

University of Adelaide

**LIBRARY NEWS**



Volume 10  
Number 1

July 1988

# University of Adelaide

## **L**IBRARY NEWS**S**

Volume 10  
Number 1

July 1988

### CONTENTS

Eric Wainwright	2 - 6	All in a Day's Work	27 - 33
Getting it All Together	7 - 22	Was it all worth it ?	34 - 36
A Week in the Life of Two Collection Integrators	23 - 25		

### EDITORIAL COMMITTEE

Alan Keig  
Liz Lee  
Dick Finlay

} *Editors*

Chris Hone  
Margaret Hosking  
Ellen Randva



Material appearing in *University of Adelaide Library News*  
may be reproduced without prior permission.

It is published twice a year  
and is obtainable from:-

*University of Adelaide*  
*Library News*  
Barr Smith Library  
University of Adelaide  
G.P.O. Box 498  
Adelaide  
SOUTH AUSTRALIA 5001

ISSN 0157-3314

**T**he University Librarian, Eric Wainwright, left us in March to take up an appointment as Deputy Director General of the National Library of Australia. We start this issue with tributes to Eric from the Vice-Chancellor, Kevin Marjoribanks and the Acting University Librarian, Patrick Condon.

Major changes in the arrangement of material in the Barr Smith Library took place over the 1987/88 long vacation. The rest of this number is devoted to articles describing this complex project in some detail and from different points of view.

Stephen Beaumont's article describes the considerable planning effort that took place before the integration and re-organisation of library materials could take place. I served with Stephen on the small Task Force on Collection Integration (where he was known as 'el Supremo') and a lot of the credit for the smooth running of the move is due to his organisational talents.

None of the books and journals would have moved at all without the teams of volunteer library staff and paid student labour. Lisa Torcello and Morena Arancio from the Library's Technical Services Division describe their experiences in graphic detail, while Chris Hone gives an insight into the pressures felt by team leaders who were responsible for producing a very detailed plan of action for their designated area.

Most of the photographs in this issue were taken by Anne Webster before she left on twelve months leave of absence.

Jane Price's article on her experiences as a visiting librarian at the Barr Smith Library has been held over to the next issue, which will complete ten years of continuous publication of this journal.

Alan Keig 



Eric Wainwright  
University Librarian  
1982 – 1988

# Eric Wainwright

by Kevin Marjoribanks

**A**s I walk down past the Physics Building and look out over the Barr Smith Library I'm reminded of the vision when walking down Mount Scopus through the Hebrew University of Jerusalem, and looking out over the old city of Jerusalem.

The delightful feature about that walled city is the beautiful gates in each wall – always open, except, of course, for the Golden Gate in the Western Wall that will, according to legend, remain closed until the Messiah comes – and that's where our Library has evolved somewhat more rapidly than Jerusalem. Our Messiah, in the form of Eric Wainwright, did arrive – our western gate (and, given its cost, it may well be classified as golden) did open in all its glory – but then all the other entrances to our Jerusalem closed.

The new door, however, is only symbolic of the enormous changes that have taken place since Eric's arrival. As you will all be aware, the Library underwent its most recent transformation during the last vacation. If we were to build a monument to Eric, and choose an inscription, I could think of no more appropriate words than those that were used in the *Diary* at the end of February in a small statement entitled *The New Library – Where do I find it ?*:

Anyone who is familiar with the previous, somewhat idiosyncratic, arrangement of material in the Library will have to learn the new locations and different arrangement principles to be able to find material - *no volume is in the same position as it was in 1987.*

What a marvellous testimony for an innovative librarian: *no volume is in the same position as it was in 1987.*

I'm creating a Vice-Chancellorial award for the first person in the University who finds the book that they were actually looking for – if no-one is successful this year, then the prize will jackpot for 1989.

Eric came to the University at the end of 1981 as Librarian Designate, assuming the position of Librarian in mid-1982.

During his time as Librarian there have been severe financial restrict-

*\*A farewell address by the Vice-Chancellor of the University of Adelaide, 18 March 1988.*

ions; although about 20 staff positions have been disestablished in the Library, very few services have been curtailed. I'm delighted to hear that loans of unbound journals are about to be reinstated in a modified form.

In fact, the preservation of services has been achieved by increasing automation in the Library. As we are all aware, the BIBLION catalogue system has become fully operational and now involves some thirty public terminals within the Barr Smith and Law libraries. Also, access to the system is now available to all academic departments connected to the University's network and, through a dial-up link, to other academic libraries in South Australia.

As I spoke to librarians about this afternoon's function, the recurring statement was that Eric's major concern was that user needs must always be understood and met, and, if possible, they should be anticipated before they are demanded.

Indeed, the complete restructuring and redesign of the Library layout and positioning of the collection is to provide a service for us all that will be appropriate and functional for the 1990s and beyond. For that we will always be grateful.

While being our Librarian, Eric has played an important role in the development of libraries around Australia. He has, for example, chaired the Network Committee of the Australian Bibliographic Network and has played a leading role on the Library Association of Australia's Education Committee.

Those of us who have served with Eric on committees such as Executive or Education Committees know how he has defended and promoted the status of the Barr Smith Library and its critical role in the development of the University. He came to a fine Library and he leaves a splendid Library. While we are saddened that he is leaving Adelaide, I know that we would all want to join in congratulating him on his appointment as Deputy Director General of the National Library of Australia. While the appointment is very much an acknowledgment of Eric's individual qualities, it also reflects on the present national standing of the Barr Smith Library.

On behalf of the University of Adelaide community, I thank you for being such a fine University Librarian, and for building on the work of previous librarians. I thank you for preserving the collection and making the Library ready for the rapid developments that are taking place in information technology.

We hope that you enjoy Canberra, but you'll always be welcome at the University of Adelaide – as they say in Israel and around the world, *see you next year in Jerusalem*; Eric, see you next year in the Barr Smith Library.

# Eric Wainwright

University Librarian, 1982-1988

**A**fter eight months as Librarian Designate, Eric Wainwright became the University Librarian in mid-1982, upon the retirement of Ira Raymond.

His term of office saw a major reorganisation of the library building, services and collections. In a period characterised by severe cuts to the Library's budget (including a cut of approximately \$500,000 in real terms in the Library's salary budget), Eric worked to minimise the effect of staff shortages on services to our users.

Savings were effected through significant developments in automation and major building changes which enabled the relocation of services to allow a more efficient use of staff.

Under Eric's leadership, the level of automation within the Library increased considerably. The BIBLION catalogue system was expanded to thirty terminals within the Barr Smith and Law Libraries and can now be accessed in academic departments and from other South Australian academic libraries. The retrospective conversion of card catalogue records to the online database began in 1984 and it is expected that brief records for the circulating part of the collection – some 500,000 records – will be completed by mid-1988. CIRCON 2 was developed and was integrated into the main bibliographic file so that users are now able to tell from BIBLION if the item they are seeking is on loan. Eric will continue to be involved in the final selection of the Library's new computer system.

In order to establish effective services in a building erected in five separate stages, with sixteen floor areas, it was necessary to make major changes to the building, and to relocate staff, services and materials. The widening of the link area between the North and South wings, which included the opening of a single Western Entrance, enabled the Library to centralise user services in the one area, and thus use staff more efficiently. This proved not only of benefit to our users, but enabled services to be reorganised in order to offset staff reductions.

In the 1987/88 vacation, the Library's collections were also reorganised, with the Main Collection, Undergraduate Collection, and journals integrated into a single sequence, a move that has been greeted with total support from our users.



One of Eric's major initiatives has been in the area of collection development. During the last four years, the groundwork has been laid for a detailed evaluation of the Library's collections, based on standards developed by the Research Libraries Group in the U.S.A. These standards have been adopted by most major Australian libraries. The creation of guidelines on the direction, content and level of collection growth will ensure that the Library's dwindling book funds can be spent more effectively.

Eric put considerable effort into the development of co-operation between the major South Australian libraries, both through collection development agreements which ensured that, in an era of large-scale journal cancellations, at least one subscription of core journals was maintained in Adelaide, and through the extension of borrowing privileges to a wider range of outside users.

Eric has been a national figure in Australian librarianship since the 1970s, when, during his involvement with the Western Australian Institute of Technology Library School, he was the principal researcher and author of *Measures of adequacy for library collections in Australian colleges of advanced education*.

During the past few years Eric has presented a number of valuable papers to conferences, has most ably chaired the Network Committee of the Australian Bibliographic Network (which will shortly become one of his many responsibilities), and played a leading role on the Library Association of Australia's Education Committee, which offers accreditation of Library and Information Science courses. In April 1988, he became Chairman of this most important committee.

In summary, these goals were achieved in a very short time, not just because the time was right, or the University's students, academics or administrators demanded them, that library staff were willing, supportive and worked hard alongside him in an open and democratic way, but because he has a special mix of qualities. He is a person with great intellectual ability, high integrity and broad vision.

