

Academic Libraries in New Zealand

This article describes the history, management, staffing, accommodation, services, and automation of the libraries in the six universities and one university college in New Zealand, and summarizes the history and current state of libraries in teachers' colleges, technical institutes, and community colleges. Although university libraries in New Zealand have improved dramatically in the last two decades, they face a difficult economic situation in the immediate future. The libraries of other institutions of tertiary education, however, remain grossly underfinanced.

NEW ZEALAND IS a Pacific country having a land mass of approximately the same total area as the British Isles but with a total population of only three million, occupying two main islands known, rather unimaginatively, as the North Island and the South Island. Its nearest sizable neighbor is Australia, but even that country is 1,300 miles away.

Geographical remoteness combined with a small total population has produced many of the past and present problems facing the country's academic libraries. However, the same factors, together with a landscape of considerable natural beauty and a temperate climate, allow New Zealanders a life-style which is sometimes envied by those coming from more densely populated countries.

UNIVERSITY LIBRARIES

History

New Zealand supports six universities. Four of these are in the North Island: Auckland (founded in 1882); Massey (at Palmerston North, founded in 1926 as an agricultural college); Wellington (1897); and Waikato (at Hamilton, founded in 1964). Two are in the South Island: Otago (at Dunedin, the oldest New Zealand university, founded in 1869) and Canterbury (at Christchurch, founded in 1873). In addition, there is Lin-

coln College, an agricultural college near Christchurch, founded in 1878.

Although five of the seven institutions were founded in the nineteenth century, the growth of their libraries was extremely slow. This is perhaps not so surprising if it is remembered that the role of the universities originally was very much limited since these institutions were largely undergraduate colleges forming part of the University of New Zealand, and the tradition was for higher studies to be undertaken overseas, principally in Britain. It is really only within the last twenty years that the universities have become independent institutions and have developed their facilities for research as well as expanded their undergraduate schools with a corresponding development in their library services.

As far as the libraries were concerned, it might have been expected that the models they would have followed most closely would have been British. However, the enterprising nature of current British academic librarianship is of comparatively recent origin, and the major historical influence on New Zealand university libraries is undoubtedly American. This occurred largely through the good offices of the Carnegie Corporation.

It was in 1931, having learned of the extraordinarily poor state of New Zealand university libraries, that the Carnegie Corporation offered each of the four institutions then existing a grant of \$5,000 a year for

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three years to purchase books and current periodicals for general undergraduate reading, provided certain standards related to staff, equipment, and purchases were met. The corporation also established four fellowships to enable the four university librarians to be sent overseas for training at an accredited library school and to study leading university libraries.

How much this opportunity meant to the librarians concerned can be seen from the reports that they wrote when they returned to New Zealand. Alice Minchin, the first professional librarian of the University of Auckland, having graduated with a bachelor of arts in library science at Michigan, wrote in 1933:

I am glad that an American Library School was chosen and that the greater part of library visiting was done in America, for I feel that in New Zealand our university problems are more akin to those of America than to those of England. . . . In New Zealand the university as in America, tends to draw its students from a wider stratum of society than is the case in England. Consequently our university libraries need to take a more active part in providing cultural opportunity than that of the older English colleges where the leaven of culture among the students themselves is higher. Then, too, the support given to the American libraries, together with the American's natural genius for initiative and progress, has enabled them to demonstrate what can be done in library organization to a greater degree than in England.

Unfortunately, the book collections continued to be starved of money; in 1934 when the Carnegie Corporation financed a survey of New Zealand libraries by Ralph Munn, director of the Carnegie Library of Pittsburgh, and John Barr, chief librarian of Auckland Public Library, they commented: "The college libraries of New Zealand do not even approach accepted overseas standards." Their generally depressing description of inadequate resources concludes with the tantalizing comment, "Weather conditions prevented a visit to Lincoln."¹

It was the Carnegie Corporation yet again that sponsored the survey of New Zealand library resources conducted by Andrew Osborn in 1960.² He wrote:

In each of the past five decades the plight of the university libraries has been a matter of concern to professors, students, investigating bodies and

others. Document after document has hammered away at the inadequacies for teaching and research, the lack of financial support and the overall failure to look on the library as the heart of the university. The criticisms, which first became outspoken in 1911, for long met with little or no success in bringing about the desired reforms; but latterly there seems to be some reason for optimism.

