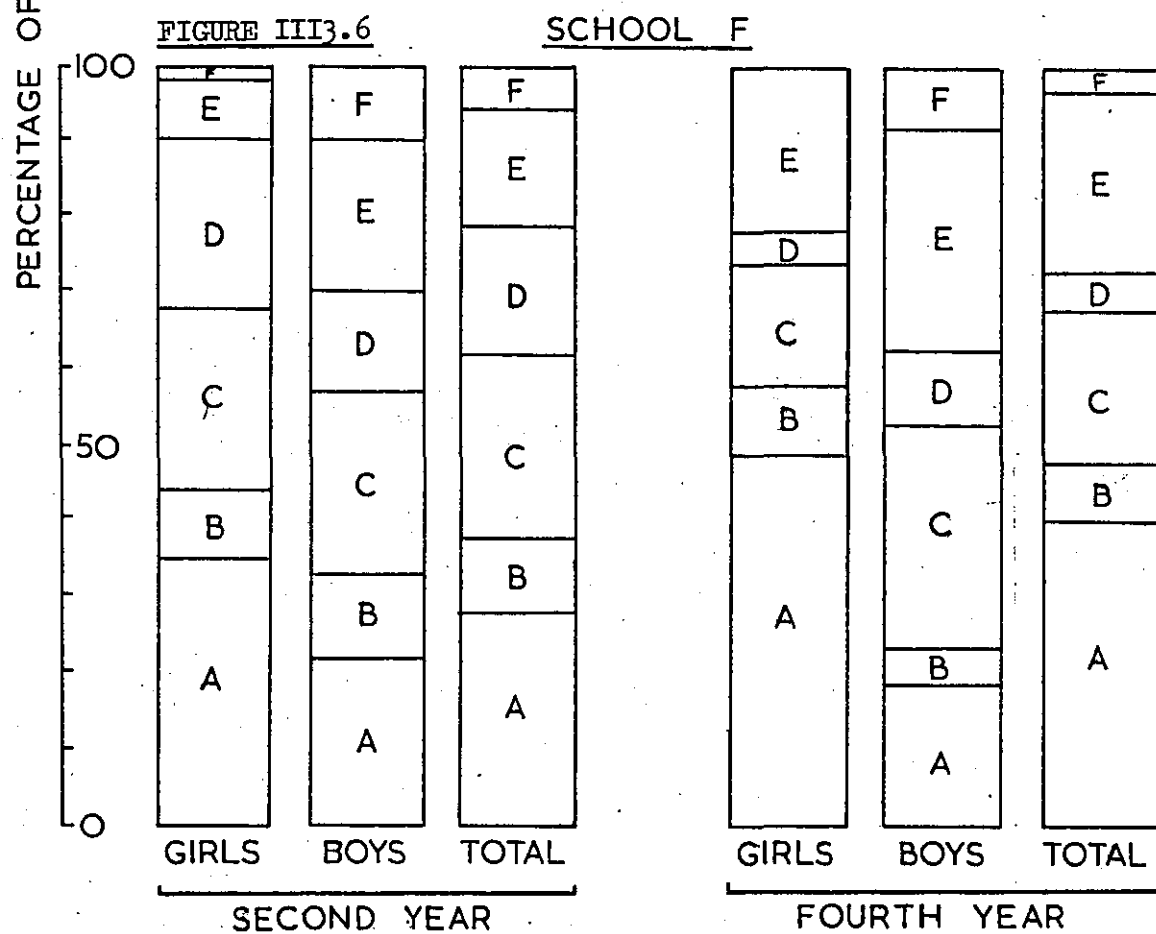