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School-housed community libraries: a case study

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SCHOOL-HOUSED COMMUNITY LIBRARIES:
A CASE STUDY

by
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ABSTRACT

Catherine E. Dugan. School-Housed Community Libraries: A Case Study. 1999. Dr. Holly G. Willett, Program in School and Public Librarianship.

What factors lead to the formation of a school-housed public library? The purpose of this case study was to investigate the issues involved in combining a school library and a public library into one facility designed to serve all members of the community. Such arrangements generate questions concerning planning, governance, staffing, finances, collection development, and evaluation. A combined school-housed library in Delanco, NJ was studied. Data was collected through literature, interviews, documents, observations, and site visitations. Dr. Shirley L. Aaron's *A Study of Combined School-Public Libraries* was used to design interview protocols. A site visitation checklist was also developed. Historical developments illustrated relevant patterns in the evolution of library service as well as those related to the community of Delanco. The data was then compared to findings of other studies presented in the literature. The study identified advantages and benefits along with problems and weaknesses associated with combining libraries. The research concluded that the public library and the school library are serving the members of the Delanco community better as a combined school-housed library.

MINI-ABSTRACT

Catherine E. Dugan. School-Housed Community Libraries: A Case Study. 1999. Dr. Holly G. Willett, Program in School and Public Librarianship.

To identify the factors that lead to the formation of a school-housed public library and to investigate the issues involved in combining a school library and a public library, a school-housed community library in Delanco, NJ was examined. The jointure resulted in better service to the community.

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Chapter 1

Introduction

School-housed community libraries have been identified as school/community libraries, combined libraries, public libraries in schools, or joint-use public libraries. They are libraries that are governed by formal agreements between two or more agencies. They provide equitable services to two or more groups of patrons. School-housed public libraries are located in schools and provide access to the public. A related type of joint-use library may be a public library where students go as a class for lessons and to use the library's resources. Some public libraries may place their book collections directly in schools. Combined libraries are found in various parts of the world including Europe, Canada, Australia, and the United States.

The concept of combined libraries has developed over time. It appears that many were started in rural areas where two separate libraries were not economically feasible or useful. Combined libraries began as far back as the sixteenth century in rural English and Scottish schools that opened their collections to the townspeople. One school-housed public library in New Hampshire has been operating since 1906 (Bundy, 1998). School-housed public libraries often existed where public libraries did not. However, they were usually maintained by members of the school staff and not by professional librarians. In addition, collections were often developed for the needs of the students and not the adult patrons. What factors lead to the formation of a school-housed public library? A school-housed public library was studied to identify those factors.

Objective

The advantages of school/community libraries often appeal to governing agencies while professional librarians view them with reservations. The impetus for combining the resources may be economic, social, or educational. Proposals for joint use libraries may emerge as scarce monies strengthen the concepts of sharing resources while eliminating duplicated or overlapping services. Schools are viewed as the primary site for learning in the community, and their facilities, including the libraries, are being pressed into service beyond the school day. Community members see both public and school libraries as providers of information. The development of the electronic exchange of resources between library systems has increased access to information. This has blurred the distinct roles of each type of library. While the advantages seem to be emphasized when considering a combined library, difficulties and problems may be overlooked.

This raises several issues. What are the advantages of school/community libraries? Do combined libraries realize economic and operational savings? Can a school-housed community library provide the variety of resources needed by adult users of a public library? Will adults and preschoolers use a library located in a school? What information is needed to evaluate the effectiveness of a combined library? What physical building design issues must be considered? How does the combination affect personnel, administration, collection development, funding, and planning? My objective was to study a school-housed public library to investigate these issues.

Current literature suggests that a formal agreement must be in place and endorsed by all participants. Monitoring, evaluation, issues of censorship, conflict resolution, roles, and responsibilities must be clearly detailed. System support and planning are essential elements and provisions for growth must be made. Advantages and disadvantages along with special considerations are reported. Some literature suggests that joint-use libraries provide mediocre service at best and do not achieve the potential envisioned by their supporters. According to the American Library Association, several states have pending proposals for combined libraries (1997).

Methodology

The case study method was used to obtain data about a public library that is housed in an elementary school. First, literature on combined libraries was reviewed. Next, information was gathered through government documents, observation, and interviews. The history, development, and current operations were investigated. The data included hours of operation, size of the collection, professional staff, total staff, budget, and services offered to patrons. The characteristics of the community were researched along with relevant documents and policies, administrative practices, and the status of current programs. Advantages and disadvantages of the combined arrangement were explored.

Definition of Terms

School-housed public libraries, combined libraries, joint-use public libraries, school/community libraries, and public libraries in schools. In this study, these terms are used to mean a public library and a school library located in a single school facility intended for use by both the school population and members of the local community.

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Public library. A public library is one that is supported by tax revenue and available for free use by all members of the community who support it.

School library. A school library is supported by school taxes and available for free use by all members of the school community.

Analysis

In 1989, a public library and a school library were combined in a new addition to a school in Delanco, NJ, creating the current school-housed public library. Through this study, the elements that influenced this decision were identified along with conditions that were conducive to the combining of the libraries. This school/community library appeared to be meeting the needs of its users with the level of services it provided. This research has provided practical information on the services, programs, and issues involved in combining libraries. The collected data was compared to existing studies to identify patterns leading to the formation and continuation of a combined library.

Chapter 2

Literature Review

<u>Introduction</u>

The literature on combined libraries includes journal articles, research studies, theses, and books. Jaffe (1986) observed that combined libraries usually have received unfavorable treatment in library literature. White's survey (1963) elicited a predominance of unfavorable comments and reported that

the library literature of the last twenty years is almost unanimously opposed to the combination of school and public libraries. It points out that although both public libraries and schools are educational institutions with similar aims, the approach, specific purposes, and methods of operation are different....Conversely, the advisability of locating public libraries in schools has been recommended by school administrators in both literature and practice. (p. 1- 2)

Amey (1989) stated

This treatment in the library literature is one of the great paradoxes of librarianship. Despite the overwhelming negative nature of articles on this subject, new attempts are being made continuously to establish a successful combination of school and public libraries. (p. 109)

In order to understand a particular school-housed public library, it is necessary to understand the development of library service.

Historical Background

Social libraries. Most library historians would agree that the American public library has its roots in New England (Shera, 1965). The earliest colonial libraries of the 1600s soon went out of existence once the initial supply of books was depleted. They were primarily for adults, as they had no books for children (Long, 1969).

The social or subscription library appeared in the 1730s (Willett, 1995) and continued into the 1800s. Only members who had made voluntary contributions or paid an annual subscription fee could borrow books. Quality books from members' personal collections were shared and discussed in these exclusive clubs. Few were for children and most catered only to men. Books were scarce and literature for children even more so. Children read their schoolbooks, the Bible, or an occasional almanac.

Sunday schools. The early 1800s brought a religious revival and with it came the Sunday schools. Started in England, the Sunday school concept soon emigrated to the colonies. Poor children received instruction in reading along with their religious training. The nature of the schools appealed to the philanthropic. Voluntary private funds supported the schools and their libraries, which freely loaned often the only books available to the community.

> In many parts of the new states, the Sunday School became the forerunner of the district school and the church. It was often the social as well as the educational center for the neighborhood, and adults as well as children learned there the rudiments of reading and writing. (Long, 1969, p. 36)

"The agency which reached more children than any other, with books which it

considered suitable for them to read, was the Sunday School" (Long, 1969, p. 47).

Gradually, all children could attend the Sunday schools, the only free schools available.

School district libraries. Early district schools were primarily supported by income from the rental of land, donations from the wealthy, and tuition fees. After the Revolutionary War, they had fallen into neglect and were in deplorable condition. Reformers such as Horace Mann and Henry Barnard saw a need for a new system of education. Gradually, the schools became a tax-supported responsibility of the states replacing the religious and charitable institutions as the providers of public education.

Some of the earliest school district libraries were established to serve both the school and the local communities. In 1835, New York passed a law establishing library programs in every school in the state. Taxes were imposed on local citizens to generate funds to provide free reading for all. "Their purpose was to disseminate works suited to the intellectual improvement of the great body of the people" (Long, 1969, p. 50). In 1838, Horace Mann

> ...argued that no system could be devised at all comparable with the existing
>
> arrangement of school districts for the establishment of libraries....He urged that
>
> the Legislature devise a plan by which a library should be placed in every district
>
> school.....It was the children who, in his opinion, would use the libraries the most.
>
> (Long, 1969, p. 52)
>
> Mann also concerned himself with the quality of the books the libraries contained.
>
> He made up his own list of approved books, creating standards of book selection
>
> for the school-district libraries. By 1876, seventeen other states had followed
>
> New York's lead and established school district libraries (Wollard, 1980).

"Although the name implies a library for schools, they were adult collections for adult readers and were not necessarily housed in school buildings" (Garceau, 1949, p. 25).

Unfortunately, these libraries faced major administrative problems and were often too small to serve the needs of their patrons. By 1857, they began to fail. In 1873, Ohio passed legislation stating all school district libraries could be moved to the public libraries. Some school district libraries became branches of the public libraries. For example, by 1887, branch-type libraries for students had been instituted in fifty-five schools by the Detroit Public Library (Wollard, 1980, p. 5). The public library maintained library rooms in the schools and supplied the books. However, as educators realized the importance of the libraries, the demand for books as sources of information increased. Conflicts between the schools and the libraries developed. Various studies by state, local, and professional organizations encouraged the development of school libraries separate from public libraries (Wollard, 1980, p. 7).

Like the Sunday school library, the school district library had succeeded in providing many people the opportunity of intellectual improvement through its collection. Communities realized the importance of education and the nation had established a tax-supported system of public education. The school district library was a part of that development and it helped communities perceive the library as part of the educational system and understand the need of a tax for its continuous support. The public library benefited from these perceptions.

Public libraries. In 1854, the city of Boston became the first major city with a public library (Willett, 1995). It was designed for those twenty-one years or older who

had completed school but who wanted to continue their learning. The public library was viewed as an adult domain (Thomas, 1990). Most public libraries had age restrictions barring those under the age of twelve or fourteen. Patterns of cooperation between the public libraries and the public schools emerged. "The fundamental idea in this cooperation was that if young people of school age could be taught how to use and appreciate good books, they might guide themselves to profitable reading after they graduated" (Long, 1969, p. 83). Rather than allow children in the library, books were sent to the schools where the teachers could guide their reading while teaching the children about the treasures of the public libraries. This was not always a successful arrangement and consequently public librarians began to urge colleges to provide courses in children's literature as part of the education of teachers. In addition, there was an increased demand by the children for greater access to books. Finally, libraries began to remove age restrictions and the children became enthusiastic patrons. Their presence, however, unsettled the adults and created the need for separate rooms or areas for use by the children.

The establishment of children's rooms began a pattern of service in the public libraries. The children's room of the Boston Public Library was opened in 1895 (Thomas, 1990). "Even though the children's room appeared as a mechanism for isolating juveniles from adult patrons, it evolved as a permanent component of public library architecture" (Thomas, p. 85). By the early 1900s, services to children had expanded. Story hours and reading clubs were started. The librarians visited schools, giving book talks, telling stories, and encouraging the use of the public library. Playgrounds in Pittsburgh and Cleveland became sites for library rooms. In Washington,

D.C., books were circulated in the Juvenile Courts. A new kind of cooperation between the public libraries and the schools developed. Branches were housed in the elementary schools. The board of education provided the facility along with heat, light, and janitorial services. The branch was open to all members of the community through an outside entrance (Long, 1969, p. 99).

State library commissions. The United States has no national educational system. The schools are a responsibility of the states. State agencies, often called departments of education, were established to oversee the public education of its citizens. They are also responsible for school libraries. State libraries were founded and assisted school libraries throughout the states. State standards regarding library service, staffing, and collections were set as requirements for accreditation. Local school boards were given the power to determine curriculum. The school library became an integral part of that curriculum (Evans, Amodeo, & Carter, 1992).

In 1849, New Hampshire passed a law permitting towns to impose a tax for the support of a municipal library, setting a pattern for the rest of the nation. "The legislation was permissive rather than mandatory--cities and towns were not required to provide libraries--and to this day legislation supporting public libraries generally remains permissive" (Willett, 1995). By 1900, the states had formed library commissions that encouraged the establishment of libraries and were given the right to extend grants to public libraries (American Library Association, 1969). The older pattern of private philanthropy was being replaced by grants from the states. Many social libraries became public libraries with this inducement (Garceau, 1949).

Library boards. Local library boards governed local public libraries. Initially, prominent members of the community were selected to represent the libraries before the government and to act as a buffer between the library and partisan politics. The boards were responsible for decisions concerning the operation of the libraries such as insurance, real estate, investments, and employment policies (Garceau, 1949).

County libraries. From 1911 to 1916 thirty-seven county libraries were started in California (ALA, 1969). County libraries were viewed as the only way for rural residents to receive services equal to those available in the larger urban areas. County libraries also developed in the southern states where the county was the most important political unit. Smaller libraries were viewed as unable to provide the necessary resources available from the larger libraries. The county library grew in states such as Ohio and New Jersey and extended services to all residents both rural and urban. Municipal libraries could utilize the resources of the county library by becoming members of the system.