Fortunately Osborn was correct, and the two decades that followed saw the transformation of the New Zealand university scene in general and the university libraries in particular. However, nirvana was not achieved and the next major report on resources, compiled by W. J. McEldowney in 1972, commented: "While New Zealand university library resources are much better than they were ten years ago, they are not nearly good enough."³

The most recent surveyor, Robert B. Downs, noted in 1979 that "the collections have all reached a stage to give strong support to undergraduate curricula."⁴ To translate this into more concrete terms, the University of Auckland, the largest New Zealand university, had approximately 10,500 students in 1979 and a library of 870,000 volumes while the smallest was the University of Waikato with 285,000 volumes for 2,500 students.

Robert Downs' survey shows that New Zealand university libraries do have a number of special collections, some of them perhaps rather surprising, but the only major collection not related specifically to a department of university study is the Hocken Library of the University of Otago. This contains material on New Zealand, Australian, and Pacific history.

Development of libraries is, of course, dependent largely on finance. In New Zealand, apart from income from students' fees and the relatively small amounts available to some universities from endowments, the block grants from the government determine the income of the universities to meet their running costs for each five-year period. In theory grants are calculated and approved in advance to allow the universities to plan ahead, but in times of rapid inflation forward planning is still extremely difficult.

The block grants are transmitted through

the University Grants Committee, which determines what proportion of the total will be allocated to each university. The grants are not itemized, and each university is free to make its own decisions on financial appropriations, although in practice current commitments on salaries, power, maintenance, etc., swallow up the bulk of the allocation.

In his survey of New Zealand university libraries in 1972, McEldowney made a number of recommendations. The most important of these was that the basic level of expenditure on books and periodicals during the quinquennium 1975-1979 should be \$55 per student at 1972 prices. In fact, before galloping inflation overtook us, some university libraries did achieve this level of expenditure in the early years of the quinquennium.

Another important recommendation was that the basic level of expenditure on books and periodicals should be adjusted annually in line with average prices. In practice, although library grants have been adjusted, they have not kept pace with inflation. In announcing grants for the quinquennium 1980-1984, the government has said that it is prepared to review various items (including library materials) annually to take partial account of inflation, but it remains to be seen how well the libraries will fare.

Some of McEldowney's recommendations—on the need for rationalization of subjects taught in universities and the desirability of meetings of academics to agree on specializations within disciplines—will no doubt sound familiar to librarians in other countries. There are indications that the New Zealand University Grants Committee will be intervening in the future much more than it has done in the past to control the introduction of new academic developments and rationalize the current situation to some extent.

One group of McEldowney's recommendations that can be seen to have had direct practical results are those on centralized funding to strengthen resources. For the past few years the National Library has made available funds to assist other libraries (the bulk of them academic libraries) to purchase major items that would not otherwise be held in New Zealand. Although the

total amount of finance made available is not large, it has enabled a number of significant purchases to be made.

McEldowney's recommendations on statistics bore fruit in 1975 with the appearance of *New Zealand University Library Statistics 1974*.⁵ This publication, compiled in the same format used for Australian university library statistics, has subsequently appeared annually and provides recent and fairly comprehensive statistical information on New Zealand university libraries.

Over recent years the main problem facing academic libraries in New Zealand has been, not surprisingly, finance. Escalation in book and periodical prices has caused the same problems in New Zealand as elsewhere, and a major devaluation of the New Zealand dollar in 1975 exacerbated the problem. Decisions on serial subscriptions have been particularly difficult since in a country with a small number of institutions a cancellation can assume national rather than purely local significance. (How one New Zealand academic library coped has been described in some detail elsewhere.)⁶

The major achievement is that, with the help of the National Library, an effective system of reporting proposed cancellations has been developed in an attempt to minimize the effect of financial difficulties on national serials holdings. Unfortunately, after a brief period of respite, costs appear to be climbing again, and several libraries are once more having to review their periodical holdings.

