

6-1-1961

A study of workable plans for the merger of school libraries in school consolidation

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A STUDY OF WORKABLE PLANS FOR THE MERGER OF SCHOOL
LIBRARIES IN SCHOOL CONSOLIDATION

A Thesis

Presented to
the Faculty of the Graduate School
Indiana State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by

Hilda Louise Brackwinkle

June 1961

INDIANA STATE
LIBRARY

THESIS APPROVAL SHEET

The thesis of Hilda Louise Brackwinkle, Contribution of the Graduate Division, Indiana State Teachers College, Series I, Number 806, under the title, A Study of Workable Plans for the Merger of School Libraries in School Consolidation is hereby approved as counting toward the completion of the Master of Science Degree in the amount of 6 hours of credit.

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PREFACE AND ACKNOWLEDGMENTS

The purpose of this study has been to investigate only the school library in school consolidation. It has been the intention and purpose of the writer of this thesis to report as accurately as possible on what has been done in schools where the library merger has been completed or the new library established and on what plans have been made or are being made for the new library in those schools which have been consolidated, but in which the library merger had as of now not been completed. It has also been the purpose of this writer to outline a workable plan or plans for the successful carrying out of this library merger.

For their time and help in supplying the researcher with the necessary data for the writing of this thesis, the writer is deeply grateful to the following librarians: Mary Anderson, Virginia Balsbaugh, Mary Katherine Crawford, Helen Evans, Victoria Franklin, Lois Galimore, Alyda Gilkey, Blanche Griffith, Clarice June Hale, Edythe Lindsey, Velma Long, Sara Mae Loveless, Mrs. Paul Lucas, Genevieve McCarty, Marjorie Myers, Frieda Peek, Bessie Pinnick, Jacqueline Rachels, Fred Reynolds, Alice Rodkey, Jo Shuck, Paula Woods, and Elaine Wolford without whose help so graciously given, this thesis would never have been possible. Special acknowledgment is also due Georgia Cole, State Director of School Libraries and Teaching Materials in Indiana, for reading the interview form used in interviewing these librarians and for valuable suggestions given and also Marion A. McGhehey of Indiana University for supplying a list of recent school consolidations in Indiana.

Hilda L. Brackwinkle

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In recent years the consolidation and reorganization of schools into larger units has been brought into the foreground in the thinking of educators and lay citizens alike. Claims have been made that this consolidation will bring about more adequate school libraries than have heretofore existed in the smaller schools, many of which have had sub-standard library service for the students.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to learn what had been done and what plans were made for the merger of school libraries and the establishment of new school libraries in schools where consolidation had taken place to determine (1) how personnel for the library was determined; (2) what library facilities were planned and made available; and (3) what plans in carrying out the necessary processes for the merger of the existing libraries were used and found successful and what pitfalls may be avoided by schools planning library mergers in the future. It has also been the purpose of this study to outline a plan or plans which with local adaptations may be used for facilitating the carrying out of the process of library merger effectively and efficiently.

Importance of the study. This problem has become significantly more important since many schools either already have begun plans for consolidation or are in the process of studying plans for reorganization, many of which will involve consolidation. Improvement of school libraries

and school library service has long been a recognized need of schools, especially the smaller high schools and almost all elementary schools. How the merger of existing school libraries and the establishment of new school libraries can be most effectively and efficiently accomplished has become a problem of increasing importance.

II. SOURCES OF DATA AND METHOD OF PROCEDURE

The source of data has been the librarians in twenty-five cases of consolidated schools where the library merger had been completed, was in process, or was in the planning stage. These twenty-five cases involved ninety-nine schools, sixty-six of them including high schools (grades 9-12) before consolidation. After consolidation, there were twenty-five high schools, sixteen of which were operating in new buildings or had made plans for the construction of new buildings. The information was obtained through a personal interview of the researcher with the librarians using an interview form prepared in advance to assure covering essential data and obtaining the same information in all cases whenever possible. One of these was a public librarian and had charge of three schools insofar as supplying library materials and equipment was concerned.

This study has been limited by two significant factors. In cases of older consolidations where the library merger had been completed for several years, because of turnover in personnel, the librarian at the time of consolidation and library merger was no longer with the school and was not available. The new librarian was not always able to supply all of the desired information. In cases of more recent consolidations, a number of

schools were either in the process of the library merger or only in the planning stage. Again complete data were not available. In comparatively few cases were data on all items available. Not all the items were applicable to every library situation.

III. DEFINITION OF TERMS USED

School library. The definition of school library reflects the heritage of the word "library" rich in tradition, meaning, and usage for many years.

A school library has always been, and will continue to be flexible in its program of services and in the scope of the materials of communication contained in its collections, as it meets the changing needs of the school that it serves. A school library does not have to change its name to embrace new materials and new uses of all types of materials any more than a school has to call itself by some other name to indicate that it is a continuously growing social institution. Services, not words, portray the image of the school library. The school library is a materials center, an instructional materials center, an instructional resource center, or any of the equivalent terms now springing into existence.¹

Consolidation. Consolidation is the process of uniting or combining into a single unit several independent school corporations.

Library permit. As used in this paper, library permit means hours of training sufficient to qualify for a permit subject to renewal on the basis of additional hours of training. This excludes the "blanket license" and the "emergency permit."

¹American Library Association, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 13.

IV. ORGANIZATION OF THE STUDY

This study has been divided into four major divisions: (1) personnel; (2) facilities; (3) the collection; and (4) finances. In this report each of these major divisions has been treated in a separate chapter.

In the chapter on personnel, consideration has been given to the number of licensed librarians in the schools concerned before consolidation, the training of the librarian in the school after consolidation, and by whom and on what basis reassignments were determined whenever necessary.

The location of the library, the number of rooms in the library quarters, the seating capacity of the reading room, and the facilities provided in the workroom have been treated in the chapter on facilities. Shelving space, library furnishings, miscellaneous library equipment, and audio-visual equipment and materials have also been given consideration in this chapter.

The chapter on the collection has been devoted to a consideration of the moving and re-organization of the collection. Problems in discarding, preparation of the collection for physical moving, shelving in the new library quarters, synthesizing the library records such as the card catalog, shelf list, and accession records, and plans for building up the collection for the new library were also considered.

Finances, an ever present but very important library problem, has been treated in a separate chapter giving consideration to the initial expenditure for building up the collection and the maintenance allowance after the initial appropriation.

CHAPTER II

REVIEW OF THE LITERATURE

On the problem of library merger and the bringing together of collections, constructing the union catalog from the various catalogs of the schools being consolidated, and the synthesizing of shelf lists and accession records, this researcher found little or nothing had been written, thus making it necessary to do research on this problem at the grass roots. However, before there can be a moving and merger of the collections, adequate space and the necessary physical facilities for a school library must have been provided. On this subject have been written several articles with valuable suggestions which have come to the attention of this researcher.

I. LITERATURE ON THE PHYSICAL PLANT

According to some authorities, the recommended size for the high school library has been increased from that of being able to take care of ten per cent of the student body to fifteen per cent. Some authorities have recommended twenty per cent to allow for expansion. For a library room that must also be used as a study hall, there should be room to seat thirty-five per cent. For elementary grades, it has been recommended that the library be equipped to take care of the largest class plus twenty students to provide for voluntary attendance even when a class has been scheduled in the library.¹

¹Azile Wofford, "Whither School Libraries," American School Board Journal, CXXXIV (July, 1957), 33-34.

According to the new minimum standards for the school library adopted by the American Library Association and published in 1960:

If all students and teachers are to receive library service, the library area or areas must be large enough to accommodate them. This means that the reading room has a seating capacity for 10 per cent of the enrollment in schools with more than 550 students and a minimum seating capacity for 45-55 students in schools having 200-550 students.²

It is furthermore recommended that never more than 100 and preferably no more than 80 students be seated in one reading room, but that multiple reading rooms or special library areas be provided in the larger schools.³

In the reading room 30-35 square feet per reader should be allowed.⁴

The trend in school libraries has been toward becoming more functional. In addition to the reading room, a workroom is needed which provides storage space in the way of built-in drawers and cabinets under the counter for keeping library supplies and for storage of posters and materials for bulletin board displays. Cabinets above the sink also provide extra storage space. A trained librarian, if consulted early in the plans, can give valuable suggestions for provision of storage space needed in the workroom which would vary according to the materials to be stored.

²American Library Association, Standards for School Library Programs. (Chicago: American Library Association, 1960), p. 93.

³Ibid.

⁴Ibid., p. 119.

Adequate storage space for library materials has become another feature of the modern school library. By providing shelving in the workroom on all walls not needed by the sink and cabinets, storage space for books waiting to be processed, unbound magazines kept for reference, discarded books or little used duplicates, and books waiting to be mended or rebound can be provided.

Space for group conferences has also become a recognized need as has also adequate housing for non-book materials circulated by the library.

There has been a trend toward more colorful school libraries. Shades of blue, green, blue-green combinations, yellow or tints of pink and rose where light is needed have been found on library walls. Some form of tile floor covering with pleasing colors or patterns has been favored.

Registers have been placed high on the walls above standard shelving or on ceilings of one floor schools replacing the old radiators which were such robbers of needed shelving space in the library.

Some type of florescent lighting has become the presently favored type of lighting for the school library.⁵

A report was given on how one school planned a new library. The principle could be employed with slight alterations whether the new library was to be for one new school or for a new school resulting from the consolidation of two or more schools.

The library along with other departments was invited by the prin-

⁵Wofford, op. cit., p. 34.

cial and superintendent to submit preliminary layouts, sketches, and specifications indicating needs. The librarian for this school reported that every feature suggested for the library was considered and insofar as was possible was incorporated into the final design. The architect reported that the librarian had worked with them from the beginning, had submitted a detailed program of requirements, and had made many valuable suggestions during a series of conferences.⁶

This story was told from the architect's point of view in an article entitled "An Architect Speaks": The librarian can best help the architect by thoroughly analysing her needs and writing a complete program from which the architect can work. The librarian needs to consider how many feet of book shelves, how much exhibit space, how much work space she needs and the relation of the audio-visual rooms to the library. These requirements should be definitely outlined to give the architect a good basis on which to design the library.

The architect needs to plan the library so that it will be well related both to the school as a whole and to the outdoors. Function is most important, but it should also be beautiful. Both the librarian and the architect must be willing to listen to each other in order to create a beautiful as well as functional library.⁷

⁶"How Newport Planned Its New School Library." Library Journal, LXXX (May, 1955), 1225-1226.

⁷J. R. Wilkinson, "An Architect Speaks," Library Journal, LXXX (May, 1955), 1229-1230.

II. LITERATURE ON THE COLLECTION

Moving the collection. An experience of actually moving a school library from one building to another was reported by Teresa Compitello. Three thousand books were moved in one hour. Approximately five hundred students carried an average of six books to the new school library seven-eighths mile away.

The school included grades 7-12. Library books for grades 7-8 were removed from the shelves and placed on tables. This provided an excellent opportunity for discarding useless and out-of-date books.

Markers were placed on shelves designating the number of books to be carried by each student. The date for moving was set. Student Council members assisted in the organization of the moving. Council members assigned numbers to home room students so books would be kept in order. Council members checked their groups for numerical order and books were placed on the shelves in the proper order. Students were orderly and the procedure saved hours of packing and unpacking.⁸

This method of moving has obvious limitations as only one collection was moved and the new library was within walking distance from the old one.