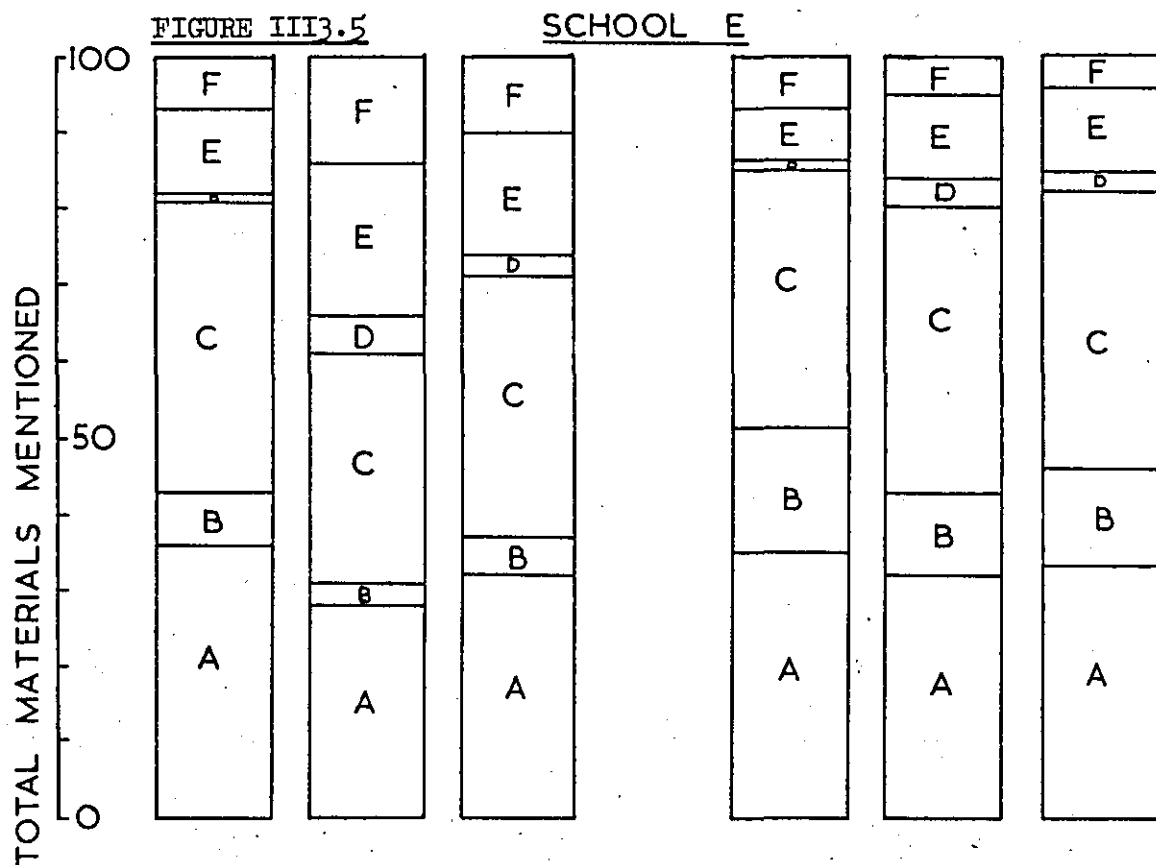
APPENDIX IV

