This paper takes an in-depth look at the Carrboro (North Carolina) Branch Library, which shares space and resources with the school media center for the McDougle Elementary and Middle Schools. This library has existed as a joint organization for nearly ten years; a case study of this library’s functions and of the people who run the libraries provides insight into how to form a successful union.

The public library participants in this study responded to a questionnaire, based on requirements discussed in library science literature, which examines various aspects of the creation and administration of this organization. The primary factor which appears to affect the success of this specific joint venture is the flexibility of the librarian and media specialists when working together.

Headings:

Carrboro Branch Library
Joint School/Public Libraries
Public Libraries – Case Studies
Public Libraries in Schools
Public Libraries – North Carolina
AFTER TEN YEARS: 
A PORTRAIT OF A JOINT SCHOOL / PUBLIC LIBRARY 
THE CARRboro BRANCH LIBRARY & 
THE MCDougle SCHOOLS' MEDIA CENTER

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INTRODUCTION

The concept of a joint school and public library is not a new one; however, it is not a common form of organization. A joint library, also at times referred to as a combination or merged library, is an organization in which "two distinct groups of clients are served in the same premises" (DOET, 2004) — in this case, a public library with a school library. While the idea of saving money by spending it on just one library instead of the usual two separate ones appeals to tax payers and local governments, the reality of merging two sometimes competing administrations together usually discourages most prospective mergers from implementing the concept.

In this paper, an in-depth look at the Carrboro (North Carolina) Branch Library (CBL), which shares space and resources with the school media center for the McDougle Elementary and Middle Schools is undertaken. This library has existed as a joint organization for nearly ten years. A close examination of its functions and of the people who run the libraries affords some insight into how to form a successful union.

Joint libraries have been discussed in library literature for more than a century (Aaron, Smith, & Davic, 1977; White, 1963). The majority of the literature comes out against the idea of merging public and school libraries, and even those articles which support it strongly recommend extended planning and clear-cut contracts and agreements be developed beforehand. Clearly, there is some reason to suppose that a combination
library would be facing serious difficulties in both its original establishment and in regular day-to-day functions. However, CBL has survived and prospered for a decade despite the potential problems described in the literature. This research hopes to answer the following questions: How does CBL compare with the ideal joint school/public library described in the literature? What factors may have influenced its survival over the past decade?
LITERATURE REVIEW

The debate about the practicality of joint libraries has been going on for more than a century. Both school librarians and public librarians have published opinions about the concept of this kind of program, and as yet no agreement has been reached as to its value. Often it is the trustees or administrators for the school or public library system, rather than the community en masse, that pushes for a joint library; the aim in such a move is usually stated to be savings to the taxpayer by not duplicating purchases of resources and through savings on overhead and shared staff (Aaron, Smith, & Davie, 1977; Haycock, 1974; DOET 2004; White, 1963). Whether savings are achieved and both patron communities are adequately served depends on the specific program in question.

Combined programs certainly have proponents in the literature; because of the similar aims of public libraries and schools (i.e., education of their communities), it is suggested that it is unnecessary to purchase similar materials for two separate organizations. A joint library may be the only choice for library services in a less-affluent community, and as such can be viewed as a positive change in that town (Owens & Ponis, 1999). Merging two libraries can provide opportunities to improve services for the entire community (Nichols, 2002) and can supposedly maximize public monies (Aaron, Smith, & Davie, 1977; Harrington, 2002; Schwanz, 2000). Geaïdes (1968) speaks of saving money "on duplication of costly, rare, and infrequently used books,
periodicals, and pamphlets, etc.” and of joint storage facilities, which would naturally lead to saving money “through less need for expansion” (p. 40). Sheridan (1967) remarks on the amount of personal effort required to run a joint program, but “little cash outlay” is required (p. 82). Further savings are suggested “in the avoidance of duplication of expensive materials and overhead expenses such as the building, lighting, heating, and custodial services” (Haycock, 1974, p. 1). Hours are expanded (Aaron, Smith, & Davie, 1977) and there may be increased interaction between students and community members (Blount, 2002, 254-255). In one example of a joint library, more than 80% of public cardholders and 77% of students were generally satisfied with the joint library (Christopherson, 2002, 250). However, every author in support of joint libraries did include some comments that many potential problems should be considered, and that combination libraries are not always successful.

Many of the opinions in the literature point out that while both public libraries and public schools are dedicated to education, their missions are quite different. School and public libraries both serve educational needs of the community and are similar on a superficial level; their specific practices and methods are different and may be potentially incompatible (Dyer, 1978; Haycock, 1974; White, 1963). The purpose of a school library or media center is to act as support for the educational program. The media center should be seen as an integral part of the institution; its materials are there for teachers and students to use in the educational process. “To accomplish the goals set for modern quality education, a full program of library services is essential in all schools” (Bruno, 1966, p. 1). As such, a school media center will require a collection to support the school; the media specialist must be involved with many aspects of classroom planning.
(Dyer, 1978; Haycock, 1974; The Educational Media Association of New Jersey [EMANI], 2003; White, 1963). The public library, in contrast, aims to serve a broader patron base with a broader range and depth of collection. While education – at all ages – is still a priority with the public library, personal research and recreation also are needs to be met within the community (Bruno, 1966; Dyer, 1978; White, 1963). While both aim to educate, the ways they use their resources differ. This may potentially lead to difficulties when attempting to combine any portion of these two types of organizations.

Those who speak against combining the two types of libraries point to a multitude of logistical problems and practicalities. As Amey and Smith summarized in their 1976 study, “...experiments with school-housed public libraries have almost unanimously resulted in underuse by the general public, poor return for investment, greatly increased administrative problems, and no overall savings in terms of budget” (p. 251).

As far back as the early 20th century, W. R. Eastman lists his reasoning for maintaining distinct and separate organizations:

1. To command public attention. As a part of the school system, the library is sure to take a subordinate place in the public mind, and to lose something of its individual appeal.
2. To secure the best management. The best body for any public service is one especially selected because of fitness for that particular service. People whose interests are divided between the library and school will fail to give the best service to either.
3. To secure endowment and gifts. Experience shows that the library is almost never the recipient of gifts and bequests so long as it is regarded as part of the school system.
4. For the sake of the work of the school itself. Children will be likely to get much more out of the library to supplement their school work, if it is dissociated in their minds from the atmosphere of restriction and compulsion that obtains in the school. The school represents the compulsory side of education; the library should represent its voluntary, free, and attractive side (in Baldwin, 1906, p. 13).
Ken Haycock (1974), speaks most forcefully, from the perspective of a school media specialist, against forming joint libraries. “Combinations of public and school libraries may be more economical in some cases but the most important consideration is good service. Dual purpose organizations of this nature are often mediocre or worse. Administration eventually reaches the point where it is no longer feasible or advisable to centralize services and functions” (Haycock, 1974, p. 10). He points to the rights of each patron group, which may be at times contradictory. As an example, if an item is placed on reserve for student use only, as is recommended by educational sources (DOET, 2004), “…what are the rights of the public during those days, weeks, or months? Are their demands legitimate in the school setting? The adult should have access to all materials at all times without any school restrictions… If we don’t lend everything to adults, is it fair to lend everything to students?” (p. 3). He also points to the difficulties of deciding which hours to allow for public use, and whether to overlap with school hours. “There is a serious psychological barrier inhibiting the adult, private and separate school student and school drop-out from using public library services in a school” (p. 4). He also mentions that past experiments with joint libraries have lead to the public library on weekdays becoming “a vast study hall and social centre for the school’s student population” (p. 4), with public use essentially limited to weekends and the summer.