Demonstration libraries. Demonstration libraries, a county library service, were developed in the South aided by the Julius Rosenwald Fund. Schools, homes, places of business, and the book truck were the most frequently employed agencies for book distribution in the rural areas of the demonstration counties. The data in a study made of these

⁸Teresa Compitello, "Moving A High School Library," Wilson Library Bulletin, XXX (January, 1956), p. 402.

libraries seemed to indicate that the population and wealth of most counties in the South were insufficient to support adequate library services entirely out of local funds. These factors seemed to indicate the necessity for assumption by the state for increased responsibility for library service to schools, the adult population, and the individual scholar.

The suggestion was made that schools should place greater emphasis on the "use" than on the "ownership of books." While books could not be used unless available, availability did not necessarily mean ownership by the individual school library. The following advantages to schools through pooling their books in a central library were offered:

1. The library is enabled to maintain a large central collection from which each school may draw books as needed.

2. Certain reference materials such as encyclopedias and dictionaries which are required in varying quantities by elementary and high schools will ordinarily be placed in the school permanently.

3. Elimination of duplication of titles in the individual school libraries will make it possible to build up a large central collection with relatively high turnover.

4. . . . As old titles wear out more rapidly at a higher rate of turnover, new titles may be substituted from time to time . . .

5. As books are returned to the central library, they may be repaired and kept in good physical condition.

6. . . . The central library . . . can assist schools in providing materials essential to curriculum revision, prepare bibliographies and reading lists, supply material for special occasions, and distribute other teaching aids -- charts, maps, globes, slides, etc.⁹

⁹Louis R. Wilson and Edward A. Wight, County Library Service in the South: A Study of the Rosenwald County Library Demonstration (Chicago: Chicago University Press, 1953), pp. 213-214.

These suggestions are not especially valuable for the synthesizing of the collections in a new library, but if the elementary grades 1-6 or 1-8 remain in the original school plants and the high school library serves as the center for ordering and processing materials for these elementary school libraries, these suggestions for services to be rendered by the central library may be valuable for suggesting services which may be provided by the new high school library for the elementary schools which remain in the old plants in the local communities but are nevertheless a part of the consolidated school district.

CHAPTER III

PERSONNEL

The personnel includes the school librarian or whoever has been assigned the duty of having charge of the school library and library materials. In many cases in the smaller schools a teacher was assigned to this duty in addition to her other duties even though she had little or no library training. Personnel in a few cases included the public librarian in a city or town who had charge of library materials.

I. QUALIFICATIONS

Before consolidation. The average number of schools involved per consolidation was 3.96 and the median was four whereas the average number of high schools involved was 2.71 while the median was two. In most cases where elementary schools were involved in the consolidation, the high school students (grades 9-12) had been transferred into one of the high schools involved or had had an option of attending one of two high schools. Sixty-six of the ninety-nine schools before consolidation included high schools (grades 9-12) and were usually made up of grades 1-12. Twenty-one licensed librarians, either Option I or II, and six with library permits were employed in the ninety-nine schools involved in the twenty-five cases of consolidation in this report. In the remainder of cases, teachers without library training were assigned to library duty, or in cases of elementary schools (grades 1-8) no one was assigned.

After consolidation. In the twenty-five cases of school consoli-

dations studied, sixteen of which had or had completed plans for new facilities, it was found that among the personnel had been employed ten school librarians holding an Option I license representing twenty-four or more semester hours of training, ten holding an Option II or Provisional license, three holding a library permit but working toward a license, and two having less than eight semester hours of training in library science. Of these two teachers, one was an English teacher and the other a social studies teacher who had been assigned library duties. In one of these cases the teacher serving as a school librarian had charge chiefly of the distribution of materials with an option for making requests for materials through the public librarian of the city-county library who was in charge of supplying the schools of the county with books and other library materials excluding films and filmstrips. In this county all books for schools of the county exclusive of the city high schools were ordered and processed through the public library and delivered to the respective schools. This public librarian was certified and held a number one certificate.

Six of the school librarians were found to be members of the Indiana School Librarians Association.

While it has not been the primary purpose of this study to consider the merits or demerits of consolidation, it was impossible for the researcher not to note that in the schools represented in this study before consolidation only 30.8 per cent of the school librarians employed were licensed, and after consolidation this same figure was 79.2 per cent. While the number of licensed librarians employed was not changed to any significant extent, more students were being served by a trained libra-

rian. However, not all elementary students were served in consolidated school districts.

II. SELECTION OF LIBRARIAN

In the majority of cases the determination of which of the librarians in the consolidating schools was to become the librarian in the new school did not constitute a problem. The problem was one of securing a licensed librarian for the new school rather than one of selection from among those in the system. This was true because there were comparatively few of the consolidations included in this study in which more than one licensed librarian was found in the consolidating schools.

In twelve of the twenty-five cases studied, there was only one licensed librarian in the schools of a consolidating school district. Five of these had Option I and four had the Master's degree. In four cases none was licensed, but there was one with some training who was willing to secure the necessary additional training in order to qualify for a license. In three cases a new librarian who had not previously been employed in the school district was employed. In two cases a teacher was serving with no attempt to qualify for license. One of these was an English and the other a social studies teacher.

In only four cases was there more than one licensed librarian in the schools before consolidation. In three of these cases one of the librarians qualified under Option I and the other under Option II. The librarian qualifying under Option I became the new librarian in the new school. Apparently, there was no problem.

In the one case where there were two librarians, both qualifying under Option II, the librarian in the school who had been purchasing and processing books for the four elementary schools in the township as well as serving as high school librarian became the librarian in the new school. The other librarian had shown no interest in moving to the new school.

From these few cases there seemed to be an indication that training and experience constituted the basis for selection when a decision as to which of the librarians was to serve as librarian in the new school was made.

III. REASSIGNMENTS

In the twelve cases where there was only one qualified librarian, reassignments constituted no problem. In cases where reassignments were necessary, of those not assigned as librarians seventy-five per cent remained in the school system as teachers and twenty-five per cent left. Of those leaving, some left for other reasons than the reassignments. Since these were teacher-librarians, the new assignments were not completely reassignments. In those cases where new assignments had to be made, these were determined by the superintendent or jointly by the superintendent and school board.

The time between that when new assignments were made known to librarians and teachers and the effective date varied from four months to three years but was usually one or two years. In cases where the present librarian was not in the school system at the time of consolidation, this information was not available; in cases involving no reassignments, it was not applicable.

CHAPTER IV

FACILITIES

Sixteen of the twenty-five cases either had new buildings completed or had completed plans for the construction of new buildings. Nine were operating in presently existing buildings awaiting results of the current school reorganization study now being conducted throughout the state of Indiana before planning further construction or remodeling of existing buildings. Of these nine, one had plans for adding an elementary library to the new elementary building as a part of a five-year construction plan.

I. LIBRARY QUARTERS

Location of the Library

There was a significant difference in the location of the school library in those schools operating in new buildings and those operating in old or existing buildings.

The library in old or existing buildings. In those schools operating in existing buildings, most libraries were located in the study hall and on the second floor of the building near a stairway. Seven of the nine were on the second floor. One library was on the stage in one end of the study hall, this room formerly having doubled for a study hall and auditorium. Another could best be described as shelves across the back of the study hall. Another had folding doors between the library and the study hall which could be closed or opened as needed. One library having

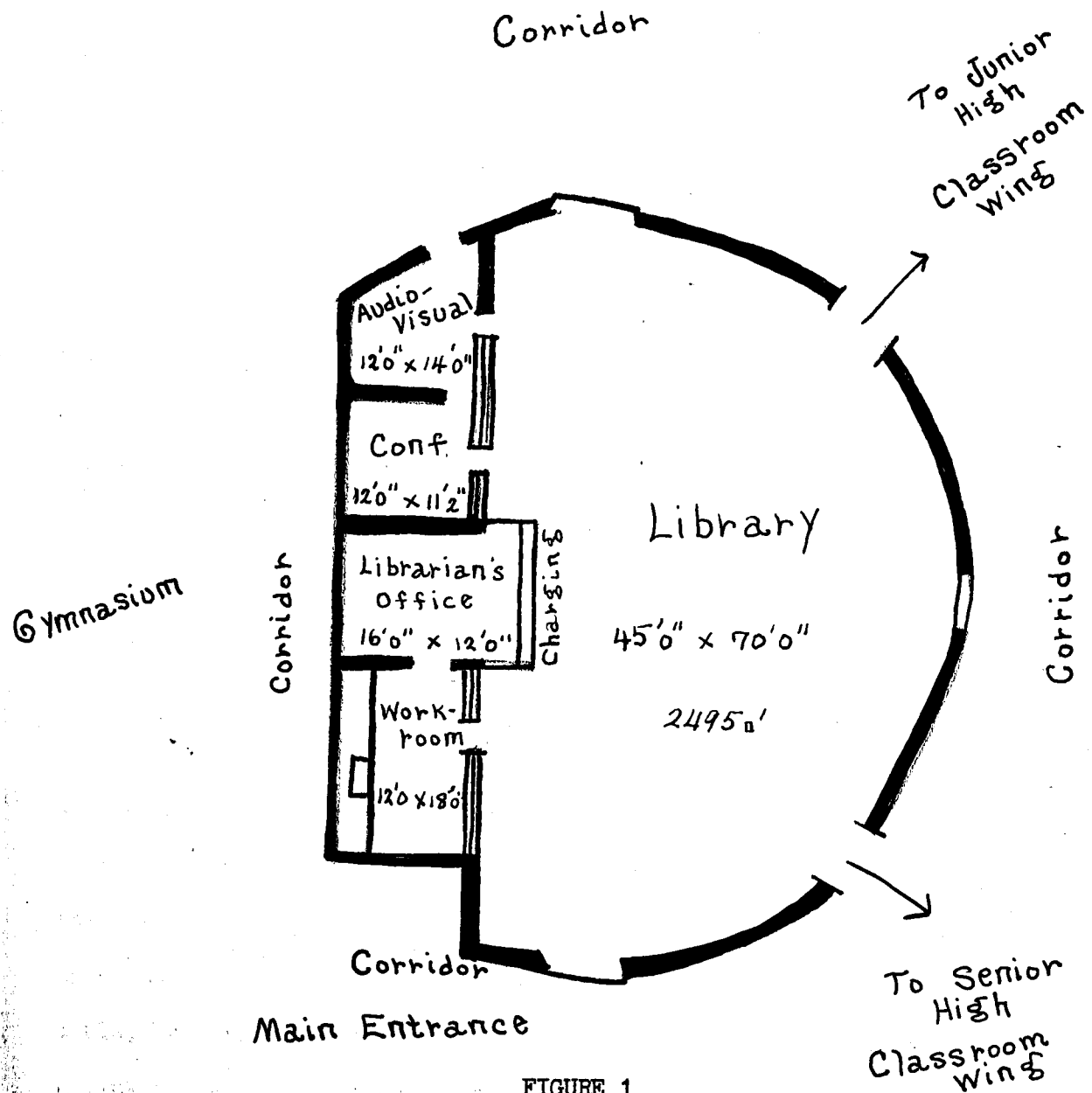
separate quarters and located across the hall from the main study hall had the back of the library room separated by counter height shelving thus converting this portion of the room into an additional study hall. In another case the opposite situation existed. In a room that was primarily a study hall, library quarters had been provided by dividing the room with counter height shelving to separate a library reading area from the study hall. The counter height shelving also served as a check-out center. Only three of these schools had small separate library rooms, one of these being so small that it could serve only as a lending library. Little improvement in library quarters has been shown in consolidated schools operating in their existing buildings. Little change was in evidence except the addition of counter height shelving to provide additional shelving space and separate a library reading area from the study hall.