<u>PUPILS' USE OF INFORMATION BY SUBJECT</u>

1. Subjects sought.
   Tables IV1.1 - IV1.6.

2. Reasons given for requiring subject information.
   Tables IV2.1 - IV2.6.

   Results are given school by school

TABLES IV1.1 - IV1.6

SUBJECTS SOUGHT

Key to tables

n   Number of pupils responding

No Number of times subject was mentioned

( ) Total number of subject mentions

%   Percentage of total subject mentions

*   Combined sciences in the second year

Note: Percentages may not add up to 100 - figures have
been rounded to the nearest integral value.

Subjects are arranged in approximate Dewey Classification order.

Subjects	2nd year pupils GIRLS No (41)	%	BOYS No (35)	%	TOTAL No (76)	%	4th year pupils GIRLS No (37)	%	BOYS No (44)	%	TOTAL No (81)	%	Total pupils No (157)	%
Religious education	1	2	1	3	2	3	–	–	1	2	1	1	3	2
Social studies	–	–	–	–	–	–	–	–	2	5	2	2	2	1
Careers	–	–	–	–	–	–	–	–	1	2	1	1	1	1
Languages	–	–	1	3	1	1	1	3	1	2	2	2	3	2
Mathematics	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Physical sciences*	3	7	1	3	4	5	4	11	7	16	11	14	20	13
Natural sciences*							2	5	3	7	5	6		
Applied sciences	–	–	–	–	–	–	–	–	1	2	1	1	1	1
Home economics	–	–	–	–	–	–	1	3	–	–	1	1	1	1
Commerce	–	–	–	–	–	–	–	–	2	5	2	2	2	1
Technical subjects	–	–	–	–	–	–	–	–	1	2	1	1	1	1
Hobbies	2	5	4	11	6	8	3	8	11	25	14	17	20	13
Art	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Music	–	–	–	–	–	–	1	3	–	–	1	1	1	1
Sports	–	–	2	6	2	3	–	–	3	7	3	4	5	3
English (fiction)	8	20	10	29	18	24	7	19	3	7	10	12	28	18
Geography	13	32	8	23	21	28	2	5	3	7	5	6	26	17
History	14	34	8	23	22	29	16	43	5	11	21	26	43	27

TABLE IV1.1   SCHOOL A

Pupils / Subjects	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n=40		BOYS n=54		TOTAL n=94		GIRLS n=38		BOYS n=51		TOTAL n=89		n=183	
	No (70)	%	No (82)	%	No (152)	%	No (59)	%	No (65)	%	No (124)	%	No (276)	%
Religious education	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Social studies	–	–	–	–	–	–	5	8	3	5	8	6	8	3
Careers	–	–	2	2	2	1	1	2	–	–	1	1	3	1
Languages	–	–	–	–	–	–	2	3	1	2	3	2	3	1
Mathematics	–	–	2	2	2	1	1	2	–	–	1	1	3	1
Physical sciences*	9	13	14	17	23	15	1	2	3	5	4	3	40	14
Natural sciences*							7	12	6	9	13	10		
Applied sciences	–	–	4	5	4	3	–	–	10	15	10	8	14	5
Home economics/Child care	3	4	–	–	3	2	6	10	–	–	6	5	9	3
Commerce	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Technical subjects	–	–	–	–	–	–	–	–	2	3	2	2	2	1
Hobbies	12	17	13	16	25	16	6	10	7	11	13	10	38	14
Art	–	–	–	–	–	–	1	2	–	–	1	1	1	0
Music	2	2	3	4	5	3	3	5	4	6	7	6	12	4
Sports	3	4	25	30	28	18	7	12	19	29	26	21	54	20
English (fiction)	22	32	9	11	31	20	12	20	2	3	14	11	45	16
Geography	7	10	2	2	9	6	2	3	4	6	6	5	15	5
History	12	17	8	10	20	13	5	8	4	6	9	7	29	11