Management

The sometimes frenzied discussion of participatory management in other countries has been noted in New Zealand, but there is no academic library that has introduced a scheme of this kind in its most extreme form. In all the universities responsibility for management of the library is vested in the chief librarian. Usually there is also a library committee, the powers of which may in theory be executive but in practice tend to be advisory. As institutions have grown, the autonomy of individual librarians within a system has increased while the possibility of exerting centralized control has diminished.

Most university libraries have some kind of internal committee structure. The most common is a committee of senior staff which meets regularly to discuss policy matters. At Otago, for example, the library staff committee meets monthly, with a prepared agenda and full minutes being kept, and there are usually a number of ad hoc subcommittees to discuss specific problems. Auckland, too, has regular meetings of heads of departments and divisional librarians and recently has introduced meetings for professional staff who are not heads of departments or divisional librarians since it was thought that this was a group that did not have an adequate voice in library affairs.

Library staff are employees of the university council, and over recent years there has been a tendency for universities to set up special committees to deal with the conditions of service, promotions, etc., of non-academic staff. At both Auckland and Otago the councils have set up nonacademic staff committees. At Auckland the library is represented by the university librarian and by a member elected by the entire university library staff. The main effect so far (in Auckland, at least) has been to produce a much more formal promotions procedure.

Staffing

Probably most academic librarians in New Zealand would contend that their libraries are staffed at a minimal level to enable them to discharge the functions of a modern university library. There is the risk in a small, remote country of parochialism, but New Zealand academic librarians, like their Australian counterparts, are fortunate in that regular study leave is built into the conditions of service for the most senior staff. This has the odd result that some of the senior staff have had far better opportunities for the comparative study of institutions in North America and Europe than the majority of academic library staff living in those countries. I have actually visited far more British university libraries since I came to New Zealand than I did in the years when I worked in academic libraries in Britain. What does happen is that some new technologies may be slower to be adopted in New Zealand, and while staff

may be informed about them they are not necessarily practicing them.

Most of the staff in New Zealand university libraries are not unionized. It is not really possible to argue that it is because of this that their conditions of service are unsatisfactory (which they undoubtedly are), because it is equally possible to find in other countries unionized staff who are disadvantaged.

Senior library staff have traditionally belonged to the New Zealand Association of University Teachers, but, while this body has been prepared to take an unusual amount of trouble to espouse the cause of a relatively small proportion of its members, the negotiations which it has conducted have proved abortive. Very recently the Association of New Zealand University Library Staff (ANZULS) has been formed, and while this cannot be registered as a trade union it will probably be recognized as a negotiating body.

A series of long and complicated discussions seem likely to result in librarians in the universities being declared state servants at least for the purpose of negotiations on salaries and conditions of employment—a prospect which not all view with equanimity.

Recruitment of staff, which used to be extremely difficult in the period of expansion, has now eased for the majority of libraries, although it is still difficult to recruit senior staff with special qualifications. The restrictions on importing staff from overseas have not helped. (Immigration is allowed but only when it can be proved that no suitable New Zealander is available for the post.)

The major problem facing New Zealand universities at the moment, however, is not recruitment but retrenchment. In February 1980 the New Zealand government in announcing grants for the quinquennium 1980–1984 took the unusual step of dictating a reduction of 150 nonacademic staff in the university system as a whole over the next three years. The New Zealand university libraries employ a total of approximately 500 staff, and if all nonacademic staff are reduced on a pro rata basis this probably means a loss of about twenty posts. Inevitably services will have to be reduced, and

librarians are bound to have to make some unpopular decisions.

How little help they can expect to receive in making these decisions is indicated in the 1978 annual report of the library of the University of Otago.

Towards the end of 1977 the Library sought the advice of departments on what services could be reduced in order to cope with a restrictive staffing situation. This exercise was not a success. Very few suggestions were made and they were mainly either trivial or vitiated by a lack of knowledge of what was involved. The only substantial suggestion, it turned out in later discussion, was based on a fundamental misunderstanding of what the Library actually did in the area of work in question. On the other hand there were a number of statements to the effect that this or that service must on no account be tampered with.

Professional education in librarianship in New Zealand is of two kinds. A recent reconstruction has resulted in the establishment of two library schools. The Department of Librarianship at the University in Wellington offers a one-year postgraduate diploma course similar to courses offered in many other countries.