The library in new buildings. In the sixteen schools having new buildings, all libraries were located or planned to be located on the first floor. Only four were designed as library-study hall combinations and two of those so designed had folding doors between the two sections of the room so that the library section and the study hall section could be separated. One school operated on a seventy minute period and had no large study hall. No study hall was provided in the building. Classrooms were used for small study halls and occasionally a few unassigned students were assigned to the library for a study hall period. In this library the seating capacity was adequate to take care of these extra students. In only one case was the library used permanently as a study hall. Two libraries were located near a stairway. Many of the new

buildings consisted of only one floor.

Two libraries opened into the front hall and were centrally located between the elementary and high school wings of the building. One was centralized in the classroom area with classrooms all around the library, the library using skylights for lighting. Another library was designed to be a featured part of the new school. It is to be a circular library located in the lobby between the main entrance and the cafetorium with separate entrances to the library from the junior high and high school sections of classrooms. This library is to be in one of the new buildings planned but not yet built. A floor plan of the library quarters taken from the drawing of plans for this new school building is shown in Figure 1 on the following page. All the other libraries in new buildings built or to be built with one exception were located either adjacent to classrooms, near, or adjacent to the study hall if one was planned for the building, or centrally located in regard to the classrooms. One library was located on the first floor adjacent to the home economics room whereas the study hall in that building was located on the second floor.

The trend in the location of school libraries in new buildings as indicated in this study is toward location on the first floor, and either centrally located in the classroom area or near the study hall or both if the library is in a building serving high school students only, or centrally located between the two wings if the building houses both elementary and high school students and the library is to serve both of these groups.



FLOOR PLAN FOR THE LIBRARY OF THE
NORTH MIAMI CONSOLIDATED
SCHOOL DISTRICT

Rooms in Library Quarters :

It has been generally accepted that rooms other than the reading room are necessary in the library quarters if the library is to function well and serve students and faculty effectively and efficiently.

Library quarters in old or existing buildings. Most libraries in old buildings had only one small reading room or a small reading room area in a part of the study hall. Three of the nine had no reading rooms or reading areas but had only shelving space and check-out areas in the study hall. Workrooms were either non-existent or inadequate. Four had no workrooms or work areas. One had a small work area in one end of the reading room divided from the reading area by a magazine rack. Another had an inadequate workroom converted for this purpose from a former stage dressing room. Another had one corner of the library partitioned for a work and storage room but was found by the librarian to be very inconvenient because the librarian was unable to observe students in the library from this workroom.

Workroom facilities were almost non-existent or represented makeshift arrangements. Only one of these workrooms was provided with a sink and hot and cold running water, shelving and storage space, a worktable, typewriter, and electrical outlets. One had no workroom but had a sink closed off from the reading area by a screen. Small desks or tables served as worktables and steel cabinets or small open shelf bookcases or even charging tables constituted the available storage space for supplies. Five of the nine libraries had electrical outlets and three had typewriters.

Library quarters in new buildings. All libraries had reading rooms only two of which had to be used exclusively in combination with the study hall. Two could be combined or used separately as study hall and library. Only two libraries in new buildings were without a workroom or some combination of workroom-storage-librarian's office. These two had their work areas in one end of the reading room separated by counter height shelving from the reading area. Seven had a conference room with one having two conference rooms. Four had pre-viewing or audio-visual rooms and one was provided with a library classroom in addition to a pre-viewing room and a combination librarian's office and workroom. Generally the schools with the larger enrollments had the larger number of rooms in the library quarters, but this was not always true as is shown in the table on the following page showing grades served, enrollment in those grades, and the rooms in the library quarters.

Workroom facilities in the library workroom in new buildings were in most cases adequate. Twelve of the sixteen or seventy-five per cent of the workrooms were provided with sink and running water, one of these having cold water only. Four libraries or twenty-five per cent were without sink and running water. All but one had storage space for supplies. Thirteen had worktables and one had cabinet tops to be used for a worktable. Two were without work space. All but two had shelving space for books and materials awaiting processing. All had typewriters and electric outlets.

In none of the twenty-five cases represented in this study was the library responsible for the distribution of free or rental textbooks so

TABLE I

ROOMS IN LIBRARY QUARTERS IN RELATION TO
GRADES AND NUMBER OF STUDENTS SERVED
IN SIXTEEN CONSOLIDATED SCHOOLS
WITH NEW BUILDINGS

Grades Served	Enrollment	Reading Room	Work-room	Lib'n Office	Storage	Conf. Room	Combination	Audio-visual
9-12	222	x	x			x		
9-12	250	x-sh					x	
9-12	289	x	x	x	x			
9-12	300	x	x	x		x		x
9-12	310	x-sh						
7-12	325	x				x	x	
9-12	376	x						
7-12	467	x	x	x		x		
7-12	500	x	x	x	x	2		
7-12	560	x	x	x	library classroom			x
7-12	600	x	x	x		x		x
7-12	645	x-sh	x	x	x	x		
1-12	733	x					x	
7-12	740	x					x	x
*1-12	1076	x-sh						
1-12	1219	x					x	

* This is a remodeled rather than completely new building.
x-sh _ library-study hall combination

the storage space for these did not constitute a problem.

Seating Capacity of the Reading Room

Each school had its own particular library situation with respect to seating capacity. Some were organized so as not to have study halls or at least very small study halls. Some served grades 9-12 or 7-12 only, even though the building housed grades 1-12. In some of the new buildings, only grades 9-12 or 7-12 were housed in the new building. In some cases the reading room in the library was for library purposes only and in some it had to take care of the overflow from the study hall on certain periods or unassigned students in cases where no regular study halls were provided. Some had separate library and study hall quarters in one room with either counter height shelving to divide the two areas or folding doors between the study hall and the library areas which could be opened or closed as needed. In other cases the library was in the study hall with no division of areas.

Seating capacity of library reading room in old buildings. Of the nine schools operating in existing buildings, six were operating under some form of library-study hall combination. Those not operating under a library-study hall combination had very small quarters and the reading room could seat only four to ten per cent of the students enrolled in the grades served by the library.

Seating capacity of library reading room in new buildings. The average seating capacity of the library reading room combined with the

study hall was twenty-four per cent of the enrollment. Only one library-study hall combination was able to seat the recommended thirty-five per cent of the enrollment and was rated by the librarian in charge as adequate. The others were rated inadequate by the librarian. One librarian stated that the seating capacity of the present library quarters would be adequate if devoted exclusively to library purposes, but the study hall was so well filled each period that the folding doors intended to separate study hall and library had never been closed. The overflow from the study hall to the library quarters had made it impossible to schedule classes to come to the library in groups. In each of these cases involving the library-study hall combination, the schools were made up of grades 9-12 or 7-12. Ironically, the school with the smallest enrollment of the group, an enrollment of 250, and second to the smallest in enrollment of all the schools included in this study, had the thirty-five per cent of enrollment seating capacity in the library-study hall combination.

The average seating capacity of library reading rooms not combined with study hall was found to be 14.7 per cent of the enrollment, the largest being 30 per cent and the smallest 7 per cent. Even though some did not meet the minimum new standards of ten per cent of the enrollment if over 550 students or a minimum seating capacity for 45-55 students in schools with an enrollment of 200-550 students,¹ with one exception, (seating capacity ten per cent), all were rated by the

¹American Library Association, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 93.

librarians as having proven to be adequate to meet the school's needs or estimated to be adequate to meet the school's needs. Four opinions had to be based on past experience with library use in old libraries because there had been no opportunity for experience in the new library quarters. In two cases the moving into the new quarters was scheduled to take place before the 1960-61 school year, and in two cases buildings were yet to be built. The two yet to be built were planned to seat 25 and 13.5 per cent of the enrollment respectively based on present enrollment figures of the consolidating schools.

II. AUDIO-VISUAL EQUIPMENT AND MATERIALS

Audio-visual equipment. All but one of the schools had at least one 16mm. movie projector. Three schools had two and two had four. The school having none was in its first year of operation as a consolidated school, and those owned by the consolidating schools had been left in the old buildings now occupied by grades 1-6 leaving the new high school without a projector during the first year.

Nearly all schools had at least one filmstrip-slide projector and several had more than one. One school with an enrollment of over one thousand students had six and another had ten of these projectors.

Approximately one-half of the schools had opaque projectors. Two schools had more than one of these projectors.

Eighteen had tape recorders with four having more than one.

Nearly all schools had record players. Seven had more than one, and one with enrollment over one thousand had twenty record players.

Other audio-visual equipment owned by one or two schools included

a dry press, a movie camera, wire recorder, overhead projector, filmstrip viewer, and a Kodaslide, a machine showing slides or filmstrips and at the same time playing accompanying records.

Almost all schools had one or more screens either portable or roll down type. The portable type of screen was owned by most schools. A few had both types. Two schools were equipped with roll down screens in all rooms used for viewing. One school had as many as twenty-two roll down or portable screens. One school had planned to use one room for all classes viewing films and this room was equipped with a roll down screen. It was the first year of operation for this school.

Audio-visual materials. Only two schools owned 16mm. films.

Five schools participated in a county film program in which the films were owned by the county and handled through the office of the county superintendent. These schools used films from the county film library or rented films. Most schools rented the 16mm. films used. Two had no film budget at present so used only free or free-for-postage films.

Most schools owned their filmstrips. Three both owned and rented filmstrips. A few schools had access to county owned filmstrips.

Fourteen schools owned records. Several librarians stated that records owned by schools were few in number and consisted of records to accompany texts in literature or records for the music or physical education departments. Several librarians indicated that most records used were borrowed, usually belonging to teachers. In the three schools securing their library materials through the public library, records and mounted pictures could be borrowed by the schools from the public li-

brary but were not added to the school library collection.

Administration of audio-visual materials. In schools having planned an audio-visual program, the library was or was to be responsible for the cataloging, charging, and housing of such materials as films, filmstrips, and records in slightly more than one-half of the cases. In twelve cases, these materials were stored or were to be stored in the library. In one case the library was responsible for the records on these materials, but the materials were stored elsewhere. In seven cases, the library had no responsibility for these materials.

Plans for the administration of audio-visual materials were incomplete in a school having planned to concentrate during the first years of operation on the building up of the collection of books, magazines, and other library materials and later to build up the audio-visual materials. The building of the audio-visual program is to go into effect during the 1960-61 school term with additional equipment being purchased partially through the N.D.E.A. Science Program. In another school having no regular audio-visual program during the first year of operation, the librarian thought that the library would probably be responsible for these materials and equipment after the program had been worked out and the materials and equipment acquired.

In seven cases, the library was or was planned to be in the future responsible for audio-visual equipment. In two cases, the library provided storage but was not responsible for operation and maintenance. In eleven cases, the library had no responsibility for audio-visual equipment. In seven cases, equipment was stored in the library or adjacent

to the library such as the pre-view or audio-visual room. In one case plans were not definite. Storage for this equipment was to be provided for in the future either in the library or the book store. In twelve cases, equipment was not stored or planned to be stored in the library. In about one-half of these cases, storage was near the library either in an adjacent room or directly across the hall. In some cases it was stored in the office of the audio-visual director or in a room off the office of the school principal.