Haycock continues his argument by suggesting that the problems associated with combined libraries may outweigh any financial benefits. “Most were eventually phased into separate quarters due to poor use by the general public, increased complexities in administrative routines, little return per circulation, no discernible saving and the retardation of either public or school library services; indeed, some [library systems] have
adopted policy statements opposing the practices” (p. 1). Further, he points out that the savings supposedly earned by combining libraries may in fact not exist. In joint libraries, each group of patrons has its own staff, which must prioritize; public librarians would not work in depth with school students, while school staff does not work with the public. Haycock particularly points out that public librarians would not have the additional training that a media specialist receives, and would be unaware of how much and what kind of help a student needs within his or her curriculum.

Most of the library science literature about joint libraries is simply opinion; there are few empirical studies conducted on the phenomenon. One of the first was performed by Ruth White (1963), who wished to understand the perspectives of librarians actively participating in a combination school/public library. She sent a survey to 154 joint libraries across the United States with questions developed from Public Library Service (Public Libraries Division, Chicago: American Library Association, 1956) to elicit in-depth responses from the librarians. White found that the responders nearly unanimously wrote against joint libraries. According to many respondents, “the schools tend to think of the library as theirs and expect curriculum needs to have priorities, [but] for the public libraries, the students represent only one segment of the total clientele” (p. 7). There also appeared to be difficulty in convincing adults in the community that the library was public, despite signage, because of the school location. In addition to the different purposes of the public versus the school libraries and the location, particular problems included administrative conflicts and economy (e.g., more duplication of materials was needed than was predicted) (White, 1963).
Continuing to look at librarians' opinions, Amey and Smith (1976) attempted to build on White's results. They examined the attitudes held by both public and school librarians toward combined library programs. The authors are particularly interested in the opinions of librarians without prior experience in joint libraries; they wanted to assess general attitudes that are representative of each group (i.e. school versus public librarians), rather than from individuals that had personally experienced a merged library.

Using the divisions from White's study, Amey and Smith examined 5 areas: location, economy, operations, collection, and role. The public and school librarians agreed that the public would be reluctant to enter a school; that a saving of tax dollars would not result; that an improved collection would likewise not result; that there should be separate budgets and staff; and that there is "a basic difference in the purpose of a school library and a public library" (256). The two groups disagreed on whether public librarians would be able to adequately help the students or whether all materials should circulate to both the public and students. Public librarians felt that the biggest problem facing a joint library was that none of the users would receive entirely satisfactory service in a joint facility. School librarians were most concerned that it would be "impossible to resolve basic differences in purpose" between both libraries (259).

A more general study than Amey and Smith's of attitudes toward cooperation in libraries may be found in Esther Dyer's (1978) Cooperation in Library Service to Children. Using the Delphi method of asking participants both likelihood and desirability of given events, Dyer examined various groups' opinions of different forms of cooperation between school and public libraries. She approached a variety of people for her panels: school and public librarians, educators, state consultants (e.g., members of
various state departments of education, administrators of state libraries). Her respondents found merging libraries to be overall undesirable; further, they predicted that if joint libraries are created, their administrations should remain separate and distinct. Cooperation, while seen in a positive light as an abstract concept, was unpopular with and viewed as unviable and impractical by all panelists. "The highest priorities for both institutions are self-preservation and protection of territory, and cooperation is an implicit threat to autonomy" (p. 94). Dyer highlights the biggest obstacle to active cooperation as the attitudes of the staff in each institution.

There are a number of important factors suggested across the literature that are thought to contribute to the success of a joint library and the quality of its service to both patron communities. Primary for many authors is the attitude held by the staff of each part of the library (Aaron, Smith, & Davie, 1977; Delsemme & Stuart, 2003; Dyer, 1978; Owens & Ponis, 1999; Schwanz, 2000): "The common element that does appear in the reports from nearly all these communities [where school and public libraries successfully cooperate] is not a matter of organization but of attitude" (JCNEA & ALA, 1941, p. 46). To establish the proper, productive relationship, there must be a philosophical commitment from the very beginning (Sheridan, 1967; Haycock, 1974), and there must be regular communication between library and school staff and administration (Sheridan, 1967).

Further issues which should be addressed before forming a combined organization include:

- How to effectively combine the separate missions of school and public libraries.

(Delsemme & Stuart, 2003; EMANI, 2003)
• Whether the separate boards for the school and public libraries will be prepared to communicate frequently, so as to be aware of consequences to both parts of the joint library. (Delsey & Stuart, 2003, 58-59)

• That ideal locations for school and public libraries may conflict; schools should be in quiet, residential areas, with the library in the center of the building, while public libraries should be in active areas of the community with direct street access. (Aaron, Smith, & Davie, 1977; Delsey & Stuart, 2003; EMANJI, 2003; Schwanz, 2000)

• Whether there should be specific facilities for public/adult use only: a separate entrance, a public restroom, designated public library parking, and space for quiet reading away from class and student noises. (Lobner & Kaslon, 2000)

• Determination of who will be responsible for repairs, maintenance, cleaning, security, and health safety. (EMANJI, 2003)

• How to address security concerns; schools improve security by strictly curtailing public access to the school buildings, but public libraries must allow their public entry to the building. (B. G., 1996; Delsey & Stuart, 2003; EMANJI, 2003)

• A definition of collection policies that will adequately serve both communities; consider having a separate space for adult materials away from the main school media center area. (Delsey & Stuart, 2003; Schwanz, 2000)

• Determination of who will be responsible for patron complaints about the collection(s). (Owens & Ponis, 1999)

• Determination of who would be responsible for disciplining misbehavior in each patron group. (Casey, 2002)
• The Internet policy should be decided for each organization and it should be
determined whether certain computers will be limited to adult use. Verify that the
Internet policy complies with Federal regulations. (EMANJ, 2003)

• In the event of the separation of the libraries, consider how shared resources will
be divided. (Casey, 2002; Delsemme & Stuart, 2003)

In addition to the above suggestions, it is recommended in the literature that everything –
all agreements and plans – be put in writing before even the building construction begins
(Aaron, Smith, & Davie, 1977; Owens & Ponis, 1999; Schwanz, 2000).

Further recommendations of how to set up a joint library may be seen in the later-
phase study of joint libraries prepared for the State Library of Florida in 1977-1978. The
first phase (Aaron, Smith, & Davie, 1977) examines pre-existing combination libraries
and attempts to determine criteria for success or failure in each instance. They surveyed
a number of libraries across the country, determined criteria for success or failure, and
then compared characteristics of the successful and unsuccessful organizations.

To determine whether each library succeeded or failed in its joint venture, the
Florida team developed the following criteria, where a “failed” program answered in the
positive to three or more of these questions.