His passion for protecting the rights of users, his tenacity for following things through, and his democratic leadership qualities have managed to successfully change old ways and attitudes, resulting in the welding together of a fine team of library personnel.

Eric left the Barr Smith Library at the age of 42 years to take up the position of Deputy Director General of the National Library of Australia, where he commenced duties on 5th April.

Patrick Condon



# Getting it All Together

## Collection Integration in the Barr Smith Library

by Stephen Beaumont

Library users will be aware of the major changes in the number and distribution of the collections which occurred during the long vacation 1987/88. These changes represent the culmination of the physical reorganisation of the Library which commenced in 1983. The objectives of the large number of building changes undertaken between 1983 and 1987 were to make the Library appear a single entity, despite the five distinct stages at which it had been built, to make it a better place in which to study, to permit a more helpful distribution of the collections, and to make it easier to find one's way around. The introduction of computing technology to library operations facilitated this reorganisation, in particular by allowing cataloguers and acquisitions staff to be removed from close proximity to a central card catalogue, while at the same time providing access to catalogue details by our users to be distributed through the building.

During 1986 and 1987 the major thrust of the building changes became apparent to users, namely the dedication of Levels 1 and 2 to lending collections and study space, and the creation of Level 3 as the principal service floor, incorporating the subject librarians, reference services, the Reserve collection, all lending activities, and newly received books and journals. Level 4 became the home of the Technical Services Division, with its cataloguing and acquisition functions, of a staff amenities area, and of the special collections.

Behind all the building planning was the knowledge that a rationalisation of the distribution of the collections should occur; it was seen as desirable to combine a number of different collections, and in any case, as the collection had grown, the shelves in some areas were very overcrowded and a redistribution was essential.

After much discussion, it was decided that a number of major collections should be brought together and integrated. The largest collections were books (approximately 286,000 volumes), journals (approximately 260,000 volumes), and the Undergraduate collection (approximately 70,000 volumes). A separate Medical collection existed, incorporating separate sequences of books (30,000 volumes), journals (70,000 volumes), and a

reference collection. A number of other smaller and less well known collections also lurked in various dark corners.

## **To Integrate Or Not To Integrate**

During 1985 a major debate occurred within the Library regarding the extent to which the open access collections should be rationalised. Underpinning the debate was the knowledge that, as a consequence of the growth of the collections, the number of study spaces could be reduced no further, and that the Joint Library Store allowed the Library to approach 'steady state' in terms of its collection size. It was resolved that the Library should create a single open access classified sequence distributed through the building according to a simple numerical progression.

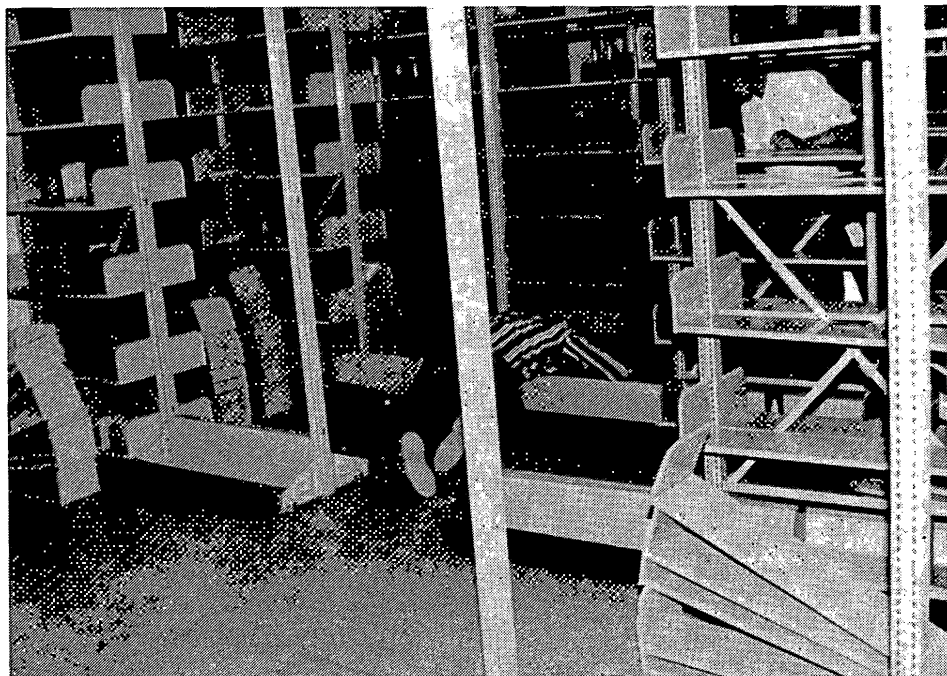
Arriving at such a manifestly sensible objective in the face of established practice was no easy feat. The virtues of such a change are simply stated; leaving aside microforms, reference works and the special collections, a single integrated sequence would bring together all items according to their subject matter. Therefore, readers would no longer need to search for items on any subject through the Undergraduate collection, the journal collection and the main book collection, and in some cases through parallel sequences in the Medical collection also; everything would be there in the same place! Furthermore, on reaching the last book in the sequence in an area, one would move to the immediate adjacent area to find the next book in the classification sequence, an innovation of some profundity. No longer would the form in which an item had been published (journal or book), whether it happened to be on a reading list (Undergraduate collection), or which department had requested its purchase (Medical collection) determine its location in the building. Certainly, under the earlier arrangement, a reader could find all the items on a subject, but this might involve a search through three, four, five or six sequences. Students may be enterprising and academic staff wise, but it was thought that stamina should not play such a significant role in library use.

Against the notion of integration was a range of practical problems. An integrated collection occupies more shelf space. When large items, which most journals tend to be, are placed on the same shelf as small items, that is, most books, the shelves must be spaced to accommodate the larger items. Therefore, fewer shelves can be fitted to the bay and the total number of bays must increase. The journal collection tends to grow more quickly than the book collection; if it is separately shelved, the management of this growth is easier since fewer moves within the separate journal collection need be made and the growth space required can more easily be calculated. Also, the incorporation of new titles and

back sets is less traumatic as growth space will have been left at more frequent intervals. A separate undergraduate collection may be favoured educationally as a simple resource for a large proportion of users which serves as a bridge between using a small school library and confronting a large and complex academic library. An undergraduate collection tends also to concentrate noise and disruptive shelf use, to the benefit of academic and research staff using the main collection. A stocktake of an undergraduate collection, which is undertaken annually at the Barr Smith Library, in contrast to the long-lapsed stocktake of the main collection, is simple with a separate undergraduate collection, but a daunting prospect should that collection be integrated.

## Preliminary Planning

Following an extensive debate among library staff, which took account of these and many other factors, the proposition to integrate the various collections of the Barr Smith Library into one sequence was put to the



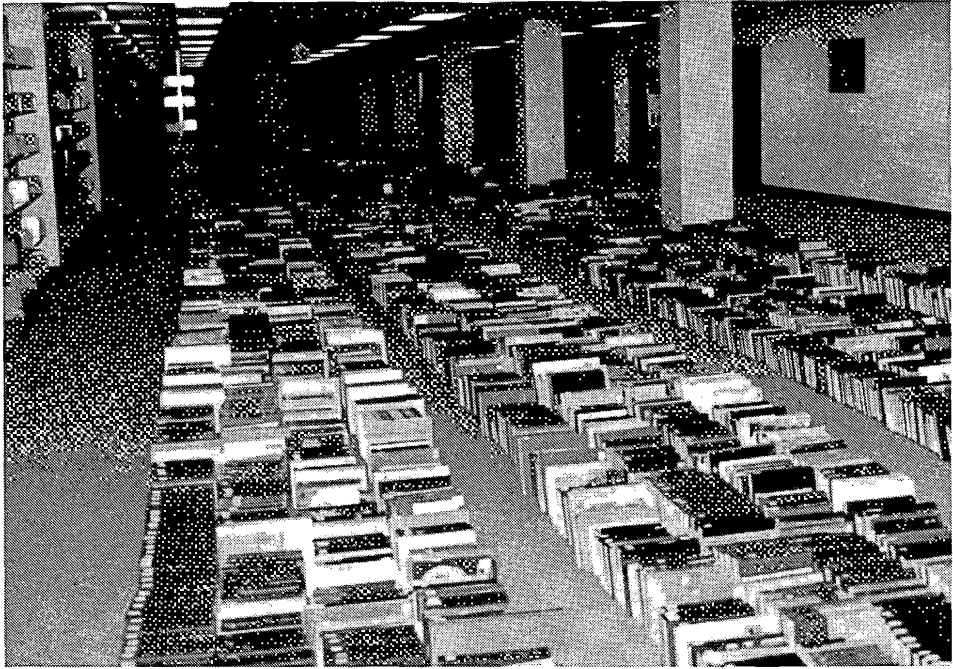
*'It proved possible to install some 250 additional bays'*

Library Committee at the end of 1985. With some hesitation, the Committee approved it. As soon as the proposition was approved a Working Party was established to focus on a closer definition of what integration would involve. It defined the precise sequences which would be integrated and, in doing so, discovered a range of smaller open and closed access sequences which had developed over many decades and for which a separate existence could no longer be justified. It considered also the difficult problem of the classification of the collections, and defined a filing sequence which would be compatible with both a single integrated collection of material and with the manipulation of call numbers in an automated catalogue. Recommendations were formulated for the abandonment of historically based variations from the Dewey and Cutter systems which are the basis of the Library's call numbers. In addition, the use of half height capital letters in call numbers and a variant use of punctuation points were discontinued in view of their incompatibility with automated systems. Further problems included the use of different call numbers for the same title when represented in different collections, and the use of the same call number to represent different titles which would be brought together from different collections. No resolution was found to the retrospective correction of some of these anomalies, but future practice was standardised, making more rigorous the philosophy of unique call numbers through the library system.