In schools where the librarian was not responsible for audio-visual materials, either an audio-visual director, sometimes called the audio-visual coordinator, or a teacher assigned to act in these capacities was in charge. In a few cases the school principal had assumed this responsibility. In several cases there was divided responsibility, a teacher in charge of the machines and the librarian in charge of materials.

About the only consistency found in the handling and administration of audio-visual materials was that of inconsistency. Equipment was stored in the library, but the librarian was not responsible for its use and maintenance. The librarian was responsible for use and maintenance, but since there was inadequate space for storage, it was stored elsewhere. However, more librarians were responsible for materials than for equipment. Some were responsible for both. Few schools had audio-visual directors or coordinators. Where the librarian was not responsible, some teacher was given the responsibility.

III. FURNITURE AND FURNISHINGS

Shelving. The average shelving in the twenty schools where this

information was available was 404 linear feet. The largest amount was 850 and the smallest 100 linear feet. In some schools shelving had not been installed or in some cases the buildings had not been built so this information was not available at the time of the survey.

Adjustable shelving was provided or planned for in fifteen cases. Three libraries had some adjustable and some stationary shelving. Seven had no adjustable shelving. Only two libraries in new buildings and one in a remodeled building were entirely without adjustable shelving indicating a definite trend toward the inclusion of adjustable shelving in new school libraries.

All twenty-five libraries had or had planned for wall shelving. Eleven had or had planned additional counter-height floor shelving. Some had low double-faced shelving down the center of the room and others used this type of shelving to separate the library area from the study hall area where both were housed in one room. If the side toward the study hall area was used for shelving, encyclopedias were housed there. Only one library had a part of its collection shelved in stacks. Two were planning the addition of counter-height shelving for more space.

The amount of shelving space was considered adequate by the librarian in nine cases, adequate for the present in six cases, and inadequate in seven cases. This information was not available in three cases. In three cases shelving space in the libraries in new buildings had already proven to be inadequate for the collection, and in two cases was adequate for the present without provision for expansion. In two cases it was noted that special provision for expansion of shelving space had been included in the plans.

Card catalog. The largest number of drawers provided in the card catalog was thirty and the smallest was two with an average of fifteen. The average number in new school libraries was eighteen. Again this information was not available in all cases as some of the new card catalogs had not yet been ordered. With one notable exception, all but the very small card catalogs, those consisting of two and four drawers, were on a table base. The small catalogs were on the charging table or desk. The unique arrangement was that of a ten-drawer card catalog on a two-drawer vertical file base. This was the only example of this type of library furniture found in the survey.

Twenty of the twenty-five cases, or eighty per cent, had or had planned to have the card catalog near the charging desk or table. Two very small catalogs had been placed on such desk or table. In one case where counter height shelving had been installed separating library area and study hall and where the top of this shelving served as a check-out area, the card catalog had been fitted under the counter on the library side near the entrance from the study hall. One card catalog was placed in the center of the library, and one was placed in one end of the library near the main wall shelving and stacks but not near either the charging desk or the librarian's desk or office. In six of the above cases, the card catalog had been so placed as to be near both the charging desk and librarian's office. In eighty per cent of the cases, sectional cabinets had been provided so that additions to the card catalog could be made when this became necessary.

Charging desk. Fifteen schools had or had planned for a regular

charging desk three of which were sectionals with provision for additions. One was designed by the librarian and built for the library by the shop classes in the school. In one case the charging desk was connected with a book chute in the hall for the return of books. In three schools having materials supplied by the public library, the charging desks, card catalogs, and shelving were also supplied through the public library from public library funds. The schools supplied the tables and chairs for the students.

Regular office desks served as charging desks in two school libraries. Tops of counter height shelving served as charging units in two other libraries. A shelf under a window of the librarian's office-workroom served as a charging unit in one school. In the other five schools, tables, some small and some long, served as charging units.

The charging unit was located near the entrance or near the main entrance from the hall if the library had more than one entrance in the majority of cases. In two cases the exact location in the new library remained to be established. In two library-study hall combinations, the charging unit was located next to the study hall. In other cases the charging unit was located in a variety of places such as near the back center of the room, in the reference end of the library, near the librarian's desk because charging materials were stored in that desk, or elsewhere. Some of these were not near a library entrance.

Miscellaneous equipment. Atlas racks were provided in seventeen of the school libraries, two of which were combined with the dictionary stand. In one case the atlas was kept on top of the card catalog. In

the other libraries no special provision for atlases had been made.

A magazine rack had been provided in twenty-three of the schools, three of which were built in with the shelving.

Newspaper racks were provided in only fourteen cases.

Dictionary stands were found in seventeen cases.

Book trucks were also provided in seventeen of the schools with three libraries having more than one.

Little provision had been made for the housing of filmstrips. These were housed in boxes, metal cabinets, shelves in the workroom, or in drawers of some sort. Special housing for filmstrips had been provided in only two schools. One school had special cabinets on order.

Storage space for large, odd-size items such as maps, charts, and posters was less adequate. In eighteen of the schools, no provision for such materials had been made. Four had adequate storage for these materials, one had planned some, and two had some but it was inadequate.

Color photographs of library facilities were taken and are shown on the following pages. Figures 2 and 3 on page 33 show the shelving and high school reading area in a combination elementary and high school library. Figure 3 shows the librarian's office-workroom which partially separates the high school from the elementary reading area. Figure 4 on page 34 shows a library separated from the study hall by a folding door. The card catalog, a section of shelving, and a part of the reading room are shown. Figure 5 on page 35 shows another office-workroom combination with the shelf under the window serving as the charging unit. Figure 6 shows a library-study hall combination.



FIGURE 2

LIBRARY A. SHELVING AND HIGH SCHOOL READING AREA



FIGURE 3

LIBRARY A. LIBRARIAN'S OFFICE-WORKROOM



FIGURE 4

LIBRARY B. SECTION OF READING ROOM, SHELVES, AND
CARD CATALOG. A FOLDING DOOR DIVIDED
LIBRARY FROM STUDY HALL



FIGURE 5

LIBRARY C. LIBRARIAN'S OFFICE-WORKROOM
AND SECTION OF READING ROOM



FIGURE 6

COMBINATION LIBRARY-STUDY HALL

CHAPTER V

THE COLLECTION

Moving of the library collection or a part of it was involved in seventeen of the twenty-five school consolidations included in this study. In cases where moving or partial moving of a collection was involved, the planning for the moving was initiated from three months to three years in advance of the moving. Data in some cases were incomplete because the moving of the collection had not been completed at the time of this study. In some cases plans had been made or were in the process of being made but had not been completed.

The librarian in most cases initiated the planning and had the major responsibility for the plans for moving and reorganizing the collection in the new school. In some cases superintendents, principals, and in a few cases teacher-librarians in the consolidating schools participated actively in the planning and carrying out of the plans, but it was largely the responsibility of the librarian in the new school. In several cases the State Director and/or Field Consultants were invited for suggestions and help.

The material concerning the library collection has been divided into two sections: (1) those not involving moving; and (2) those involving moving of all or a part of the collection.

I. COLLECTIONS NOT INVOLVING MOVING

To avoid confusion, three schools operating under an entirely different system from all the others have been considered separately.

The materials in these school libraries were found to be supplied by the city-county public library in the county in which they were located. No moving of collections was involved upon consolidation because all schools included in these three schools had been very small schools and had had very small collections. Nearly all books in these small collections were discarded by the public librarian having been given charge of the library materials in these schools when the administration of materials was taken over by the public library. The discarding was mostly because of the poor physical condition of the books, but the listings in Standard Catalog and Children's Catalog were considered.

After this change in administration of library materials, all processing for these schools was handled by the staff of the public library including full descriptive cataloging, shelf list, and filing. Work in the public library was divided according to type, a staff member performing only one specific task. A staff member visited these schools every sixty days for the purpose of filing and withdrawing cards from the catalog and shelf list of the school library. The public library accessioned the books for the schools in order to have an accession number for the shelf list card and book card, but no separate accession record has been maintained.

No synthesizing of card catalogs or shelf lists was involved. The public library processed new books and materials purchased for the schools from public library funds and these materials were permanently housed in the libraries of the individual schools. In addition to the shelf list and catalog cards prepared for the school's library, all these books were

listed in the main catalog of the public library with a different symbol used for each school indicating on the card the school where the book was permanently housed. A master shelf list was also maintained in the public library. Selection of books was based upon recommendations of the librarians in the schools, Basic Book Collection for High Schools, Standard Catalog for High School Libraries, and Children's Catalog.

Requests made by schools for books were filled if deemed appropriate. Schools were required to register pupils and teachers as borrowers from the public library and to maintain and turn in to the public library circulation records. Furnishing materials was the responsibility of the public library and circulating these materials the responsibility of the school. The public library supplied school libraries with four standard encyclopedias: Americana, Britannica, World Book, and Compton, none of which were kept longer than five years. Dictionaries and a set of one of these encyclopedias were also furnished for each classroom.

Annual inventory, selection of books for rebinding or discarding, and necessary replacements were done annually by the public library staff during the summer months.

Schools had the privilege of borrowing any books from the permanent collection of the public library on a short time loan basis.

This was the only arrangement of this type between public library and school library in the state that was found in this study.

No moving was involved in five other cases either because (1) the collection was composed of old material and was not considered worth moving, or (2) the schools involved were largely elementary schools, the

high school students having been transferred before the consolidation because the consolidating townships had maintained only elementary schools (grades 1-8). Some of the classroom collections were transferred to the elementary classrooms in the new school, but this did not involve the library collection.

One case where a collection was considered not worth moving was more a case of absorption than a combination of schools. The major problems were not synthesis of collections but librarian's time and library space. The library was inadequate for the size of school. There was no work space for the librarian, and the shelving space for books and the seating space for the students were both inadequate. The librarian was responsible for guidance and two classes in addition to the library in a school with an enrollment of 879 in grades 1-12. This school involved the consolidation of one fairly large school, one very small high school, and one elementary school. This case involved the addition of two schools without provision of additional facilities.

In another case the present librarian was employed after the consolidation had taken place. Except for a few elementary books, no evidence of books moved from another school was found by the librarian. However, the reorganization problem was quite a task, apparently resulting from lack of upkeep. Large quantities of old and worn-out books as well as undesirable duplication of science text books had to be discarded. No system had been followed in filing cards in the card catalog and shelf list cards had gotten mixed with the catalog cards. The librarian spent the first year checking catalog cards against books pulling

those for which there were no books and correcting or making new cards as needed when there were books but no cards. This eliminated from the catalog and shelf list cards for which there were no books. The second year books were checked against catalog cards and shelf list. Hand written cards for later typing were made for books for which there were no cards. This insured having cards in the card catalog for all books in the library.

Complete reshelving was also necessary. All books were removed from the shelves and separated into fiction and non-fiction. Fiction was shelved first. Books correctly classified were shelved next, since these constituted no problem. Those with incorrect numbers on the spines were reclassified and corrected before reshelving. Different colors of tape were used on spines of children's books to make identification and placement in the proper section easier. This library now served grades 1-12 with grades 1-6 coming to the library from the elementary building by a weekly schedule and taking books to their rooms. A plan for moving the books for grades 1-6 to the elementary building has been considered, which, if carried out, would involve moving a part of the collection. No moving had been involved, but a complete reorganization had been made over a two-year period. The major problem was time for the reorganization work since the librarian had also been assigned classes.