1. Did the persons representing the public library system headquarters and/or the
district media program or its substitute describe the site as a failure?
2. Did the program fail to offer comparable services to meet the needs of students
and other community members during the hours that the library was open?
3. Has the combined program experienced a decrease in circulation as compared to
previous years?
4. Have the larger organizational units failed to recognize the differing requirements
of the combined program and not modified their operations to meet those needs?
5. Has there been a lack of on-going commitment by the policy making body(ies) to
support the combined program? (Aaron, Smith, & Davie, 1977, p. 25).
Of the “failed” programs, they found that they were “physically a part of the school, and school and public library services were generally offered in a shared space” (p. 27), whereas the more successful programs were housed in separate buildings. The staff of the successful programs believed from the beginning that “this organizational pattern [would be] a permanent arrangement” (p. 30); while it was seen as transitory by the staff in the failed programs.

The participating librarians in the successful programs had many recommendations to make, including the following: a separate area for adult use; a formal, written contract outlining specific responsibilities for each concerned party; a location advantageous to both the school and public library; a three year (or more) planning period; and separate entrances to the library for public and students (Aaron, Smith, & Davie, 1977). In contrast, the librarians in the failed programs suggested that a joint library would be more successful in a “book minded rather than a disadvantaged community” (p. 57), to be more cautious in its establishment, and “Don’t do it” (p. 57).

The investigators of Phase I of the Florida Study came to the conclusion that a community which is able to support separate programs would be better served by keeping them separate. However, if the community is completely unable to do so, a combined program is better than none. Finally, their participants appeared to agree that a combined program is likely to cost more than individual facilities if it is to offer adequate services to the public (Aaron, Smith, & Davie, 1977). They recommend a long, detailed planning stage and complete integration of the two programs instead of keeping the public and school libraries as separate programs housed in the same facility (Aaron, Smith, & Davie, 1977).
Phase II of the Florida Study (Aaron, 1978a) examined the relationships between public and school libraries in Florida as they existed at that time. Recommendations arising from this phase include downplaying any perceived threat from cooperation, improving administrative support, and high levels of communication between staff and administration. Phase III (Aaron, 1978b), the culmination of the Florida Study, provides an extensive checklist for organizations setting up a joint school/public library (which has been adapted for use as a questionnaire in this study, which may be found in Appendix A).
A BRIEF HISTORY OF THE CARRBORO BRANCH LIBRARY

Carrboro, North Carolina, has had libraries come and go over the last several decades. In 1934, it had a community library collection, which the Carrboro Civic Club expanded in 1950 (Robinson, 1995). In 1976, the Civic Club informed the town of Carrboro that they could no longer accept the responsibility of administering the public library; and by 1977, the library was closed (Robinson, 1995). Carrboro residents were then left with the options of visiting the Orange County Public Library (OCPL) in Hillsborough, NC (12 miles away) or the Chapel Hill (NC) Public Library (4 miles away from Carrboro town center). There were, additionally, libraries on the University of North Carolina campus and the OCPL Bookmobile, so the town politicians felt there were sufficient options to Carrboro residents (Robinson, 1995).

Spring of 1991 saw the creation of the “Friends of the Carrboro Library” – although the Carrboro Library was still nonexistent (Robinson, 1995). This group lobbied hard, but in 1993 the County Commissioners declined to grant their request for funding. At the same time, a new middle school was in the middle of construction, and the Friends were encouraged to pursue the “middle school option” (Robinson, 1995, p. 27). Finally, in March of 1994 (after much persuasion by the Friends), the Carrboro Board of Aldermen unanimously voted for funding of a Carrboro Branch of the Orange County Library, which would share space and resources with the McDougle Middle
School Media Center. The library opened in May of 1995 for 20 hours per week, with a substantial amount of staffing provided by the Friends group (Robinson, 1995).

An image of CBL in its infancy may be seen in Donaldson’s (1996) patron survey. According to Robinson’s (1995) history, CBL did not have the extended planning phase, as was recommended by the Florida study and others, so this evaluation, conducted approximately a year after the branch opened, gives a rough baseline of how well the library and its staff were adapting to its environment, especially given that the potential problems listed in this paper were not considered in-depth beforehand.

Of all the respondents, 55% were students. (At the time of this survey, only McDouble Middle School was operational, not the Elementary School.) Other findings in the survey include:

- Almost 92% rated CBL as “accessible” to “very accessible” when asked about ease in getting to the library (Donaldson, 1996, p. 32).
- Just under 77% rated “approve” to “strongly approve” when asked about their feelings on the shared space. A greater percentage of adults (40%) than students (26%) strongly approved; a greater percentage of students (13%) strongly disapproved than adults (2%) (p. 33).
- In comparison with the previous numbers, 56% of adults responded that they would be in favor of the public library moving out of the shared space into its own, stand-alone building. The majority of students (53%) preferred the library where it was (p. 34).
- 65% scored “satisfactory” or “very satisfactory” on availability of items (p. 40).
Donaldson (1996) also conducted two focus group sessions with Friends of the Carrboro Branch Library members. Her questions addressed a variety of topics, including the level of service and availability of materials. Regarding the geographical and physical location of CBL, “many stated they would like to see the facility more centrally located because they believed that, in its present location, many in the community are excluded from use” (p. 51). Queries about collection building policies brought the comment that “…collection development issues for the public library operating under a middle school library selection policy” (p. 54). Suggestions from the participants included forming a free standing library for Carrboro (although possibly in addition to CBL, rather than instead of); public hours during school hours; and a separate space for adult materials.

As an indicator of the present circumstances for CBL, the Orange County Board of Commissioners heard, in April 2004, the final report from the Carrboro Library Workgroup. In addition to increasing hours at CBL (effective July of that year) and creating the Carrboro Cybrary, the Workgroup recommended creating a free-standing library for downtown Carrboro. This new library would consolidate both CBL and the Cybrary and would be more accessible to town residents (McDuffee, 2004).
METHODOLOGY

An identical questionnaire was given to a long-time member of the Friends of the Carrboro Branch Library and a Carrboro Branch Library employee. (A copy of the questionnaire may be seen in Appendix A.) The school media specialists declined to participate in this study, so data is limited to the public library perspective.

The first part of the questionnaire is based on Phase III of the Study of the Combined School Public Library in Florida (Aaron, 1978b). Each of the eight questions are elements that, according to Aaron, are necessary for the smooth and successful function of a joint school/public library. Participants were encouraged to make brief remarks if they feel that their marking (or not) of an item needs explanation or to be made conditional. Part II of the questionnaire pulls elements from Phase I of the Florida study (Aaron, 1977) and combines them with the guidelines published by the Educational Media Association of New Jersey (2003). The participants were given open-ended questions about procedures and conditions within CBL and encouraged to write as much as possible.

The questionnaires were designed to provide a perspective on this joint venture, from a generally administrative point of view. The nominal portion of the document should have provided a fairly reliable picture from each participant, while the open questions should have provoked more valid, unstructured responses. With the
questionnaires, however, one must always remember that every individual's answers are biased. While using a questionnaire with a non-immediate return date will hopefully encourage the participants to respond in-depth to the open questions and to be more willing to participate, it may also lead to more formal and more careful statements, rather than the spontaneity one might get in an interview. However, considering the small group involved in the study, it seems logical to use a format which allows the participants to be more formal in their responses, as their statements may (despite the removal of identifiers such as names or titles) be recognizable to a reader. Additionally, the participants had the option to write things but were also able to specify that they do not want certain responses reported. Despite these limitations, however, I believe these questionnaires are a vital measure of the state of CBL, and must be included to obtain a clear picture of the opinions and thoughts of the important individuals involved in the library. I also think that despite the limitations this may place on what results are reported, this study retains its value.