## **Task force on Collection Integration**

Following approval of these decisions, a small Task Force was established, in May 1987, to develop a plan for the disposition of the integrated collection and to determine the logistics of the move. It was quickly established that it would be impossible to undertake the move in stages: it all had to happen or none of it. The target date established was the long vacation 1987/88, which permitted an absolute maximum of eleven working weeks.

It was almost unthinkable that any significant part of the move could be undertaken during term time and it would have been a courageous decision, had more time been required, to choose either extending back into exam time in November 1987 or forward to Orientation Week in March 1988. However, the first matter to be resolved was how the books should be distributed through the building and where each shelving block should be located.



*'readers...were amazed to see almost all reading areas cleared of their normal furniture and filled with library books'*

---

## Detailed Planning

Initially it was necessary to decide between the 'tower' and the 'floor' concept. Given two principal wings, the collection could flow up (or down) one wing, and then up (or down) the other. Alternatively, it could flow across the two wings on one floor and then move to the other floor. In view of the greater ease of moving between the two wings as a result of building changes, the 'floor' concept was favoured. Within this concept it was regarded as desirable that the breaks between the blocks of materials should be logical according to the Dewey Decimal Classification scheme, that is, that no break between blocks should occur at other than a Dewey 10 division. The affinity of subjects as distributed through Dewey could not be overlooked, and an effort was made to ensure that relationships between subjects were maintained, either vertically or horizontally in the building, despite their separation in the Dewey classification.

On the basis of these guidelines, a plan was agreed to accommodate Dewey 001 to 619 on Level 1, and 620 to 999 on Level 2. It was decided also to make a change from sequence flows by the range to sequence flows in blocks. Blocks ignore the existence of minor cross aisles so that a row of shelving with a continuous call number sequence can be anything up to 45 metres in length. In taking this decision, it was recognised that it would render yet more difficult the logistics of the move. However, it was expected that the benefit to readers would outweigh this transitional problem. Because of the irregular shape of the building, with no two floors alike, it was not possible to make all breaks between the blocks on the floors at precise Dewey 10 divisions.

In assessing the collection, it was found that a simple count of the number of bays of shelving proved to be a source of enormous difficulty, and worse still, was a count of the number of shelves. Many generations of fixed, wooden and movable metal shelving had been installed, of varying heights and widths. Some of the non-standard bays had heritage status and could not be changed, and others owed their existence to low ceilings, irregular column and module sizes, and a general assembly of antique shelving. In the event, the notion of a 'standard bay' was adopted and all non-standard shelving was mathematically converted to standard bay equivalents. In this way tables could be drawn up representing the numbers of bays committed to each area of classification and the number of bays which could be made available in the different areas. Into this equation had to be brought the 'integration factor', representing the percentage of additional bays that would be required by virtue of the mix of large with small items. Overall, the integration factor was calculated at 5%, representing one additional shelf in every three bays. The application of this factor to different subject areas varied depending on the respective proportions of books and journals to be integrated and the extent of scatter of the journals by call numbers. The 'integration factor' remained a concern throughout the move, but added interest and sharpened minds during that process. It was calculated that the Library had the equivalent of 5,500 standard bays. As part of the reorganisation of the collection during the integration process it proved possible to install some 250 additional bays, which was approximately equivalent to the amount of shelving required by virtue of the integration factor.\*

---

\* It is interesting to note that, although 250 bays were erected, and necessarily at the expense of reading space, the Library has been able to maintain its usable reading space by installing carrel-type divisions on large open tables, allowing four people to use a table which, despite its four seats, was previously used only by two. In this way the Library has substantially reduced the number of tables and the amount of reading space, while maintaining numbers of effective seats. These divisions serve also to reduce noise in reading areas.



*'All available space within the Library was quickly filled'*

---

## Logistics

With a target disposition in mind, the Task Force proceeded to consider the logistics of achieving it. In contrast to many of the moving stories which have been published in the library literature, the Barr Smith Library had virtually no empty space with which to start its move. Playing solitaire without an initial vacant hole presents some difficulties! It was decided that space must be created in three main ways: the Medical collection which had been moved in 1986 from Level 4 to Level 1 was to remain in the same area, was generously spaced and could be tightened up; many volumes from the Undergraduate collection could be interfiled with the main collection prior to relocation; items could be temporarily stored in whatever accommodation was available.

With this opening, it was possible to devise a number of means by which the move might be achieved. Five different plans were developed in considerable detail. Each began by moving a different area of the classification and entailed a quite different sequence of component moves. Each plan had its advantages and each its problems. When



PLAN  
 1. (U) (B) (J)  
 2. (U) (B) (J)  
 Before 30/11/87

AMS START	Move number	Essential preliminary move(s)	Call numbers	Books Journals Undergrad	Immediate target location	Immediate target empty?	Final location	Shelve from start/end	Number of bays	Integrate with move	Build/dismantle bays	Comment
	1	-	Folios 300-499	B, J	L2 foyer	Yes	Yes		40	Yes	None/empty	Build rooms AB + AC
	2	-	001-899	U	Integrate	No			126 (3)	Yes	No	Integrate 610-619 first
	3	2a	001-899	U	Temp				252 (1)	No	No	
	4	-	900-999	U	Temp, RA	Yes	J, K, L	End	80	No	No	
	5	2	950(1)-999	B, J, U	L	Yes	Yes	End	205	Yes	No	30 bays to be found create service zone B
	6	2	900-950(1)	B, J, U	J, K	Yes	Yes	End	500	Yes	Yes	* separate subunit required
	7	-	610-619	B, J, U	E, F	No	Yes	*	468	Yes	No	
	8	5	590-609	B, J, U	E	Yes	Yes	End	117	Yes	No	
	9	-	500-519	B, J	Temp		A		274	No	No	
	10	-	550-589	B, J	Temp		C, D		409	No	No	
	11	3, 4	520-549	B, J, U	B	Yes	Yes	End	331	Yes	No	create service zone H
	12	6, 7, 8, 9	620-699	B, J, U	C	No	Yes	*	142	Yes	Yes	* separate subunit required
	13	10	700-899	B, J, U	C, H	Yes	Yes	Start	922	Yes	Yes	Dismantle 700's row in A
	14	11	300-499	B, J, U	A	No	Yes	*	1168	Yes	Yes	Dismantle 600's row in A
	15	12	500-519	A, J, U	A, B	Yes	Yes	Start	291	Yes	No	separate subunit required
	16	13	001-299	B, J, U	A	Yes	Yes	Start	526	Yes	Yes	create aisle, extra D
	17	14	550-589	B, J, U	C, D	Yes	Yes	Start	409	Yes	No	
	18	15										
	19	16										
	20	17										
	21	18										
	22	19										
	23	20										
	24	21										
	25	22										
	26	23										
	27	24										
	28	25										
	29	26										
	30	27										
	31	28										
	32	29										
	33	30										
	34	31										
	35	32										
	36	33										
	37	34										
	38	35										
	39	36										
	40	37										
	41	38										
	42	39										
	43	40										
	44	41										
	45	42										
	46	43										
	47	44										
	48	45										
	49	46										
	50	47										
	51	48										
	52	49										
	53	50										
	54	51										
	55	52										
	56	53										
	57	54										
	58	55										
	59	56										
	60	57										
	61	58										
	62	59										
	63	60										
	64	61										
	65	62										
	66	63										
	67	64										
	68	65										
	69	66										
	70	67										
	71	68										
	72	69										
	73	70										
	74	71										
	75	72										
	76	73										
	77	74										
	78	75										
	79	76										
	80	77										
	81	78										
	82	79										
	83	80										
	84	81										
	85	82										
	86	83										
	87	84										
	88	85										
	89	86										
	90	87										
	91	88										
	92	89										
	93	90										
	94	91										
	95	92										
	96	93										
	97	94										
	98	95										
	99	96										
	100	97										
	101	98										
	102	99										
	103	100										
	104	101										
	105	102										
	106	103										
	107	104										
	108	105										
	109	106										
	110	107										
	111	108										
	112	109										
	113	110										
	114	111										
	115	112										
	116	113										
	117	114										
	118	115										
	119	116										
	120	117										
	121	118										
	122	119										
	123	120										
	124	121										
	125	122										
	126	123										
	127	124										
	128	125										
	129	126										
	130	127										
	131	128										
	132	129										
	133	130										
	134	131										
	135	132										
	136	133										
	137	134										
	138	135										
	139	136										
	140	137										
	141	138										
	142	139										
	143	140										
	144	141										
	145	142										
	146	143										
	147	144										
	148	145										

double handling is taken into account, the most arduous plan involved moving some 11,600 bays, the most efficient 8,714, in order to achieve a final rearrangement of 5,500 bays.