The federal government. In 1956, the federal government passed the Library Services Act. It was the first major legislation designed to assist public libraries in extending services to rural populations but did not include construction. State agencies administered the program, distributing funds for various projects. The Library Services and Construction Act of 1964 removed earlier restrictions and included construction funds (ALA, 1969).

Other efforts to combine libraries. In 1970, the State of New York wanted to make the public schools responsible for all library services to children preschool through sixth grade thus allowing the public libraries to focus more on young adults and adults.

The plan was opposed by school librarians, children's librarians, and public library administrators and was never carried out (Willett, 1995; Wollard, 1980). Two large metropolitan cities, St. Paul, Minnesota, and Kansas City, Missouri, had combined public and school library service but have now separated the two (Evans et al, 1992). Others, such as Fort Lupton, Colorado, and Cissna Park, Illinois, have successful combined programs.

Categories of Literature

Individual libraries. The literature on school-housed public libraries can be separated into groups. The first type deals primarily with a particular library such as the Cissna Park Community Library, the first combined school and public library in Illinois described in *Illinois Libraries* (1993). The library was established in 1990 to serve the residents of the rural Cissna Park School District. Its development took place over a three-year period with careful planning and research to insure its success. Patricia Turnbull (1991) conducted a feasibility study to identify a site for the establishment of a demonstration combined school/public library in rural Illinois that had the necessary elements to insure a successful venture. Her staff consulted major research studies by Aaron (1980), Amey (1979, 1987), Kitchens (1981), and Wollard (1980), and contacted selected joint libraries in the United States. The report includes several important characteristics of successful combined libraries such as:

- Community involvement and support;
- Cooperation between school and library staffs;
- Participation of citizens, library, and school boards in the planning process;

- Formal written agreements that clearly define the duties of each governmental unit involved and financial arrangements;

- Access to professional library personnel;

- Adequate planning time for implementation of the project.

Additional factors identified by these studies:

- The decision to establish a combined library facility should not be based on a desire to save money in the areas of personnel, materials, or space but rather on the improvement of community library service;

- Commitment to intellectual freedom;

- Careful assessment of the community and its resources;

- Flexible guidelines and procedures;

- A library facility that is visible, accessible, convenient, and inviting to the public;

- Continuous evaluation of the enterprise (p. 70).

The report emphasizes that each community must evaluate the feasibility of a combined library based on each local situation and that "…if the community wants it to work, and it suits local needs, then it will work for them" (p. 70). "Combined libraries at their best are dynamic, engage in outreach services, are flexible, and respond to community needs" (p. 71). After careful evaluation, the plan was implemented at the Cissna Park Community Unit School. Currently, the library director reports that the combined library continues to successfully serve its community (R. Dulaney, personal communication, December 5, 1998).

Kitchens and Bodart (1980) reported on a successful eight-year project in Olney, Texas, that combined three school libraries and a public library into one facility. It resulted in improved library services to the community of about 4,000 while also providing a center for social activities.

Research studies. A second group of literature involves research studies. *The School-Housed Public Library—A Survey* by Ruth M. White was published in 1963 by the American Library Association. White surveyed one hundred fifty-four public libraries located in schools to ascertain the quality of service provided to the patrons. "In summary, the majority of the librarians replying...did not favor the combination" (p. 4).

> The librarians' comments on the questionnaires were very nearly unanimous against locating the public library or a branch of the public library in a public school. Their comments concerned the residential location of the school; the differing purposes of the school library and the public library; the conflicts between two administrations; the unlike demands on the school and public librarians; duplication in the book collection; economy; and the encouragement of readers. (p. 5)

In 1980, Dr. Shirley L. Aaron presented the results of her research in *A Study of Combined School-Public Libraries*. Two major conclusions were drawn:

> 1) It is unlikely that a community able to support or now supporting separate types of libraries will offer better school and public library service through a combined program.

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2) When a community is unable to provide minimum library services through separate facilities and no option for improved services through system membership exists, the combined program presents a possible alternative to limited or nonexistent services under certain conditions. (p. 47)

Aaron recommends specific conditions necessary before communities consider combining library services.

1) that implementation of the concept allows the hiring of professional library personnel where such positions previously had not existed;

2) that this alternative provides a means of strengthening resources available in the community;

3) that an adequately planned program of services to meet both public and school needs is developed and implemented; and

4) that a systematic evaluative procedure is used on a regular basis to determine the status of the program and provide for future direction. (Aaron, p. 48)

Aaron's research in 1992 identified 199 combined libraries, 74 more than in her previous study.

Opinions and conclusions. Another type of literature deals with the broad concept of combining public and school libraries and often presents opinions on the advantages and disadvantages that result from such mergers. Several articles (Amey, 1987; Bundy, 1998; Heath, 1997; Wollard, 1980) reiterate the same advantages. They include:

- larger collections with less duplication of materials

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- greater use of facilities with extended and summer hours

- financial savings in operational expenses

- promoting lifelong habits of library use

- providing a greater variety of services and programs

- greater circulation of materials

- access to interlibrary loan

- better physical facility

Opinions may indicate enthusiastic support. Jay Heath concluded in his study that both schools and communities clearly benefited from combined facilities (1997).

Problems are also identified in the literature. Teahan and Huska (1990) presented the view that the public library can be swallowed up by the school. "The school staff becomes entrenched and it is difficult for public library staff to establish territory within the work space" (p. 14). Emphasis may be placed on curriculum support materials, conflicting circulation policies may be developed, and responsibilities may not be clearly defined (p. 15). Other problems found in the literature include:

- community members reluctant to use the facility

- inadequate physical facility

- location of the library

- censorship of materials

- increased responsibilities of the librarians

- discipline problems

- inadequate training of staff

- different objectives for each type of library

In her 1975 thesis, *Feasibility Study: Combined School-Public Libraries for New Jersey*, Colucci concluded "that communities in New Jersey should raise adequate funds to support separate school and public libraries" (p.47).

Assessment tools. A fourth group includes literature that provides evaluative methods and guidelines developed for those considering a combined library. Ken Haycock's "Beyond Courtesy: School and Public Library Relationships" (1990) and the Wisconsin Department of Public Instruction's "Combined School, Public Libraries Guidelines for Decision Making" (1994) may help communities determine if a combined library will provide the most beneficial library service for all. The State Library of Ohio (1996) has prepared a similar packet of information and includes a feasibility checklist. The Southern Ontario Library Service has published a "School Housed Library Information Kit" for Canadian libraries. Olson (1996) interviewed several librarians regarding the design of buildings and lists practical considerations and suggestions derived from their experiences. In *Emergency Librarian,* Haycock (1990) identified key elements characteristic of successful school-housed public libraries. They include:

- clear, written definitions of roles and functions

- advanced planning

- central and visible location

- dedicated personnel

- regular, formalized meetings among all involved

- equal and adequate funding

- written selection policy

- continuous evaluation

White (1963) lists recommendations from library administrators to communities who are considering locating a public library in a school. Most are related to the location and the building itself. Other suggestions include:

- maintain a separate administrative control
- resist turning the library into a school library
- make no binding commitments that would prevent withdrawal at a later date.

(p. 14)

International literature. The final type of literature focuses on library combinations primarily in Canada, New Zealand, and Australia. Generally, combined libraries are established in those countries to bring services to small, rural areas. L. J. Amey, a professor of Library and Information Studies at Dalhousie University, Halifax, Nova Scotia, has produced several publications on combined libraries (1984, 1987, 1989, 1997). In 1977, the state of South Australia began an experiment in combined libraries with the opening of the Pinnaroo Library. Since then, 47 rural school-community libraries and 2 metropolitan libraries have been started. In March 1998, Alan Bundy reported 112 joint-use public libraries in Australia and 50 in New Zealand.

Library service had been almost nonexistent in these areas. Now the libraries serve as community centers for cultural programs and local meetings. Story hours, outreach deliveries and visits, interlibrary loan, and career information have been made available along with technology and networking. "South Australia has established an international reputation for its innovative experimentation with joint use service...not only because of the duration and scale of the program, but because of the thoroughness of the way in which it has been developed and documented" (Amey, 1994).

In Canadian joint-use libraries, Amey found a wide range of conflicts hampering operations (1989). Issues involved policies, cataloging, materials, use of facilities, and salaries. "These and other difficulties are real problems, deeply and truly felt, especially by career professionals who see themselves chained to a white elephant of a school-housed public library" (Amey, 1989).

Justification of the Study

The issue of combining a public library and a school library is not new; however, it continues to surface in contemporary debates and appears to find some support. It also attracts protest. The December 1998 issue of *American Libraries* reported that San Jose' State University is planning to build a joint university-public library on campus. On November 3, 1998, voters passed the necessary bond measure to fund the facility despite a campus rally on October 14, 1998, protesting the idea. The proposal to build the joint library was opposed by 2700 students and 300 faculty members who signed anti-merger petitions. They did not want to compete with San Jose''s 800,000 residents for course-related materials. They feared reference service would be "watered-down" as an accommodation to the local citizens.

A joint school-public library has been proposed as an addition to a new South Austin, Texas high school (Jayson, 1997). Issues of censorship and student security were cited as concerns.

The American Library Association identified 46 school-housed public libraries in 1972. Wollard confirmed 84 in her survey in 1976. Aaron reported 199 in 1992. Clearly, combined libraries are increasingly seen as a viable option for some communities. While some embrace the configuration of a combined library, others

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express concerns such as discipline, cataloging, finance, governance, access, censorship, and collections. Are the concerns justified or is the idea of a combined library one which warrants support?

A case study explored the factors contributing to the establishment of a school-housed community library.

Theoretical Concepts and Methodology

To understand the factors influencing the decision to combine libraries, a case study was used. By directly observing a specific combined library and interviewing people associated with the library, a more comprehensive understanding could be developed. A case study is an appropriate approach to the study of organizations such as libraries (Babbie, 1998, p. 284). Additional research of other combined libraries was indicated as a result of the observations and ideas presented in this case study.

Chapter 3

Methodology

<u>Introduction</u>
The purpose of this study was to investigate the elements conducive to the

formation and continuation of a combined school and public library, to identify the

advantages and disadvantages of school/community libraries, and to determine the

characteristics unique to a particular combined library. The topic of this thesis was

chosen because of the recurring interest in the joining of public and school libraries. The

experiences of one combined library may serve to provide useful information for others

considering or operating a similar facility.

<u>Description of Method Chosen</u>

A case study was used to determine the background, development, and current

conditions of a combined school/public library. "A case study is an idiographic

examination of a single individual, group, or society. Its chief purpose is description,

although attempts at explanation are also acceptable." (Babbie, 1998, p. 282). A case

study can provide detailed insight into the library's characteristics and operations.

Data for this study was collected through literature, interviews, documents,

observations, and site visitations. Data was recorded and analyzed for patterns relating to

influences on the library.

The steps in the methodology included reviewing the literature, selecting the site,

making site observations, developing questionnaires, conducting interviews, attending

meetings, observing operations, examining documents and reports, and analyzing and presenting the results of the research.

Design of the Study

The study sought to identify the reasons for establishing a school-housed public library and factors that influence its continuation. The case study method was chosen because it allows for an in-depth investigation of a particular library. In designing the study, people to be interviewed were chosen because of their role in the development and continuation of the combined library. Documents were selected for examination that could provide insight into the conditions existing at the time of the jointure and give a historical reference to the current organization.

Literature Review

Various terms were employed to locate information including school-housed community libraries, jointure, joint-use facilities, joint-venture libraries, joint school-public libraries, public libraries in schools, combined libraries, and combined school and public libraries. *Library Literature* was used to identify articles on public libraries in schools. Electronic searches of newspaper and magazine articles using EBSCO Host and the Educational Resources Information Center (ERIC) yielded more information. The catalogs at the Rowan University Library and the Burlington County Library listed several resources. Interlibrary loan requests were made for copies of needed materials. Listserves PUBYAC and PUBLIB were consulted for pertinent discussions. The New Jersey State Library, the Educational Media Association of New Jersey, and the American Library Association were contacted. Books and articles containing bibliographic information provided additional sources of information.

Four libraries in New Jersey were identified as school-housed public libraries. The Delanco Township Library was chosen for this study because it was identified as a recently combined facility housing a public library and a school library in a school building. The Superintendent of Schools, Mr. Joseph Miller, agreed to the study. The School Board, the Library Board, the Township Committee, the Principal, the Library Director, and the School Librarian were part of the research.

Delanco Township is a suburban, residential community located along the Delaware River in Burlington County, NJ. It covers about three square miles and has a population of 3,316 with a median income in 1989 of $43,984 according to the 1990 census. There are approximately 1,236 housing units. It is governed by an elected township committee. The district has two schools serving about 400 students. The elementary school, M. Joan Pearson School, formerly called the Burlington Avenue School, houses kindergarten through fifth grade. The middle school, Walnut Street School, serves six through eighth grades. There is no high school. High school students attend neighboring Riverside High School or private high schools. The district is administered by a superintendent and managed by an elected school board. Each school has a principal.