To supplement the information in the questionnaire, some investigation into the documentation produced by CBL has been conducted. The documentation produced by CBL is minimal; the primary focus will be on the official documentation (i.e., the contracts and rules) that defines the relationship between the libraries. Similarities and differences between the survey responses and the written rules will be noted. As a small library, however, CBL produces relatively few documents, so there is a relative scarcity of resources. Additionally, they would also not account for the effects caused by staff attitudes and the organizational culture. The document analysis is only intended to supplement the first method with a potentially more reliable source. This analysis also
gives some idea of what the libraries intended, which may be compared with the actual state of things.
RESULTS

Part I

Part I of the questionnaire asked the participants to check beside statements as to whether they believed them to be true of the Carrboro Branch Library. Further comments were requested as well, if it was felt that explanations were needed. The results overall indicated that CBL functioned well overall as a joint library.

- The responsibilities of the separate governing bodies for the different parts of the combined program are specifically defined in a formal, written agreement.

Both participants agreed that CBL satisfied this requirement. The respondents additionally remarked that the contract between the school system and the county is theoretically renewed on a yearly basis. Two contracts are reproduced in appendices C and D. The first, dated August 17, 2000, lays out basic responsibilities regarding which organization provides space and utilities, who funds maintenance, repair, and insurance, and who is responsible for fielding patron complaints. The terminology is broad, however, and does not address the details at the level suggested by the literature reviewed above. The second contract, which is labeled on the top of the document as applicable from June, 2002, was in dispute and unsigned until within the last year (i.e., mid-2004).
• The school board and the governing authority for the public library are willing to contribute adequate funds to the combined program.

This item brought a positive agreement from the participants as well. Further comments addressed the fact that “both parties are under-funded. The library would not have been able to function at all without the ‘gift’ of space, but the school operates on a budget.”

• The library personnel who work in the program understand and are committed to the concept of the combined library program.

Again, both participants agreed that CBL satisfied this requirement, although the comments indicated some reserve on the nature of the commitment. “In general, I feel the staff would prefer to be in a ‘stand alone’ public facility, but they cooperate to the extent necessary to make day-to-day operations work.” The staff “have no choice but to be committed! .... Personality is key to getting along…”

• The library is large enough to house a collection that meets the needs of both school and public library patrons.

The participants disagreed on this point. The subject who felt that CBL did not meet this requirement suggested an expansion of adult non-fiction and reference sources, and less of a reliance on computer resources and information technology as a reference source. When examining the contracts between the school and county, it is noted that “materials that are inappropriate in an elementary and middle school setting will be shelved in an area inaccessible to students.” However, there is no space reserved for adult use only,
most likely because there is simply not enough room for student and school use if a portion is blocked off.

- *The available collection and equipment is broad enough and of sufficient quality and quantity to meet the needs of both school and public library patrons.*

This was another point on which the participants disagreed. The individual who felt this to be true of CBL remarked, “The equipment far exceeds what would normally be available in a public library branch of this size.” The other commented, “…our collection is thin” (mostly as regards adult-oriented resources).

- *Materials and equipment are accessible to all patrons at all times that the library is open.*

Both participants once again agreed that CBL satisfied this requirement.

- *The combined program is located on a site which provides a maximum amount of access to both school and public library services.*

This is the final disagreement between the participants. The individual who felt this to not be the case with CBL commented, “…the embedded nature of the library / media center in the center of both schools without an ‘external’ door for the public has limited public library hours to after school hours.” The contract states that “Branch patrons will enter/exit only through the main entrance of McDougle Middle School,” at which point the patron must walk through part of the school to reach the library.
• Adequate security for students is maintained. Both participants felt this to be true for CBL. However, the comments seem to reflect a certain hesitancy in an absolute agreement: “During public library hours, security reflects what would be expected in a public library, not a school setting.”

Part II

Part II of the questionnaire asked for extended responses to questions about the functions of the Carrboro Branch Library.

• In terms of how it functions as a joint organization, how would you describe the McDougle Media Center/ Carrboro Branch Library?
Combining the responses to this question led to the following picture. The school media center and the public library actually function as separate organizations within a single space. Policies are for the most part separate, as is collection development. Some restrictions are placed on each patron group as to what materials are available for use. The school and public employees perform the same (or rather similar) functions in the same space, just at different times. However, it is implied by one respondent that things are not always as smooth as may be wished: “…the school still likes to call the shots – the library is most relaxed in the [summer] vacation and weekends and in the evening when school personnel are not there.”
Would you describe the combination of school and public libraries here at Carrboro Branch/McDougle Schools as a successful? Why?

In response to this question, the participants came back with a cautious affirmative. According to one response, the employees of both the school and the public library “...all covertly aware of the real benefits derived from the relationship - we have a space (and a great art gallery), they have more books and art.” The cooperative efforts on the parts of the branch librarian in the public library and the media specialists for the school are strongly emphasized:

I would describe it as largely successful, due primarily to the efforts of cooperation between the media specialists and the public library’s branch librarian. From my understanding and experience, the lack or presence of “turf war” between administrative parties correlate directly to the success or failure of the school/public library venture. There have been countless times in the last eight years that a measure of cooperation has made all the difference between harmony and acrimony.

In a positive view, the introductory section of the Policy and Procedure section of the CBL Procedure Manual notes that the joint library “makes greater use of the materials available by making them available to all citizens and not just to the resident school population or public library population.”

Do you feel that the needs of both types of patron (i.e., student or community member) are adequately met? Why or why not?

This question produced another cautious but positive response. One suggested that the majority of the public population was adequately served, since “the public library was most heavily used during late afternoon and evening hours and on weekends, precisely the hours that this library is open to the public.” The respondent agreed with previous
remarks in the literature in that the most under-served populations would be those which
typically visit the library in the morning hours: senior citizens and non-working parents
of pre-school children. Another drawback mentioned in response to this query was that
the public library must work with limited staff, funds, and allowed open hours, which
does not allow for popular library programs which might otherwise be possible.

- Do the larger organizational units (i.e., Chapel Hill/ Carrboro School System and
the Orange County Public Library) recognize requirements that are unique to this
joint program? Are operations appropriately modified to meet these needs?
The responses to this inquiry were mixed. As one individual said, “the larger
organizational units are somewhat receptive to the unique needs of this joint venture,”
although it is further remarked that specific projects for the library may at times raise
some controversy. It is also pointed out that “many of the library’s services are sustained
by volunteers and underpaid temporary staff. This in fact shows that CBL is still
undervalued as a facility.” Funding from Orange County is apparently limited, and there
is some comment that the school system is content with its present commitment and
unwilling to extend its insufficient resources further to develop the branch library.