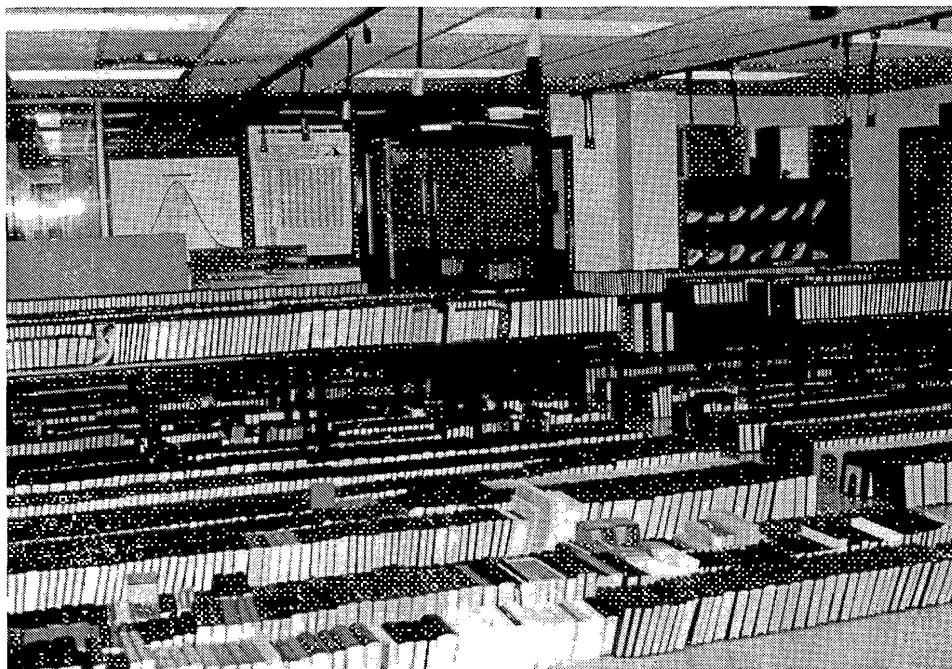
The number of bays to be moved could not be the sole criterion by which options were compared. The Library had no spare shelf space on which temporarily to store items, and it had been calculated that a minimum of approximately 1,000 bays of material had to be temporarily stored in order that the move could proceed.

If the Library had been separating collections, as distinct from integrating them, the amount of material to be stored temporarily would have been far less. However, in bringing materials from disparate sources into one sequence, the space left at each source was smaller than that representing the sum of volumes at the classification number; and yet large empty spaces had to be created. A further significant element in considering the merits of the different options was the number of component moves. Some of the schemes were ingenious but dependent on a larger number of small moves. The simplest scheme had just nineteen component moves, the more complex and ingenious schemes had in excess of thirty. It was felt that, given uncertainties in a number of areas, a scheme which avoided dependence on a number of small moves was to be favoured. The scheme that was finally selected had the smallest number of minor moves, but required the movement of approximately 200 more bays than one other attractive option, and the temporary storage of some 150 bays more than that required by yet a different option. Nevertheless, the selected scheme had simplicity on its side and from September 1987 the Task Force devoted its attention to developing this scheme in minute detail.

The major problems faced were space, time and effort. It was clear that some 120,000 volumes would need to be stored initially, that number being reduced throughout the course of the move. This represented in excess of 800 bays and the Library had none spare.

## **The Move**

With effect from the first week of December 1987, readers coming in to the Library were amazed to see almost all reading areas cleared of their normal furniture and filled with library books. In some cases, on top of the books spread over the floor were placed tables and more layers of books spread on them. The very narrowest of aisles were left permitting access to the books, and readers were still able to browse, although among the longest continuous rows of books which they had probably ever seen. In fact, quite a lot of thought went into the disposition of the books on the floor, so that their placement was convenient to their eventual



*'The Department of Psychology had kindly made available several lecture rooms and its rat laboratory.'*

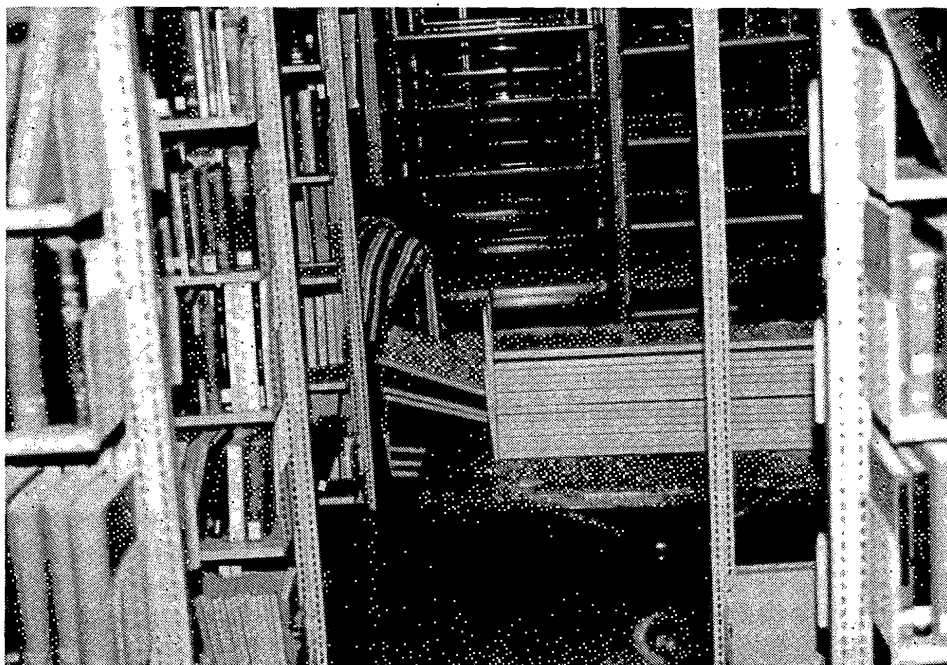
---

location and so that access to them when they were to be integrated would be progressive and permit the use of trolleys at all times. All available space within the Library was quickly filled and, as had been anticipated, it was necessary to use space in adjacent locations. The Department of Psychology had kindly made available several lecture rooms and its rat laboratory. To the relief of some library staff, and the disappointment of others, the rats were also on vacation. Other methods of temporary storage which had been considered included transfer to the Joint Store at Flinders University, the hire or purchase of crates or cardboard boxes, and the possible hire of warehouse space in metropolitan Adelaide. In the event, the method described was less labour-intensive than the other options, made maximum use of the available resources, and allowed our users to have access to most of the collections through the duration of the move. In total, some fourteen different areas were used to stack books on the floor.

## The Teams

With much of the detailed planning undertaken, the Task Force drew up a list of the names of a number of librarians who might play a part in the management of particular moves. Eight blocks of the classification were identified and it was suggested that two librarians assume responsibility for each block. These librarians were asked to undertake detailed planning on a bay-by-bay basis, to the point where call numbers could be specified to particular shelves. With the move under way, these team leaders became responsible for the staff engaged in moving the books within their areas. From October 1987 meetings with team leaders were held on a weekly basis to monitor progress and resolve problems.