The Delanco Township Library is located in the M. Joan Pearson School. It is part of a new wing added to the school in 1989 and began operating as a combined school/public library in January 1990. It is administered by a library director and a school librarian and managed by a library board. It is currently supported by a library tax rate of $0.037 per $100.00 of assessed property value. The Walnut Street School also

contains a library. It is administered by the same school librarian and is not a part of the combined library.

Limitations

Public libraries have been combined with schools, colleges, and other institutions such as museums and community centers. The scope of this study is limited because there are few combined school/public libraries in New Jersey. This case study confines its examination to a single library facility located in an elementary school. The existence, completeness, and availability of pertinent documents further restrict the research. The biases and points of view of the participants may influence the reliability of the data being collected. The director of the public library before it was combined with the school library is now deceased and available information about the previous library is limited. Finally, some members of the library board, the school board, and the township committee at the time of the merger have moved from the area or do not recall pertinent events.

Data Collection

Instrumentation. Interview protocols were developed using S. L. Aaron's *A Study of Combined School-Public Libraries* (1980). Her questionnaire was part of her research on selected combined school/public libraries. To gather relevant data on the current library in Delanco, her questions were modified and adapted. A single instrument was designed to encompass the various facets of the combined program (see Appendix). The questions within the protocol were divided into sections. The sections are general information, planning, governance, staffing and management, purchasing, processing, organizing and selecting materials, circulation of materials, the collection, operation and

programs, building and grounds, computers and technology, benefits, problems, and weaknesses.

For each interview, specific questions were chosen based on the position and realm of responsibility of the person being interviewed. Interviews were not restricted to these questions, however, allowing for flexibility during the discussions. Interviews were conducted with the superintendent, the principal of the Pearson School, the library director, the school librarian, library staff, present and past library board members, present and past school board members, township committee members, patrons, teachers, and others deemed relevant.

Other collection methods. In addition to the interviews, a site visitation checklist was also developed (see Appendix). The checklist provided the means to acquire additional information through observations made during visits to the library.

Both the questionnaire and the checklist were evaluated and pretested by several librarians and by the thesis advisor.

A meeting of the school board and of the library board were attended. Minutes of the township committee, the school board, and the library board were examined. Minutes from the library board covered 1986 to the present. Relevant minutes from the Township Committee covered 1987 to 1989.

Data Analysis Plan

Interviews, literature, and site observations were analyzed to identify patterns related to the combined library. The findings were grouped according to the divisions used in the interview protocols. Information within each division was compared and related to findings from other studies found in the literature. Previous case studies,

surveys, and other documents provide the information needed to assess and evaluate various aspects of the combined library in Delanco.

Chapter 4

Presentation and Analysis of Data

In order to understand the implementation of a school-housed public library, it is

necessary to examine the development of the community over time and to know

something of its background.

History of Delanco

Origins of Delanco. In 1977, the Delanco Bicentennial Book Committee

published *The Delanco Story – Its Past and Present*. The book is one of the few records

on the history of the area and traces the development of the community from its start in

1681 with a land grant from King Charles II. It was known as Del-Ranco or Delaranco,

later shortened to Delanco, since it was bordered by the Delaware River and the

Rancocas Creek. Here the Lenni Lenape hunted and fished. Various artifacts have been

found during construction projects and three Lenape skeletons were discovered under the

roots of an old beech tree.

In 1847, Charles Stokes surveyed the land. The area was used chiefly for farming

and several farmhouses were built along the Delaware River. One farmhouse owned by

Jacob Perkins is said to have been a stop on the Underground Railroad. Thomas S.

Fletcher who sold part of his land to the Fletcher Grove Camp Meeting Association

owned another large farm bordering the Rancocas Creek.

In 1855, with the establishment of a post office, the town adopted Delanco as its

official name. Passenger boats transported commuters while steamboats carried fruits,

vegetables, and general merchandise along the Rancocas to Philadelphia. Fishing for shad and sturgeon in the Delaware River provided the livelihood for many residents and by 1880, fishing was the principal occupation. Boat building and related services were important to the economy and remain so today. The fishing industry survived until the 1920s when the quality of the water in the river deteriorated, causing the fish to practically disappear.

In 1881, the manufacture of shoes became an important industry with the construction of a shoe factory. The town had a sawmill, a school, stores, churches, and a growing population. By 1922, about 2,000 residents lived in approximately 400 houses. Delanco was part of neighboring Beverly Township until June 1924 when the state established Delanco Township as an autonomous community.

The Camp Meeting Grounds. The Delanco Methodist Church, as part of its missionary work, held an evangelical meeting in 1897. It was so popular it became an annual event. In 1898, the church formed the Fletcher Grove Camp Meeting Association and obtained twenty acres of land. A large preaching tent was erected. By 1913, thirteen cottages had been built along with buildings for children's meetings, dormitories, office space, and an auditorium. In 1946, it was renamed the Delanco Camp Meeting Association. The Camp Meeting Association moved from Delanco to Tabernacle in 1965. It purchased a tract of land in the Pinelands and the Delanco property was sold. The property changed hands several times before it was finally sold to Whitesell Construction Incorporated, a commercial developer, and is known today as the Camp Meeting Grounds Shopping Center.

Public buildings. In 1925, the Walnut Street School was built. A new wing was added in 1954 reflecting the growth of the town's population. By 1962, a second parcel of land was purchased and the Burlington Avenue School, now the M. Joan Pearson School, was completed. A school library was included. The school was renamed for a popular principal who was killed in a plane crash.

In 1963, the town built Municipal Hall on the site of its first school building. Today it houses the police department, the sewerage authority, the court and court clerk, the tax collector, and the township clerk. It is used for township committee meetings. At one time, it also was home to the town library.

The town library. In 1866, the first Delanco Library Association was incorporated and located in the Wilmerton Lumber Mill Office. The trustees voted to construct a small building to house the library on the corner of Vine and Buttonwood Streets next to the schoolhouse. In April 1871, the Delanco School District rented the library to accommodate an overflow of students from the school.

In the 1930s the town library was moved to the Walnut Street School but was not combined with the school library. The collection and services were minimal in the small second-floor room. The Delanco Free Library Association was incorporated in 1961. In September 1964, the library was re-located on the lower level of the new Delanco Municipal Hall. The library was open fifteen hours a week. Here the library reached full capacity and boasted a circulation of approximately 1,000 books a month (McBrearty, 1968).

By 1973, the library shelves had become overcrowded and there was no room for expansion. Members of the Township Committee met with the Library Board to discuss

relocating the library to the new Camp Meeting Grounds Shopping Center being built by Whitesell Construction.

The librarian contacted both the New Jersey State Library and the Burlington County Library for information. A minimum 2,799 square feet was recommended. At $3.50 per square foot, the Library Board decided it could not afford the rent. In 1974, letters were prepared by the Whitesell Corporation and distributed to the residents to raise money for the library.

By 1976, Mr. Whitesell offered to absorb the cost of renovations for the first year's occupancy of the 2,900 square-foot facility. The Township Committee agreed not to tax Whitesell on the portion of the building that would house the library. Members of the Friends of the Library, an organization interested in the welfare of the library, gathered support for the move. A budget request of $42,500 was submitted to the township. In September 1976, a $30,000 budget was approved by the Township Committee.

The library closed on November 1, 1976 for the move to the Camp Meeting Grounds Shopping Center. Volunteers from the Library Board, the police department, the schools, and the township helped with the relocation. Mr. Whitesell donated the use of both trucks and drivers. The library reopened on November 15, 1976 with an open house.

The Camp Meeting Grounds Shopping Center is located on Burlington Avenue, the main thoroughfare in Delanco. It consists of one L-shaped building with a covered sidewalk and an adjoining parking lot. In 1977, minutes from the Library Board meetings indicated leaks in the ceiling along with an increase in operating costs such as

insurance, maintenance of floors, utilities, and sewer bills. The library paid for lawn care and snow removal. The water heater needed repair. The heating and air conditioning systems required maintenance. A budget of $35,000 was requested in 1978. The township approved $30,000. The Library Board began investigating the availability of grants and expressed the desire to obtain a piece of property it could own. Cake sales, bus trips, and other fundraisers were conducted.

In 1981, the Township Committee suggested that the library cut their budget from $32,240 to $20,000. When the Library Board protested, the township raised the amount to $25,000. The library submitted a budget request of $29,250. In February 1981, the library was informed it would be receiving between $25,000 to $27,000.

More fundraisers were held. The Friends of the Library ran a food and craft sale but the minutes reveal that by 1985 the library was continuing to have severe financial difficulties. The costs associated with operating the library were rising. Minutes from the Township Committee meeting of July 5, 1988 state that "Common Area Charges", such as paving the parking lot, were being levied by Whitesell. The Library Board president noted that these costs created a huge burden because there was no way to budget for them. The rent for the building was increasing. Insurance and utility rates had gone up. Although the township supported the library through tax revenue, expenses were greater than income. Hours were cut but the library could not continue to operate under the circumstances.

The school library. In the 1980s, the school district experienced an increase in student population along with new state regulations that caused a need for more space. The school library in the Pearson School was overcrowded and inadequate. The

Facilities Task Force, a committee of school and community members, proposed building an addition to the Pearson School which would include space for a new school library. The School Superintendent and a member of the School Board met with the Library Board to discuss the possibility of including a combined school and public library in the construction plans. A referendum would be needed to obtain the necessary funds. Taxpayers would vote on the sale of bonds to finance the project.

The Library Board agreed to the plan and campaigned for the passage of the referendum. They joined with the school community and public library patrons to support the proposal. The School Board engaged architects to design the addition. Representatives from the School Board and the Library Board, the public librarian, and the school librarian met with the architects to offer suggestions. Through a series of meetings, the School Superintendent met with the School Board, the Library Board, the Township Committee and the architects. The public librarian and the school librarian met with the architects when the construction plan was approved. They also visited several libraries to obtain information on the placement of various components of the building such as shelving and outlets. Representatives from the school and the library visited a school-housed library in Cranbury, NJ.

The design was completed and the voters approved the referendum. The Library Board applied for and obtained a government grant under the Library Services and Construction Act for $36,000 toward the cost of the municipal portion of the addition. Construction began on the building and it was completed in the fall of 1989. A total of 4,000 square feet was added to the school building to be equally divided between the school and the public library.

The township was able to obtain an early release from its rental of the Camp Meeting Grounds Shopping Center library. On November 6, 1989, the Township Committee passed a resolution recognizing Whitesell Enterprises, Inc. for its community dedication in terminating the library lease.

The public library hired a professional mover for the relocation. A lease between the School Board and the township became effective in January 1990. At that time, shelving from the public library was removed, repainted, and installed in the new combined library. The public library installed a sign attached below the existing school sign reading "Township Library".

Combined libraries. The public library was to pay $17,000 a year rent, which was approximately the same amount it had been spending for operating expenses and rent at the Camp Meeting Grounds Shopping Center site. This amount was based on the cost of adding 2,000 square feet to the original 2,000 square feet the school had initially intended to build for the school library. The rent for the first two years and for a portion of the third year was covered by the $36,000 grant. The school agreed to provide utilities and custodial services free of charge for the first fifteen years of the agreement. At the end of the fifteen years, in the year 2004, the bond will be paid in full and the public library will begin paying a proportional share of the utilities and custodial services. It will no longer pay rent. The total term of the agreement is 90 years. Therefore, the public library could remain in the school building for an additional 75 years, rent free, after the bond is retired. "When this milestone is achieved, the Library Board will be able to greatly increase its collection, program offerings, hours, or a combination of all three. The true benefit of this jointure will then be easily apparent." (Miller, 1991).

The public library continues to receive money from the state. To qualify, it submits an annual statistical report. It also receives money from the county from taxes paid by township residents. Each year, the public library has a "Membership Drive" as a means of registering people and of requesting donations from township residents.

Analysis

Social institutions are not created as a result of a single influence or event. A multiplicity of forces, accumulating over a long period of time, converged to shape this new library form. Some were obviously more important than others, but to evaluate each in precise quantitative terms is impossible. Nevertheless, some generalizations concerning the elements that contributed to the emergence of the public library are possible (Shera, 1965, p. 200).

Finance and planning. The most frequent reason given for initiating the combined library was financial. The township was unable to support the public library at its location in the Camp Meeting Grounds Shopping Center. At the same time, the school was expanding and undergoing a construction project. The community supported the idea of combining the libraries and saw it as an economical way to save money while preserving the heritage of a township library. Receiving the grant was an added incentive.

Turnbull (1991) identified adequate planning time and participation by citizens, library staff, and governing boards as important factors in developing a combined library. Olson (1996) found support for locating combined libraries only in new facilities (p. 26) such as the extension of the school. Aaron (1993) reported "...that there is no documented evidence that economy results from the combination organizational pattern"

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(p. 120) as the Township hoped. White (1963), however, found combining libraries "...an economy to the public library since it received free rent, maintenance, and utilities" (p.49). This issue cannot be resolved in Delanco until the bond is paid and expenses are documented.

