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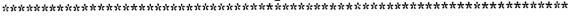   Surveys; *Public Libraries; Questionnaires; School
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ABSTRACT
        This study examines the implementation and subsequent
results of cooperative programs between schools and public libraries.
The purpose of the survey was to identify cooperative activities
which have taken place between Ohio's public libraries and schools
and bring to light factors which have led to the success or failure
of those cooperative ventures which have been attempted. The
librarians' views of available resources, attempts at collaboration,
and subsequent results of tested ideas have been assessed to provide
a description of cooperative programs in Ohio communities. Certain
correlations can be seen from the resulting data. The survey results
support the theory that a library's available resources will have an
effect upon the amount of cooperation that occurs with the schools.
Also substantiated is the premise that communication with school
personnel corresponds directly with the success of cooperative
ventures. The cover letter and survey are appended. (Author/TMK)

ED 367 357

COOPERATIVE PROGRAMS BETWEEN SCHOOLS
AND PUBLIC LIBRARIES IN OHIO

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Lynne Wolfe

December, 1990

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ABSTRACT

Cooperative Relationships between schools and public libraries have existed for as long as both have been in existence, for there have always been special needs within communities that are best served by cooperative effort on the part of both institutions. Not often, however, do we see much in print about these types of programs. The ideas that are most effective are those that result from informal cooperation between individuals. The type of service that is more likely to receive publicity is one that establishes some formal, dignified, and important-sounding guidelines of service.

Some library services require a sructured and standardized approach to be effective and/or manageable. Cooperative programs, however, require individualization. The best ideas come to fruition through making use of what is available to combine resources and produce a more beneficial result.

This study examines the cooperative efforts of public librarians in Ohio, based upon response to a voluntary survey. The librarians' views of available resources, attempts at collaboration, and subsequent results of tested ideas have been assessed to provide a description of cooperative programs in Ohio communities. Certain correlations can be seen from the resulting data. The survey results support the theory that a library's available resources will have an effect upon the amount of cooperation that occurs with the schools. Also substantiated is the premise that communication with school personnel corresponds directly with the success of cooperative ventures.

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B.A., Grove City College, 1987

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INTRODUCTION

Background

In a society which seems to place more emphasis on technology and manipulation of information with each passing year, the role of the library as an institution is changing drastically. Within the scope of library service to the public, children's services take on increasing importance, as well. As society changes, there is more demand on young people to achieve, and today's students feel more pressure to excel than any previous generation.

Librarians who serve the information needs of children are having to broaden their objectives, but find themselves scrambling to come up with the resources to provide young patrons with needed materials. The role of schools in the community has expanded to provide for many of these needs. Many areas of the country, however, are falling far behind the norms in showing the necessary public support for education. If the money runs short, school districts are hard-pressed to provide "the basics," much less think of advancement. School librarians are often forced to look elsewhere for resources, or do without. In some areas, schools are well-supported - usually through taxation. In these instances, most citizens feel that they have contributed enough, and are reluctant to provide for public libraries. The public will often cite "duplication of resources" as their main concern when asked to increase support of a public system. In Ohio, public libraries have in recent years enjoyed

substantial increases in support, due to the change in funding from the intangibles tax to the Library and Local Government Support Fund, which is generated by the personal income tax. Ohio schools, however, are not income tax supported, and have been dealt some severe blows in recent years (with the exception of some more affluent communities which are willing to pass any school levies which appear on the ballot). The situation will worsen before it improves, and library and school administrators both should be considering how best to pool resources for the benefit of all concerned.

Cooperation between schools and public libraries is not a standard within the field; rather it seems to occur only when proximity or close acquaintance facilitate it. Perhaps if more "success stories" were publicized, cooperative programs among media center specialists, public librarians, and teachers would become a commonly accepted and practiced form of resource sharing. The profession certainly has nothing to lose, and the children have everything to gain.

Purpose

This study was intended to examine the implementation and subsequent results of cooperative programs between schools and public libraries. The purpose of the survey was to identify cooperative activities which have taken place between Ohio's public libraries and schools, and bring to light factors which have led to the

success or failure of those cooperative ventures which have been attempted. It was believed that a positive correlation would be found between the existence of such programs and two conditions: a lack of resources within the institutions themselves, and close communication between the institutions as to the learning needs of children in their community.

Limitations

A survey of public librarians was conducted which reveals their views of the resources available to them, as well as identifies what, if any, communication and/or interaction they have with teachers and school library media specialists in their community. Questionnaires were distributed to public libraries in Ohio (numbering approximately 252), and directed to the children's librarian at each institution. The content of the survey is limited to questions pertaining to the resources of and interaction between those institutions surveyed and local schools. The focus is on programs or practices initiated by the institutions themselves, not considering formal networks of which either institution might be a part, or regional resource sharing opportunities provided by outside sources.

Terminology

The term "cooperation," for the purpose of this study, refers to informal communication and sharing of resources, as opposed to

participation in established networks for interlibrary loan purposes or similar such resource sharing.

References to "librarians" are pertinent to any person, professional or non-professional, who acts in the capacity of a librarian. The nature of such informal cooperation as is studied herein warrants that consideration be given to any and all personnel who would participate in such a format, and respondents were not asked to identify their professional status, therefore no distinction can be made from the data available.

LITERATURE REVIEW

A literature search in the area of library cooperation produced information about formal networks involving different types of libraries, such as one in which academic and special libraries share resources. Extensive discussion has been made concerning needed standards for establishing such multi-type networks. Some articles have addressed the issue of school library participation in multi-type networks. Very little, however, has been written about informal cooperation between schools and public libraries. Perhaps this is because its importance and potential benefit is not widely realized or acknowledged.