The School of Library Studies at Wellington Teachers' College offers a course leading to the New Zealand library studies certificate, which is, as far as I know, unique. This course is available only to students currently employed in libraries and consists of three six-week periods of full-time study over a period of twenty months. The remainder of the time the students continue working in their library posts. The qualification is seen as an intermediate one; while it is principally intended for those without a degree, graduates who, for a variety of reasons, are unable to undertake the diploma course will also take it.

Academic libraries sent a number of students to the course which was the predecessor of this newly established one. I believe they will continue to do so in the future since the staffing structure of academic libraries in New Zealand, like those in Britain and unlike those in North America, does make provision for an intermediate grade of professional staff. With enforced reductions in staff numbers, however, it

may be difficult for academic libraries to sponsor as many candidates as they have done in the past.

Accommodation

In addition to their other problems, New Zealand university libraries for years led a hand-to-mouth existence as far as accommodation was concerned. At Otago, for example, "as late as the 1920's the Library was under the control of the Registrar, along the passage, who would unlock the grille in front of a bookcase for anyone who was foolish enough to want to read a book."⁷

At Lincoln College the position, even in the early sixties, was extraordinary. "The greater part of the stock had been accommodated at 15 different points, these being chiefly in the rooms of members of the academic staff."⁸

In 1957 the then existing federal organization "The University of New Zealand" called a national conference to work out some standards for university library buildings. It was agreed that the new library buildings should provide one library seat for every four students (allowing twenty-five square feet for every student seat), space for twenty-five years' growth with a total capacity of 500,000 to 750,000 volumes, and provision for a library staff of fifty. In practice what the government was prepared to finance turned out to be rather less in the initial stages.

The solution that was adopted was to permit the building of libraries with a maximum design capacity of 500,000 volumes (although experience has shown that all the buildings will exceed their design capacity) but with only part of the space originally occupied for library purposes. The first new library to be opened was at Wellington in 1965, and this set the pattern with 46,000 square feet originally allocated to the library in a building approximately twice that size.

The other buildings followed in a steady stream: Otago in March 1965, Massey in 1968, Auckland in 1969, Canterbury in 1974, and Lincoln in 1975.

By this time the wisdom of constructing library buildings and then allocating part of the space "temporarily" for other purposes



Godfrey Boehnke

The General Library at the University of Auckland, opened in 1969, with an eventual capacity of 750,000 volumes and 1,300 readers.



Godfrey Boehnke

Reference department and catalog area in the General Library, University of Auckland.



University of Wellington

Victoria University of Wellington Library, Rankine Brown Building, 1965. The first major academic library building to be constructed in New Zealand.



University of Canterbury

University of Canterbury Library, Christchurch. The James Hight Building, opened in 1975. Currently accommodates 365,000 books and 1,100 readers. When fully occupied by the library, it will provide space for double the number of books and readers.

had been seen to cause problems. At Auckland, the initial allocation of 50,000 square feet of a 95,000-square-foot building was inadequate from the time the library occupied the building in 1969, and negotiations were begun almost immediately to rehouse the "tenants."

It appears to have been as a result of these and similar problems elsewhere that the last university to receive a new building, the University of Waikato, was given permission to plan its new library in stages. Stage I, of 45,000 square feet, was completely occupied by the library in 1977. This system also has obvious snags as Waikato has discovered, having been rebuffed for the time being in attempts to obtain stage II of the building. The procedure of slow attrition of building-producing authorities is one with which a number of librarians will be familiar. At least the building at Waikato is designed for easy extension, with a temporary wall to be removed when the second stage of approximately 22,000 square feet eventually is built. Sensibly, the building is located in a central area with room for still further growth.

Architecturally, none of the libraries is particularly distinguished externally. Perhaps that at Waikato is the most striking, while the building at Auckland benefits from its setting next to the subtropical greenery of Albert Park. The central library at Otago suffers from a central courtyard designed as expansion space but into which it is well nigh impossible to expand.

Massey University Library has been candidly described by Margaret Rodger, "The outside is ugly . . . but on the credit side, there are no external pillars, and the layout is very simple."⁹ Massey was only allowed to construct a building of 22,500 square feet with a total planned capacity of 250,000 volumes, and this has resulted in the lowest ratio of seats to internal students of any New Zealand university and constant problems in accommodating stock.