- Do you feel that the larger organizational units are committed to supporting this
combined program? Why or why not?
Both respondents appear to have been hesitant to reply to this question with an outright
“no,” but both commented on a certain amount of negligence on the part of the larger
organizations. One remarked that there was a division of opinions; while some approved
and advocated the library, others “see it as perhaps too complex, or too undefined, or not quite ‘tidy’ enough.” CBL is described as being under the radar for the past decade, perhaps because it “was conceived somewhat as an ‘afterthought’ rather than planned for, [so] its execution and design is not ideal.”

- **Are the missions and roles of each library compatible? How, or how are they not?**

Both responded that the missions were compatible in that they were both essentially organizations designed for public education.

- **Do you believe that locating the Carrboro Branch Library within the McDougle Schools’ Media Center has saved any money for the city or county? Why or why not?**

Both responded with a very firm “yes,” that the city and county have saved money on the library. For the amount of money available from the City of Carrboro and from Orange County, it would have been difficult (if not impossible) to purchase or build and then to maintain a stand-alone facility of half the size. Even this library, as it stands now, was only possible if Orange County Public Library retired the Bookmobile and redirected its funding to CBL. However, one participant did comment that the money that the County and City saved by not spending it on the library has likely lead to certain communities being underserved. The procedure manual notes that the “facilities are…doubly used increasing usage dramatically to all tax-paying citizens,” i.e., the county must outlay funding once for two groups of library users, instead of paying for separate facilities.
• Who is responsible for direct administration of the joint library? Are there conflicts between public and school interests, and how would the conflict be resolved? Are you satisfied with this procedure?

The separate parts of CBL and the McDougle Schools' Media Centers are each run by an individual on-site: two media center specialists and one public librarian. They communicate about any conflicts and resolve problems between the three of them if possible. Above them are the school superintendent and the Orange County Public Library, (who are governed ultimately by the County Commissioners). The public library must also conform to Hyconeekhoe Regional Library, Inc., standards, as OCPL is a part of the regional consortium. “Financial issues, hours, and physical plant issues are generally resolved during the yearly contract negotiations that invoke the approval of the county commission and the school board. It is generally satisfactory, though not always timely.” One commented that since the survival of the public portion of the library is dependent on the school system, it is difficult to evolve as a public library.
CONCLUSIONS

The creation of the Carrboro Branch Library in the McDougle Schools’ Media Center was prompted, as is so often the case, by a desire in the community for a library but a lack of funds provided by the city. It was apparently created without the benefit of the criteria and suggestions available in library science literature (Robinson, 1995). Yet instead of stumbling into the pitfalls described in the literature, CBL has survived for nearly ten years with a certain measure of success.

It seems clear that this success is due in large part to the cooperation and flexibility of the branch librarian and the media specialists. In contrast, the weakest part of the combination seems to be that the organizations which direct funding and support to CBL are not always as helpful or as timely as would benefit the joint library. It seems, from looking at the organization’s documentation, that the overarching organizations are content to lay out minimal guidelines and allow the branch librarian and media specialists the freedom and authority to change and adapt to their circumstances.

As with most research, these results seem to raise more questions than it answers. If the participants in this study are correct and the City and County saved substantial amounts of money – an assertion which could be examined a separate study – then is there any associated cost to staff or the general public? It was expressed at one point that the school, as the host organism, may feel entitled to make rules and it may take
advantage of the situation. Is the public library truly welcome there? Or if it is true that staff are only sufficiently committed to get through day-to-day issues, how is the quality of service to the public and students affected?

Following this study, further research into other individual joint programs, using the same examination points, questionnaire, and document analyses, would be worthwhile. The more uniform the analysis of the programs, the easier it could be to perform a general comparison between the results.

This research into CBL may be incomplete. An interesting comparison may arise if the same study with the same techniques were performed by an individual who is not a member of the staff, and thus may get different responses. One could perform an interesting comparison by performing the same analysis as I did, but by an individual not already employed at the library, or by asking questions in an interview rather than questionnaire format. It would also be important to obtain the opinions and attitudes of the school media specialists, and to compare them with the responses listed above. The city and county administrative bodies might also be approached on the same topic. Another direction for future research in CBL could be to focus on changes that take place after it moved into a stand-alone building. A patron survey that asks about the success of the library as a joint unit could also be useful; alternatively a survey of Orange County residents that inquires into general awareness of CBL may be enlightening as to how many people even know of CBL's existence3.

Perhaps the biggest factor in the long-term success of the Carrboro Branch Library is the flexibility and commitment of the branch librarians and media specialists. However, there is also a sense of a delicate balance between the separate parts of the
library, perhaps most noticeable in the refusal of the media specialists to participate in this study. Yet although the Carrboro Branch Library does not match up perfectly with the framework of an ideal joint library as laid out in the literature, and though it lacks strong support from its parent organizations, the participants in this study agree that the merger is successful.
NOTES

1 The Delphi technique consists of the presentation of brief scenarios to panelists and asking about their likelihood and desirability. Participants are then given the opportunity to reassess their opinions when not all panelists agree. Participants also are given a statistical measure designed to be reflective of their reactions, and are asked for rationale when they maintain opinions that differ widely from that of the other panelists (Dyer, 1978).

2 The Cybrary is a one-room combination of library and cyber-stop. There are a number of high-quality computers there, plus a small collection of books and magazines for regular circulation and a paperback exchange.

3 In an informal and unpublished survey of Orange County residents, conducted by Sherrie Bowser, Tiffany Hayes, Alexa Leinaweaver, & Risa Mulligan in 2004, 39% of respondents were aware of CBL, as compared with 81% mentioning the Chapel Hill Public Library.
BIBLIOGRAPHY


challenges and concerns. Denton: School of Library and Information Science, Texas Woman’s University.

APPENDIX A

This survey will be used in a study on the cooperation between the Carrboro Branch Library and the McDougle Schools’ Media Center. You have the right to withdraw at any time, and the right to refuse to answer any of the below questions if you feel uncomfortable with divulging certain information.

Part I. Please check the box beside each statement that, in your opinion, applies to the Carrboro Branch Library / McDougle Schools’ Media Center. There is space below each item if you have any comment or explanation. (Adapted from Aaron, Phase III, 2-9)

☐ The responsibilities of the separate governing bodies for the different parts of the combined program are specifically defined in a formal, written agreement.

☐ The school board and the governing authority for the public library are willing to contribute adequate funds to the combined program.

☐ The library personnel who work in the program understand and are committed to the concept of the combined library program.
☐ The library is large enough to house a collection that meets the needs of both school and public library patrons.

☐ The available collection and equipment is broad enough of and sufficient quality and quantity to meet the needs of both school and public library patrons.

☐ Materials and equipment are accessible to all patrons at all times that the library is open.

☐ The combined program is located on a site which provides a maximum amount of access to both school and public library services.

☐ Adequate security for students is maintained.
Part II. For the following questions, please respond as fully as you are able. Use additional paper or the back of this form if necessary. If you do not wish your response to a specific question to be quoted or used in this research, please mark the box on the left of each question. Please feel free to approach the researcher at any time to discuss the use of your answers. (Adapted from Aaron, 1977, 25; and EMANI, 2003)

☐ In terms of how it functions as a joint organization, how would you describe the McDougle Media Center/ Carrboro Branch Library?

☐ Would you describe the combination of school and public libraries here at Carrboro Branch/McDougle Schools as a successful? Why?
Do you feel that the needs of both types of patron (i.e., student or community member) are adequately met? Why or why not?