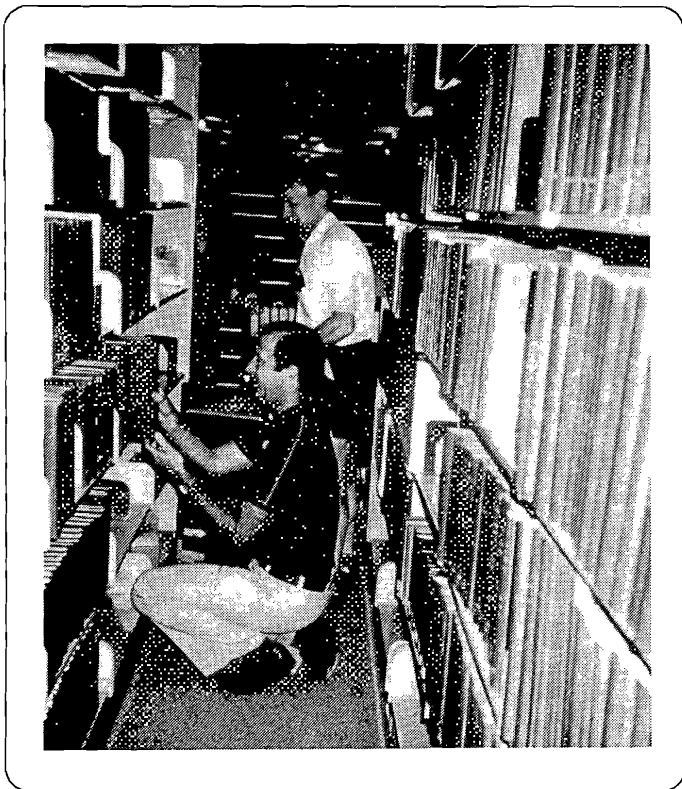
A precise sequence of tasks was developed on a team-by-team basis, with a time estimate provided for each task by means of a dummy run.



*'A separate team was committed to the demolition and construction of shelves'*

Moves which could be undertaken simultaneously were identified so that teams could work on a variety of fronts. The penalties of simultaneous moves included a greater management effort with large numbers of staff, pressure on lifts, the need for sufficient trolleys, and a degree of bewilderment on the part of readers. Simultaneous moves also placed greater pressure on normal library activities in the sections from which staff were drawn.

From the start it was clear the Library would receive little additional funding with which to accomplish this major move. In the event, an average of eight students were employed through the duration of the move. To make numbers up to the thirty or so who would be required each day, it was clear many library staff had to be brought into the process. A number of general staff meetings were held, at which the exercise was described, and each member of staff was invited to volunteer to assist in the process. For the sake of this unique exercise all levels of staff were treated in the same manner and, as the move took place, some satisfaction was derived from the discovery that sore limbs and aching backs are not an exclusive characteristic of the humble. Just prior to the move, the time volunteered by library staff was less than half that required to complete the task. However, in the event morale was extremely high and participating staff enjoyed the challenge, with many of them (plus a number who had previously shown some reluctance), volunteering for additional service, to the point where an embarrassed project

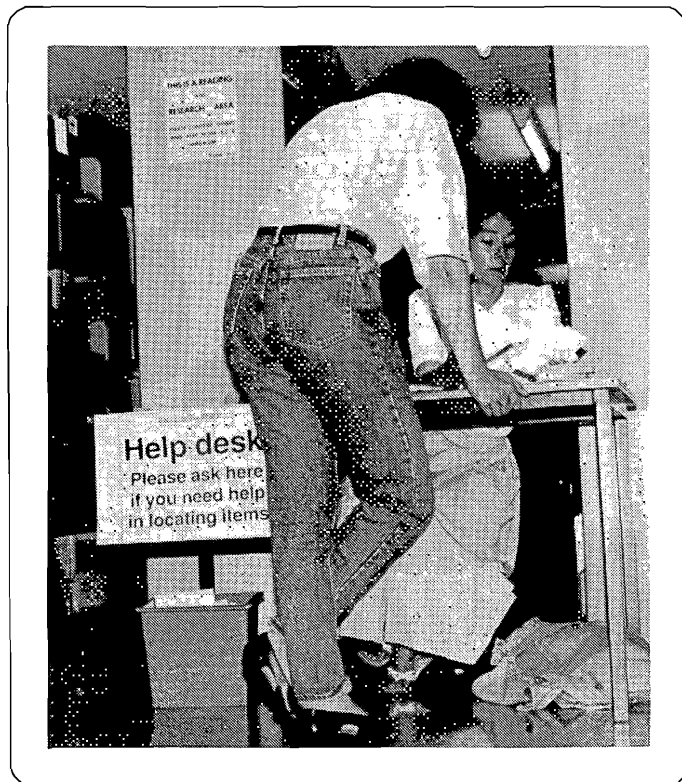


*'For the sake of this unique exercise  
all levels of staff were treated  
in the same manner'*

manager had to decline several offers.

Each team leader was allocated one or two teams comprising between six and ten persons. Where books had to travel over long distances, teams were larger and numbers of trolleys greater. Separate trolleys brought main collection books, journals, undergraduate books, and occasionally items from other sources, to be integrated into one sequence. There was enormous scope for missing blocks of material or losing loaded trolleys and close supervision by team leaders was necessary at all stages. In addition, team leaders, with their commitment to particular areas of the classification, had to determine the amount of empty space to be left on each shelf and the amount of growth to be left for each journal title.

A daily bulletin board giving details of progress was maintained in the Library Staff Room, and a keen interest and rivalry developed as daily totals for each team were posted. It was found that on simple moves a



*'extra information desks...provided reader assistance'*

team could transfer and integrate books at the rate of 4.5 minutes per bay, or approximately 14 person-minutes: in problem areas or where books had to be transported over long distances, this rose to 6.5 minutes per bay.

A considerable amount of dismantling and re-erection of shelving was undertaken in order that the size and shape of areas of shelving could be rationalised and to create the service zones in which photocopiers, BIBLION terminals and other facilities would eventually be located. A separate team was committed to the demolition and construction of many





rows of shelving, and most of this task was undertaken simultaneously with a particular move.

As those users who were around during the vacation will remember, the ambiance was one of energetic chaos. Heavy trolleys pushed by hot people headed in all directions. Sequences appeared to flow with all the logic of a plate of spaghetti and a large proportion of books were at floor level.

Several of the academic staff expressed their preference to see books on the floor instead of on the shelves, and rediscovered the pleasure of lying on a carpet to read a book. The extra information desks located on the floors where moves were taking place provided reader assistance and a high priority was placed on signposting and shelf guidance as the move progressed. A twice-daily paging service was provided for those items located outside the Library.



*'Several of the academic staff ... rediscovered  
the pleasure of lying on a carpet to read a book.'*

## Completion

The task was completed during the first week of February, two weeks ahead of schedule. This success can be attributed to the efforts of all the staff involved, and particularly to the local team leaders who exercised considerable ingenuity in arranging simultaneous moves. A high morale on the part of participating library staff and student assistants played a significant part also in maintaining the momentum at all times.

Reactions from readers during the course of the move ranged between amusement and amazement, and we were grateful that no users experienced sufficient inconvenience to give rise to complaint. The reactions of the university community to the new arrangement of material in the Library have been universally favourable with the exception of a few users who say we should have done it years ago.

The library staff look forward with some trepidation to the proposed merger of tertiary institutions and the prospect that, arising from it, might be a proposal to reorganise library collections.

# A Week in the Life of Two Collection Integrators

by Lisa Torcello and  
Morena Arancio

**I**t was good to arrive at work in our tracksuits and sandals - how comfy! - except that everybody thought we were going jogging. We started our first week of collection integration at 8.30am in our allotted section - the 900s. We dragged ourselves down to Level 2 on Monday morning where we met other members of the team and introduced ourselves. A trolley was assigned to us and off we went to pick up our first load of books. We had to put a green slip in for journals and a yellow one for books on each trolley; the system worked well for the first couple of days then the numbered slips seemed to start disappearing, but somehow things worked out O.K.

Finally, tea break - big sigh!! We dragged ourselves upstairs again, noticing the difference in air temperature - at least the basement stacks were definitely cooler to work in. We quickly drank down *hot* cups of coffee so we could get back downstairs to work.

We had to organise staggered lunch breaks with the other members of the team so that the work didn't stop - it seemed just like being on a production line. All the time we kept moving books and journals - either volunteering to go and collect them or helping to put them on the shelves in their new position. We soon established a routine and a good working pace, but we felt robotic; load a trolley, push a trolley, unload a trolley, push a trolley, etc. etc.

At 1.00 we went to lunch - only half an hour. The time flew by, just enough to eat our sandwiches and throw down a drink, then we were back at it working solidly until 3.15, afternoon tea time. People in the tea room asked us what it was like. With a big "Ahhh !! " we said we supposed it was O.K. and certainly something different from our usual routine. We especially enjoyed making new friends from other sections of the Library and talking to different people for a change.

When four thirty came around we asked for permission to finish work but we were asked to collect just one more trolley of books so that the



*'All the time we kept moving books and journals...'*

---

team could get a flying start the following morning. Lisa and I looked at each other and rolled our eyes heavenwards – at this stage all we both wanted to do was crawl into a hot bath and soak our screaming muscles and weary little legs.

Finally we reached the 92s. They were a breeze; all we had to do was bring up trolley after trolley full of 92 books (they are the biographies from A to Z) about 150 bays of them. We almost forgot about journals (up to now we had had to remember to integrate the journals and books from the Undergraduate collection) because it was just a straight run of books.