In two cases involving absorption of two elementary schools, the few books contributed by these schools were distributed among the elementary rooms as these libraries served only grades 7-12, one giving only occasional service to grades 7-8. Grades 1-6 had only classroom

collections. In one of these cases, the school library collection was supplemented by a bookmobile from a nearby city which covered the county once every two weeks.

In another case of the consolidation of a town with three township schools, one sent in a very small collection, the others contributing no books. This collection was so small that it was no problem.

II. COLLECTIONS INVOLVING MOVING

Each school consolidation was an individual case with its own peculiar problems affecting to a greater or lesser degree the planning and carrying out of the processes of moving, synthesizing collections and records, and reshelving and reorganization in the new library. Whether the new collection was a real merger of two or more collections or whether it was mostly the addition of a small collection to a larger one determined to a great extent the methods and procedure to be followed. The time of moving, whether during the summer months or while school was in session, affected what was done. The schedule of the teacher-librarian prior to moving and the length of time before the actual moving that the librarian responsible for the project knew when the move was to be made were also factors.

Discarding. Discarding was done prior to physical moving of the collection in most cases. In fifteen of seventeen cases in which moving was involved to any extent, discarding of unwanted materials was done or was planned to be done prior to moving the collection. In five schools, discarding was done both before and after moving. In only two schools

was all discarding done or planned to be done after moving. Some schools sent boxed materials to the new school. In these cases, the librarian sorted and discarded non-usable materials. In one case involving five small schools where the moving is still to be done, the librarian has planned to do the discarding after moving because she is presently a teacher-librarian in one of the small schools with one or possibly two periods in her schedule for library work. She did not think there would be time to go to five different schools during the school year for sorting and discarding on this schedule. She expected to organize the collections for moving during the summer months if this would fit into the building and moving schedule.

The librarian of the new school or the teacher-librarian to be appointed as librarian in the new school was the person responsible for discarding in the majority of cases. In only three of seventeen cases was this job worked out cooperatively by the teacher-librarians in the consolidating schools.

The chief basis for discarding was getting rid of undesirable materials which were listed by the librarians interviewed as worn-out materials or materials in poor physical condition, materials too old to be of any value, old, unattractive editions of classics, and materials with undesirable content. These were given as the chief reasons for discarding in eleven cases.

Getting rid of undesirable duplications as a basis for discarding was applicable in eight cases. The size of the new school and the condition of the books were the primary factors considered here. In a few cases, librarians did not discard duplicates because they thought

that if the book was worth saving, the duplications were not in excess for the enrollment as long as shelving space was not needed for other books.

Standard Catalog for High School Libraries and Children's Catalog for elementary libraries and state department recommendations were also taken into consideration in the majority of cases. Other bases listed by several librarians were the judgment of the librarian for her own school, advice of Field Consultants, and faculty recommendations.

The shelf list was not found to be useful in discarding. In nine cases there was no shelf list or only an incomplete one in the schools. In five cases, one or two of the consolidating schools had a shelf list while the others did not. In only three cases were shelf lists available for use, and in only one of these did the librarian report that the shelf list was used in the discarding process.

Packing and Preparation for Moving of Collection

In some cases considerable organization was evident while in others none was in evidence. It was simply a matter of packing and moving which in the case of very small collections was deemed satisfactory by the librarians. However, each case was an individual problem dependent upon local circumstances. Several cases with their individual plans have been given consideration separately.

Case I. This involved preparation during the previous school year with actual moving taking place during the summer. As books were packed in preparation for moving, all catalog cards including author, title, and subject cards were pulled from the catalog and placed in the book. The

same was done for the shelf-list cards. This provided opportunity for discarding cards for which there were no books in the collection. Books were packed by shelves in boxes, the boxes being numbered according to the order in which books were removed from the shelves. Boxes were also labeled according to the source school. This project was carried out co-operatively among the teacher-librarians in the four schools involved.

The plan was rated somewhat unsatisfactory by the librarian in that the librarian was to have been called in for supervision when the books were moved, but this was not done. As a result the boxes were stacked in the new library without regard to numbering and labeling, thus nullifying to a great extent the orderly procedure followed in packing.

Case II. This consolidation involved two schools and summer moving. The books of one school were divided into fiction and non-fiction labeling the boxes A-C, N-R, etc. for fiction and 320-330 etc. for non-fiction. The other school's collection was not classified so was boxed and moved without any system.

Case III. This consolidation involved four schools and summer moving. The same plan for packing was followed as in Case I with the addition that part of the collection was moved in book carriers locally made to hold fifty books and provided with handles so that they could be easily carried by two people. The librarian was there for supervision during the moving and the plan was rated satisfactory by the librarian.

Case IV. This consolidation involved a city school and five small township schools. No system of packing was employed. The books from the

small schools were simply packed and moved; such procedures were rated as unsatisfactory by the librarian.

Case V. This consolidation involved five small schools and moving took place during the school year because the library had not been completed in time for the opening date of school. Undesirable materials were removed from the shelves and packed in boxes marked: DISCARD. Desirable material was left on the shelves. These books were repaired; new book pockets and date due slips were pasted in the books; new circulation cards were made for the books; all mechanics necessary to put these books in the best possible condition were attended to. Cards from the shelf list were pulled if available; if not, such cards as author, title, or subject card were pulled from the card catalog so that there was at least one card for each book packed. If there were no cards, a card was made. Books were packed as nearly as possible according to arrangement on the shelves separating fiction and non-fiction. Classified books were packed according to classification and boxes were labeled: FICTION or NON-FICTION 300, etc. The librarian would have preferred moving before commencing any catalog work, but this was impossible under the circumstances. While not entirely satisfactory, the librarian thought the plan worked fairly well for existing conditions.

Case VI. Teachers serving as librarians prepared the collections for moving and the new librarian picked up and brought them to the new school. The entire collection moved consisted of approximately fifty books and one '56 edition of Encyclopedia Britannica. The librarian was

a recent college graduate and had not been in the school system previously. She considered the plan fairly satisfactory for existing conditions.

Case VII. Some schools brought materials to the new school with the librarian selecting the desirable materials and discarding the others. The librarian visited other schools picking up materials deemed useful. Again the collections were very small and the librarian was new to the school system. Five small high schools were involved in this consolidation. Grades 1-8, while a part of the system, remained in the original buildings.

Case VIII. All work on card catalog, shelf list, and accession records had been completed prior to physical moving. The librarian to be in the new school had been given one-half day for library work and the preparation of the collections for moving was begun two years before the moving was to take place. The collection of one school was recataloged during the first year and the other school's collection recataloged and added during the second year. Shelf lists were combined in the same manner. A shelf list and card catalog for the elementary grades was prepared and is to be duplicated for the school in which the elementary grades are to remain. Filmstrips have been cataloged and records are to be done during the coming year. The actual moving was to take place in the late summer prior to the opening of the school term for 1960-61. Books were to be packed according to classification when the new library was ready. The card catalog was ready for moving. The actual moving had not been done at the time of this study, but the librarian was convinced that the plan would prove satisfactory. In fact, she recom-

mended doing the catalog work before moving if in a situation where this was possible.

Case IX. This plan in general followed the same plan as in Case II, but the librarian was uncertain whether or not it would be successful.

Case X. This plan was similar to that used in Case VIII in that only two schools were involved and much of the work on the card catalog and shelf list had been done before the physical moving of the collection. It differed in that both collections were entirely unclassified and uncataloged. After discarding what was not to be moved, shelf list cards with subject heading information on them were made for the books to be moved. The office practice class duplicated the shelf list cards for author cards and made title cards from them. The librarian directed the moving which was done during the summer months shelf by shelf. She was assisted by the school janitors and two former students. The moving was rated satisfactory by the librarian. A few books were moved which had not been processed because they had not been intended for moving, but these were soon discarded after the moving had been completed.

Case XI. This plan is to be carried out after the construction of the new high school has been completed. Considerable moving will be involved since the elementary library is to be housed in the present high school library and the high school library is to be housed in the new library quarters of a twenty-two unit building. The plan calls for a separation of fiction and non-fiction and boxing according to classification. A similar process is to be carried out for the elementary collec-

tion now housed in twenty different classrooms. The junior high collection presently housed in another building is to be moved to the new library quarters also. Those in the junior high collection and elementary collection which have not been classified are to be classified at that time. The librarian has plans for using the summer prior to moving into the new library quarters for reorganization of the collections and the preparation for moving.

Case XII. Considerable moving is to be involved even though only existing buildings are to be used. This consolidation involved three schools. The problem consisted of moving the books to the buildings where the students had been assigned. All books pertaining to the respective grades are to be moved to the building which is to house grades 1-4, 5-6, and 1-4 -- 7-12 respectively. The librarian was informed of the change at the end of the school year before it was to take place the following school year. Plans for the moving were incomplete at the time of this study, but some plan for boxing according to fiction and non-fiction was contemplated. A unique problem involved here is the assignment of the books to the proper grade level. Card catalogs are to be constructed for each of the three schools for the books housed in that particular building. The librarian is to be responsible for library service to grades 1-12 even though housed in three separate buildings.

In another case where it was largely a matter of absorption, the librarian went to the source school and selected the material to be moved. The material was brought to the school by truck and added to the

collection as new material. In another case, plans called for boxing and moving only since the collection was considered too small to constitute a problem. In another case plans for moving had not been completed, but it was hoped that moving could be scheduled for the summer months and that the collection could be prepared for moving while school was not in session. In a few cases the plans used for moving were not available because the librarian at the time of merger was no longer with the school.

In general, where there was organized packing and if books had been classified, books were removed from the shelves and packed according to arrangement on the shelf: (1) fiction alphabetically by author, and (2) non-fiction according to classification. Sorting books into fiction and non-fiction was possible even in cases with incomplete classification. If work on the card catalog and shelf list had not been done prior to moving, a common practice was to remove cards from the card catalog and shelf list and place in the books to be moved. This process eliminated from the card catalog those cards for which there were no longer books in the library and pointed out any books for which there were no cards in the card catalog or shelf list.

Accession records. Accession records were kept up-to-date in but very few cases. Seldom did all schools in a consolidating unit maintain accession records. Usually in two-school consolidations, one did and the other did not. The proportion was about the same in the consolidations involving a larger number of schools. In seven cases no accession records had been maintained that had been kept up-to-date. In a few cases where the librarian for the new school had been the librarian in one of

the participating schools, an accession record for that school had been set up prior to the moving of the collection. The books in the other collection or collections were then added to the one already constructed. In cases where one accession record had been kept up-to-date, the books of the other collections were accessioned and added to this record. In two schools the maintaining of an accession record had been discontinued because of lack of time. Some librarians were undecided whether or not an accession record was to be set up and maintained in the new school after moving or whether accessioning would be done on shelf list cards only. Another policy followed in some cases was that of adding the smaller collection to the larger one. This was used in cases where one collection was considerably larger than the others. In cases where no accession record had been kept and it was considered desirable to have one, the books were shelved and a new record started beginning with the number "one" and proceeding around the room as the books had been shelved in the new library. Books were numbered correspondingly on the shelf list. New books were numbered as acquired by starting with the number following the last number on the shelf list, thus accessioning new books properly upon receipt, while books on hand could be accessioned as time permitted.