TABLE IV1.2   SCHOOL B

Pupils / Subjects	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 44		BOYS n = 66		TOTAL n = 110		GIRLS n = 48		BOYS n = 60		TOTAL n = 108		n = 218	
	No (89)	%	No (146)	%	No (235)	%	No (79)	%	No (77)	%	No (156)	%	No (391)	%
Religious education	21	24	23	16	44	19	4	5	–	–	4	3	48	12
Social studies	–	–	–	–	–	–	6	8	–	–	6	4	6	2
Careers	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Languages	–	–	–	–	–	–	4	5	–	–	4	3	4	1
Mathematics	–	–	1	1	1	0	–	–	2	3	2	1	3	1
Physical sciences*	9	10	18	12	27	11	5	6	14	18	19	12	56	15
Natural sciences*							5	6	5	6	10	6		
Applied sciences	–	–	–	–	–	–	–	–	5	6	5	3	5	1
Home economics/Child care/ Needlework	–	–	–	–	–	–	18	23	–	–	18	11	18	5
Commerce	–	–	–	–	–	–	–	–	1	1	1	1	1	0
Technical subjects	–	–	–	–	–	–	1	1	2	3	3	2	3	1
Hobbies	4	4	2	1	6	3	–	–	1	1	1	1	7	2
Art	–	–	2	1	2	1	1	1	–	–	1	1	3	1
Music	10	11	8	5	18	8	3	4	–	–	3	2	21	5
Sports	1	1	19	13	20	9	1	1	19	25	20	13	40	10
English (fiction)	17	19	23	16	40	17	4	5	4	5	8	5	48	12
Geography	10	11	24	16	34	14	3	4	5	6	8	5	42	11
History	17	19	26	18	43	18	17	22	12	16	29	19	72	18
General studies	–	–	–	–	–	–	7	9	7	9	14	9	14	4

TABLE IV1.3   SCHOOL C

Pupils	2nd year pupils						4th year pupils						Total pupils
	GIRLS n = 44		BOYS n = 34		TOTAL n = 78		GIRLS n = 57		BOYS n = 39		TOTAL n = 96		n = 174
Subjects	No (67)	%	No (51)	%	No (118)	%	No (80)	%	No (67)	%	No (147)	%	No (265)	%
Religious education	8	12	1	2	9	8	–	–	–	–	–	–	9	3
Social studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Careers	–	–	–	–	–	–	25	31	2	3	27	18	27	10
Languages	–	–	–	–	–	–	1	1	–	–	1	1	1	0
Mathematics	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Physical sciences*	2	3	4	8	6	5	1	1	5	7	6	4	19	7
Natural sciences*							2	3	5	7	7	5		
Applied sciences	–	–	–	–	–	–	–	–	6	9	6	4	6	2
Home economics/Child care	4	6	–	–	4	3	8	10	–	–	8	5	12	5
Office practice	–	–	–	–	–	–	4	5	–	–	4	3	4	2
Technical subjects	–	–	–	–	–	–	–	–	4	6	4	3	4	2
Hobbies	3	4	7	14	10	8	2	3	6	9	8	5	18	7
Art	1	1	–	–	1	1	4	5	2	3	6	4	7	3
Music	–	–	–	–	–	–	5	6	7	10	12	8	12	5
Sports	1	1	13	25	14	12	1	1	18	27	19	13	33	12
English (fiction)	30	45	15	29	45	38	26	33	6	9	32	22	77	29
Geography+	18	27	11	22	29	25	–	–	–	–	–	–	29	11
History+							1	1	6	9	7	5	7	3

+ combined as community studies in the 2nd year

TABLE IV1.4   SCHOOL D

Pupils	2nd year pupils						4th year pupils						Total pupils	
	GIRLS n = 62		BOYS n = 63		TOTAL n = 125		GIRLS n = 53		BOYS n = 48		TOTAL n = 101		n = 226	
Subject	No (51)	%	No (47)	%	No (98)	%	No (47)	%	No (63)	%	No (110)	%	No (208)	%
Religious education	–	–	–	–	–	–	7	15	6	10	13	12	13	6
Social studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Careers	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Languages	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Mathematics	–	–	–	–	–	–	–	–	2	3	2	2	2	1
Physical sciences*	9	18	6	13	15	15	2	4	7	11	9	8	24	12
Natural sciences*	–	–	–	–	–	–	–	–	–	–	–	–		
Applied sciences	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Home economics/Child care/Needlework	–	–	–	–	–	–	15	32	–	–	15	14	15	7
Commerce/Office practice	–	–	–	–	–	–	6	13	–	–	6	5	6	3
Technical subjects	–	–	–	–	–	–	–	–	15	24	15	14	15	7
Hobbies	6	12	3	6	9	9	2	4	1	2	3	3	12	6
Art	–	–	–	–	–	–	2	4	3	5	5	5	5	2
Music	1	2	–	–	1	1	–	–	1	2	1	1	2	1
Sports	2	4	15	32	17	17	–	–	3	5	3	3	20	10
English (fiction)	11	22	7	15	18	18	5	11	8	13	13	12	31	15
Geography+	22	43	16	34	38	39	4	9	9	14	13	12	63	30
History+							4	9	8	13	12	11		