The 92s took about two days just moving them from one place to another.

At the time we thought that having both books and journals interfiled on the shelves would totally confuse the students and we had a few whinges about it. Now we can see the benefit of the finished product and feel proud that we had a hand in bringing it about.



*Morena (taking it easy) and Lisa (still on her feet) - 'wounded' in the course of duty.*

On the Friday morning Morena was moving like a little whirlwind knowing that it was the last day. She was trying to turn the trolley around in the aisle and around the corner when she jammed her little finger between the trolley and a brick pillar. No ambulance came – she just ran into the lift swearing.

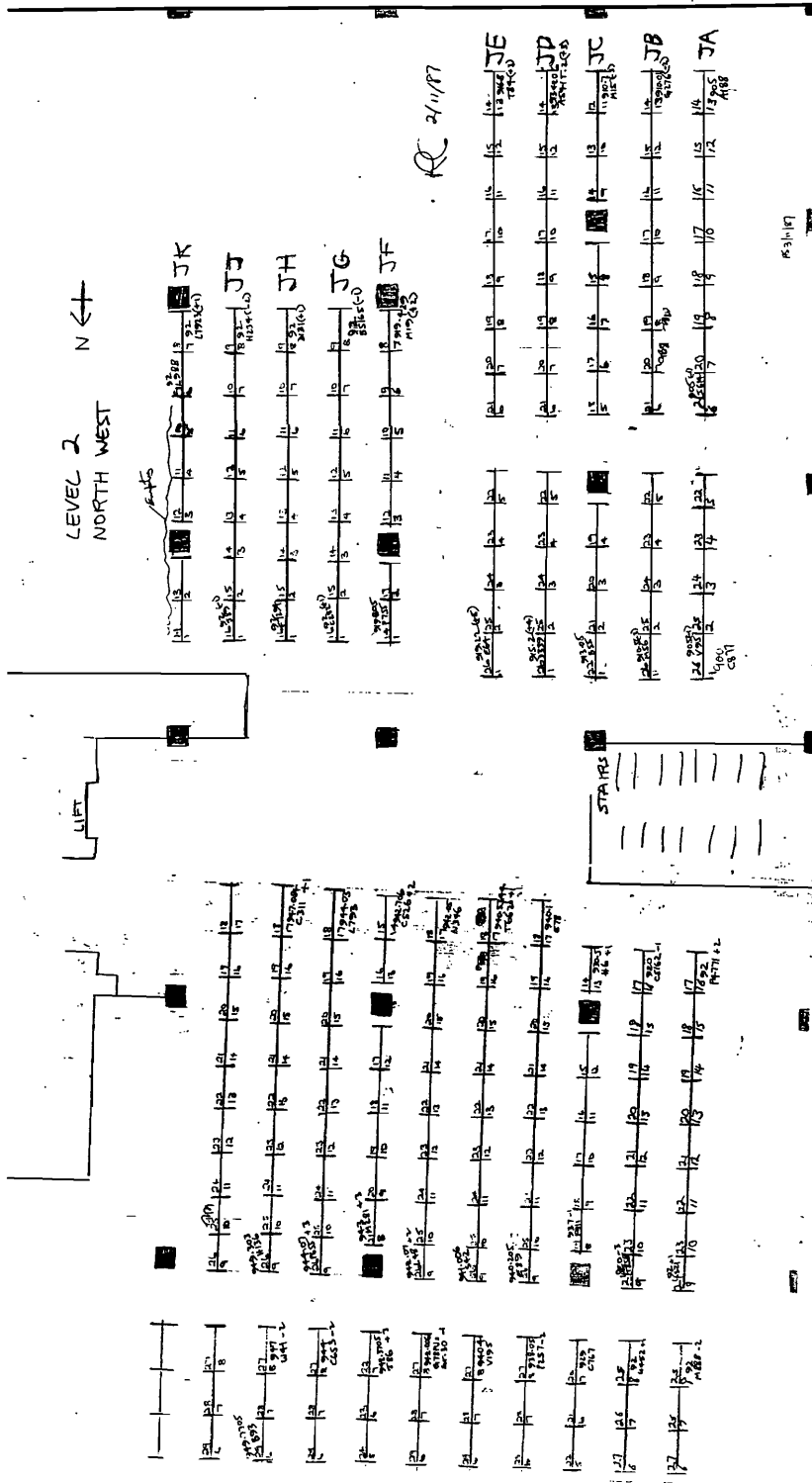
I went sprinting up the stairs, following the sounds of cursing, to Level 4 to grab some ice, but she had disappeared. I went back down to Level 2 and Alan was there wondering what all the noise was about. Morena meanwhile

was in Administration filling out a compensation form – she couldn't even write to fill it out so I did it for her, feeling so sorry for her. How brave she was, not even one tiny little tear!

Lisa – what a fool she is – volunteered for a second week. It was quite boring without Morena to cheer me up.

The week went fast as I was doing the same things as I had been doing in the first week. On the Thursday afternoon I was negotiating a difficult corner with a trolley load of books when I lost control and jammed my hand between the trolley and a bay of shelves. Unfortunately this meant that I missed the last day of my volunteer work because my hand was bruised, and I'm regretting it to this day.

Working as part of the collection integration team was fun while it lasted, but we don't think we'd want to do it again.



Detailed floor plans were produced for the integration project.

# All in a Day's Work

by Chris Hone

They said it would be straightforward. They said it would stimulate our professional minds. They said it would give us some variety in our lives. They *said* it wouldn't take much time. We looked disbelieving. We're too busy, we all said, but for the sake of the Library, and maybe a little because it sounded interesting, we agreed.

Then they held a meeting – the forerunner of many – pairing us off and assigning us to different areas of the classification. Peter Jacobs, and I were somewhat relieved to discover that, while not as straightforward as advertised, at least our move promised to be less complex than some others. We had been assigned the Dewey classification area 620-699, not one of the biggest areas, and not one where we might be tempted into looking at the contents of the books either. Since it was listed tenth in the sequence of moves, some of which were to take place concurrently, we expected to start moving about the 18th of December.

We only had to move our materials around on the same floor of the building, and so we were not dependent on the lifts as some other teams were. And, fortunately for us, most of the shelving in our 'before' and 'after' areas was the same size. However, it still seemed a daunting task on our first exploratory foray into the stacks, and I was reminded of the old Spike Jones song about "the hip-bone's connected to the thigh-bone, the thigh-bone's connected to the knee-bone...". We would be attempting to bring several thousand books from the Undergraduate Collection into the main sequence, in the proper order and at the right time, to incorporate some runs of large, old journals which had previously been kept in closed access and were now stacked in a distant part of the building, to include in the final arrangement the appropriate journal sequences, and to carry out this rearrangement partly within the space currently occupied by the 620-699 journals. In all of this we had to ensure that we allowed for between three and five years expansion in growth areas in books, that we knew which journal titles had been cancelled and which were growing and at what volume and speed, so that our calculations soon came to resemble the antics of a demented spider.



## Deadlines

We quickly realised that this exercise was going to take a considerable amount of time. All the team leaders were under pressure to produce a workable procedure very quickly, and the weekly reporting meetings loomed ever larger in our minds as we struggled to meet the deadlines which had been imposed.

Hour upon hour we spent moving slowly along the bays of books and journals, counting, measuring, allowing for growth, allowing for some items to be removed to the Joint Store, allowing for extra big volumes, noting it all down. Could we, as had been suggested, first integrate our Undergraduate collection material into the books sequence so that the teams would have fewer places from which to collect materials? We decided that, yes, this *was* feasible in our area, and in the second to last week of November the library attendants started work on this task. Suddenly it ceased to be an academic exercise. This was for real. It was vital that our calculations be accurate.

By this time the job had assumed mammoth proportions in our eyes, and both of us were spending most of our time trying to bring together the figures we had assembled into a workable *modus operandi*. Here Peter's logical mind excelled. His charts and plans were invaluable as we attempted to amalgamate sequences on paper, spreading the materials over the 442 bays we had been allotted, without leaving a great gap at the end, or, worse, running out of space.

## An early start

Gradually a pattern became clearer, and we could see that everything would fit. This was just as well, because the early moves, which had commenced in the last week of November, proceeded much more quickly than had been estimated. So much so, that at the first weekly meeting in December, it was agreed that our move could start almost immediately. Instead of a leisurely two and a half week build-up, we now had a little over twenty-four hours to refine our organisation, attach labels to the shelving every few bays so that the teams would have guides to follow, and insert markers in the different sequences to alert people to items in other locations which would need to be brought in at these points.