Do the larger organizational units (i.e., Chapel Hill/ Carrboro School System and the Orange County Public Library) recognize requirements that are unique to this joint program? Are operations appropriately modified to meet these needs?
☐ Do you feel that the larger organizational units are committed to supporting this combined program? Why or why not?

☐ Are the missions and roles of each library compatible? How, or how are they not?
Do you believe that locating the Carrboro Branch Library within the McDougle Schools’ Media Center has saved any money for the city or county? Why or why not?

Who is responsible for direct administration of the joint library? Are there conflicts between public and school interests, and how would the conflict be resolved? Are you satisfied with this procedure?
APPENDIX B

University of North Carolina-Chapel Hill
Consent to Participate in a Research Study
Adult Participant
Social Behavioral Form

IRB Study #
Consent Form Version Date: 2.14.2005

Title of Study: Ten Years Later: A Portrait of a Joint School/Public Library: The Carrboro Branch Library & the McDougle Schools' Media Center

Principal Investigator: Alexandra B. Leineweaver
UNC-Chapel Hill Department: School of Information and Library Science
UNC-Chapel Hill Phone number: (919) 619-8316
Faculty Advisor: Claudia Gollop, gollop@ils.unc.edu
Funding Source: N/A

Study Contact telephone number: (919) 619-8316
Study Contact email: leinawe@email.unc.edu

What are some general things you should know about research studies?
You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researchers named above, or staff members who may assist them, any questions you have about this study at any time.
What is the purpose of this study?
The purpose of this research study is to examine the combined organization of the McDougle Media Center and the Carrboro Branch Library. We plan to compare the information gathered in this study with recommendations in Library Science literature for this kind of library.

How many people will take part in this study?
If you decide to be in this study, you will be one of approximately 5 people in this research study.

How long will your part in this study last?
Participation in this study will require 2 to 4 hours of your time.

What will happen if you take part in the study?
If you choose to participate in this study, you will be given a questionnaire that will ask your opinions about specific aspects of the joint library.

After completing all of your answers, place the questionnaire in the stamped, addressed envelope which you will receive with the questionnaire and place the sealed envelope in the mail.

What are the positive benefits from being in this study?
Research is designed to benefit society by gaining new knowledge. You may not benefit personally from being in this research study.

What are the possible risks or discomforts involved in being in this study?
There are no known risks to participation in this study. There may be uncommon or previously unknown risks. You should report any problems to the researcher.

How will your privacy be protected?
We will make every effort to protect your privacy. Names will be removed from the completed questionnaires and numerical codes will be assigned. They will be kept in a locked office; no one besides the primary researcher will have access to the completed questionnaires.

Participants will not be identified in any report or publication about this study. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take steps allowable by law to protect the privacy of personal information. In some cases, your information in this research study could be reviewed by representatives of the University, research sponsors, or government agencies for purposes such as quality control or safety.
**Will you receive anything for being in this study?**
You will not receive anything for taking part in this study.

**Will it cost you anything to be in this study?**
There will be no costs for being in the study.

**What if you have questions about this study?**
You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researchers listed on the first page of this form.

**What if you have questions about your rights as a research participant?**
All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research participant you may contact, anonymously if you wish, the Behavioral Institutional Review Board at 919-962-7761 or as-irb@unc.edu.
Title of Study: Ten Years Later : A Portrait of a Joint School/ Public Library : The Carrboro Branch Library & the McDougall Schools’ Media Center
Principal Investigator: Alexandra B. Leineweaver

Participant’s Agreement:

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this research study.

______________________________  ______________________
Signature of Research Participant  Date

______________________________
Printed Name of Research Participant

______________________________  ______________________
Signature of Person Obtaining Consent  Date

______________________________
Printed Name of Person Obtaining Consent
APPENDIX C

STATE OF NORTH CAROLINA
COUNTY OF ORANGE

This contract is made and entered into this 31st day of November, 2000 by the County of Orange, North Carolina, a body politic and corporate of the State of North Carolina, and the Chapel Hill-Carrboro City Board of Education.

WITNESSETH

WHEREAS, the County Library operates under chapter 153A, article 14 (G.S. 153A-261 through G.S. 153A-2/1, Appendix 1) to give library service to the residents of Orange County; and

WHEREAS, the Orange County Public Library operates to give library service to the residents throughout the county and wishes to have the benefit of additional service in southern Orange County:

THEREFORE, BE IT MUTUALLY AGREED THAT:

The Public Library located in McDougle Middle/Elementary Schools will become a Branch of the Orange County Public Library and the Branch Librarian will be an employee of Orange County Government and will report to the Orange County Library Director.

When open to the public, the policies of the Branch including selection of materials, will conform to the policies of the Hynsonreeh Regional Library Inc. (Appendix II: Book and Materials Selection Policy, Appendix III Citizen's Request for Reconsideration of a Book) except (a) materials the are inappropriate in an elementary and middle school setting will be shelved in an area inaccessible to students, (b) if a school purchased book challenge comes from a school-related individual, it will be handled by the school district's book challenge policy, challenges brought by Branch Library patrons will be handled by the Public Library policy on citizens request for reconsideration of a book. As needed, procedures may be changed after consultation with the McDougle Middle/Elementary Schools and the Library Director.

The Chapel Hill-Carrboro City School System will provide office space and utilities for the Chapel Hill Branch Library, maintenance, repair, and insurance of all furnishings and equipment belonging to or purchased by the Orange County Government for the Branch Library shall be the responsibility of Orange County. The County will allocate $5,500 annually to the Chapel Hill-Carrboro City School System to pay expenses on the Library Media Specialist and the Technology Specialist. In addition, the county will allocate sufficient funds to provide one hour of janitorial service for each day the Branch Library is open.

The Branch Library will assume all duties associated with revenue materials from non student purposes, including sending overdue notices. Revenue collected from overdue books or materials will revert to the Library, which reimbursed the card used to check out the books or materials. Revenue collected for lost or damaged books or materials, and policies for the lending of equipment and non-print materials for use outside the library will be set by the owner of the equipment or materials.

The school will be responsible for repairing or replacing Branch Library equipment damaged or stolen during the school day. The Branch Library will be responsible for repairing or replacing school equipment damaged or stolen during Branch Library hours.

The County shall furnish books, periodicals and other Library materials to the Branch Library in such quantities as the Director of the County Library may determine in consultation with the Branch Librarian. To supplement materials already owned, the Branch may borrow units upon special requests.
The County Library will provide borrowers cards for all patrons in Orange County and such cards will be honored in the County Library and the Branch, according to the established policies and procedures.

The County shall provide weekly delivery service to the Branch Library and emergency delivery as soon as possible following a special request.

The Branch Library will be open to the general public throughout the year for 20 hours per week for full library services. The Library Director and the Director of Instructional Technology and Media for the Chapel Hill-Carrboro City School System mutually will agree on specific hours. Branch patrons will enter and exit only through the main entrance of McDougle Middle School. Branch Library hours of operation will be separate from and never overlap school hours.