+ taught as part of the combined studies programme in the 2nd year

TABLE IV1.5   SCHOOL E

Pupils	2nd year pupils						4th year pupils						Total pupils
	GIRLS n = 16		BOYS n = 14		TOTAL n = 30		GIRLS n = 32		BOYS n = 9		TOTAL n = 41		n = 71
Subject	No (28)	%	No (25)	%	No (53)	%	No (28)	%	No (8)	%	No (36)	%	No (89) %
Religious education	–	–	1	4	1	2	–	–	–	–	–	–	1 1
Social studies	–	–	–	–	–	–	3	11	–	–	3	8	3 3
Careers	–	–	–	–	–	–	–	–	–	–	–	–	– –
Languages	–	–	–	–	–	–	–	–	–	–	–	–	– –
Mathematics	–	–	1	4	1	2	–	–	–	–	–	–	1 1
Physical sciences*	11	39	5	20	16	30	4	14	–	–	4	11	20 22
Natural sciences*							–	–	–	–	–	–	
Applied sciences	–	–	–	–	–	–	–	–	–	–	–	–	– –
Home economics	–	–	–	–	–	–	2	7	–	–	2	6	2 2
Commerce	–	–	–	–	–	–	3	11	–	–	3	8	3 3
Technical subjects	–	–	–	–	–	–	–	–	–	–	–	–	– –
Hobbies	1	4	3	12	4	8	–	–	2	25	2	6	6 7
Art	2	7	–	–	2	4	1	4	–	–	1	3	3 3
Music	–	–	1	4	1	2	–	–	–	–	–	–	1 1
Sports	–	–	7	28	7	13	–	–	2	25	2	6	9 10
English (fiction)	7	25	4	16	11	21	9	32	4	50	13	36	24 27
Geography+	7	25	3	12	10	19	–	–	–	–	–	–	16 18
History+							6	21	–	–	6	17	

+ taught as combined humanities in the second year

TABLE IV1.6   SCHOOL F

TABLES IV2.1 - IV2.6

REASONS GIVEN FOR REQUIRING SUBJECT INFORMATION

Key to tables

Number   Total numbers of reasons given for requiring
         subject information

G   Girls

B   Boys

T   Total pupils

Reasons:

(1)   Pupils sent by teacher. (Teacher)

(2)   Pupils' interest in the subject. (Interest)

(3)   Pupils' hobbies. (Hobbies)

(4)   Pupils' difficulties with subjects. (Diffics)

(5)   Pupils' personal reasons (undisclosed). (Personal)

For columns (1) to (5):

G   Percentage of all reasons given for the subject by girls

B   Percentage of all reasons given for the subject by boys

T   Percentage of reasons given for requiring the subject
         by all pupils in the year group

Abbreviations:

ed	education	Off pr	Office practice
sci	sciences	subs	subjects
Ch c	Child care	(fic)	fiction
Nw	Needlework		

Subjects are arranged in approximate Dewey Classification number order.

Note: Percentages may not add up to 100 - figures have
         been rounded to the nearest integral value.