Lincoln College, the smallest of the libraries, has the distinction of having had two new purpose-built buildings in the last twenty years. The first opened in 1960 and was outgrown and vacated for the second in 1975. The architects appear to have been determined that their building would stand

above the flat Canterbury plain; as a result the library operates on six floors, each of relatively small area.

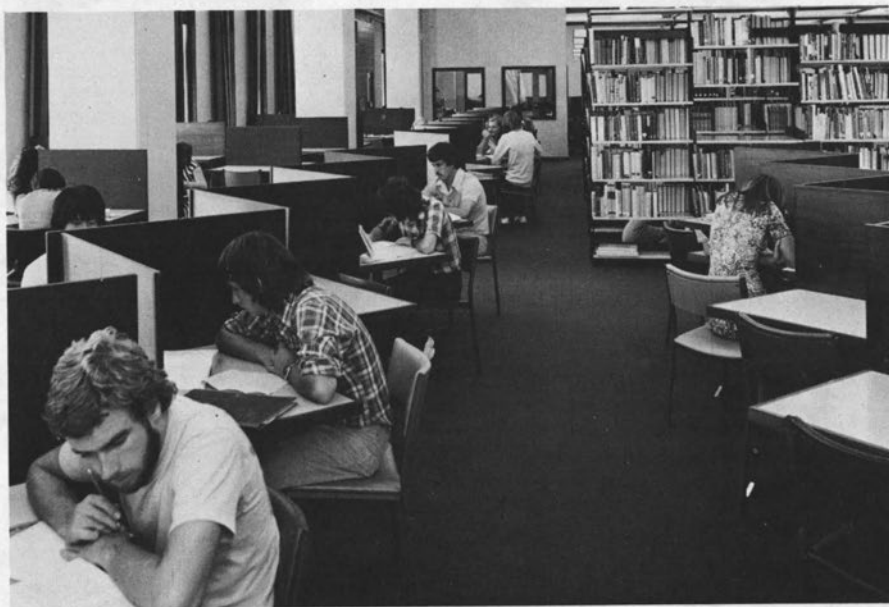
Internally, all the libraries provide practical, pleasant (if sometimes rather crowded) accommodation for readers. Furniture and equipment grants, although sometimes considered rather meager, have allowed extensive use of carpet and furnishings of reasonable quality. In fact, New Zealand university libraries are furnished and equipped to a standard that compares well with all except the most lavish overseas institutions. The main problem has been the constant battle for additional space which, although it is a problem endemic to libraries, appears to have occurred in an acute form in New Zealand.

While the main emphasis in library buildings has been on the provision of comfortable accommodation for readers, the library staff have not been forgotten as they appear to have been in some quite expensive new library buildings in other countries. At Auckland, for example, the staff of the general library occupy a conspicuously well planned suite of rooms in one of the prime positions of the building. Lest it all seem too idyllic, it is perhaps worth mentioning that at Wellington it was calculated that in 1978 more than five tons of new books had to be carried up to the acquisitions department and then down to the catalog department.

Planning storage buildings on or off campus has not received much attention in New Zealand largely because librarians' attention has been concentrated on obtaining basic facilities and the discussion of storage could divert attention from the main need. The University of Canterbury, however, is planning a low cost, high density on-campus storage building.

Services

Coming to New Zealand from Britain as I did in 1970, I immediately became aware of the major difference in university libraries. Every New Zealand university library has a well-established reference department which, at that time, was the exception rather than the rule in Britain. The reason for the development of these services in New Zealand may be traced to the North American influence on the New Zealand



University of Waikato

Reading area in the University of Waikato Library. The building has 600 reader places and space for 300,000 volumes.



University of Waikato

University of Waikato Library, Hamilton, opened in 1977. This building is the first stage of a three-stage building.



University of Otago
University of Otago Central Library, built in 1965.



Lincoln College

George Forbes Memorial Library, Lincoln College, Christchurch. A specialized library related to agriculture and horticulture. The building, opened in 1975, currently houses 295 seats for readers and 70,000 volumes.

academic library scene since it was in North America that the need for academic libraries to adopt a more positive approach to reader services was first emphasized.