There were by now further complications; it had not proved possible to integrate all the Undergraduate Collection material into the main books sequence, and so several hundred volumes were stacked on the floor, some little distance from our working area. But worse was the need to carry out a double move of a large block of journals. Moving into an area



*'We had been prevailed upon to include the University Librarian as a member of one of our teams.'*

---

which already contained nearly half the items we were shifting proved a mixed blessing, since the decision that call number sequences should continue across the minor aisles meant that a substantial part of this space would be required before the call numbers it contained were reached.

We calculated that we needed two teams of helpers; one to work on the integration move and the other to carry out the more difficult task of moving several thousand volumes of journals to a temporary location, starting from the end of the old sequence and shelving in reverse

temporary shelves. If that sounds complicated, it was. It was a task which our team of student recruits, headed by Library Attendant Tony Johnson, were to tackle with gusto.

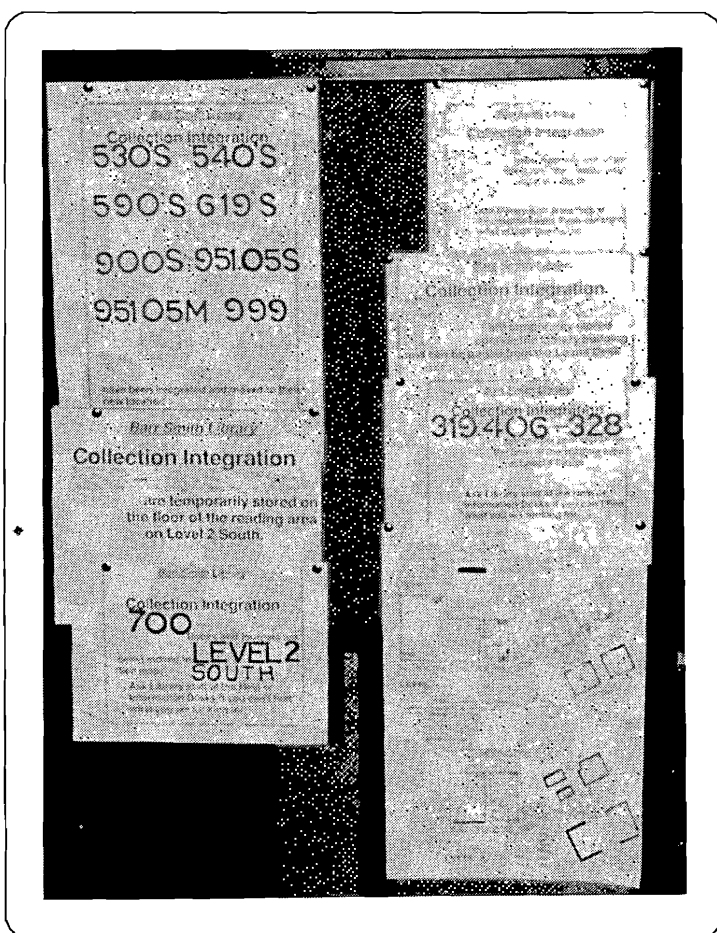
Monday 7th December saw Peter and me nervously awaiting our helpers at the foot of the stairs on Level 2. Since shortly after 8am we had been prowling around our area, checking the labels, assembling a mini-regiment of trolleys, praying that our calculations would be sufficiently accurate so that we would not be embarrassed by an over-run or a shortfall. Contributing to our nervous condition was the fact that in the interests of staff equality we had been prevailed upon to include the University Librarian as a member of one of our teams. Several other staff

members had been assigned to this team and were now gathered, slightly apprehensively, near the stairs. A number of students, some with a 'been there, done that' air, stood nearby. After an initial briefing, we walked around the floor to show everyone the different areas from which materials would be taken, where the journals which had to move twice would initially be located, and how the sequences would run according to the new arrangement.

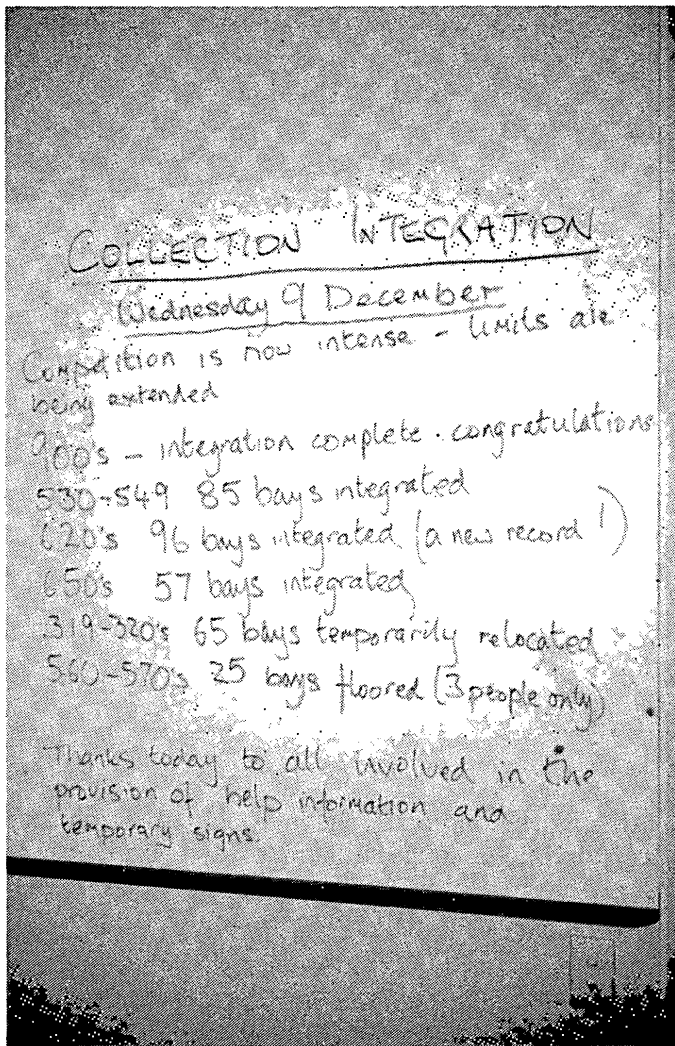
## The move begins

By 9.00am the first trolleys were rolling. Peter, Tony and the students, some of whom had worked on a similar move the previous week, quickly started on the temporary move of journals. Ivan Hoffman and the staff team began the task of bringing books and journals from the different areas to the first shelves at the new location, which had been emptied as part of an earlier move.

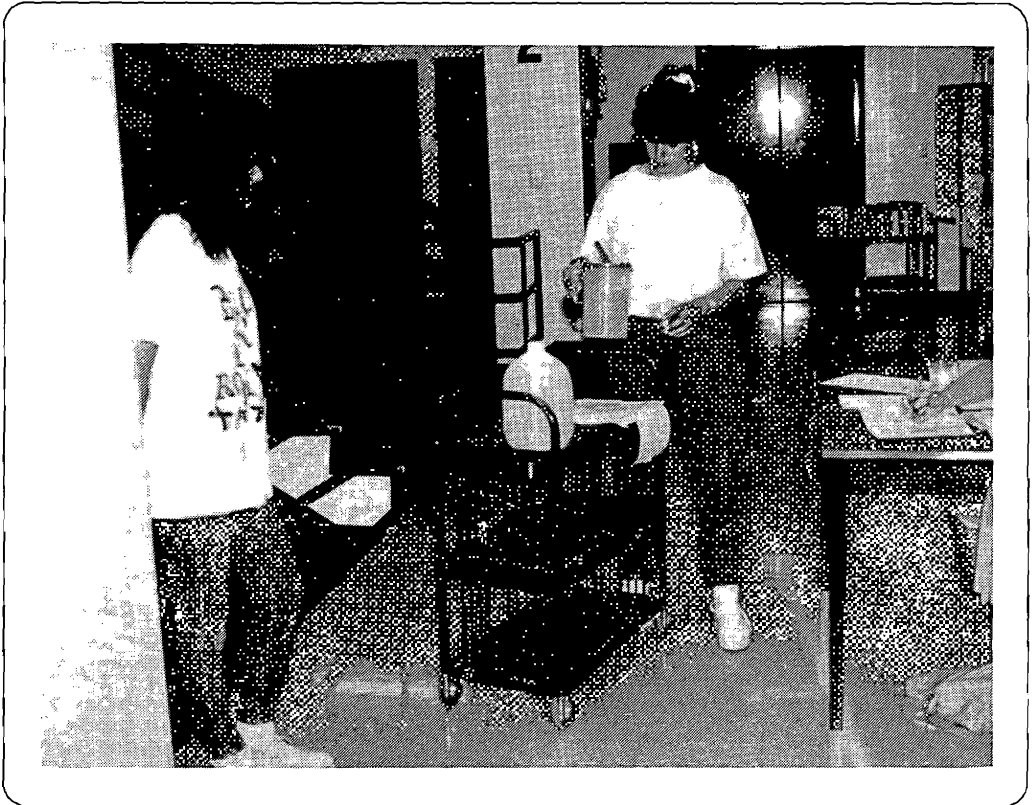
We didn't realise it then, but the worst was already over. The teams quickly settled into efficient routines, and progress was rapid. Peter and I spent most of each day with our teams,



*Temporary location signs were updated daily.*



*'on Wednesday 96 bays were moved by the staff team,  
at that stage a record.'*



*The cool drink trolley was always a welcome sight*

sometimes assisting with loading trolleys or putting volumes on shelves, but mostly concentrating on ensuring an even – and accurate – flow of materials to the people actually putting them on the shelves. If markers were missed, so that a journal sequence, for instance, was not inserted at its correct number in a run of books, valuable time could be wasted in correcting the error. The importance of these markers quickly became apparent in places where books and journals and undergraduate items all had to be brought together from different locations into one sequence, correctly shelved.