Orange County Board of County Commissioners and the Chapel Hill-Carrboro City School System agree to enter into this contract for a period of two years, beginning November 1, 2009, with the provision that the objectives set forth in the appendices will be reviewed annually by representatives of McDougle Middle and the County during the month of June and findings of progress (or need for adjustment of the time frame) reported to the County manager’s Office and the Superintendent’s Office. The contract will be reviewed at any point at the request of either party.

IN WITNESS WHEREOF each party hereto has caused this agreement to be executed in its name by its proper officers and its seal to be affixed hereto on the day and year first written.

ORANGE COUNTY BOARD OF COMMISSIONERS

[Signature]  
Date: _____________

THE CHAPEL HILL-CARRBORO CITY BOARD OF EDUCATION

By: [Elizabeth M. Carter]  
Date: _____________

Chair

[Signature]  
Date: _____________
APPENDIX D

STATE OF NORTH CAROLINA CONTRACT
COUNTY OF ORANGE

JUNE 2002

This contract is made and entered into this day of_______, 2002, by the County of Orange, North Carolina, a body politic and corporate of the State of North Carolina, and the Chapel Hill/Carrboro Board of Education.

WITNESSETH

Whereas, the County Library operates under Chapter 153A, Article 14 (G.S. 153A-261 through G.S. 153A-271, Appendix 1) to give library services to the residents of Orange County; and

Whereas, the Orange County Public Library operates to give library service to the residents throughout the county and wishes to have the benefit of additional service in southern Orange County;

THEREFORE, BE IT MUTUALLY AGREED THAT:

The Public Library located in McDougle Middle/Elementary School will become a Branch of the Orange County Public Library and the Branch Librarian will be an employee of Orange County Government and will report to the Orange County Library Director.

When open to the public, the policies of the Branch including selection of materials, will conform to the policies of the Hyneman Regional Library Inc. (Appendix II, Book and Materials Selection Policy, Appendix III Citizen’s Request for Reconsideration of a Book) except (a) materials that are inappropriate in an elementary and middle school setting will be shelved in an area inaccessible to students (b) if a school purchased book challenge comes from a school-related individual, it will be handled by the school district’s book challenge policy; challenges brought by Branch Library patrons will be handled by the Public Library policy on citizen’s request for reconsideration of a book. As needed, procedures may be changed after consultation with the McDougle Middle/Elementary Schools and the Library Director.

The Chapel Hill/Carrboro School Systems will provide office space and utilities for the Carrboro Branch Library. Maintenance, repair, and insurance of all furnishing and equipment belonging to or purchased by the Orange County Government for the Branch Library shall be the responsibility of Orange County. The County will also allocate $1,000 annually to Chapel Hill/Carrboro School System to be used at their discretion.

The Branch Library will assume all duties associated with overdue materials from non-student patrons, including sending overdue notices. Revenue collected for overdue books or materials will revert to the Library which issued the card used to check out the books or materials. Revenue collected for lost or damaged books or materials, and policies for the lending of equipment and non-print materials for use outside the library will be set by the owner of the equipment or materials.

The school will be responsible for repairing or replacing Branch Library equipment damaged or stolen during the school day. The Branch Library will be responsible for repairing or replacing school equipment damaged or stolen by non-student patrons during Branch Library hours.
The County shall furnish books, periodicals and other library materials to the Branch Library in such quantities as the Director of the County Library may determine in consultation with the Branch Librarian. To supplement materials already owned, the Branch may borrow units upon special requests.

The County Library will provide borrower cards for all patrons in Orange County, and such cards will be honored in the County Library and the Branch according to the established policies and procedures.

The County shall provide weekly delivery service to the Branch Library and emergency delivery as soon as possible following a special request.

The Branch Library will be open to the general public throughout the year for 20 hours per week for full library services. The library hours should not be in conflict with the hours of operation of the McDougle Middle and McDougle Elementary Schools. The Library Director and the Superintendent of Schools will mutually agree upon specific hours. Branch patrons will enter/exit only through the main entrance of McDougle Middle School. Branch Library hours of operation will be separate from and never overlap school hours.

Orange County Board of County Commissioners and the Chapel Hill/Carrboro City Schools agree to enter into this contract for a period of two years beginning, with the provision that the objectives set forth in the appendices will be reviewed annually by representatives of McDougle and the County during the month of June, and findings of progress (or need for adjustment of the time frame) reported to the County Manager's Office and/or the Superintendent's Office. The contract will be reviewed at any point at the request of either party.

IN WITNESS WHEREOF each party hereto has caused this agreement to be executed in its name by its proper officers and its seal to be affixed hereto, on the day and year first written.

ORANGE COUNTY BOARD OF COMMISSIONERS

By: ________________________________
Chair
Date: ________________________________

THE CHAPEL HILL-CARRBORO BOARD OF EDUCATION

By: ________________________________
Date: ________________________________
APPENDIX E

Carrboro Public Library Policies and Procedures

The Carrboro Public Library is funded by Orange County, the Friends of the Carrboro Library, and the Town of Carrboro. The Chapel Hill-Carrboro Public School System provides the facilities and supervises the contract for Orange County. We are a member of the Hyconechee Regional Library System. Along with making a cash donation towards the support of the Library, the Friends of the Carrboro Library also staff one twenty-hour per week position through volunteers. The cooperative effort by the Chapel Hill-Carrboro School System, Orange County, the Friends of the Carrboro Library, the Town of Carrboro and the Hyconechee Regional Library System is supplemented by outreach programming connection government agencies with services and resources available to the citizens. It also makes greater use of the materials available, by making them available to all citizens and not just to the resident school population or public library population. The facilities are also doubly used increasing usage dramatically to all tax-paying citizens.

Hours of operation

The hours of operation are Sunday from 1:00-5:00 and Monday through Thursday, from 3:30-7:30. The hours of operation are set by the Library Advisory Committee with the Public Librarian in keeping with the funding provided by the contributing agencies.

Staff are expected to work a full shift or call the Public Librarian as soon as an absence is anticipated. Staff must give at least a two week notice before resigning (one month would be very helpful). Volunteers covering the staff position will be expected to work a full shift also, unless the volunteer coordinator is notified, so that additional coverage may be obtained. It is imperative that no one person be left alone to work due to security reasons.

Who is Eligible to Use the Carrboro Public Library

Any residents of Orange County is eligible to use the Carrboro Public Library. Proof of residency with a photo I.D., and/or a letter addressed to that person at that address with be sufficient proof of residency. Residents of Chapel Hill will be able to use the library as well and will also have access to ILL services (just as they do in Orange Co. Library in Hillsborough). Employees of Chapel Hill-Carrboro School System and the Town of Carrboro may also obtain library cards as an employee benefit.

The first time all patrons borrow materials, they will be required to complete a registration card that states they assume responsibility for all materials they use. Patrons under 14 years of age must have a parent or guardian's signature. A child must be able to write their name to obtain a library card, along with parental permission. The registration cards will be kept for library records after being typed into the Circulation computer. All McDougle students will have borrowing privileges with parental permission. Parents, as a part of the school registration process, are asked to sign permission before students can borrow materials. This is noted in the student's patron record with a plus next to their name.
How many items may one person check out?
Public patrons may have checked out a maximum of 10 items at a time. The number of items for public patrons is determined by the Public Library Advisory Committee. Students may have a maximum of three items out at any time. This decision is made by the School Media Specialist. All materials excluding reference materials and magazines, will circulate for 2 weeks. Exceptions for overnight checkout of reference materials or magazines may be made by discretion of the librarian. Materials may be renewed twice, unless their are holds or reservations on the materials.

