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Beyond courtesy: School and public library relationships

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PODIUM

Beyond Courtesy: School and Public Library Relationships

Ken Haycock

There's a great deal of rhetoric about the need for school and public libraries to cooperate more extensively in order to serve our respective clienteles as well as possible. Most of the talk centers on either the complete integration of resources (such as school-housed public libraries) or fully automated resource sharing programs. There are other ways to cooperate, however, and perhaps this brief checklist will guide concerned professionals to explore the opportunities and options available to them.

I Preliminary Preparations

1. Discussions

- 1.1 If we are to work together, should cooperation be on a formal or informal basis, or both?
- 1.2 What methods are currently available to increase efficient access to information by both institutions?
- 1.3 Would structured meeting times encourage planned cooperation that goes beyond simple courtesy?
- 1.4 Should there be specific written criteria for joint use of facilities, staff, services?
- 1.5 Would liaison at each other's meetings be useful?

2. Problems

- 2.1 Should a public information document or brochure explain the interaction between the two agencies?
- 2.2 Should different brochures be prepared for different audiences — teachers, students, public?
- 2.3 Should schools encourage student use of public libraries for curricular needs?
- 2.4 Should the role and function of each type of library be clarified?

- 2.5 Would some common policies be appropriate?
- 2.6 What problems have been identified?
- 2.7 What suggestions for improved use have been followed?
- 2.8 Would an orientation program to both agencies for staff be helpful?

3. Structure

- 3.1 Are regular monthly meetings of a joint planning committee necessary?

II Cooperative Activities Related to Processing

1. Collection Development

- 1.1 Should the school purchase instructional materials only?
- 1.2 Should the public library purchase recreational and supplementary materials only?
- 1.3 Should the public library serve the preschooler and adult primarily?
- 1.4 Have areas of overlap been identified and are they necessary?
- 1.5 Should a joint materials review committee be formed?
- 1.6 Should a program for the joint selection of materials be developed?
- 1.7 Should use of examination/review centers be shared?
- 1.8 Should use of a demonstration collection be shared?
- 1.9 Should the development of film libraries, video libraries, microform collections and realia collections be done cooperatively?
- 1.10 Should materials for teaching the use of the library be shared?
- 1.11 Should buying years for some annuals be staggered with branches?

- 1.12 Should there be specific responsibilities to specialize in subject fields?
- 1.13 Should information (vertical) files be developed cooperatively?
- 1.14 Should schools use public library reference collections and maintain only a small, basic collection of their own?
- 1.15 Is there a need for back-up, shared reference services?
- 1.16 Is there a need for a regional bibliographic center?
- 1.17 How should telephone/mail requests be handled?
- 1.18 Should some bibliographies be developed together or at least exchanged?
- 1.19 Should the public library do bibliographic searching for schools?
- 1.20 Should community resource files be developed jointly?
- 1.21 Should an instructional materials center for the production of materials be shared?
- 1.22 Should a television studio be shared?
- 1.23 Should reproduction/duplicating/printing services be shared?

2. Collection Sharing

- 2.1 Should there be public library collections in classrooms?
- 2.2 Should schools place collections in the public library in the summer? e.g. picture books.
- 2.3 Should local newspapers be indexed together?
- 2.4 Should schools share roving fiction and/or non-fiction collections?
- 2.5 Should primary documents be shared?

3. Collection Storage

Is it feasible to develop joint facilities and procedures for sharing the storage of:

- 3.1 Serials
- 3.2 Periodicals
- 3.3 Local history
- 3.4 Newspapers
- 3.5 Documents

III Cooperative Activities Related to Processing

1. Technical Services

- 1.1 Is joint processing feasible?
- 1.2 Is joint acquisition feasible?
- 1.3 What are the problems of cost analysis? What would be the methods used? Would recataloging costs be too high?

IV Cooperative Activities Related to Bibliographic and Physical Access

1. Union Lists

Would union or shared lists of the following be useful?