Governance. The Library Board is responsible for its portion of the library. The board meets monthly and its responsibilities are to set basic policies, assist in the formation of the budget, and to represent the library to the township officials. Interested citizens volunteer or are asked to serve on the board. Members are apt to know one another and the work of the board proceeds rather informally.

The Delanco Township Committee levies taxes for the support of the library. It approves the budget submitted by the Library Board.

The School Board is responsible for the operation of the school portion of the library as well as the building, grounds, and the school library staff. Members of the School Board are elected in a general election. The two school principals and the Superintendent of Schools attend the meetings of the School Board.

A contract between the Township of Delanco and the Board of Education lists the terms of agreement for the establishment of the library. The main points of the agreement in simplified language are:

1) that the Township is leasing not less than 2,000 square feet;

2) that the construction costs are limited to $150,000.00;

3) that the rent is $17,000 per year for 15 consecutive years;

4) that the term of the lease is for 75 additional years;

5) that payments will be made twice a year;

6) that the School Board will pay utilities until the end of the payment term when the Township will then pay a proportional share of the utilities, custodial and maintenance costs;

7) that the Township will use the project only as a public library;

8) that the School Board will consult the Township and the Library Board concerning any improvements of or alterations to the facility;

9) that the School Board will provide custodial and maintenance services during the payment term;

10) that both parties will obtain insurance;

11) that the agreement is supplemented by the by-laws of the School Board and the Library Board;

12) that the agreement is subject to state laws;

13) that the agreement is contingent on the ability of the Township to terminate its lease at the Camp Meeting Grounds Shopping Center.

At this time, the formula for dividing the costs to the public library for utilities and maintenance after the bond is paid has not been determined.

Both boards carry insurance on the library. The insurance for the public library covers the books and materials it owns and a portion of the building. The Library Board's insurance covers the remaining materials, the building, and the grounds. Both policies are with the same carrier.

Aaron (1980) and Amey (1997) indicated that a formal written agreement between all concerned is essential and that responsibilities must be completely defined. Jennings stated in her thesis *Combined School/Public Libraries: a Resurvey:* "One of the

most important conclusions is the need for written policy on the responsibilities each party will assume" (1989, p. 55).

Staffing and management. The school staff consists of one certified teacher librarian and her volunteers. The school librarian teaches classes at the Walnut Street School as well as classes in the combined library at Pearson School during the school day. The public library staff works with other patrons when operating hours overlap. The public library staff members service all patrons after school hours and during school holidays and vacations.

The public library staff consists of one full-time Library Director and three part-time employees. The State of New Jersey does not require public libraries serving a community of under 10,000 people to be staffed by a certified librarian. The Library Director is not certified. By combining the libraries, the public library can now consult with the school librarian and allows for a better-trained staff. White (1963) also noted this advantage.

Materials are shelved in special sections for adults, young adults, and children. Two card catalogs are maintained. One is for adult materials, the other for the young adult and children's materials. The library is not automated. The librarians interviewed by Olson (1996) highly recommended inter-filing materials into one card catalog (p. 26).

The students may use the facility during their class time. All patrons, including students, may use the facility during the posted public library hours. They are:

Monday	10 - 5
Tuesday	2 - 8
Wednesday	closed

Thursday   2 - 8

Friday   10 - 5

Saturday   10 – 2

Financial hardship had caused the public library to curtail hours at the Camp

Meeting Grounds site. White (1963) also found longer library hours for the school an

advantage.

Purchasing, processing, and organizing materials. The school librarian and the

public librarian both order for the library. The public librarian orders books for preschool

children, young adults, and adults. The school librarian orders for the elementary school

(K-8) children attending both the Walnut Street School and the Pearson School. Each

processes their purchases. They work closely with each other to avoid unnecessary

duplication. The School Board has a selection policy but the Library Board does not.

Circulation. During school hours, the school librarian restricts the selection of

materials by the students of the Pearson School. The children may only check out books

that have E or J on the spines. To prevent access by the children to adult materials, the

library is physically divided into sections and the students are supervised.

In 1998, the public library had a total circulation of approximately 9,200. The

school library circulates approximately 200 to 300 books per week during the school

year. White (1963) listed "…a larger and better book collection for the school" as an

advantage to combining libraries (p.49). Evans et al (1992) stated

One major advantage of combining both services is that students have access to

classroom and curriculum-related materials any time the library is open. Most

school libraries are open only during the class day--no night or weekend hours (p.30).

Building and grounds. The library is located in the rear of the Pearson School on a main street. It is handicapped accessible and has an outside book drop. There is ample parking although there is no bike rack. It has a ground level outside entrance. A separate hallway leading through the school building to the library has security doors that are locked after school.

White (1963) and Olson (1996) noted objections raised about the location of a combined library included not being able to see it from the street and not knowing how to locate the library. Teahan and Huska (1990) expressed similar concerns about inadequate signage and that residents do not know the library exists. The Delanco Township Library is not visible from the street. The sign to the side of the school reads "M. Joan Pearson School" and a narrower sign added below it says "Township Library." There are no additional signs.

Several interviews in Delanco revealed some dissatisfaction with the location of the library. The Camp Meeting Grounds Shopping Center is perceived as the business center of the town. A bank, the post office, and small stores are nearby. It was easier for some patrons to get to the library when it was located there. Because of the configuration of the parking lot, it was possible to pull a car up to the curb and drop a passenger off almost at the library's door. Now it is a longer walk to the door from the parking area. The doors themselves are heavy and difficult for older patrons to manage. Outside lighting is inadequate at night. Olson (1996) found these same factors combined to lessen the public's use of a library. Olson's interviews with librarians who created

combined libraries named the separate entrance as an essential feature (p. 26). Poor lighting and a long hike to the entrance, although typical in combined libraries, can be avoided (p.27).

White (1963) listed better use of school buildings as a reason for combining libraries. Evans et al (1992) noted that public libraries offer special programming such as story hours, summer reading programs, and book discussion groups that can take place in a combined library when the school is normally closed.

Computers and technology. The library is not automated but access to the Internet has just been added. Two on-line computers are located near the circulation desk and the public librarian supervises use. Another computer is used for multi-media programs.

Both the township and the school have websites, but the library is not mentioned at this time. Plans include adding the library to the school website.

A computer lab is located in a room in the library. The lab is for the exclusive use of the school children during school hours only. The entrance is locked after school.

Benefits, problems and weaknesses. Numerous benefits have resulted from the jointure. Those mentioned most frequently in interviews were:

The building is nicer.

The collection is larger.

Use by school children has increased.

Parents of the school children accompany the children after school.

The building is being used more.

A school librarian and a public librarian share administration.

The public library now has a certified librarian as a resource.

Several problems were noted:

The restrooms are in the hallway making them difficult to supervise.

The public library staff straightens shelves for the school librarian.

School library time and public library time were to be separate.

The two librarians share a small office space.

An alarm system needs to be installed.

School children need to be disciplined after school hours.

There are no documents specifying how much money will be budgeted for the public library once the bond is retired.

Evaluation of the jointure has not been discussed.

Limited use by the public.

Amey (1989) found combined libraries to be "...the best and most reasonable solution to a particular situation" (p. 110).

Chapter 5

Conclusions and Recommendations

Introduction

The goal of this case study was to determine the factors that lead to the formation of a

school-housed public library and to examine issues relevant to a combined library. The

information gathered from the literature, interviews, documents, and meetings was compared

to other studies of combined libraries.

Summary

The patterns found in the evolution of library service and of the public school system

are evident in the Delanco case study. Many libraries in the United States trace their origins

to the New England schoolhouse and to religious organizations. The Delanco Township

Library has had similar beginnings. From 1871 when the library rented space to the school

district, to the 1930s when the library was located in the school, there has been a close,

mutually beneficial relationship between the schools and the municipal library. The early

establishment of the Methodist Church and the strength of its camp meetings paralleled

developments elsewhere in the nation. The town has a proud history of an industrious middle

class that values its heritage.

In the 1830s, Horace Mann believed libraries housed in schools would make good

books accessible to all residents of the community. The greatest benefit, however, would be

to the children. Here they would develop good taste in reading and find aids to their studies

(Long, 1969, p. 52). The Delanco Township Library serves all residents but its greatest users

are the children.

In the 1850s, the failure of the school-district libraries had many causes. Book collections fell into disrepair and there were no funds to replace and enlarge the libraries' stock. This led to disinterested patrons who soon ceased using the libraries, causing them to go out of existence. The Delanco Library offers residents a large collection of over 40,000 books but interviews revealed a lack of use by adults. The library's budget is controlled by the Township Committee, raised by taxes, and can fluctuate widely.

The state and county libraries in New Jersey are similar to those in other parts of the country and have taken supportive roles in the development of the library. Financial support through the grant and through yearly appropriations has been and continues to be important. The Burlington County Library supplies programs such as the preschool story hour and professional meetings for the public librarian.

The results of this case study at times closely parallel the findings of other research projects. Aaron (1993) concluded that some areas warrant further study and that an effective method of evaluating combined libraries needs to be developed. White's survey (1963) elicited the comment that "...the advisability of locating a public library in a school must depend on the particular community..." (p. 7). Turnbull (1991) found it was generally agreed "...that not all communities possess the optimal conditions for a successful joint library venture...but in many communities combined libraries are a viable means of public library development" (p.71). ALA (1969) determined inadequate funding was the worst problem confronting surveyed libraries (p.71). White (1963) also found

> Whether a public library in a school encourages greater use of the public library after the student leaves the school...or whether it does the opposite because of its unhappy association with compulsory school attendance...has not been studied. (p.12)

The use of the combined library by young adults who attended Pearson School after the joining of the libraries has not been measured.

The most fundamental accomplishment of the public library is providing access to library services (ALA, 1969, p. 242). The Delanco Township Library is furnishing access to an increasing number of resources including the Internet. The collections of the public library and the school library are now simultaneously accessible. Lack of data inhibits a substantiated conclusion, but it appears reasonable to assert that use by children has increased. "Many people use their local public library as the source of current best-sellers..." (Evans et al, 1992). The public library's participation in Brodart's *MacNaughton Plan* provides copies of current best sellers, the most popular adult section of the library according to the public librarian. The library will also deliver books requested by the homebound.

The future of the Delanco Township Library is uncertain. The Township Committee and the public must be willing to financially support the library and its staff when the bond is paid in full. It cannot be seen as a luxury, but rather as a measure of the community's quality of life. The library offers opportunity "...for everyone to increase his knowledge and therefore his position in the world" (Garceau, 1949, p. 51). Garceau offers this observation of the public's view of the library in the nineteenth century:

> The people, taken as a whole, have felt that it was a good thing to have around and have taken pride in it when possible, but they have not considered the library a *sine qua non* of their way of life (1949, p. 35).

Some questions remain to be answered as to whether Delanco has enough patrons to justify the expense of its library and whether the public library can create more interest in its

services. It is uncertain if the community sees the library as a means to continue their education throughout their lives. The inability of the community to finance a quality program may undermine the goal to improve and expand patron services. The level of financial support after the retirement of the bond is unclear. Shera (1965) stated that libraries "...flourish only when the economic ability of the region is sufficiently great to permit adequate support" (p. 15).

Conclusions

The Delanco Township Library housed in the M. Joan Pearson School is the result of a combination of factors. Most apparent were the financial circumstances of the public library and the planned expansion of the school. White (1963) found that "Some of the strongest supporters of the combined public library and school library added that it was better than none—which seems like no choice at all" (p. 6). Like the Cissna Park Community Library described by the Lincoln Trails Library System report (1993), the most persuasive argument for the combined library is "...that the community could not afford a public library of this quality without the support of both government agencies" (p. 238).

The library operates effectively in part because of the cooperation and compatibility of the two librarians and the commitment of the superintendent. The community supported the jointure by approving the necessary funding but has not fully utilized its services. Interviews revealed that some people who had actively campaigned for passage of the bond issue do not use the Delanco Library today. The use of home computers to find information was cited along with a preference for the county library's wider range of resources.

Both libraries had developed adequate collections before they were combined. By housing the public library and school library together, Delanco was able to preserve its longstanding library service in a new facility

The increased availability of technology has rapidly changed the complexity of library service. Libraries have developed a greater sharing of resources and closer relationships. The Delanco Township Library needs to continue to expand its ability to network and to use technology to enhance its services.

Recent developments are taking place that may affect the library. An influx of families with children is anticipated. On February 23, 1999, Bernstein reported on a new housing development to be built in Delanco that may require the district to consider building a new school or expanding the Pearson School. The School Board has contracted for a demographic study to determine future needs. The implications of these changes, the affect on economics, and the impact on the library is unknown. An influx of residents who are already library users may present challenges for the library.

The Delanco Township Library is clearly a source of pride to those closely involved with its operation. There are few combined libraries in New Jersey and the success of any school-housed library may depend largely on local conditions. Current local conditions that support a successful school-housed library may change. The literature suggests that the debate is not over and warrants continued study.

Recommendations

Planning

- Representatives of the library should be included on committees examining future developments that affect the community.