TABLE IV2.1   SCHOOL A

Subjects	SECOND YEAR PUPILS																	
	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed	2	2	4	50		25								100	50	50		25
Mathematics																		
Sciences	4	1	5	25		20	25		20	25		20				25	100	40
Applied sci																		
Home economics																		
Hobbies	1	5	6					20	17	100	40	50					40	33
Art																		
Music		•																
Sports		2	2					100	100									
English (fic)	9	12	21	11		5	44	67	57				22		10	22	33	29
Geography	18	8	26	28		19	33	63	42		13	4	17	13	15	22	13	19
History	19	9	28	32		21	42	56	46		11	4	5	11	7	21	22	21
Overall	53	39	92	26		15	36	54	43	4	10	7	11	10	11	23	26	24

Subjects	FOURTH YEAR PUPILS																	
	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed	1	1	2		100	50	100		50									
Social studies																		
Careers																		
Languages	2	1	3	50	100	67										50		33
Mathematics																		
Physical sci	5	10	15	20	10	13		40	27		10	7	40	20	27	40	20	27
Natural sci	3	5	8	33	40	38	33	20	25	33	20	25		20	13			
Applied sci		1	1														100	100
Home economics	1		1													100		100
Commerce		2	2														100	100
Technical subs		1	1					100	100									
Hobbies	1	13	14					31	29	100	62	64					8	7
Art																		
Music	2		2										50		50	50		50
Sports		4	4					75	75								25	25
English (fic)	12	4	16				33	50	38	17	25	19		25	6	50		38
Geography	1	5	6					40	33		20	17				100	40	50
History	22	8	30	23		17	18	38	24	5	25	10	23	13	21	32	25	31
Overall	50	55	105	16	9	12	20	36	29	10	25	18	16	9	12	38	20	29

TABLE IV2.2   SCHOOL B

	SECOND YEAR PUPILS																	
	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
Subjects	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed																		
Mathematics		2	2					100	100									
Sciences	17	16	33	12		6	29	50	39	18	31	24	29	6	18	12	13	12
Applied sci		6	6					33	33		50	50					17	17
Home economics	4		4				50		50	25		25				25		25
Hobbies	6	8	14				50	25	36	17	75	50				33		14
Art																		
Music	1	7	8					71	63		29	25				100		13
Sports	5	33	38				60	45	47	20	42	39				20	12	13
English (fic)	27	7	34	7	14	9	37	43	38	11	29	15	7		6	37	14	32
Geography	10	3	13	10		8	10	33	15	10	33	15	20	33	23	50		38
History	14	13	27	21		11	29	38	33	7	31	19	21	15	19	21	15	19
Overall	84	95	179	10	1	5	33	45	40	13	38	26	14	4	9	30	12	20

	FOURTH YEAR PUPILS																	
	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
Subjects	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed																		
Social studies	3	4	7	33	50	43	66	25	43								25	14
Careers	2		2				50		50	50		50						
Languages	3		3	33		33							67		67			
Mathematics	1		1										100		100			
Physical sci	1	3	4				100	33	50								66	50
Natural sci	9	10	19	11	20	16	44	60	53	11	10	11	11		5	22	10	16
Applied sci		16	16		13	13		63	63		25	25						
Home ec/Child c	7		7	14		14	43		43	29		29				14		14
Commerce																		
Technical subs	1	1	2				100	100	100									
Hobbies	6	1	7				33		29	66	100	71						
Art	1		1				100		100									
Music	3	6	9		16	11	66	50	56	33	33	33						
Sports	4	28	32	50	18	22	25	39	38	25	39	38					4	3
English (fic)	12	1	13	17	100	23	58		54	8		8	17		15			
Geography	2	2	4								50	25	50		25	50	50	50
History	7	3	10	43	33	40	14		10	14	66	30	14		10	14		10
Overall	62	75	137	18	19	18	42	44	43	19	29	25	13		6	8	8	8