- 1.1 All materials
- 1.2 Periodicals
- 1.3 A/V materials
- 1.4 Serials
- 1.5 Microforms
- 1.6 Microform catalogs

2. Directories

- 2.1 Should a directory of staff specializations, such as puppetry and storytelling, be developed as a basis for in-service sessions?
- 2.2 What are the services/hours/resources of each library?
- 2.3 What are the specializations of various collections?

3. Circulation

- 3.1 How should interlibrary loans be handled? Should they be increased?
- 3.2 Should all stacks be open to children?
- 3.3 Would multiple return centers (school and public) be advantageous?
- 3.4 Should parts of collections be exchanged?

- 3.5 Is there a need for liberalized lending?
- 3.6 Should borrowers' cards for all children and young people be distributed through the schools?
- 3.7 Should borrowers' cards be distributed to all teachers regardless of domicile?
- 3.8 What is the reserve system?
- 3.9 Should teachers be given borrowing extensions up to 12 weeks?
- 3.10 How does the delivery system work?

4. Night School Study Centers

- 4.1 What are the implications of night school classes for public library use?

5. Telecommunications

- 5.1 Should a teletype (open or closed circuit) be investigated for better communication and use?
- 5.2 Should teleprinter hook-ups be placed in secondary schools?
- 5.3 What is the potential for joint network tie-ins?

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V Cooperative Activities Related to Programs

1. Consultation

- 1.1 Where is the expertise?
- 1.2 Would a shared liaison librarian be useful?
- 1.3 Should there be interlibrary discussion groups or clubs?

2. Personnel

- 2.1 Should jobs be exchanged/shared for a short period?
- 2.2 Should judging for contests/awards be shared?
- 2.3 Should school meetings be held at the public library (e.g. school departments)?
- 2.4 Should public librarians talk regularly to school staff at their meetings?
- 2.5 Should there be a public library orientation for new teachers?

3. Tours

- 3.1 How are class visits arranged?
- 3.2 Should there be cooperation on instruction in use of libraries?

3.3 Should the bookmobile go to schools even if there is a library there?

4. Storytelling

- 4.1 Should this be done in classrooms by public librarians?
- 4.2 Should public librarians teach teachers and older children how to tell stories?
- 4.3 Should public librarians give book talks to young adults in schools?
- 4.4 Should school librarians book talk and tell stories at the public library?
- 4.5 Could some Saturday programs be developed cooperatively?

5. Publicity

- 5.1 How could parent groups be used effectively?
- 5.2 Should public library publicity be regularly available in schools?
- 5.3 Should playground storytelling kits and training for park supervisors and other non-librarians be available?
- 5.4 Should the public librarian be invited to career days?
- 5.5 Should a program for mothers of

preschoolers and beginning readers be available?

- 5.6 Should exhibits be shared?
- 5.7 Should the public library display children's work?
- 5.8 Should displays rotate?
- 5.9 Should publications be shared?
- 5.10 Should a children's/YA newsletter, including articles and reviews, be developed?
- 5.11 Should student assistants be used in the public library?
- 5.12 How should student assistants be selected?

6. Individualized Learning Centers/ Alternate Schools

- 6.1 Should alternate school programs be served?
- 6.2 Should this service differ at the elementary and secondary levels?
- 6.3 Should there be better liaison between schools, public libraries and other community agencies?
- 6.4 Should there be a separate Individualized Learning Center with a separate board?

7. Services to Special Groups

Should we cooperate on special materials for:



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- 7.1 handicapped
- 7.2 new immigrants

8. Summer Reading Programs

- 8.1 Should there be summer branches located in schools?
- 8.2 Should there be a list of appropriate level books sent home with each child's report card?
- 8.3 Do we need special activities to stimulate reading?

If you are like most individuals and agencies, your answer would be "yes" or at least a qualified "yes" to many of the questions posed above. The next step, and the most difficult, is to go back and ask *how* we might address the need for closer liaison and improved cooperation in order to better serve the needs of all the young people in the community.

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