- The librarians should have an opportunity to define the goals of the library in this period of change.

Physical facility

- Additional lighting is needed along the walkway to the library.

- Signs can be placed along Burlington Avenue, along the walkway, and on the entrance doors to the library, that include the international symbol for libraries.

- The rear exit door should be equipped with an alarm.

- Coat racks would eliminate belongings being placed on chairs which reduces seating capacity.

Governance and staff

- The public librarian should be viewed as a member of the school's instructional staff and afforded opportunities for continuing education.

- Functions, roles, and responsibilities must be written down to insure continuity of policies in case of changes in personnel.

- The joint library is a unique facility and as such can have its own unique contractual status and administrative structure. Rather than two separate programs in one facility, a unified library is established. Both librarians have equal status and salary, responsibilities and funding. An investigation into successful jointures in Australia and other parts of the United States merits consideration.

- The public librarian should be given the authority to approve use of the library for meetings and community activities.

Finance

- A written agreement guaranteeing the public library a minimum budgeted amount from the township would stabilize revenue. "Verbal Understandings" and "Gentlemen's Agreements" create uncertainties. Although an annual budget request is submitted by the public library, the amount finally approved fluctuates. The library should be guaranteed an amount at least equal to the prior year's budget.

- Adequate funding of both libraries is necessary to enable growth. It must be economically feasible to employ competent personnel and to support innovative programs that increase usage.

Collection

- A joint materials selection policy should be developed.

Evaluation

- Development of an assessment instrument to evaluate the effectiveness of the program would provide needed data not only for the benefit of the library but also for other communities to learn from Delanco's experience.

- Economic and operational savings should be documented.

- Records pertaining to the combining of the libraries should be preserved as historic documents.

Technology

- Automating the library will vastly improve services as well as administrative tasks such as developing reports and accumulating statistics.

- The library should be included in both the municipal and the school websites.

Services

- While the school children and their parents have become more familiar with the library, they represent only one segment of the community. Outreach and public relations programs to attract single adults or adults without children, young adults, and seniors are needed to insure continued financial support of the library. Adult groups outside the school sphere such as civic groups can be invited to use the library for community activities.

- New residents need to be informed of the location of the library. Contacting the developers, real estate agents, or welcoming organizations is one avenue.

- Inserting information about the library into the school's monthly newsletter can become a regular event. New books can be featured when there are no special announcements.

- Information about the library should be added to the municipal government section of county telephone book.

The Delanco Township Library should be reexamined after the bond is retired and in light of impending developments. Financial savings to the township have not been determined. The impact of new residents has not yet been identified. Interviews revealed a general satisfaction with the operation and level of service of the library at this time but critical issues involving finance, evaluation, and services have not been addressed. A sense of permanence is undermined by unanswered questions. Municipalities should approach combining libraries with caution and include a thorough investigation into the experiences of others before deciding if it meets the needs of their communities.

Combining the municipal library and the school library into a new facility was a complex and challenging process. At the time, it was the most beneficial and reasonable solution to mutual problems of space and finances for this particular community. This accomplishment was not possible without the dedication and commitment of people willing to give in order to achieve their goal. The challenge lies now in its ability to continue.

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APPENDIX

Site Visitation

Interview Protocols

SITE VISITATION

Physical facilities to be observed:

A. Location:

B. District's school buildings

C. Access:

    1. Public:

        a. Separate entrance

        b. Parking

        c. Handicap ramp

        d. Bike rack

        e. Lighting

    2. School:

        a. Entrance from school

        b. Exit from library after school hours through school

    3. Emergency exit:

        Alarmed if opened or left ajar

D. Book collection:

    1. Preschool

    2. Periodicals

    3. Children's:

        a. Easy fiction

b. Non fiction

c. Fiction

d. Biography

4. Young adult:

a. Easy fiction

b. Non fiction

c. Fiction

d. Biography

5. Adult:

a. Easy fiction

b. Non fiction

c. Fiction

d. Biography

6. Reference

7. MacNaughton books

E. Meeting room:

1. For classes

2. For large community gatherings and library programs

3. Desks, tables, chairs available; seating capacity

4. Quiet reading room for adults

F. Computers:

1. Placed away from quiet reading area

2. Level of sound controlled by users

3. Headphones available

4. OPACs

5. Word-processing

6. Internet access

    a. Responsible Use Policy posted

    b. Directions for use posted

    c. Screens in view of circulation or reference desk

6. CD-ROM

7. Shared database

8. Printers

G. AV materials:

1. Videos

2. Filmstrips, projectors, tape recorders

3. Books on tape

4. Other sound recordings (CDs)

5. Available for use in library with appropriate furniture and equipment

H. Study rooms

I. Restrooms:

1. Accommodation for small child

2. Restricted use

3. Adult

4. Changing table

J. Comfortable seating for adults, young adults, school children, preschool children

K. Automated check out

      If not, provision for protecting confidentiality of records

L. Copiers:

      1. For student use

      2. For use by general public

M. Hours (at present):

      1. For school use

      2. For public use

N. Signage:

      1. At street

      2. In library

      3. For different age levels

      4. Readability

      5. Emergency exits

      6. Other exits

O. Public phone access; Student phone access

P. Security:

      1. For materials

      2. For children

      3. For adult users

Q. Interlibrary loan:

      Posted as a service?

R. Programs:

1. After school

2. Summer

3. During school

4. Preschool

5. Adult

S. Separate areas for:

1. Quiet reading

2. Preschool children (away from adults)

3. School programs

4. Teacher preparation of materials

5. Exhibits and demonstrations

6. Audiovisual storage

7. Listening and viewing

8. Study room

9. Offices

10. Work space

T. Environmental:

1. Drinking water

2. Provision for hanging coats

3. Safe electrical cords and outlets

4. Appropriate lighting

5. Ventilation

6. Temperature

7. Floor covering

QUESTIONNAIRE PREPARED TO PROFILE AN EXISTING COMBINED SCHOOL/PUBLIC LIBRARY

Questions adapted from *A Study of Combined School-Public Libraries*

By Shirley L. Aaron

Interview Questions: Library Director/Public Librarian

Date of Interview

Person being interviewed

Position title

Amount of time in present position

PART 1: GENERAL INFORMATION

When did your library begin operating as a combined school/public library?

Where is the library located?

     a. In an elementary school (K-5)   b. In a middle school (6-8)   c. Other

Are there any other schools in the district? (Such as private schools)

     If so, do they have a library?

Which of the following best describes the facility:

     a. School-housed public library branch serving school and community members

     b. School-housed main library serving school and community members

     c. School-housed public library not serving as a school media center

     d. Other

PART 2: PLANNING

What conditions led to the consideration of combining the school/public library?

     a. Poor conditions of or lack of a facilities for

          1. School library

          2. Public library

        3. Both

    b. Lack of professionally trained staff for

        1. School library

        2. Public library

        3. Both

    c. Financial considerations

    d. Other

What do you feel were the most persuasive arguments in favor of the merger?

    Who presented these viewpoints?

Who was responsible for initiating the merger in your community?

    a. School personnel

    b. School board

    c. Public library governing board

    d. Financial grant from government, federal or state

    e. Private citizen (describe)

    f. Other

Were you involved in the preliminary planning for the combining of the libraries?

    Were goals and objectives established? Is a copy available?

        Have they been met?

    What were the chief problems faced during this time?

Who made the final decision to merge the libraries?

Was there an election with a bond issue placed before the voters on a ballot?

Is there a regular review or evaluation of the joint service by either the school board or

    the library board?

    What procedures are being used to evaluate the jointure?

    a. How often?

    b. By whom?

Is there a planning committee in existence to plan the future development of the school and

the library?

PART 3: GOVERNANCE, STAFFING, MANAGEMENT

Are there annual reports available?   Years? (before and after the merger?)

Does a formal agreement for the combined facility exist between the school and public library?

    Is a copy of the contract or joint-powers agreement available?

What is the relationship of the school board to the public library board?

    a. All members serve on both boards

    b. Different members, but hold joint meetings

    c. Different members and separate meetings

    d. Other (explain)

Have provisions been made for legal and equitable division of materials and equipment should the libraries separate at a later date?

How is the library staffed?

    a. Two librarians are selected, one a certified teacher/librarian and one representing the public library philosophy

    b. One head librarian or director chosen on the basis of the amount of experience and formal training

    c. Other (describe)

Other operational responsibilities:

    a. School librarian primarily serves students, while public librarian works chiefly with other patrons

    b. Little or no differentiation is made in terms of which staff members serve which patrons

    c. All personnel share in staffing library during after-school hours

    d. Personnel paid with school funds work only during school hours while others paid with public library funds work during afternoon and evening times

    e. Other

How many staff members are employed?

    a. Professional (with teacher certification)

    b. Professional (with degree or training in public library management)

c. Paraprofessional and/or clerical

d. Others

How is staffing provided when school is not in session, such as on weekends, school vacations, and summers?

What policies do you follow concerning:

a. Shelving:

1. Materials are shelved in special sections for adults, young adults, children, etc.

2. Materials are shelved strictly according to cataloged designations (i.e. Dewey, LC, etc.) with children's materials intershelved with adult materials.

b. Scheduling

1. The library is open only to students during school hours (no other patrons allowed)

2. The library can be used only by adult patrons during certain specified times

3. The library is open to all patrons at all times when in operation

4. Other (describe)

Are all the staff on the same salary scale or do school and public differ?

a. Do all staff members receive the same number of vacation days?

b. Sick days?

c. Personnel leave days?

d. Holidays?

Who is responsible for keeping personnel records?

Do all librarians work in the combined program in the summer?

Have there been any problems with personnel employed in the combined program?

What staff development activities are provided?

Do public library personnel have an opportunity to participate in school library continuing education programs?

How are staff members evaluated?

To what professional organizations do you belong?

Do you prepare the budget?

What additional expenses are associated with the combining of the libraries?

What financial benefits have been gained by combining the libraries?

What expenses do both libraries share?

PART 4: PURCHASING PROCESSING, ORGANIZING, SELECTING MATERIALS

Do you have a materials selection policy?

        a. Are there separate selection policies for school and public library collections?

        b. How were the policies developed?

        c. Is a policy for challenged materials included?

        d. Does the selection policy provide for systematic withdrawal?

        Copy available?

Who has the final authority for selecting materials?

Are materials selected on a continuous basis?

Who processes the materials purchased for the combined facility?

Are the cards for all materials filed in a single card catalog or are they divided?

        If divided, what is the basis for the division?

What selection tools are owned by the library?

a. ALA Booklist	h. NY Times Book Review
b. Book Buyers Guide	i. Publishers Catalogs
c. Publishers Weekly	j. Elementary School Library Collections
d. Hornbook	k. Saturday Review
e. Kirkus Reviews	l. School Library Journal
f. Library Journal	m. Standard Catalog Series
g. Media & Methods	n. Journal of Youth Services in Libraries
	o. Other:

To which indexes does the library currently subscribe?

a. Abridged Reader's Guide	j. CBI
b. Biography Index	k. Current Biography
c. Biological and Agricultural Index	l. Education Index
d. BIP	m. Essay and General Literature Index

e. Book Review Digest   n. Facts on File

f. International Index   o. Reader's Guide to Periodical Literature   g.

g. Monthly Catalog   p. Subject Guide to BIP

h. New York Times Index   q. Vertical File Index

i. Public Affairs Information Service r. Other:

Do you use web sites to help you evaluate materials?

What other staff responsibilities do you have?

What resource do you use to evaluate software programs?

PART 5: CIRCULATION OF MATERIALS

Are circulation policies the same for all patrons?

        a. What are the restrictions on materials that children, young adults and adults can

           check out or examine in the library?

        b. How are they enforced?

Have problems occurred because of access by children to adult materials?

        Specify if so.

What steps have been taken to prevent or solve these problems?

How are reserve materials handled?

What procedure is followed if a non-school community member requests a book that is

        on reserve for school children?

Can a person outside of the community check out materials from the library?

Do you think circulation has increased, decreased, or stayed about the same since the

        libraries were combined?

How are overdue materials handled?

Are patrons charged for borrowing materials?

PART 6: THE COLLECTION

Are the following resources available for loan to the public?

        a. Recordings

           1. Records

           2. Books on tape

        a.) Children

        b.) Young adult

        c.) Adult

     3. CDs (music, computer programs, reference)

     4. Cassettes (music)

     5. Videos

  b. Films

  c. Filmstrips

  d. Micromaterials

  e. Software

  f. Other

Total number of periodicals available

  a. Adult

  b. Young adult

  c. Children

  d. Newspapers

Are young adult materials considered as part of the adult collection?

How long are periodicals kept?

Does the library provide interlibrary loan service for materials not located in the library?

What is the library policy on obtaining additional copies of needed materials?

Does the library rent books from a rental agency?

Does the library belong to any book clubs?

Is the library a member of, or eligible to use, a cooperative film circuit?

Have you observed duplication in the school and public library collection?

    To what extent?

PART 7: OPERATION AND PROGRAMS

Are there summer changes to the daily hours of the library?