TABLE IV2.3   SCHOOL C

Subjects	Number G	B	T	Teacher(1) G	B	T	Interest(2) G	B	T	Hobbies(3) G	B	T	Diffics(4) G	B	T	Personal(5) G	B	T
								SECOND YEAR PUPILS										
Religious ed	20	28	48	40	36	38	20	29	25	5	4	4	35	21	27		11	6
Mathematics		1	1											100	100			
Sciences	10	25	35	40	12	20	20	48	40		8	6	30	24	26	10	8	9
Applied sci																		
Home economics																		
Hobbies	1	2	3				100	50	67		50	33						
Art		3	3					67	67		33	33						
Music	14	10	24	50	20	38	21	30	25				29	10	21		40	17
Sports	1	21	22		10	9		33	32		43	41				100	14	18
English (fic)	17	28	45	35	14	22	41	25	31	12	18	16	12	18	16		25	16
Geography	16	28	44	56	11	27	19	43	34		4	2	25	39	34		4	2
History	26	32	58	42	13	26	23	44	34		9	5	31	16	22	4	19	12
Overall	105	178	283	43	16	26	25	37	33	3	13	9	27	20	23	3	14	10

Subject	Number G	B	T	Teacher(1) G	B	T	Interest(2) G	B	T	Hobbies(3) G	B	T	Diffics(4) G	B	T	Personal(5) G	B	T
								FOURTH YEAR PUPILS										
Religious ed	4	1	5				100		80					100	20			
Social studies	9		9				56		56				44		44			
Careers																		
Languages	4		4	25		25	75		75									
Mathematics		2	2								50	50		50	50			
Physical sci	7	17	24	14	18	17	57	18	29		18	13	29	24	25		24	17
Natural sci	6	11	17		18	12	67	27	41		6	9		18	12	33	27	29
Applied sci		6	6								50	50		33	33		17	17
Home ec/Ch c/Nw	22		22				82		82	5		5	9		9	5		5
Commerce																		
Technical subs	1	3	4				100	67	75								33	25
Hobbies		1	1								100	100						
Art																		
Music	4		4				75		75	25		25						
Sports	3	19	22				33	37	36	33	47	45				33	16	18
English (fic)	4	2	6				50	100	67							50		33
Geography	3	5	8		40	25	67	20	38				33	20	25		20	13
History	21	11	32	5		3	62	36	53	5	18	9	14		9	14	45	25
Overall	88	78	166	3	9	6	68	27	49	5	27	15	14	14	14	10	23	16

TABLE IV2.4   SCHOOL D

Subjects	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed	11	1	12	9		8	27	100	33	9		8	36		33	18		17
Mathematics																		
Sciences	2	9	11	50	22	25		44	33		11	8	50	11	17		11	8
Applied sci																		
Home economics	4		4				75		75	25		25						
Hobbies		12	12		17	17		25	25		50	50					8	8
Art																		
Music																		
Sports	1	27	28					44	43		33	32		4	4	100	19	21
English (fic)	36	28	64	8	4	6	47	46	47	6	29	16	17	4	11	22	18	20
Geography[+]	21	10	31	10	20	13	29	70	42	10	10	10	24		16	29		19
History[+]																		
Overall	75	87	162	9	8	9	39	46	43	8	29	19	21	3	12	23	14	18

+ Taught together as community studies

Subjects	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed																		
Social studies																		
Careers	32	2	34	38	100	41	41		38	6		6	3		3	13		12
Languages	1		1				100		100									
Mathematics																		
Physical sci	2	15	17				50	53	53	50	33	35					13	12
Natural sci	3	11	14				67	45	50	33	27	29					27	21
Applied sci		24	24					33	33		46	46		4	4		17	17
Home ec/Ch c/Nw	11		11	9		9	55		55	27		27				9		9
Commerce/Off pr	7		7	57		57	43		43									
Technical subs		8	8					38	38		25	25		13	13		25	25
Hobbies	2	6	8				50	50	50	50	50	50						
Art	12	5	17	17	20	18	25	40	29	25	20	24	8		6	25	20	24
Music	11	20	31		5	3	36	40	39	27	35	32	9		3	27	20	23
Sports		22	22					55	55		36	36					9	9
English (fic)	39	8	47	26	13	23	54	13	47	8	50	15	3		2	10	25	13
Geography	1		1				100		100									
History																		
Overall	121	121	242	24	4	14	46	41	44	14	36	25	3	2	2	12	17	14