In one case two separate accession books, one for elementary and one for high school and junior high school are to be set up since there are likely to be two librarians, one for the high school and one for the elementary school when the moving and merger of the libraries have been completed. The plan called for use of present records adding unacces-

sioned books to the appropriate record. Then all elementary books entered on the high school record are to be deleted and transferred to the elementary record and vice versa.

In one school records of the two consolidating schools were retained intact and a new one started for the new school which the present librarian who was not the librarian at the time of the merger has maintained.

Most librarians interviewed favored maintaining an accession record.

Card Catalog. A card catalog of some description was found in approximately one-half of the consolidating schools, but few were complete and correct. In most cases some of the consolidating schools had card catalogs while others did not. In some cases books were not classified. Some schools still had handwritten cards in the card catalog.

Three basic methods of organizing the card catalog were found to have been used: (1) construction of a new card catalog, (2) synthesizing the card catalogs of the schools involved by checking and making the necessary additions and corrections and inter-filing the two card catalogs, and (3) using one existing or corrected catalog as a base and treating the other collections as new material.

New card catalogs were constructed in eight of the seventeen cases in which moving was involved. In some of these the original plan had called for synthesizing the card catalog by filing the cards which had been placed in the books when packing as the books were being reshelfed, but the number of incorrect or incomplete cards was found to be so great that it was considered better to construct an entirely new

card catalog. In one school where a similar situation existed, new books were cataloged before shelving and then a new catalog for the old material was constructed.

One librarian constructed a new card catalog working chiefly during the summer months. Four schools were involved in this consolidation, and two summers and one school year was required to complete the job. In another case involving five schools, three school years were required to complete the job. Wilson cards were ordered whenever possible and typewritten cards made for the remainder of the collection. A new librarian was in charge of this work with no preliminary preparation of the collection having been made before moving. In another case where an entirely new catalog was constructed, the collection from two schools consisted of one collection of books donated by the citizens of the community after a fire had destroyed the school library. This collection had not been processed at all. The other collection had been processed but the cards were not in an acceptable form.

In a case involving five schools where moving was done during the school year, a unique but effective plan was used. All available catalog cards for books that were moved were pulled and filed into a new temporary card catalog to be used by the students as an emergency catalog while a permanent card catalog was under construction. This gave the students almost as good a catalog as that to which they had been accustomed even though many of the cards were incomplete or incorrect while a better one was being made. Cards for new books were made in proper form and added to the temporary card catalog. Old material was reworked as

rapidly as time permitted. The work was nearly completed within one school year.

In two cases, card catalogs were accurate and complete enough that a synthesis of card catalogs could be effected by checking all material and making the necessary corrections, additions, or deletions. In one of these cases involving two schools where the librarian had been allowed one-half day in her schedule for library work during the two years prior to moving, all this work of synthesizing the catalogs was completed before moving. Necessary corrections in one catalog were made the first year and the same procedure followed for the other catalog the second year. Then the two catalogs were inter-filed for the new school.

In the other case in which synthesis was accomplished, the card catalogs of the two schools were partially used. Discrepancies in classification and use of the author's real name versus pen name were corrected to establish uniformity. New cards were made for books for which there were no cards and to replace incomplete or incorrect cards.

In four cases, one catalog was used as a base. This catalog was complete and accurate or had been made so by the librarian prior to any moving. In two of these cases the books received from the other schools were classified or reclassified and catalogued and the cards added to the catalog of the larger school just as any new books would be added to a collection. In the other two cases a similar procedure of correcting and reclassifying was followed to bring into harmony with the catalog to which they were being added. New cards were made when necessary.

In other schools this task remains to be done. One plan called for

the separation of the junior high and high school catalog from the elementary catalog and the organization of two separate catalogs -- one for high school and one for elementary school -- adding to this the collection from another school whose materials had not been cataloged and to the catalog for the elementary library the materials from twenty classroom collections.

In another case, plans called for the reorganization and eventual construction of three separate catalogs for three separate buildings housing respectively grades 1-4, 5-6, and 1-4 -- 7-12 respectively. In another case plans called for the reorganization of the card catalog in the school of the librarian to be in the new school during the coming school year and bringing the card catalogs where existing in the other schools into harmony with this basic catalog after moving into the new library. Wilson cards were to be used whenever available.

Provision for the elimination of cards from the card catalog for books not in the library was not a problem where new card catalogs were constructed. When all cards for books being packed for moving were pulled and placed in the books, those for which there were no books were eliminated and could be discarded. Neither was this a problem where the card catalogs had been kept up to date. One method for removing such cards was checking the shelf-list against books on the shelves plus the circulation file and withdrawing cards for which the books were neither in circulation nor on the shelves. Then corresponding cards were pulled from the card catalog checking for title and subject cards. New shelf-list cards were made for books having no cards. These were then checked

against the card catalog making author, title, and subject cards if necessary from these shelf list cards.

Tools used in organizing and building-up the collection. Tools which were found useful for organizing and building-up the library collection in all cases were Standard Catalog for High School Libraries and Dewey Decimal Classification. Those found useful in the majority of cases, thirteen to fourteen of the seventeen, were Sears, List of Subject Headings, Basic Book Collection for High Schools, and Abridged Readers Guide for magazines. Akers, Simple Library Cataloging, Rufsvold, Audio-visual School Library Service, Booklist, Fiction Catalog, Junior Libraries, Children's Catalog, Martin, Magazines for School Libraries were aids less frequently mentioned. N.D.E.A. recommended lists, teacher recommendations, and advice of Field Consultants were also mentioned as sources of information found helpful.

Policy regarding books in poor physical condition. Rebinding or mending in the school depending upon the condition of the book and estimated value of the book were the two main policies adhered to in this matter. Discarding and replacing was employed less frequently. In some cases all three methods were employed. Two librarians accepted none which were in poor physical condition.

Shelving. Shelving in the new library followed two basic patterns: (1) shelving one collection and adding the other collections, and (2) shelving according to a combined shelf list. In the majority of cases, the procedure of shelving one collection first and adding the other col-

lections was followed. The collection shelved first was either the collection of the school from which the librarian came or the largest collection. In cases where some of the collections were classified while others were not, the classified collections were shelved first and the others classified and added. In larger libraries where small collections were merely added, these were treated as new books. In two cases where none had been classified, books were classified and shelved like a new collection.

Student assistants. Student assistants were used in varying degrees from assisting with all work exclusive of classification and cataloging to very little or not at all. Usually one or two were considered especially valuable help while others were used for non-technical work only. In four cases the librarian stated that student assistants helped with shelving, mending, accessioning, and all processing except classification and cataloging, especially the typing of cards. In most cases students assisted by performing non-technical tasks such as sorting, boxing, and labeling in the packing process, pulling of cards and placing in books, mending, pasting book pockets and date due slips, typing and placing book cards, and shelving. Some librarians reported that student assistants did most of the accessioning under supervision. In some cases student assistants were not used because they were not available at the time the work was done.

III. MAJOR PROBLEMS

Many problems of different kinds were considered by librarians

as having constituted major problems. What was considered a major problem in one case was not considered a problem at all in another.

Adequate time for doing the necessary work was the problem most frequently mentioned. In a number of cases this was solved by summer work, after school work, or home work on the part of the librarian. The time element often involved the teaching load assigned the librarian. Failure of equipment which had been ordered to arrive when expected necessitated operation without equipment and delayed processing for several months in some cases. This was considered a major problem. Operation for a year without any card catalog was another problem which was encountered.

The study hall in the library was another problem. The back of the room had been designed for a study hall and the front for the library with folding doors between the two sections, but the study hall was not large enough so the entire room became a study hall.

Other problems were with the material itself such as unclassified material in large quantities, duplication of titles, the removing of incorrect classification numbers from the spines of books, lack of any uniformity in placement of book pockets and date due slips, and the necessity for working on materials in two places with needed materials often being at the other school when needed. Sorting and discarding and the problem of deciding what should be included first on a limited budget were other problems pertaining to the collection.

Administrative problems mentioned by librarians were the selection of assistants under an administrative policy that a certain percentage

had to be taken from the students coming from each of the different schools, reassignment of the collection to a new shelving situation, convincing elementary schools which had remained in the original buildings of the advantages of centralized ordering and processing, books being in circulation while the collection was being processed, the necessity for closing the library for two or three weeks during the school term while packing and unpacking when moving during the school year, and the assignment of certain books with a common interest like the All About _____ books to the proper grade level when grades were housed in different buildings. One problem peculiar only to one situation was that of one librarian's being responsible for service to seven separate schools in a system consisting of one high school, one junior high school housed in separate buildings and five elementary schools with only clerical help provided. The enrollment in grades 7-12 alone was 1770.

IV. SUGGESTIONS BY LIBRARIANS TO SCHOOLS PLANNING CONSOLIDATION

The suggestions offered by librarians having completed the work involved in organizing the library in school consolidations have been divided into two main categories: (1) those pertaining to facilities, and (2) those pertaining to processing the collection.

Those pertaining to facilities included suggestions that the librarian be consulted early in the plans so that important items such as a workroom for the librarian and hot and cold running water in the workroom might not be overlooked in the plans, that the library-study hall combination be avoided, and that new equipment, furnishings, and sup-

plies be ordered as far in advance as possible to avoid delay while waiting for the arrival of these necessary items.

Suggestions pertaining to the collection and the processing of the collection included the following: (1) Begin the planning as far in advance as possible; (2) Keep a librarian already in the system to carry over into the new school; (3) Allow more time for the librarian while the process of merging the libraries is being carried out; (4) Make available more than the minimum budget not only for the first year but for two or three years after the initial appropriation; (5) Making an entirely new catalog and shelf list is simpler than attempting corrections when there is utter lack of uniformity; and (6) Consult teachers in ordering new materials.

Suggestions pertaining especially to the processing which were offered include the following: (1) If possible, combine the card catalog, shelf list, and accession record prior to moving the collection; (2) Buy printed cards whenever possible; (3) In discarding, work carefully to make sure that nothing valuable is lost; (4) Check numbers on spines of books to make sure all classifications are uniform and correct; and (5) Take whatever time is necessary to personally do the cataloging.

CHAPTER VI

FINANCES

On the problem of finances, librarians seemed less definite than on any other library problem. Some were unaware of the budget set up for library purposes stating that this was handled through the office of the superintendent. In some of the new schools in the first year of operation, budgets had not been completed.

In a number of schools there was no initial amount set aside for building up the library collection. The regular budget had been increased only by the additional number of students enrolled. This was especially true in schools where consolidation was largely absorption of the smaller schools in the school district by the larger school. In one of these with an enrollment of over one thousand students, \$3000.00 was appropriated for replacement of furnishings and equipment to be spent over a three year period, but no additional amount was appropriated for materials.

In another case where a school received a first class commission after consolidation, \$500.00 was added to the library budget bringing the amount per pupil from the minimum up to \$2.75 per pupil for grades 1-12. The distribution between high school and elementary materials was left to the discretion of the librarian.

In five cases there was an initial appropriation of \$2000.00 without regard to enrollment for the building up of the library collection. This was equivalent to \$11.05 per pupil in one school with a small enrollment. In others this amount represented \$3.75 to \$5.00 per pupil. This amount had been set aside by the school board in addition to the regular

library budget. Other appropriations varied from \$1.50 to \$2.50 per student, four cases, \$2.50 to \$3.75 per student, two cases, \$3.75 to \$5.00 per student, and one case, \$5.00+.