Were the daily hours changed when the libraries were combined? If so, what were the

    changes?

Do students return to use the library after school? on weekends?

Do they come to do homework, for recreational reading, to use the computers, or other reasons?

Are classes scheduled in the library?

    a. How many at one time?

    b. How often?

    c. Are classes from other schools scheduled to use this library during school hours?

    d. How often have groups from other schools visited in the last six months?

What problems/advantages have you encountered in meeting needs of children and young adults who do not attend this school but are in your service area? (e.g. high school students)

Does the librarian go into other schools in the to make teachers and students aware of the services available to them? How often?

What types of services are given by the librarian to teachers and students in the school containing the combined facility?

    Does librarian help teachers plan and implement instructional units?

        How much time a week?

What amount of time per week is spent helping students with individual reference questions and research projects?

What other duties take the largest proportion of the librarian's time per week?

Are there projectionist, student aides, book review or other library clubs, which are available for children and young adults? What are the requirements for membership?

Have you encountered problems or seen advantages in meeting the needs of students and teachers in the school now that the libraries are combined? What are they?

Is the librarian on the curriculum committee for the school?

Does the school have a library committee?

    Who are its members?

What types of programming are provided for children and young adults and how often have they been offered in the last six months? What is the attendance?

    a. Book reviews   f. How-to-do-it programs

b. Career programs

c. Elementary school story hours

d. Family night programs

e. Film programs

g. Preschool story hours

h. Programs on topics of current interest

i. Puppet shows

j. Summer reading programs

k. Other (specify)

What means do you use to advertise these programs?

What types of programs are offered for adults? How often? Attendance?

a. Book talks

b. Film programs

c. Programs on topic of current interest

d. Panel presentations

e. Other (specify)

Approximately how much staff time per week is devoted to programming for adults? for

young adults? for children?

Is this an increase/decrease since the combining of the libraries?

What services for adults are offered in the library:

a. Community resources file

b. Videotaping activities

c. Services for the blind

d. Information referral

e. Reference services to the business community

f. Opportunities for continuing education

g. Genealogical search services

h. Activities for the aging

i. Activities for the disadvantaged

j. Other (specify)

Have services been requested by adults that are not available to them?

Why aren't these services available?

What kind of outreach services do you have?

a. How frequently are they offered/requested?

b. How are the outreach services funded?

c. Are they coordinated with those of any other agency?

d. Who attends these programs?

How do you determine which programs to initiate?

Are bookmobile services offered to the community

a. through the library?

b. through the county library?

What library services are received from the following:

a. State library

b. State Department of Education

c. Others:

Are you a member of a public library system?

Of the South Jersey Regional Cooperative?

What services are available through system membership?

a. Acquisition

b. Cataloging

c. Centralized bookkeeping

d. Interlibrary loan

e. In-service training

f. Other personnel services

g. Rotating collections

h. Other (specify)

What advantages does this combined library offer adults that a separate school and public library would not?

What problems have arisen in providing adult programming because of the merger?

PART 8: BUILDING AND GROUNDS

Is there a written statement of purpose, scope, and function of the building facilities?

Is the facility adequate to accommodate the services that should be offered to school and public library users?

Is the combined facility constructed to allow for expansion?

What areas within the facility are used solely by one or the other libraries? Why?

Do you think the facility is large enough to provide separate areas for:

a. quiet reading

b. an area for preschool children where they do not bother either adults or school children

c. an area for school programs

d. an area for teacher preparation of materials

e. an area for exhibits and demonstrations

f. an area for audiovisual storage

g. an area for listening and viewing

h. an area for conference rooms

i. an area for work space

j. a study room

k. an area for school use for research projects or class projects

Is there an area where controversial materials would not be accessible to minors and yet remain easily accessible to the adults?

Are restrooms provided for use by all patrons including the handicapped and preschool-aged children?

What kind of security is provided?

PART 9: COMPUTERS AND TECHNOLOGY

Do you have an automated catalog?

If not, is it being considered?

Are computers available for word processing?

a. For students

b. For adults

Is the Internet available?

a. Do you have a Responsible Use Policy?

b. Is it posted?

c. Are patrons required to read and sign the policy statement before using the Internet?

d. Is filtering software used?

e. How are requests for use accommodated?

Are computers available for e-mail? for chat rooms?

Who is responsible for the repair of the equipment?

Are computers placed in such a way as to be supervised from the circulation desk?

Are computers placed in such a way as to not disturb those in quiet reading areas?

       a. Can users control level of sound?

       b. Are headphones available?

What training have staff members received on the use of computers?

Are copiers available for use by all patrons?

       Is there a fee for copies?

Are phones available for use by all patrons?

Does the school have a web site?

       a. Does the town have a web site?

       b. Is the library included in any web site?

PART 10: BENEFITS, PROBLEMS, and WEAKNESSES

What have been the benefits of the combined school/public library in your community?

       a. duplicated services and materials have been eliminated

       b. additional services, programs, and materials have been provided that would not have otherwise been possible

       c. greater utilization of the library under the present arrangement

       d. better selection of materials for students and/or public

       e. made library possible for public patrons

       f. better use of financial resources

       g. greater circulation of materials

       h. better collection of AV materials and equipment

       i. access to interlibrary loan to students

       j. better collection of reference and/or periodicals

       k. better physical facility

       l. fostering lifetime library use habits

       m. other

What do you think have been the chief challenges and weaknesses?

       a. Segments of the population are reluctant to use the library (describe)

       b. Patrons bothered by changing classes, students, etc. (describe)

       c. Inadequate physical plant (describe)

d. Location of the library: (explain)

e. Insufficient staff

f. Limitations on hours

g. Discipline problems

h. Censorship of materials

What important issues concerning your library haven't I covered?

QUESTIONNAIRE PREPARED TO PROFILE AN EXISTING COMBINED
SCHOOL/PUBLIC LIBRARY

Questions adapted from *A Study of Combined School-Public Libraries*
By Shirley L. Aaron

Interview Questions: School Librarian

Date of Interview

Person being interviewed

Position title

Amount of time in present position

PART 1: GENERAL INFORMATION

When did your library begin operating as a combined school/public library?

Where is the library located?

        a. In an elementary school (K-5)

        b. In a middle school (6-8)

        c. Other

What is the total enrollment

        a. Of the elementary school?

        b. Of the middle school?

Are there other schools in the district? (Such as private schools?)

        If so, do they have a library?

Which of the following best describes the facility:

        a. School-housed public library branch serving school and community members

        b. School-housed main library serving school and community members

        c. School-housed public library not serving as a school media center

PART 2: PLANNING

What conditions led to the consideration of combining the school/public library?

        a. Poor conditions or lack of facilities for

1. School library

2. Public library

3. Both

b. Lack of professionally trained staff for

1. School library

2. Public library

3. Both

c. Financial considerations

d. Other

What do you feel were the most persuasive arguments in favor of the merger?

Who presented these viewpoints?

Who was responsible for initiating the merger in your community?

a. School personnel

b. School board

c. Public library governing board

d. Financial grant from government, federal or state

e. Private citizen

e. Other:

Were you involved in the preliminary planning for the combining of the libraries?

Were goals and objectives established?

Have they been met?

What were the chief problems faced during that time?

Who made the final decision to merge the libraries?

Was there an election with a bond issue placed before the voters on a ballot?

Is there a regular review or evaluation of the joint service by either the school board or

the library board?

What procedures are being used to evaluate the jointure?

a. How often?

b. By whom?

Is there a planning committee in existence to plan the future development or the

school and the library?

PART 3: GOVERNANCE, STAFFING, MANAGEMENT

Are there annual reports available?

> * Years

Does a formal agreement for the combined facility exist between the school and public library?

> Is a copy of the contract or joint-powers agreement available?

Do you regularly attend school board meetings?

Have provisions been made for legal and equitable division of materials and equipment should the libraries separate later?

How is the library staffed?

> a. Two librarians are selected, one a certified teacher/librarian and one representing the public library philosophy
>
> b. One head librarian or director chosen on the basis of the amount of experience and formal training
>
> c. Other (describe)

Other operational responsibilities:

> a. School librarian primarily serves students, while public librarian works chiefly with other patrons
>
> b. Little or no differentiation is made in terms of which staff members serve which patrons
>
> c. All personnel share in staffing library during after-school hours
>
> d. Personnel paid with school funds work only during school hours while others paid with public library funds work during afternoon and evening times
>
> e. Other

How many staff members are employed?

> a. Professional (with teacher certification)
>
> b. Professional (with degree or training in public library management)
>
> c. Para-professional and/or clerical
>
> d. Others

How is staffing provided when school is not in session, such as on weekends, school

vacations, and summers?

What policies do you follow concerning:

    a. Shelving

        1. Materials are shelved in special sections for adults, young adults, children, etc.

        2. Materials are shelved strictly according to cataloged designations (i.e. Dewey, LC, etc.) with children's materials intershelved with adult materials.

    b. Scheduling

        1. The library is open only to students during school hours (no other patrons allowed).

        2. The library can be used only by adult patrons during certain specified times.

        3. The library is open to all patrons at all times when in operation.

        4. Other (describe).

Are all the staff on the same salary scale or do school and public differ?

    a. Do all staff members receive the same number of vacation days?

    b. Sick days?

    c. Personnel leave days?

    d. Holidays?

Who is responsible for keeping personnel records?

Do all librarians work in the combined program in the summer?

Have there been any problems with personnel employed in the combined program?

What staff development activities are provided?

Do public library personnel have an opportunity to participate in school library continuing education programs?

How are staff members evaluated?

To what professional organizations do you belong?

Do you prepare the budget?

What additional expenses are associated with the combining of the libraries?

What financial benefits have been gained by combining the libraries?

What expenses do both libraries share?

PART 4: PURCHASING, PROCESSING, ORGANIZING, SELECTING MATERIALS

Do you have a materials selection policy?

       a. Are there separate selection policies for school and public library collections?

       b. How were the policies developed?

       c. Is a policy for challenged materials included?

       d. Does the selection policy provide for systematic withdrawal?

       Copy available?

Who has the final authority for selecting materials?

Are materials selected on a continuous basis?

Who processes the materials purchased for the combined facility?

Are the cards for all materials filed in a single card catalog or are they divided?

       If divided, what is the basis for the division?

What selection tools are owned by the library?

a. ALA Booklist	h. NY Times Book Review
b. Book Buyers Guide	i. Publishers Catalogs
c. Publishers Weekly	j. Elementary School Library Collections
d. Hornbook	k. Saturday Review
e. Kirkus Reviews	l. School Library Journal
f. Library Journal	m. Standard Catalog Series
g. Media & Methods	n. Journal of Youth Services in Libraries
	o. Other:

To which indexes does the library currently subscribe?

a. Abridged Reader's Guide	j. CBI
b. Biography Index	k. Current Biography
c. Biological and Agricultural Index	l. Education Index
d. BIP	m. Essay and General Literature Index
e. Book Review Digest	n. Facts on File
f. International Index	o. Reader's Guide to Periodical Literature
g. Monthly Catalog	p. Subject Guide to BIP

h. New York Times Index   q. Vertical File Index

i. Public Affairs Information Service r. Other:

Do you use web sites to help you evaluate materials?

What other staff responsibilities do you have?

What resource do you use to evaluate software programs?

PART 5: CIRCULATION OF MATERIALS

Are circulation policies the same for all patrons?

     a. What are the restrictions on materials that children, young adults and adults can

        check out or examine in the library?

     b. How are they enforced?

Have problems occurred because of access by children to adult materials?

     Specify if so.

What steps have been taken to prevent or solve these problems?

How are reserve materials handled?

What procedure is followed if a non-school community member requests a book that is

     on reserve for school children?

Can a person outside of the community check out materials from the library?

Do you think circulation has increased, decreased, or stayed about the same since the

     libraries were combined?

How are overdue materials handled?

Are patrons charged for borrowing materials?

PART 6: THE COLLECTION

Are the following resources available for loan to the public?

     a. Recordings

          1. Records

          2. Books on tape

               a.) Children

               b.) Young adult

               c.) Adult

3. CDs (music, computer programs, reference)

4. Cassettes (music)

5. Videos

b. Films

c. Filmstrips

d. Micromaterials

e. Software

f. Other

Total number of periodicals available

a. Adult

b. Young adult

c. Children

d. Newspapers

Are young adult materials considered as part of the adult collection?

How long are periodicals kept?

Does the library provide interlibrary loan service for materials not located in the library?

What is the library policy on obtaining additional copies of needed materials?

Does the library rent books from a rental agency?

Does the library belong to any book clubs?

Is the library a member of, or eligible to use, a cooperative film circuit?

Have you observed duplication in the school and public library collection?

　　　To what extent?

PART 7: OPERATION AND PROGRAMS

Are there summer changes to the daily hours of the library?

Were the daily hours changed when the libraries were combined? If so, what were the

　　　changes?

Do students return to use the library after school? On weekends?

　　　Do they come to do homework, for recreational reading, to use the computers, or

　　　Other reasons?

Do you work in the library after school hours or on weekends?