British experiments in the last decade with the "information officer" approach to reference work have not been followed in New Zealand. This is principally because of the difficulties that were foreseen in achieving staffing levels which would enable a personalized service of this kind to be offered to any but a small segment of the university community.

All the libraries accept that they have a teaching function and have adopted most of the techniques used overseas to assist readers: tape-slide programs both locally produced and imported, guided tours, lectures, audiotape programs, printed leaflets. Like most academic librarians overseas they doubt the success of their efforts with any but a small group of the university population and clutch at any novelty that appears likely to improve the situation.

One area that has been slow to develop has been the provision of computer-based bibliographical services. New Zealand is too small to generate many original data bases, and access to overseas services has been hampered by poor telecommunications. However, the introduction by the New Zealand Post Office of its Oasis Service for data transmission in September 1979 has changed the situation, and almost all New Zealand university libraries either have installed or will be installing terminals to access, initially, data bases in the United States.

One unusual service is that provided by Massey University Library to extramural students. Massey has accepted a responsibility for teaching extramural students throughout New Zealand and in 1979 was serving 6,195 students in this category as compared with its full-time enrollment of 5,219. The university library has developed a special service to meet the particular needs of these students. It has been able to devote only a very small amount of finance and staff time to the service (which is run by one professional librarian and two assistants), but it is obvious that a great deal of care and thought has gone into its creation.

The latest survey of the service was published in 1975.¹⁰ Books and photocopies are supplied by mail, and students are regularly sent a library newsletter. The use made of the library by extramural students is very low when compared with internal students, but this is not really surprising since many of the students have access to local libraries. It is possible that students would benefit more from these local sources being strengthened from government funds rather than from further centralized facilities.

All the university libraries have special collections of books in heavy demand. None has a full-fledged undergraduate library on the North American model, although Wellington has a congested study hall in its central building with a stock of about 20,000 books on academic reading lists and seats for 112 readers (and plans to provide a much enlarged facility).

Auckland has a smaller collection in its undergraduate reading room (housed separately from the general library in the converted ballroom of Old Government House) with 140 seats. Auckland also has one professional member of the circulation department solely devoted to monitoring use of the collection by undergraduates and taking steps to improve the availability of material both in anticipation of and response to demand.

New Zealand has a well-organized internal system of interlibrary loan which until now has been almost completely free to users (most institutions even supply photocopies to cooperating institutions without charge). There are indications that, as in other countries, financial pressures may lead to the imposition of service charges.

Automation

I make no apology when reporting the fact that New Zealand university libraries so far have not become involved in automation to any great extent. It seems quite clear that a number of overseas academic libraries of similar size have embarked on automation programs that have provided them with services no better or worse than the manual systems they replaced and at considerably greater cost. On the other hand, there is also considerable evidence that sensibly organized cooperative ventures in automa-

tion can produce benefits for libraries.

New Zealand would seem to be in a favorable position to develop a coordinated national system. The total number of libraries is small and the universities have compatible computer facilities. Unfortunately, the main difficulty in the way of developing a national system has been the inability of the National Library of New Zealand to sustain a central role. The starvation of the central body of staff and access to computer facilities has precluded development of a national scheme. In addition, the computer facilities at many universities are overloaded and the service offered to the libraries very limited.

Almost all the university libraries have produced serials lists by computerized methods. Canterbury is the only university library to have made much use of the computer in its housekeeping routines. Its automated acquisitions system has been operating for some time, and the cataloging system is operational and being further developed.

No university as yet has an automated circulation system, and, unfashionable as it is to say it, Auckland has a good manual system that for years has allowed the kind of control of stock in heavy demand which recently has been the object of the attention of M. K. Buckland and others.

All the university libraries still maintain card catalogs. Several university libraries make use of cards supplied by Blackwell North America, and the University of Waikato uses a computer to validate, sort, and print its card orders. Very little use is made of Library of Congress cards in New Zealand. Canterbury is the only university library to make use of MARC tapes in its cataloging process. As far as classification is concerned, four of the university libraries use Library of Congress (Otago being in the process of conversion from Bliss), and two use Dewey. Auckland, although using Dewey for the bulk of its collections, wins the prize for variety since in specialized areas of its collection it uses U.D.C. (engineering), National Library of Medicine, Harvard-Yenching (Chinese and Japanese), Homegrown (law), and Guelph (official publications).