TABLE IV2.5   SCHOOL E

Subjects	SECOND YEAR PUPILS																	
	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed																		
Mathematics																		
Sciences	14	10	24	7	20	13	36	50	42	29	20	25	14		8	14	10	13
Applied sci																		
Home economics																		
Hobbies	5	5	10				40	40	40	20	40	30		20	10	40		20
Art																		
Music																		
Sports	4	21	25				50	33	36	50	48	48		10	8		10	8
English (fic)	28	9	37	25		19	43	67	49	4	11	5	7	11	8	21	11	19
Geography+	20	20	40	10	15	13	40	40	40	10	20	15	15	15	15	25	10	18
History+																		
Overall	71	65	136	14	8	11	41	43	42	14	29	21	10	11	10	21	9	15

+ Taught together as combined studies

Subjects	FOURTH YEAR PUPILS																	
	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed	10	9	19	10	33	21	50	44	47	10		5	10	11	11	20	11	16
Social studies																		
Careers																		
Languages																		
Mathematics		6	6					50	50		17	17		17	17		17	17
Physical sci	2	11	13				50	55	54					36	31	50	9	15
Natural sci																		
Applied sci																		
Home ec/Ch c/Nw	20		20	20		20	45		45	5		5	10		10	20		20
Commerce/Off pr	7		7	57		57	14		14	14		14	14		14			
Technical subs		24	24		4	4		58	58		8	8		13	13		17	17
Hobbies	4	1	5				50		40	25		20	25		20	100		20
Art	3	5	8	67		25	33	60	50					40	25			
Music	1	2	3					50	33		50	33	100		33			
Sports		5	5		20	20		40	40		20	20		20	20			
English (fic)	9	13	22	22	8	14	55	46	50		8	5	11	31	23	11	8	9
Geography	8	14	22	13	14	14	38	36	36	25	7	14	13	21	18	13	21	18
History	3	11	14		9	7	67	45	50		9	7		27	21	33	9	14
Overall	67	101	168	21	9	14	43	49	46	9	8	8	12	22	18	15	13	14

TABLE IV2.6   SCHOOL F

Subjects	SECOND YEAR PUPILS																	
	Number			Teacher(1)			Interest(2)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed		1	1					100	100									
Mathematics		1	1					100	100									
Sciences	12	5	17	58		41	25	80	41							17	20	18
Applied sci																		
Home economics																		
Hobbies		1	1							100	100							
Art	3		3	33		33							33		33	33		33
Music		1	1					100	100									
Sports		10	10					40	40		20	20					40	40
English (fic)	8	4	12	38		25	25	50	33				13		8	25	50	33
Geography[+]	6	2	8	50		38	17	100	38							32		25
History[+]																		
Overall	29	25	54	48		26	21	60	39		12	6	7		4	24	28	26

+ Taught together as humanities

Subjects	FOURTH YEAR PUPILS																	
	Number			Teacher(1)			Interest(3)			Hobbies(3)			Diffics(4)			Personal(5)		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Religious ed																		
Social studies	6		6	17		17	33		33				33		33	17		17
Careers																		
Languages																		
Mathematics																		
Physical sci	4		4				75		75				25		25			
Natural sci																		
Applied sci																		
Home ec/Ch c/Nw	4		4				50		50				50		50			
Commerce	4		4				25		25							75		75
Technical subs																		
Hobbies		1	1					100	100									
Art	2		2	50		50	50		50									
Music																		
Sports		3	3					100	100									
English (fic)	11	5	16	18	40	25	64	40	56	9		6				9	20	13
Geography																		
History	6		6	33		33				17		17				50		50
Overall	37	9	46	16	22	17	43	66	48	5		4	14		11	22	11	20