Are classes scheduled in the library?

       a. How many at one time?

       b. How often?

       c. Are classes from other schools scheduled to use this library during school hours?

       d. How often have groups from other schools visited in the last six months?

What problems/advantages have you encountered in meeting needs of children and young adults who do not attend this school but are in your service area? (e.g. high school students)

Does the librarian go into other schools in the to make teachers and students aware of the services available to them? How often?

What types of services are given by the librarian to teachers and students in the school containing the combined facility?

       Does librarian help teachers plan and implement instructional units?

              How much time a week?

What amount of time per week is spent helping students with individual reference questions and research projects?

What other duties take the largest proportion of the librarian's time per week?

Are there projectionist, student aides, book review or other library clubs, which are available for children and young adults? What are the requirements for membership?

Have you encountered problems or seen advantages in meeting the needs of students and teachers in the school now that the libraries are combined? What are they?

Is the librarian on the curriculum committee for the school?

Does the school have a library committee?

       Who are its members?

What types of programming are provided for children and young adults and how often have they been offered in the last six months? What is the attendance?

a. Book reviews	f. How-to-do-it programs
b. Career programs	g. Preschool story hours
c. Elementary school story hours	h. Programs on topics of current interest

d. Family night programs	i. Puppet shows
e. Film programs	j. Summer reading programs
	k. Other (specify)

What means do you use to advertise these programs?

What types of programs are offered for adults? How often? Attendance?

    a. Book talks

    b. Film programs

    c. Programs on topic of current interest

    d. Panel presentations

    e. Other (specify)

Approximately how much staff time per week is devoted to programming for adults? for young adults? for children?

    Is this an increase/decrease since the combining of the libraries?

What services for adults are offered in the library:

a. Community resources file	g. Genealogical search services
b. Videotaping activities	h. Activities for the aging
c. Services for the blind	i. Activities for the disadvantaged
d. Information referral	j. Other (specify)
e. Reference services to the business community	
f. Opportunities for continuing education	

Have services been requested by adults that are not available to them?

    Why aren't these services available?

What kind of outreach services do you have?

    a. How frequently are they offered/requested?

    b. How are the outreach services funded?

    c. Are they coordinated with those of any other agency?

    d. Who attends these programs?

How do you determine which programs to initiate?

Are bookmobile services offered to the community?

    a. Through the library?

    b. Through the county library?

What library services are received from the following:

> a. State library
>
> b. State Department of Education
>
> c. Others:

Are you a member of a public library system?

> Of the South Jersey Regional Cooperative?

What services are available through system membership?

> a. Acquisition
>
> b. Cataloging
>
> c. Centralized bookkeeping
>
> d. Interlibrary loan
>
> e. In-service training
>
> f. Other personnel services
>
> g. Rotating collections
>
> h. Other (specify)

What advantages does this combined library offer adults that a separate school and public library would not?

What problems have arisen in providing adult programming because of the merger?

PART 8: BUILDING AND GROUNDS

Is there a written statement of purpose, scope, and function of the building facilities?

Is the facility adequate to accommodate the services that should be offered to school and public library users?

Is the combined facility constructed to allow for expansion?

What areas within the facility are used solely by one or the other libraries? Why?

Do you think the facility is large enough to provide separate areas for:

> a. quiet reading
>
> b. an area for preschool children where they do not bother either adults or school children
>
> c. an area for school programs
>
> d. an area for teacher preparation of materials

e. an area for exhibits and demonstrations

f. an area for audiovisual storage

g. an area for listening and viewing

h. an area for conference rooms

i. an area for work space

j. a study room

k. an area for school use for research projects or class projects

Is there an area where controversial materials would not be accessible to minors and yet remain easily accessible to the adults?

Are restrooms provided for use by all patrons including the handicapped and preschool-aged children?

What kind of security is provided?

PART 9: COMPUTERS AND TECHNOLOGY

Do you have an automated catalog?

If not, is it being considered?

Are computers available for word processing?

a. For students

b. For adults

Is the Internet available?

a. Do you have a Responsible Use Policy?

b. Is it posted?

c. Are patrons required to read and sign the policy statement before using the Internet?

d. Is filtering software used?

e. How are requests for use accommodated?

Are computers available for e-mail? For chat rooms?

Who is responsible for the repair of the equipment?

Are computers placed in such a way as to be supervised from the circulation desk?

Are computers placed in such a way as to not disturb those in quiet reading areas?

a. Can users control level of sound?

b. Are headphones available?

What training have staff members received on the use of computers?

Are copiers available for use by all patrons?

       Is there a fee for copies?

Are phones available for use by all patrons?

 Does the school have a web site?

       a. Does the town have a web site?

       b. Is the library included in any web site?

PART 10: BENEFITS, PROBLEMS, and WEAKNESSES

What have been the benefits of the combined school/public library in your community?

       a. duplicated services and materials have been eliminated

       b. additional services, programs, and materials have been provided that
          would not have otherwise been possible

       c. greater utilization of the library under the present arrangement

       d. better selection of materials for students and/or public

       e. made library possible for public patrons

       f. better use of financial resources

       g. greater circulation of materials

       h. better collection of AV materials and equipment

       i. access to interlibrary loan to students

       j. better collection of reference and/or periodicals

       k. better physical facility

       l. fostering lifetime library use habits

       m. other

What do you think have been the chief challenges and weaknesses?

       a. Segments of the population are reluctant to use the library (describe)

       b. Patrons bothered by changing classes, students, etc. (describe)

       c. Inadequate physical plant (describe)

       d. Location of the library: (explain)

       e. Insufficient staff

f. Limitations on hours

g. Discipline problems

h. Censorship of materials

What important issues concerning your library haven't I covered?

QUESTIONNAIRE PREPARED TO PROFILE AN EXISTING COMBINED
SCHOOL/PUBLIC LIBRARY

Questions adapted from *A Study of Combined School-Public Libraries*
By Shirley L. Aaron

Interview Questions: Superintendent of Schools

Date of Interview

Person being interviewed

Position title

Amount of time in present position

PART 1: GENERAL INFORMATION

How would you describe your community?

What is the population of the total community served by your school district?

Which of the following best describes the facility:

      a. School-housed public library branch serving school and community members

      b. School-housed main library serving school and community members

      c. School-housed public library not serving as a school media center

PART 2: PLANNING

What conditions led to the consideration of combining the school/public library?

      a. Poor conditions of or lack of a facilities for

            1. School library

            2. Public library

            3. Both

      b. Lack of professionally trained staff for

            1. School library

            2. Public library

            3. Both

c. Financial considerations

d. Other

What do you feel were the most persuasive arguments in favor of the merger?

Who presented these viewpoints?

Who was responsible for initiating the merger in your community?

a. School personnel

b. School board

c. Public library governing board

d. Financial grant from government, federal or state

e. Private citizen (describe)

f. Other

Were you involved in the preliminary planning for the combining of the libraries?

Were goals and objectives established? Is a copy available?

Have they been met?

How was it determined who would be involved in the planning phase?

Was a preliminary study conducted to help determine if this organizational pattern was most suitable to this situation?

a. Are committee reports available?

b. What research was done?

c. What documents were consulted?

d. What sites were visited?

How long did the planning phase take?

What were the chief problems faced during this time?

What criteria were used to arrive at the conclusion that the libraries should be combined?

Who made the final decision to merge the libraries?

Once you had decided a combined library was the best arrangement, what did you do? What were the essential steps and who was responsible for them?

What procedures are now being used to evaluate the libraries?

a. How often?

b. By whom?

Is there a planning committee in existence to plan the future development or the school and the library?

PART 3: GOVERNANCE, STAFFING, MANAGEMENT

What legal basis did you use for combining libraries in your state?

> Were there any state requirements that affected your initial plans?

Have provisions been made for legal and equitable division of materials and equipment should the libraries separate later?

Have there been any problems with personnel employed in the combined program?

Do public library personnel have an opportunity to participate in the school district's continuing education programs?

What is your relationship with the Library Board? With the Township Committee?

FINANCIAL

Do you prepare the budget for the district?

> *Copy

> How much is allocated for the school library?

> Does that include continuing education for the librarian?

Who approves the budget for the public library's share?

What additional expenses are associated with the combining of the libraries?

What financial benefits have been gained by combining the libraries?

> a. Does the money the library pays to the school become part of the school's income?

> b. Is there documented evidence to support the view that the combination has led to a savings for the district?

What expenses are shared by both libraries?

When the bond is paid what expenses will be charged to the public library that it does not pay now?

PART 4: PURCHASING, PROCESSING, ORGANIZING, SELECTING MATERIALS

Do you have a materials selection policy?

a. Are there separate selection policies for school and public library collections?

b. How were the policies developed?

c. Is a policy for challenged materials included?

d. Does the selection policy provide for systematic withdrawal?

   Copy available?

Who has the final authority for selecting materials?

PART 5: CIRCULATION OF MATERIALS

Have problems occurred because of access by children to adult materials?

   Specify, if so.

What steps have been taken to prevent or solve these problems?

PART 7: OPERATION AND PROGRAMS

What advantages do you think a combined library offers that separate libraries would not?

PART 8: BUILDING AND GROUNDS

Is there a written statement of purpose, scope, and function of the building facilities?

Is the combined facility constructed to allow for expansion?

What areas within the facility are used solely by one or the other libraries? Why?

Are you required by the state to have a certified custodian in the building when it is in use?

Who chose the architects who designed the building?

   What experience did they have designing libraries?

   What criteria were used to evaluate their design?

PART 9: COMPUTERS AND TECHNOLOGY

Is the district planning to have the Internet available in classrooms?

Is the district planning to provide Internet access to the library?

   Does the district have a Responsible Use Policy?

Does the district have a web site?

   Is the library part of the web site?

   Who maintains the web page?

PART 10: BENEFITS, PROBLEMS, WEAKNESSES

What have been the benefits of the combined school/public library in your community?

        a. duplicated services and materials have been eliminated

        b. additional services, programs, and materials have been provided that would not have otherwise been possible

        c. greater utilization of the library under the present arrangement

        d. better selection of materials for students and/or public

        e. made library possible for public patrons

        f. better use of financial resources

        g. greater circulation of materials

        h. better collection of AV materials and equipment

        i. access to interlibrary loan to students

        j. better collection of reference and/or periodicals

        k. better physical facility

        l. fostering lifetime library use habits

        m. other

What do you think have been the chief challenges and weaknesses:

        a. Segments of the population are reluctant to use the library (describe)

        b. Patrons bothered by changing classes, students, etc. (describe)

        c. Inadequate physical plant (describe)

        d. Location of the library: (explain)

        e. Insufficient staff

        f. Limitations on hours

        g. Discipline problems

        h. Censorship of materials

What important issues concerning your library haven't I covered?

QUESTIONNAIRE PREPARED TO PROFILE AN EXISTING COMBINED
SCHOOL/PUBLIC LIBRARY

Questions adapted from *A Study of Combined School-Public Libraries*
By Shirley L. Aaron

Interview Questions: Principal

Date of interview

Person being interviewed

Position title

Amount of time in present position

PART 1: GENERAL INFORMATION

When did your school begin operating as a combined school/public library?

What is the population of the total community served by your school?

What is the total enrollment

    a. Of the elementary school?

    b. Of the middle school?

PART 2: PLANNING

What conditions led to the consideration of combining the school/public library?

    a. Poor conditions or lack of facilities for

        1.School library

        2. Public library

        3. Both

    b. Lack of professionally trained staff for

        1.School library

        2. Public library

        3. Both

    c. Financial considerations

    d. Other: (describe)

What do you feel were the most persuasive arguments in favor or the merger?

Who presented these viewpoints?

Who was responsible for initiating the merger in your community?

a. School personnel

b. School board

c. Public library governing board

d. Financial grant from government, federal or state

e. Private citizen

f. Other

Were you involved in the preliminary planning for the combining of the libraries?

Were goals and objectives established? Is a copy available?

Have they been met?

What were the chief problems faced during this time?

Who made the final decision to merge the libraries?

Was there an election with a bond issue placed before the voters on a ballot?

Is there is regular review or evaluation of the joint service by the library board?

What procedures are being used to evaluate the jointure?

a. How often?

b. By whom?

Is there a planning committee in existence to plan the future development of the school

and the library?

PART 3: GOVERNANCE, STAFFING, MANAGEMENT, FINANCES

Are there written mission statements, goals and objectives for the school?

Copy available?

Are there annual reports for the school library available?

Years?

Have there been any problems with personnel employed in the combined program?

Do public library personnel have an opportunity to participate in school library continuing

education programs?

How are staff members evaluated?

What additional expenses are associated with the combining of the libraries?

What financial benefits have been gained by combining the libraries?

What expenses are shared by both libraries?

Who is liaison between the school and the public librarians?

      Between the school and the library board?

What is the principal's organizational relationship to the library?

Did any special scheduling have to be initiated due to the combining of the libraries?

PART 4: PURCHASING, PROCESSING, ORGANIZING, SELECTING MATERIALS

What other staff responsibilities does the school librarian have?

PART 5: CIRCULATION OF MATERIALS

Have problems occurred because of access by children to adult materials? Specify, if so.