Usually the initial appropriation was made available during the first or second year of operation. In one case \$2000.00 was made available for the second and third year. In another case an appropriation of \$1.50 per student for elementary and \$1.50 to \$2.50 for junior high and high school was made available during the first and third year.

In two schools for which the buildings had not been built, the librarians to be were not informed on the exact set up of the library budget or on how much would be allowed in the initial appropriation but were certain that at least the amount would meet the minimum suggested in the new Standards of the American Library Association.

The regular appropriation per student after the initial appropriation varied from less than \$1.50 per student to \$5.00+ with the greater number being in the \$1.50 to \$2.50 bracket and a few in the \$2.50 to \$3.50 bracket. In some cases where schools were in their first year of operation, this information was not available. Only three reported a budget of less than \$1.50 and but one a budget of over \$5.00.

Librarians not responsible for audio-visual materials generally did not know about the budget for audio-visual materials. In some of the new schools this budget had not been set up at the time of this study. One librarian reported that the amount to be set up for audio-visual would depend upon what decision was reached regarding the TV teaching program in the school. In the three operating on a budget of

less than \$1.50, audio-visual materials were included in two cases but not in the other. In those operating on a budget of \$1.50 to \$2.50, audio-visual materials were included in about fifty per cent of the cases. In the \$2.50 to \$3.50 bracket, it was a ratio of two to one that these materials were included. In libraries with a budget of \$3.50 +, it was a one and one ratio. In one case where audio-visual and library budgets were separate, it was learned that the audio-visual budget called for \$0.85 per pupil for materials exclusive of machines and equipment.

Finances in three school libraries were handled through the public library. The public library provided the schools of the county with furnishings such as shelving, card catalog, charging desk, and miscellaneous equipment such as atlas racks, dictionary stands, and book trucks in addition to materials. Books and magazines were supplied from public library funds but newspapers were not. Finances apparently constituted no problem according to the public librarian in charge of materials for the school libraries. He reported that approximately \$15,000.00 had been spent for materials in the schools last year and that an equivalent amount would be spent next year. The county had a fourteen cent levy and the city a twenty-one cent levy on an approximate 160 million dollar evaluation netting the public library approximately one million dollars annually.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Purpose. The purpose of this study was to learn what had been done and what plans made for the merger of school libraries in the consolidation process had proven successful. Problems concerning personnel, facilities, the library collection, and finances were considered. It was, furthermore, the purpose of this study to discover a plan or plans which could be used in facilitating the carrying out of the process of library merger efficiently and effectively.

Procedure. For the purpose of gathering data for this study, an interview form was constructed covering the problems of library personnel, facilities, the collection, and finances. The survey method for gathering data was employed by conducting personal interviews with librarians in consolidated school corporations where the library merger had been completed or was in process. The prepared interview form was used as a basis for conducting these personal interviews.

Findings.

Improvements in library personnel, facilities, collections, and finances were found to be closely correlated with improvement in general school facilities. Where the consolidation had resulted in a new school building for the new school corporation, improvements in library service, especially with respect to library facilities, were in evidence.

Personnel. A larger percentage of schools was served by licensed librarians after consolidation than before, but this resulted not from the employment of a greater number of librarians so much as a cutting down in the number of schools. The librarian served a larger number of students.

The determination as to which of the librarians in the consolidating school district was to become the librarian in the new school did not constitute a problem for rarely was there more than one qualified librarian in a consolidating school district. In some cases there was none. From the few cases where the problem did occur, the trend was toward the selection of the librarian with the most training or experience, but the cases were too few in number for definite conclusions to be drawn. Reassignments, where made, seemed to have caused no problem.

Facilities. Little improvement in library facilities was brought about by consolidation where this did not involve a new library in a new building. If there was a new building, significant improvement in the library quarters was evident. In old buildings most libraries were combined with the study hall and were located on the second floor of the building. In new buildings few were combined with study hall and all were located on the first floor. Libraries were more centrally located in the classroom area or centrally located between the high school and the elementary wing if the library was to serve both elementary and high school students.

Workroom facilities were almost non-existent or very inadequate if provided at all in the old buildings. In almost all new buildings a

minimum of one librarian's office-workroom combination in addition to the reading room had been provided in the library quarters. Most workrooms were supplied with running water, work and storage space, a typewriter, and electric outlets.

The seating capacity of the reading room in the new library quarters, while representing a significant improvement over those in the old buildings, in too many cases was still inadequate to take care of the students, particularly in the library-study hall combinations. While the average seating capacity was adequate, too many had a seating capacity too far below this average and did not meet the minimum standards for the enrollment. However, the improvement over old facilities was so great that in most cases it was considered adequate by the librarian.

Nearly all schools had audio-visual equipment, some in greater quantity than others. Most schools rented 16mm. films and owned their filmstrips. While most schools owned record players, few had record collections of any size.

There was little or no consistency in the administration of audio-visual materials and equipment. More librarians were responsible for the materials than for the equipment. Some were responsible for both.

Adjustable shelving was provided in most new libraries. All had or had planned wall shelving while most had or had planned additional counter height floor shelving. The amount of shelving provided was not always adequate. In some cases the collection had outgrown the shelving space in a few years time.

New card catalogs on a table base and charging desks had been provided in most new libraries.

Magazine racks, newspaper racks, dictionary stands, and book trucks had generally been provided, but little provision for the housing of filmstrips had been made.

The collection. Moving the collection or a part of it was involved in most cases. In cases where no moving was involved, this was either because the collections were composed of old, worn-out materials not considered worth moving, or because the consolidation had involved elementary schools having only classroom collections which were not to be added to the library.

In collections involving moving, each case was an individual situation dependent upon a number of different factors. Discarding was a problem to a greater or lesser degree in all cases. Most discarding was done by the librarian of the new school prior to moving, but this was not feasible in all cases. Materials too old to be of value, poor physical condition of books, old, unattractive editions of classics, and undesirable content were the main reasons for discarding.

Preparation made for moving varied with the size of the collection, whether catalog work was done before or after moving, when moving took place, and the time the librarian had for the preparation of the collection. If there was organization of the collection, books were usually separated into fiction and non-fiction and packed as nearly as possible according to arrangement on the shelves with boxes labeled as to content. If catalog work had not been done, catalog and shelf list cards were pulled and placed in the books as they were packed for moving. If books had not been classified, the system was usually to simply pack and move.

Accession records were constructed either by adding one collection to another, usually using the record from the school of the librarian or that of the largest collection as a base, or constructing a new record beginning with the number "one" and following the shelving in the new library for numbering.

Three basic methods for organizing the new card catalog were found to have been used: (1) construction of a new catalog, (2) synthesizing card catalogs by checking and making necessary corrections and inter-filing the two card catalogs, and (3) using one catalog as a base and treating the other collections as new materials.

Standard Catalog for High School Libraries, Dewey Decimal Classification, Sears, List of Subject Headings, Basic Book Collection for High Schools, and Abridged Readers Guide were the tools most often found useful in organizing and building up the collection.

Shelving in the new library followed two basic patterns: (1) shelving one collection and adding the other collection, or (2) shelving according to a combined shelf list. The first pattern for shelving was most often followed.

Student assistants were used in varying degrees in the process. Non-technical work such as sorting, pulling cards and placing in books, boxing, labeling, pasting book pockets and date due slips, typing book cards and carding books, mending, and shelving were usually performed by student assistants.

Problems and suggestions. Time to do all that needed to be done was the most frequently mentioned problem which was usually solved by

devoting extra time to the work on the part of the librarian. This problem was minimized or partially solved in cases where more time in the schedule of the librarian had been provided by the school administration for performing the library duties both prior to and after moving.

The library-study hall problem again arose because of inadequate provision for enough space to accommodate the students in the study hall area and thus causing the library-study hall to become one large study hall.

Suggestions pertaining to facilities given by librarians to schools planning consolidation included (1) consultation with the librarian early in the plans so that special needs of the library could be provided, (2) avoidance of the library-study hall combination, and (3) placing all orders for equipment and furnishings as early as possible.

Suggestions pertaining to administration and processing the collection included (1) planning early for the moving and reorganization, (2) retaining a librarian in the system to carry over into the new library if possible, (3) providing adequate time for the librarian to carry out this process, (4) making available adequate funds for building up and maintaining the collection, and (5) careful working on the part of the librarian in checking all books and records for accuracy and completeness in the organization of the new collection.

II. CONCLUSIONS

In conclusion it may be said that consolidation alone is not the solution to all library problems. Consultation with the librarian early

in the plans and cooperation of all parties concerned have done and can do much to insure provision of adequate facilities for carrying out not only an adequate but an excellent library program. Early consultation with a trained librarian can do much to assure the inclusion in the school plans of adequate physical facilities for the library such as seating capacity to meet the needs of the students, shelving space for the collection for both present and future needs, convenient location of the library in relation to the remainder of the school building, suitable furniture and furnishings, and adequate work space and facilities for the librarian. At least the minimum facilities recommended by the American Library Association in the new Standards should be provided in a new school library. Special consideration needs to be given to the shelving space and seating capacity to provide for present and future needs.

In most cases studied, considerable reorganization of the collection was found necessary. The amount needed was dependent upon the size of the collection and the state of organization existing in the collections of which it was made up. Time for doing this work is required and needs to be provided in the librarian's schedule. Several plans that have been used and found successful have been outlined.

Discarding before physical moving of the collection was found to be preferable whenever feasible. Often some discarding was necessary both before and after moving.

Systems used in packing and preparation of collections for moving were found to vary with several factors: (1) size and state of organization of the collection to be moved, (2) training of the librarian and the

time allowed in the schedule of the librarian for library work prior to moving, and (3) when, with respect to the school year, the process of moving the library collection took place.

Generally the maintenance of some form of accession record was found to be favored by most librarians. However, few schools had maintained up-to-date accession records prior to consolidation. If there was no accession record in the system, the new accession record was constructed by starting with the number "one" and working around the room following the shelving in the new library. If there was in the system an adequate accession record that could be used, usually found in the school of the librarian or the largest school, this one was used as a base to which the other collections were added.

The card catalog work was done either prior to moving or after moving, depending largely upon the amount of time allowed in the librarian's schedule for library work prior to moving. When more than two schools were involved and the librarian served as teacher-librarian prior to the moving, the catalog work was done after moving. The latter was by far the more prevalent method used. The state of accuracy and completeness of the card catalogs in the schools involved in the consolidation determined which of the three basic methods for organizing the new card catalog: (1) construction of a new card catalog, (2) synthesizing the card catalogs of the schools involved, or (3) using one card catalog as a base and treating the other collections as new materials, was to be used. The size of the collections was another determining factor.

Useful tools in organizing and building up the collection in the

new library were found to include Standard Catalog for High School Libraries, Dewey Decimal Classification, Sears, List of Subject Headings, Basic Book Collection for High Schools, and Abridged Readers Guide. It is the conclusion of this writer that if these tools are not available, they should be included in the first purchases.

If a combined shelf list was available, it was used in shelving the collection. This was possible where the catalog and shelf list work had been completed before moving or where a combined shelf could be synthesized. Otherwise, one collection was shelved first, usually the collection which was the largest or that which came from the school of the librarian, and other collections added. The latter method was more often used because a complete shelf was usually not available.