TEACHERS' COLLEGES

There are eight teachers' colleges in New Zealand, and the early history of their libraries has been summed up by Joan McLaughlin: "a tale of frustration and inaction but it is also a tale of dedication and service by librarians and principals under adverse conditions and against great odds."¹¹

The Education Act of 1877 provided funds for the education boards in Auckland, Wellington, Christchurch, and Dunedin for the purpose of training teachers. The teachers' colleges continued to be administered by these boards until 1967, when autonomous councils for each college were established. However, since finance is provided through the Department of Education, in effect there is a very considerable measure of central control on the development of these institutions and, therefore, of their libraries.

In 1967 the New Zealand Teachers' College Association requested the New Zealand Library Association to draw up standards for college libraries, and these were duly prepared and published.¹² The minimum book stock recommended for teachers' colleges with 1,000 students taking a three-year course was set at 50,000 books. At the time of the survey the colleges had a combined book stock of 254,000 volumes, which, according to the standard, should actually have been about 382,000 volumes so that there was a very considerable shortfall.

Although the standards were not recognized officially by the Department of Education, they undoubtedly helped in the years that followed in arguing cases for increases in grants and staffing and for the provision of new accommodation. Special grants were provided to bring the stock of the libraries up to a minimum level, but the abrupt withdrawal of these grants in 1977 (by which time several of the collections had exceeded the 50,000-volume size but with student rolls also exceeding the 1,000 level) caused consternation. The teachers' college libraries were left with very small basic annual grants, barely enough to sustain their periodical subscriptions and with very little left for monograph purchases.

The director of teacher education in the Department of Education set up a working party in 1979, and its recommendations on library finance are now with government. Meanwhile the financial situation of the libraries is still extremely precarious.

The stock of the libraries has some individual features. Apart from material required by staff and students for course work, all the libraries have collections of children's literature. R. M. Gray describes these as follows:

The concept of a model school library set up with a classified catalogue and extremely simplified Dewey classification was for many years popular in the colleges although not all colleges tried this, or even kept children's stock separate from adult stock. The growth of new media and the development of new syllabi along with the artificiality of setting up a *children's* model to be used by *adults* has caused the libraries to look at different methods of organisation of children's stock. The majority of the libraries now have collections of children's materials shelved and organised separately but less and less like the older idea of a model school library.¹³

Teachers' college libraries were among the first institutions in New Zealand to become involved with nonbook materials to any extent. The development of these collections, however, has not been without problems partly caused by the lack of control at a local level of additions to the collections since it is the visual production unit of the Department of Education that is responsible for the acquisition and production of a wide range of material. This is limited to the level of school pupils, and much of it is not up to date. An improvement is only likely if the financial position is improved so that the libraries can purchase supplementary material.

Stock is not much use without staff, and until 1947 the colleges were unable to appoint librarians. Only in 1975 was a formula for staffing introduced. This allows each library to have eight staff members for up to 1,000 students and one additional staff member for each further 125 students.

As far as accommodation is concerned, most of the libraries have endured a series of moves, but now all of them, except Dunedin, are in buildings designed for the

purpose. Although a variety of architects have been involved, a favorite feature appears to have been the insertion of a mezzanine floor in a relatively small building. Some of the libraries reveal insufficient influence by librarians at the planning stage, with unfortunate results.

In recent years the number of students at teachers' colleges has been decreased. The response of the colleges has been to diversify and offer courses to a wide variety of professions. This has, of course, complicated the role of the libraries. In addition, the increasing involvement of the colleges in programs of continuing education for teachers places an additional burden on the libraries, which they will find difficult to sustain if they are not provided with extra resources.

TECHNICAL INSTITUTE AND COMMUNITY COLLEGE LIBRARIES

It is within the past twenty years that technical education in New Zealand has been transferred from the secondary to the tertiary sector of the education system. There are now fourteen technical institutes, and in 1977 they catered to 4,946 full-time students and 130,443 part-time. Technical institute libraries were slow to develop. They took over little or no book stock from the secondary institutions that they succeeded and in their early years were poorly provided with finance, staff, and accommodation.