      What steps have been taken to prevent or solve these problems?

PART 6: THE COLLECTION

Have you observed duplication in the school and public library collection? To what extent?

PART 7: OPERATION AND PROGRAMS

What problems/advantages have you encountered in meeting needs of children and young adults who do not attend this school but are in your service area?

What types of services are given by the librarians to teachers and students in the school containing the combined facility?

What average amount of time is spent per week by the librarians in helping teachers plan and implement instructional units?

Are the librarians given release time for coordination and planning of programs?

Have you encountered problems in meeting the needs of students or teachers in the school? What were they and why do you think they occurred?

Has the combined program provided advantages in meeting the needs of students and teachers? If yes, identify these advantages before, at time of, or after the jointure.

Is the librarian on the curriculum committee for the school?

Does the school have a library committee?

      Who are its members?

What means do you use to advertise library programs?

What advantages do you think a combined library offers children that separate libraries could not?

PART 8: BUILDING AND GROUNDS

Is there a written statement of purpose, scope, and function of the building facilities?

Is the facility adequate to accommodate the services that should be offered to school and public library users?

What physical changes would you suggest to remedy any problems you perceive in the facility?

Is the combined facility constructed to allow for expansion?

What areas within the facility are used solely by one or the other libraries? Why?

What kind of security is necessary now that the library is in the school?

PART 9: COMPUTERS AND TECHNOLOGY

Do you have an automated catalog? If not, is it being considered?

Are computers available for word processing?

    a. For students

    b. For adults

Is the Internet available?

    a. Do you have a Responsible Use Policy?

    b. Is it posted?

    c. Are patrons required to read and sign the policy statement before using the Internet?

    d. Is filtering software used?

    e. How are requests for use accommodated?

Are computers available for e-mail? For chat rooms?

Who is responsible for the repair of the equipment?

Are computers placed in such a way as to be supervised from the circulation desk?

Are computers placed in such a way as to not disturb those in quiet reading areas?

    a. Can users control level of sound?

b. Are headphones available?

What training have staff members received on the use of computers?

Are copiers available for use by all patrons?

    Is there a fee for copies?

Are phones available for use by all patrons?

Does the school have a web site?

      a. Does the town have a web site?

      b. Is the library included in any web site?

PART 10: BENEFITS, PROBLEMS, and WEAKNESSES

What have been the benefits of the combined school/public library in your community?

      a. duplicated services and materials have been eliminated

      b. additional services, programs, and materials have been provided that
         would not have otherwise been possible

      c. greater utilization of the library under the present arrangement

      d. better selection of materials for students and/or public

      e. made library possible for public patrons

      f. better use of financial resources

      g. greater circulation of materials

      h. better collection of AV materials and equipment

      i. access to interlibrary loan to students

      j. better collection of reference and/or periodicals

      k. better physical facility

      l. fostering lifetime library use habits

      m. other

What do you think have been the chief challenges and weaknesses:

      a. Segments of the population are reluctant to use the library

      b. Patrons bothered by changing classes, students, etc.

      c. Inadequate physical plant

      d. Location of the library

      e. Insufficient staff

      f. Limitations on hours

      g. Discipline problems

      h. Censorship of materials

What important issues concerning your library haven't I covered?

QUESTIONNAIRE PREPARED TO PROFILE AN EXISTING COMBINED SCHOOL/PUBLIC LIBRARY

Questions adapted from *A Study of Combined School-Public Libraries*
by Shirley L. Aaron

Interview Questions: School Board Member

Date of Interview

Person being interviewed

Position title

Amount of time in present position

On School Board at time of merger?

PART 2: PLANNING

What conditions led to the consideration of combining the school/public library?

    a. Poor conditions or lack of facilities for

        1.School library

        2. Public library

        3. Both

    b. Lack of professionally trained staff for

        1.School library

        2. Public library

        3. Both

    c. Financial considerations

    d. Other: (describe)

What do you feel were the most persuasive arguments in favor or the merger?

    Who presented these viewpoints?

Who was responsible for initiating the merger in your community?

    a. School personnel

b. School board

c. Public library governing board

d. Financial grant from government, federal or state

e. Private citizen

f. Other

Were you involved in the preliminary planning for the combining of the libraries?

Were goals and objectives established? Is a copy available?

Have they been met?

What were the chief problems faced during this time?

Who made the final decision to merge the libraries?

Was there an election with a bond issue placed before the voters on a ballot?

Is there is regular review or evaluation of the joint service by the school board?

What procedures are being used to evaluate the jointure?

a. How often?

b. By whom?

Is there a planning committee in existence to plan the future development of the school and the library?

PART 3: GOVERNANCE, STAFFING, MANAGEMENT

What is the relationship of the school board to the public library board?

a. All members serve on both boards

b. Different members but hold joint meetings

c. Different members and separate meetings

d. Other (explain)

Have provisions been made for legal and equitable division of materials and equipment should the libraries separate later?

What are the responsibilities of the school board regarding the operation of the library?

What additional expenses are associated with the combining of the libraries?

What financial benefits have been gained by combining the libraries?

What expenses are shared by both libraries?

Is there a formal agreement between the Township Committee and the library?

Copy available?

PART 4: PURCHASING, PROCESSING, ORGANIZING, SELECTING MATERIALS

Do you have a materials selection policy?

    a. Are there separate selection policies for school and public library collections?

    b. How were the policies developed?

    c. Is a policy for challenged materials included?

    d. Does the selection policy provide for systematic withdrawal?

        Is a copy available?

Who has the final authority for selecting materials?

PART 6: THE COLLECTION

Have problems occurred because of access by children to adult materials?

    Specify, if so.

What steps have been taken to prevent or solve these problems?

PART 7: OPERATION AND PROGRAMS

What advantages do you think a combined library offers adults that separate libraries

    would not?

PART 8: BUILDING AND GROUNDS

Is there a written statement of purpose, scope, and function of the building facilities?

Is the facility adequate to accommodate the services which should be offered to school and

    public library users?

What physical changes would you suggest to remedy any problems you perceive in the

    facility?

Is the combined facility constructed to allow for expansion?

What areas within the facility are used solely by one or the other libraries? Why?

Do you think the facility is large enough to provide separate areas for:

    a. quiet reading

    b. an area for preschool children where they do not bother either adults or school

children

    c. an area for school programs

    d. an area for teacher preparation of materials

    e. an area for exhibits and demonstrations

    f. an area for audiovisual storage

    g. an area for listening and viewing

    h. an area for conference rooms

    i. an area for work space

    j. a study room

    k. an area for school use for research projects or class projects

Is there an area where controversial materials would not be accessible to minors and

    yet remain easily accessible to the adults?

What kind of security is provided?

PART 9: COMPUTERS AND TECHNOLOGY

Does the library have an automated catalog?

    If not, is it being considered?

PART 10: BENEFITS, PROBLEMS, AND WEAKNESSES

Please comment briefly on what have been the benefits of the combined school/public library
in your community

    a. duplicated services and materials have been eliminated

    b. additional services, programs, and materials have been provided that

        would not have otherwise been possible

    c. greater utilization of the library under the present arrangement

    d. better selection of materials for students and/or public

    e. made library possible for public patrons

    f. better use of financial resources

    g. greater circulation of materials

    h. better collection of AV materials and equipment

    i. access to interlibrary loan to students

j. better collection of reference and/or periodicals

k. better physical facility

l. fostering lifetime library use habits

m. other

Please comment briefly on what have been the chief problems and weaknesses.

a. Segments of the population are reluctant to use the library

b. Patrons bothered by changing classes, students, etc.

c. Inadequate physical plant

d. Location of the library

e. Insufficient staff

f. Limitations on hours

g. Discipline problems

h. Censorship of materials

What important issues concerning your library haven't I covered?

QUESTIONNAIRE PREPARED TO PROFILE AN EXISTING COMBINED
SCHOOL/PUBLIC LIBRARY

Questions adapted from *A Study of Combined School-Public Libraries*
By Shirley L. Aaron

Interview Questions: Member of the Library Board

Date of Interview

Person being interviewed

Position title

Amount of time in present position

On Library Board at time of merger?

PART 2: PLANNING

What conditions led to the consideration of combining the school/public library?

    a. Poor conditions or lack of facilities for

        1.School library

        2. Public library

        3. Both

    b. Lack of professionally trained staff for

        1.School library

        2. Public library

        3. Both

    c. Financial considerations

    d. Other: (describe):

What do you feel were the most persuasive arguments in favor or the merger?

    Who presented these viewpoints?

Who was responsible for initiating the merger in your community?

a. School personnel

b. School board

c. Public library governing board

d. Financial grant from government, federal or state

e. Private citizen

f. Other

Were you involved in the preliminary planning for the combining of the libraries?

Were goals and objectives established? Is a copy available?

Have they been met?

What were the chief problems faced during this time?

Who made the final decision to merge the libraries?

Was there an election with a bond issue placed before the voters on a ballot?

Is there is regular review or evaluation of the joint service by the library board?

What procedures are being used to evaluate the jointure?

a. How often?

b. By whom?

Is there a planning committee in existence to plan the future development of the school and the library?

PART 3: GOVERNANCE, STAFFING, MANAGEMENT, FINANCES

Have provisions been made for legal and equitable division of materials and equipment should the libraries separate at a later date?

What are the responsibilities of the library board regarding the operation of the library?

Who is responsible for keeping personnel records?

Have there been any problems with personnel employed in the combined program?

How are staff members evaluated?

Who approves the budget for the public library's share?

What additional expenses are associated with the combining of the libraries?

What financial benefits have been gained by combining the libraries?

What expenses do both libraries share?

What is the role of the library board's treasurer?

PART 4: PURCHASING PROCESSING, ORGANIZING, SELECTING MATERIALS

Do you have a materials selection policy?

      a. Are there separate selection policies for school and public library collections?

      b. How were the policies developed?

      c. Is a policy for challenged materials included?

      d. Does the selection policy provide for systematic withdrawal?

      Copy available?

Who has the final authority for selecting materials?

PART 5: CIRCULATION OF MATERIALS

Have problems occurred because of access by children to adult materials?

      Specify if so.

What steps have been taken to prevent or solve these problems?

Do you think circulation has increased, decreased, or stayed the same since the libraries were

      combined?

PART 6: THE COLLECTION

Have you observed duplication in the school and public library collection? To what

      extent?

PART 7: OPERATION AND PROGRAMS

What advantages do you think a combined library offers adults that separate libraries

      would not?

PART 8: BUILDING AND GROUNDS

Is there a written statement of purpose, scope, and function of the building facilities?

Is the facility adequate to accommodate the services that should be offered to school and

      public library users?

What physical changes would you suggest to remedy any problems you perceive in the

      facility?

Is the combined facility constructed to allow for expansion?

What areas within the facility are used solely by one or the other libraries? Why?

Do you think the facility is large enough to provide separate areas for:

    a. quiet reading

    b. an area for preschool children where they do not bother either adults or school children

    c. an area for school programs

    d. an area for teacher preparation of materials

    e. an area for exhibits and demonstrations

    f. an area for audiovisual storage

    g. an area for listening and viewing

    h. an area for conference rooms

    i. an area for work space

    j. a study room

    k. an area for school use for research projects or class projects

Is there an area where controversial materials would not be accessible to minors and yet remain easily accessible to the adults?

What kind of security is provided?

PART 9: COMPUTERS AND TECHNOLOGY

Does the library have an automated catalog?

    If not, is it being considered?

PART 10: BENEFITS, PROBLEMS, AND WEAKNESSES

Please comment briefly on what have been the benefits of the combined school/public library in your community

    a. duplicated services and materials have been eliminated

    b. additional services, programs, and materials have been provided that would not have otherwise been possible

    c. greater utilization of the library under the present arrangement

    d. better selection of materials for students and/or public

    e. made library possible for public patrons

f. better use of financial resources

g. greater circulation of materials

h. better collection of AV materials and equipment

i. access to interlibrary loan to students

j. better collection of reference and/or periodicals

k. better physical facility

l. fostering lifetime library use habits

m. other

Please comment briefly on what have been the chief problems and weaknesses.

a. Segments of the population are reluctant to use the library

b. Patrons bothered by changing classes, students, etc.

c. Inadequate physical plant

d. Location of the library

e. Insufficient staff

f. Limitations on hours

g. Discipline problems

h. Censorship of materials

What important issues concerning your library haven't I covered?

QUESTIONNAIRE PREPARED TO PROFILE AN EXISTING COMBINED SCHOOL/PUBLIC LIBRARY

Questions adapted from *A Study of Combined School-Public Libraries*
By Shirley L. Aaron

General Interview Questions

Date of Interview

Person being interviewed

Position title

Were you familiar with the operations of the school or public library before they were combined? In what capacity? (Patron, teacher, staff member, student, member of the community, former board member or committeeperson, etc.)

What do you think was the reason for the combining?

Do you recall events that occurred at the time regarding the libraries?

What was your role in these events?

What problems or advantages do you see as a result of the combining?

Do you use the library now? For what purpose?

Is there anything about the facility you would change?