Student assistants were used in varying degrees from very extensively to very little or not at all depending upon their availability when the work was done and the preference of the librarian.

Time for doing all the necessary reorganization work, the library-study hall combination, especially where quarters were outgrown before being moved into, and incorrectly classified or unclassified materials in large quantities were the major problems.

The particular plan to be used for moving the collections and the reorganization in the new library must be left to the discretion of the librarian since so many different factors are involved in each situation. The plan which can most efficiently accomplish the task with the least possible disruption of library services is the best plan for any given situation.

III. RECOMMENDATIONS

Facilities. To assure adequate physical facilities for carrying out an excellent library program, the writer offers the following recommendations:

1. A trained librarian should be consulted concerning the location, planning, and furnishing of the new school library very early in the planning for the new school. If an adequately trained librarian is not available in the school corporation, the Field Consultant for the area can be called upon for helpful suggestions.

2. The library-study hall combination should be avoided. While it is desirable that the library and study hall be located in proximity to each other, each should occupy separate quarters as each has its own special function.

3. Considerable thought should be given in the planning of the library quarters to both present and future needs, especially with regard to the seating capacity of the reading room and the shelving space for the collection. The seating capacity of the reading room needs to be greater than the traditional ten per cent of the enrollment for schools with an enrollment under 500 students.

4. The superintendent, who is responsible for the planning of the library quarters, should see to it that at least the minimum standards as outlined in the new Standards by the American Library Association are met if the new school library is to give adequate library service to its students.

5. Furniture and equipment should be selected and ordered early

to avoid holding up the reorganization work while waiting for the arrival of essential equipment and furniture.

The collection. The librarian has the responsibility for the collection. While the superintendent and principal can be of considerable help, the major responsibility for organization and preparation of the collection for moving when this becomes necessary and for the reorganization and building-up of the collection in the new school rests with the librarian. The writer is of the opinion that the following suggestions may prove helpful:

1. Early planning for the moving of a collection is of paramount importance. The librarian who is to be responsible for this work should be informed as early as possible.

2. Provision of adequate time for doing this reorganization work in the librarian's schedule can be of inestimable help not only to the librarian, but for getting the job done with the least possible disruption of library service.

3. If the catalog work could be largely or even partially completed before moving into new quarters, this would cut to a considerable extent the disruption of library service after moving into new quarters. If this is impossible under the circumstances as it frequently was in the cases studied, considerable disruption of service can be eliminated by inter-filing existing catalogs even though only partially adequate as a temporary catalog while the permanent catalog is being constructed.

4. Careful work on the part of the librarian is essential at all times. Undesirable materials must be eliminated from the collection, but

it is important to work with care lest some valuable material be lost. Inaccuracies and inconsistencies in classification and cataloging must be eliminated in the reorganization work.

5. Student assistants can be of considerable help in the reorganization work, especially with the numerous non-technical tasks, but should always work under the careful supervision of the librarian.

Finances. If the quantitative standards pertaining to finances as outlined in the new Standards are met, considerable improvement will become evident in the library service provided.

Further study. Since this study was made in the earlier stages of the school consolidation and reorganization movement and many libraries were in the midst of the reorganization and merger process, further study after these school libraries have had an opportunity to complete the process and test the results would undoubtedly reveal weaknesses or deficiencies in some of the plans and could perhaps point to better plans for carrying out this process of library merger. Since more schools are moving toward consolidation and more school libraries are soon likely to become engaged in the library merger process, there would be a greater number of cases available for study and probably other and better plans for carrying out the process of library merger would be revealed for future use.

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APPENDIX

APPENDIX A

LIST OF LIBRARIANS INTERVIEWED

Mary Anderson	Sara Mae Loveless
Virginia Balsbaugh	Mrs. Paul Lucas
Mary Katherine Crawford	Genevieve McCarty
Helen Evans	Marjorie Myers
Victoria Franklin	Frieda Peek
Lois Galimore	Bessie Pinnick
Alyda Gilkey	Jacqueline Rachels
Blanche Griffith	Fred Reynolds
Clarice June Hale	Alice Rodkey
Edythe Lindsey	Jo Shuck
Velma Long	Paula Woods
Elaine Wolford	

APPENDIX B

SCHOOL CONSOLIDATIONS INCLUDED IN STUDY

SCHOOL	GRADES SERVED BY THE LIBRARY	COUNTY
Argos Community School	1-12	Marshall
Castle High School	7-12	Warrick
Central School District	1-12	Greene
Clinton Central High School	7-12	Clinton
Cloverdale Community Schools	7-12	Putnam-Owen
East Tipp High School	9-12	Tippecanoe
Eel River-Perry School	1-12	Allen
L and M High School	7-12	Greene
Madison-Marion School	1-12	Allen
Maumee-Milan High School	9-12	Allen
Martinsville Metropolitan School System	1-12	Morgan
Metropolitan School District of Butler	7-12	DeKalb
Metropolitan School District of Mt. Vernon	1-12	Posey
North Central High School	9-12	Sullivan
North Judson Consolidated School	7-12	Starke-Pulaski
North Miami Consolidated School District	7-12	Miami
North Posey High School	7-12	Posey
Oak Hill School Corporation	7-12	Miami-Grant
Rossville Consolidated School District	1-12	Clinton
Southwestern High School	9-12	Tippecanoe
Spencer Community Schools	9-12	Owen

Springs Valley Community Schools	1-12	Orange
Turkey Run Consolidated School	9-12	Parke
Van Buren Consolidated School	1-12	Clay-Parke
West Vigo Schools	1-12	Vigo

APPENDIX C

INTERVIEW FORM

School _____ Consolidation of _____
 Enrollment _____ (9-12) _____
 _____ (7-12) _____
 other _____ () No. of schools involved _____
 Date of consolidation _____

Persons interviewed _____

librarian _____

supt. or prin. _____

PERSONNEL

1. How many licensed librarians were in the consolidating schools before the consolidation?

First Option _____

Second Option or
Provisional _____

Permit _____

2. How many librarians held M.S., A.M. or equivalent degree _____

B.S., A.B. or equivalent degree _____

3. On what bases was it determined as to which of the librarians in the consolidating schools was to become the librarian or head librarian in the new consolidated school?

4. Were the other librarians assigned as assistant librarians with classes _____
 assigned to teaching positions _____
 left the school system _____

Who determined the reassignments?

5. How soon was it made known to the librarians as to what new assignments were to be made?

FACILITIES

1. Seating capacity of the reading room: _____
 _____ of enrollment. 10% 15% 20%
 25% other

Has this proven adequate to meet the needs of your school? _____

yes

no

2. Location of library: _____ floor.
 1st. 2nd. other

near stairway

near study hall

adjacent to classroom

3. Number of rooms in the library quarters:

reading room _____ workroom _____ librarian's office _____

storage room _____ conference room _____ combination-workroom,

storage, and librarian's office _____.

4. Does workroom have sink? _____ hot and cold running water? _____

storage space for supplies? _____ typewriter? _____ worktable? _____

shelving space? _____ electrical outlets? _____

5. Is the library responsible for storage, distribution of free or rental textbooks? _____ If so, where stored? _____

6. What audio-visual equipment is owned by the school? _____

16mm movie projector

filmstrip-slide projector

opaque projector

tape recorder

record player

other

portable screens

roll-down

Does the school _____ 16mm films?

own

rent

Does the school _____ filmstrips?

own

rent

own

rent

records

Is the library responsible for audio-visual materials: films, filmstrips, records, etc. _____ Equipment: projectors, screens, etc. _____

Are audio-visual materials stored in the library? _____ adjacent room? _____ elsewhere? _____

Is equipment kept in the library? _____ adjacent to the library? _____ elsewhere? _____

If materials and equipment are not maintained in the library, by whom maintained?

7. Approximately how many linear feet of shelving in the reading room? _____
 Adjustable shelving? _____ Wall shelving? _____ Counter height floor
 shelving? _____ Other? _____

Adequate

Inadequate

8. Card catalog: No. of drawers _____ Table base? _____ other? _____

Sectional cabinet for additions? _____

Location of card catalog in library: _____

Near lib'n desk
or office

charging
desk

other

9. Charging desk: Regular charging desk _____ Sectional for additions _____

Office desk _____ Other _____ Location of charging unit _____

10. Miscellaneous equipment:

Atlas rack _____ Magazine rack _____ Newspaper rack _____

Vertical files _____ no. _____ Dictionary stand _____ Book truck _____

Housing for filmstrips _____ For posters, charts, maps, etc. _____

COLLECTION

1. Was MOVING of a collection or collections involved in the consolidation?

yes

no

If so, how far in advance of the actual library merger was the planning for moving and synthesizing of the collection initiated?

6 mo.

1 yr.

2 yr.

other

By whom?

supt.

prin.

librarian

other

2. Who participated in the planning?

superintendents

principals

librarians

supervisors:
State, Consultants,
etc.

3. Was discarding done at source of collections prior to physical moving? _____
 after physical moving? _____

By whom?

librarian of new school

cooperatively by librarians
of consolidating schools

other

4. On what basis was the discarding done?

Getting rid of undesirable materials? _____

Getting rid of undesirable duplications? _____

State Department recommendations _____

Listings in Standard Catalog _____

Other _____

5. Did participating schools have shelf list? _____

yes

no

Were these found useful in _____

discarding

shelving

Other

6. What plan was used in preparation for the actual physical moving of the collection?

_____ Satisfactory

_____ Unsatisfactory

_____ What changes would you recommend?

7. Did participating schools have and maintain accession records? _____

If so, how were these brought together into one record for the new school?

8. Did participating schools have subject, title, and author catalog? _____

What plan was used for synthesizing the card catalog?

What provision was made for the elimination from the new catalog those cards for which the books were no longer in the collection of the library?

What tools were helpful in organizing the collection?

Standard Catalog for High School Libraries _____

Akers, Simple Library Cataloging _____

Sears List of Subject Headings _____

Dewey Decimal Classification _____

Other _____

9. What was the policy regarding books desirable but in poor physical condition?

discard and replace _____

rebind _____

mend in the school _____

10. What tools were found useful in discarding or in the selection of new books to build up the collection or in the selection of other new library materials?

Standard Catalog for High School Libraries _____

Basic Book Collection for High Schools _____

Rufsvold, Audio-visual School Library Service _____

Abridged Readers' Guide (magazines) _____

Martin, Magazine for School Libraries _____

Other _____

11. What plan or plans were used to facilitate shelving of the collection in the new library?

Combined shelf list _____

Shelving of one's school collection and treating others as new books _____

Other _____

12. To what extent were student assistants used in this project?

13. What suggestions do you have to offer to schools planning consolidation?

14. What were the major problems? How were they solved?

FINANCES

1. What provision was made for funds for building up the library collection in the new school?

Was this provision included as a part of the building fund?

yes

no

What was the initial appropriation for purchase of library materials per student

\$1.50 or less

\$1.50 -- \$2.50

\$2.50 -- \$3.75

\$3.75 -- \$5.00

\$5.00 +

When was this made available for the purchase of books and library materials?

1st. yr.

2nd. yr.

3rd. yr.

later

2. After the initial appropriation for building up the collection, what is the maintenance allowance per student?

\$1.50 or less

\$1.50-2.50

\$2.50 -3.50

\$3.50 +

Does this amount include audio-visual materials, rental of films, etc.

yes

no

If not, is special appropriation made for these materials?

How much per student?

yes

no