When a patron comes into the library, they can look for a book using the online catalog, which will display all of the Libraries holdings including those purchased with county funds, as well as all materials purchased with school funds. All materials, unless they are school owned items that are on reserve for student use, are curriculum based materials owned by the school and equipment, may be used by the Public.

Circulation Operations
A patron fills in a registration sheet which is then verified as noted at the bottom of the form to verify the persons address. This information is then typed into the Alexandria circulation system. The number assigned to a patron will be noted in the top right hand corner of the application. The application is then filled in the Public Librarians office and individual patron records will be created for each patron. Materials will be checked. Patrons will receive their library card on the next visit to the Library. It takes approximately one week to produce and laminate the cards. The patron cards waiting to be picked up are stored in the Carrboro Public Library cabinet at the Main Circulation Desk.

The Circulation desk will be staffed with the Librarian, Friends volunteers working as Library Aides, and Pages. The Library protects, as much as possible, the privacy of patrons. Library records pertaining to the use of materials will not be used directly or indirectly to identify a third party the kinds of materials used by any library patron, except by court order.

Inter-Library Loan
If the patron wants a book not owned by the Carrboro Public Library we may check in the LePac terminal to see if that book is owned by Hychonechee Regional Library. This will tell us exactly which library should have the book and he can go get it there, or he can request it through ILL. If he requests ILL, the librarian will fill out the necessary forms and fax the request, or call--time permitting, and the book will be delivered through the Bookmobile once a week.

An entry will be made in the Interlibrary Loan Log so that we may track the status of each item. An entry will be logged in when the item is requested, when it arrives and when it is returned to the home library of the item.

Only students whose parents have completed ILL permission forms will be able to request materials through ILL. This is noted with a ♦ next to their name in the circulation record. You may see this as you check out items to individuals.
Items purchased with county funds will be available to other libraries through ILL. Items purchased with school funds will not be available to other libraries through ILL.

**Fines and Charges**

After a 3 day grace period, a fine of 5 cents a day will be charged for each overdue item. Maximum fines for everyone is $2.00.

Lost and damaged items will be replaced and the patron charged for the replacement cost. If lost items are later found, and returned within a reasonable length of time (one year), the payment will be refunded.

**Arrangement of Materials**

A map is provided indicating the location of library items. In general the following holds true:

Non-Fiction books are intersheved in the non-fiction section.

Easy Picture books are in a specially labeled and labeled on the spine with an E and the first three letters of the Author's last name. They are filed in this section in alphabetical order by the Author's last name.

Current Best Sellers and New Adult Fiction, New Adult Non-Fiction, Large Print Books, and Adult Biographies are shelved to the left, just as you come in the Middle School entrance.

Adult Fiction, more than one year old, is shelved around the back side of the Amphitheater in alphabetical order by the Author's last name.

There are three paperback spinners, one for general adult materials, one for adult mysteries, and one for adult science fiction. This is just a browsing collection and no attempt at order is made.

There are two audiovisual racks. One contains children paperback books with riddling cassettes, children's videotapes, and children's books on tape. The other has adult books on tape, and videotapes. These may be checked out for two weeks like any other materials except reference books.

**Equipment Use**

All patrons will have equal access to all five research stations. However, after school, the stations will be dedicated as follows:

-1 computer near the circulation desk dedicated to online catalog search or quick computer search
-5 computers dedicated to multimedia work (using scanner) and word processing. These computers will be available by signing up in advance for 15 minute or 30 minute intervals.
-Staff may also use the circulation computer to help patrons find materials when all other computers are in use.

School equipment such as the boom boxes, small tv's, cassette players, et al may only be used in the library at the Public Librarians discretion. The public may not take school owned equipment out of the building.
Library Use
Although there is no "meeting room" in the Library, patrons may reserve a room in the school building through Lincoln Center's Community Schools office. Small meetings or special group tours and meetings co-sponsored with the Public Library may be held in the Library. A person or group needs to schedule a time with the Public Librarian. The needs of the Public library will be considered a priority in setting these schedules. Tutors and their students are welcome to use the library as a tutoring site. There is no private space, but we frequently have tutors working with people during library hours, and welcome this use of our facility.

Holidays
The following holiday closings will be observed:
New Years Eve
New Years Day
Martin Luther King's Birthday
Easter Sunday
Memorial Day
July 4th
Labor Day
Thanksgiving
December 24, 25 and additional closings due to the school heat being turned off that week as set by the school system.

Snow and Ice Closings
During times when serious weather conditions occur the Public Librarian will consult with the Superintendent regarding closing the public library. Taken into consideration will be whether the school driveway and sidewalk to the entrance to the school building have been cleared, recommendations by emergency personnel regarding road conditions and other information available through the news media.

The safety of the public parking and entering the facility should be of utmost consideration. Staff and volunteers staffing the Friends position are expected to report for work when the library is open. WCHL radio, WTVD television and WUNC radio will be contacted regarding closings. The Public Librarian will also contact all staff working on closing dates. It is imperative that the Public Librarian be called by staff and the Friends Volunteer Coordinator be notified if someone cannot meet their time. Every effort will be made to guarantee that no one works in the building alone if people will communicate their absences. Your cooperation is greatly appreciated.

Discipline/Safety
Any problems with disruptive behavior should be reported to the Public Librarian or designated substitute as soon as possible. The safety and comfort of the people using the facility is imperative. We have many student visitors after school. A gentle and friendly reminder quietly delivered will frequently quiet any disturbance.

Civic Services
Pamphlets from area civic organizations are shelved on the top of the encyclopedia section in the reference area. These are free as long as they last, for people to
keep. A basic set of income tax forms and the binder to reproduce forms at 10 cents each page will be kept at the Circulation Desk during income tax times.

The Public Library is a link to outside agencies, therefore we attempt to keep current information about contacting those agencies. We encourage government agencies to send us public documents that are available for public view before hearings, notices of vacancies in Orange County, and other important documents for the public to have access to view. These are generally available at the front desk for use in the Library.

**Magazine circulation and handling**

Public library magazines, that are not the current issue, may be checked out by the public for two weeks. The current issue is shelved in the New Magazine section and is available for all to use until the next new issue arrives. Public Library magazines have bar codes placed on the back indicating that they are available for check-out.

**Gifts and Donations**

Donations are the lifeblood of building our book collection at this time. The generosity of the citizens has been overwhelming and welcome. The Friends of the Carrboro Library collect and sort donated books and materials. The Public Librarian makes the final decision as to the appropriateness of all materials to be added to the Public Library collection. There is a form in the spinner at the front desk that should be filled out at the time the donation is taken. We do not estimate the value of items. This is illegal. We will sign that we received a certain number of items and the date received. All items will be sorted for use by the Public Library or will be placed in the Friends Book Sale. Profits from the book sale will be used to purchase new materials for the Public Library. Items that are deemed not suitable will not be returned to the donor. Upon the donation of items the donor relinquishes all rights to the materials and the Friends will dispose of the materials in whatever way is deemed appropriate.