Peter watched the progress of the temporary journals move closely. The last thing we wanted was to move more of these than was necessary. As it turned out, his calculations were impressively accurate so that at one stage volumes were being passed from one side of the bay to the other to be placed in their new location.

We were now into the third day. The temporary move had been completed, and so skilled had this team become at shelving in reverse Dewey order that we asked them to start again from the end of the sequence, 699, and work backwards, hopefully to meet the other team somewhere in the middle. Both teams were still full of enthusiasm, and on Wednesday 96 bays were moved by the staff team, at that stage a record.

## **The end in sight**

By this time the end was in sight. We could see that it would take at least one more day, maybe more than one, but certainly not two full days. I went home and baked a cake for all our willing helpers. Thursday afternoon came and went, trolleys flew backwards and forwards, and it was only a matter of time. As it was, the last book was moved and the last spacing adjustment made by lunch time Friday - and we had not run out of space. It had been four and a half days of what could well be called hard labour, but with a gratifying result - the initial time estimate had been twice that.

As is said elsewhere, integrating the collections was embarked upon with some trepidation. Thanks to the enormous amount of preparatory work by the planning group, team leaders were able to work confidently within the parameters and guidelines they had been given. In addition the teams themselves showed such willingness and enthusiasm that perhaps it is not surprising that the project was completed so far ahead of schedule.

# Was it all worth it ?

by Alan Keig

**M**y first serious consideration of the idea of interfiling library materials, rather than having separate collections, came about as a result of reading a memo dated 5 March 1985. It was called *Wayfinding/Signage in the Barr Smith Library*<sup>1</sup> and was written by Jeanne Howard from the University of Oklahoma, who spent six months with us as a visiting librarian.\* Two statements stood out:

... my strongest recommendation is to amalgamate the Undergraduate "Library", (after a weeding program), into the Main Collection and to interfile all serials with monographs in call number order.

... it is my judgment, that in a large complex library the distinction between serials and periodicals is, at best, blurry and that the optimum arrangement for the user and the staff is to interfile the entire collection in call number order.

Jeanne Howard developed the integration theme further in a detailed memo dated 7 June 1985.<sup>2</sup> One week later the University Librarian held a meeting attended by a substantial cross-section of professional staff at which the possibility of integrating collections was discussed in detail. The notes of the meeting record that

3.a. The meeting agreed by a very large majority that in principle the Main and Undergraduate Collections should be integrated. Considerable discussion took place on the practical implications of this decision.

6.a. There was a majority in favour of, in principle, integrating the monograph and periodical sequences.<sup>2</sup>

Following these decisions the Librarian set up the Working Party on Collection Integration to 'Develop and monitor guidelines for implementing the decisions...develop feasible plans, logistics, time scales; identify manpower requirements and estimate costs of proposals.'<sup>3</sup>

In addition a Working Party on User Requirements was set up to look at the layout of services on Level 3 and to develop the concept of decentralised service zones which were to be established in five different areas of the Library building at the same time as the collections were integrated. Both Working Parties reported to the Library Building Planning Group which was responsible for overall policy decisions.

---

\*See Howard, Jeanne G. 'On comparing academic libraries: Oklahoma and Adelaide' *University of Adelaide Library News* 7(1), June 1985, 10-11.



## Logical blocks

While re-shelving the collection into one sequence, we were determined, so far as it was possible in a building as architecturally complex as the Barr Smith Library, to arrange the material logically. Our aims were to

Organize the collection according to a logical pattern. The collection may be arranged in call number order from the top to the bottom floor or from the bottom floor to the top...If users can see that there is a logical pattern to the book arrangement, they can more readily accept the logic of, and follow, the call number arrangement.

All floors or stack areas should be arranged in the same pattern, or in as few patterns as possible. Even users who do not succeed in developing a cognitive map of the entire building may learn the pattern of the stack area and be able to "predict" the pattern of other stack areas if the pattern is repeated.<sup>4</sup>

Studies in library planning<sup>4,5</sup> indicated that ideally material should flow from side to side of large blocks, ignoring the small access aisles in the middle. We decided to re-shelve the whole collection according to this scheme, although we knew that this would make the task of integration even more difficult.

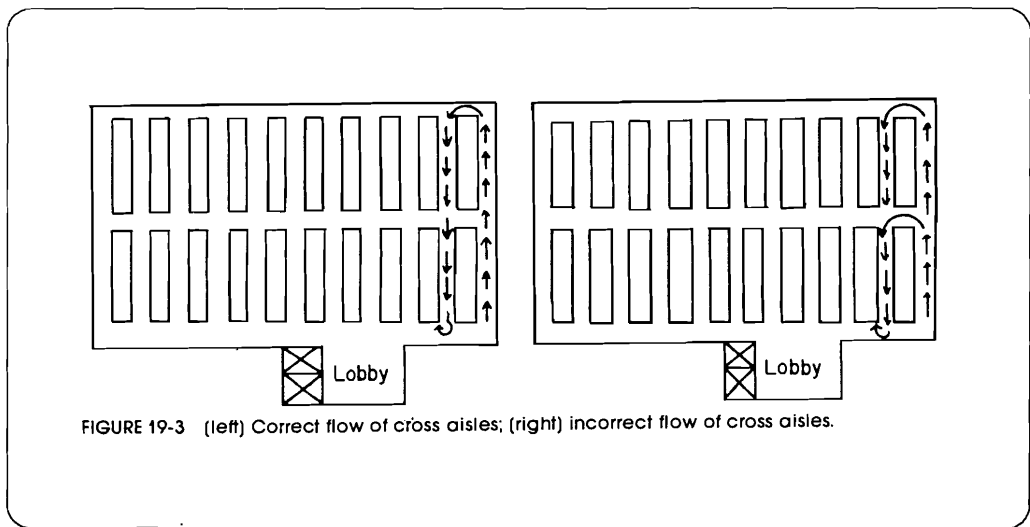


FIGURE 19-3 (left) Correct flow of cross aisles; (right) incorrect flow of cross aisles.

**From Pollet, D. & Haskell, P.C. eds. *Sign Systems for Libraries: Solving the Wayfinding Problem.***

## Was it worth it ?

I must admit that I was expecting complaints from our users when they came in to find that 'their' books had been moved to an entirely different part of the Library or that they couldn't find the bound volumes of journals or the Undergraduate Collection as separate sequences. In fact, we have had many favourable comments; the only complaints that I have heard are variations of the theme 'you should have done it years ago !'

There is no doubt that our users find it easier to locate items and areas in the Library since the re-arrangement. Our subjective feeling that we were not being asked so often where things were in the Library was borne out when we looked at the statistics of enquiries at the Information Desk for Term 1. The following table shows that the number of directional enquiries fell quite significantly, while the number of reference questions remained about the same.

Type of enquiry	1986		1987		1988	
	Number	%	Number	%	Number	%
Directional	7811	51	9407	52	6189	43
Reference	7474	49	8622	48	8341	57

*Barr Smith Library Information Desk Enquiries: Term 1*

The integration and re-arrangement of collections in the Barr Smith Library was an expensive task in terms of intellectual and physical effort. There were, of course, benefits; the professional staff who were involved in working out the move's logistics gained useful experience and there was a definite lifting of morale among all staff. It goes without saying, however, that the ultimate benefit has been an improvement in the level of service that we offer to our users.

## References

1. Howard, Jeanne *Wayfinding / Signage in the Barr Smith Library*. B.S.L. internal memorandum, 5 March 1985.
2. Howard, Jeanne *Integration of Periodicals and Monographs in a University Library*. B.S.L. internal memorandum, 7 June 1985.
3. Barr Smith Library. Working Party on Collection Integration. Terms of Reference. July 1985.
4. Pollet, Dorothy & Haskell, Peter C. eds. *Sign Systems for Libraries: Solving the Wayfinding Problem*. N.Y., Bowker, 1979.
5. Ellsworth, Ralph E. *Planning the College and University Library Building: A Book for Campus Planners and Architects*. Boulder, Pruett Press, 1960.