In 1973 the New Zealand Library Association produced *Standards for Libraries in Technical Institutes*. The major recommendations were that "The size of the book stock should be related to weighted student hours (W.S.H.). For a new institute with several fields of study amounting to 200,000 W.S.H. there should be a stock of 5,000 volumes to be achieved not later than three years after the establishment of the institute. For each succeeding 100,000 W.S.H. there should be an increase of 1,500 books." On staffing, the standards recommended a minimum of three staff members, and on space the recommendations were 3,130 square feet for an institute with an enrollment of 200 to 20,820 square feet for one with 2,500.¹⁴

Although these standards have been criticized within New Zealand as being far too low, they were seen at the time as being realistic in a situation where most institutions had very small book stocks, poor accommodation, and in some instances no library staff appointed until several years after the institute had started functioning.

The last published census of libraries showed that in 1974 forty-three library staff were employed in nine technical institutes with a total stock of 97,500 volumes, ranging from 1,766 volumes at Taranaki Polytechnic, New Plymouth, to 36,522 at Auckland Technical Institute.¹⁵ It is clear that the librarians in these institutions have had to work extremely hard to provide even a basic level of service, and it is to their credit that so many of them have tried to do more than the basics.

One example of innovation, which caused some raised eyebrows among fellow librarians in New Zealand, was the introduction of background music in Wellington Polytechnic library. Jane Coard described what happened:

We thought that during term time we would just provide music during the lunch hour. However, when we turned the music off, the readers came asking why the music wasn't playing, so we added to our stock of homemade background music and now play it continuously. The results have been so interesting that we are now conducting an opinion poll of readers to see whether we should continue. . . . Note: most opposition comes from accountancy students.¹⁶

As far as the future is concerned, it has been argued that since technical institutes in New Zealand are not highly academic or research oriented extensive library provision is not warranted. On the other hand, there are those who argue that the widening role of technical institutes and, in particular, the transfer to them of teaching in health education (notably nursing education) demands more emphasis on library facilities. In addition, it has been said that, outside the principal urban areas, these libraries could provide an important information and research center for the community. A small increase in funding was announced in 1979.

The technical institute librarians themselves appear to be making valiant efforts by group action to improve the situation. They

publish a regular newsletter (*TICCL News*), meet together, and are currently trying to develop a further set of standards.

Mention should also be made of community colleges. These are a new addition to the New Zealand educational scene, and the government seems not only to have been unclear as to their role but also to have placed no emphasis on library provision. Like the technical institutes, they have been inadequately financed and staffed.

Allison Dobbie, librarian of the Hawkes Bay Community College, commented:

The Community College Library received a setting-up grant of \$4,000 in 1975. This is standard practice for all new Technical Institute Libraries, so standard in fact that the Otago Polytechnic Library, set up 10 years ago, also received \$4,000. Thus no regard was paid to inflation or the broader needs of the Community College. The provision of one staff member only, at a time when a library is being set up, and the greatest energy and direction is necessary to establish a firm foundation for further development, is totally inadequate.¹⁷

It is a tribute to the sense of mission which still, despite the cynics, inspires some librarians that it has been possible to find librarians willing to try to provide a service in these daunting circumstances.

CONCLUSION

The development of universities in New Zealand can be summarized as being extremely slow until the last two decades, when considerably accelerated growth has resulted in the development of institutions of which a small country need not feel ashamed. Inflation, combined with a weak national economic position, has resulted in a slowing down in growth. The immediate future does not seem bright.

The government is insisting that non-academic staff numbers in the universities (and this will include library staff) should be reduced. It has stated that, in assessing grants for the universities for the next five years, the costs of library materials may be supplemented, but most academic librarians are skeptical that this statement can be taken at its face value.

This is particularly serious in a country where individual institutions, because of the distance from alternative sources, must of

necessity be much more self-reliant than the libraries of similar sized institutions in Europe or North America.

While the university libraries of New Zealand have improved dramatically, the same statement cannot be made of other

forms of tertiary education. Much has been achieved in the face of very difficult odds, but the libraries in teachers' colleges, technical institutes, and community colleges remain grossly underfinanced for the role which they ought to play.

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