Virginia Mathews, of Shoe String Press in Hamden, Connecticut, published an article aimed toward school librarians in the December, 1986 issue of *School Library Journal*. Although she does not speak of

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the types of cooperative activities addressed in this study, Ms. Mathews emphasizes the importance of school libraries and of qualified professionals staffing those libraries. She also comments on the importance of exposing children to the public library:

> Every elementary school must have a library.
> Every classroom should have its own mini-library or
> reading corner. And parents and schools should make
> sure that children know how to use the public library: a
> guided tour of it should be part of kindergarten.[1]

Elizabeth Sheridan, in her Master's research study, looked at the effect of educational trends on cooperative library programs. Her paper on a literature-based curriculum and its effect upon the cooperative relationship between a particular school and nearby public library in an Ohio community mentions the need for awareness of educational trends on the part of the public librarian:

> Schools and public libraries have always had a
> common denominator, the student. School libraries are
> available for student use on a limited basis during the
> school day and close with the end of school in the
> afternoon. The public library, on the other hand,
> provides for the needs of the student community after
> school hours. A public librarian must be aware of the
> community's educational trends and the impact that
> implementation of new programs might have on meeting
> the needs of the service group.[2]

One source which directly addressed the topic in question was a book on public relations by Marian S. Edsall, published in 1984. She devoted an entire chapter to various ways that school librarians

can initiate interaction with the public library for mutual benefit. The survey described herein examines the opposite viewpoint, that of the public librarian, but the observations made by Ms. Edsall are of value to the overall picture:

> Neither the school nor the public library can operate effectively with total desregard for the other. Both serve a special group, albeit with different purposes and different materials. Nevertheless, the commonality of one goal - better informed, better read young people - far outweighs the differences and obviously indicates that close cooperation is needed if either is to achieve that goal. Indeed, mandates for such cooperation are becoming more frequent at regional, state, and federal levels, but often this is given little more than lip service, best exemplified by brief, perhaps cordial discussions at occasional professional meetings.[3]

Edsall here points out that establishment of formal guidelines seldom leads to actual implementation of a beneficial program, but rather gives professionals an opportunity to pontificate on idealistic scenarios while never actually taking measures to see that any of their ideas come to fruition. The real success stories are in the libraries themselves, where people who deal with today's children on a day-to-day basis collaborate to identify a specific need, and then roll up their sleeves and pool their resources to provide for that need.

The literature does present some examples of such success stories. Todd Morning and Janet Watkins, librarians in Schaumburg, Illinois, relate some of the cooperative services made available to

young people in their library. They suggest that communication be put into writing for clarification and increased effectiveness. They mention teacher packets, newletters, and written correspondence as effective means of written communication to use. Also emphasized, however, is the importance of personal contact with school personnel to "extend the message of written communication and assure that this message is indeed received, rather than lost in a deluge of paperwork." Watkins and Morning also make some suggestions as to what programs serve to stimulate interest in what the library has to offer. They mention class visits to the public library, and library personnel visiting classrooms, as well as a "Young Reader's Choice Award" in conjunction with National Library Week. Their dedication to providing the best possible library service to young people is expressed as they conclude that "to assure the young patron's continued use and enjoyment of all types of libraries, cooperation becomes not merely a goal, but a necessity."[4]

Sometimes a "cooperation success story" happens because of a unique need in a particular community. National City, California, is a town of 55,000 near the border of Mexico. A large Spanish-speaking population makes the job of learning to read an extra challenge, with patrons who wish to retain their native language and culture, yet needing to learn English as residents of the United States. The National City Public Library has worked closely with the local schools to promote literacy for all ages. Library personnel participate in school curriculum development, and classes visit the library

regularly as part of their education. A special program has been successfully developed wherein the library obtained an LSCA grant for after-school tutoring in the library. High school students are recruited to work as tutors with younger chldren who might be having difficulty with their studies. Tutors are given six hours' training before starting the program, and are paid minimum wage for their work, as an effort to retain them. A mediator is now employed to act as a go-between and make contact with students and their parents through the schools. Once parental consent is acquired, the mediator maintains contact with the student to discuss any questions or concerns that he/she may have.[5]

These are a few examples of how libraries can identify a specific need within their community and, through cooperative effort, find creative ways to fulfill that need. Ohio's communities have unique qualities and special needs, as well. An attempt is here being made to publicize some of Ohio's success stories, shedding some light on those public libraries which have implemented successful cooperative programs, and identifying what made them a success.

According to Dissertation Abstracts, no research has been conducted on this specific topic at the time of this investigation. A study was done in Texas in 1986 concerning the involvement of school libraries in multi-type networks, but a survey of public library participation in and/or initiation of informal cooperative arrangements with schools has yet to be conducted.

METHODOLOGY

This study uses survey methodology to collect data on cooperative programs between schools and public libraries in Ohio. A questionnaire was mailed to all public libraries in Ohio, directed to the attention of the children's librarian at each institution. Each questionnaire was accompanied by an explanatory letter describing the study and requesting participation by completion and return of the survey. A stamped return envelope was included for the convenience of each respondent, and those who included their own stamped return envelope were assured of receiving a copy of the results.

The questions used in the survey provide information about each library and its patron population, as well as an idea of the resources available to each institution. Respondents were asked to indicate how much interaction they have with local school personnel as to the information needs of children in the community and which, if any, cooperative activities take place between their institutions. As the completed questionnaires were returned, the data was entered in an SPSS program (Statistical Package for the Social Sciences) so that statistical information could be compiled for review. An attempt has been made to draw up a conclusive summary, identifying factors which contribute to the development of cooperative programs and outlining some of the programs which have met with success.

RESULTS

Survey Response

The response to the survey was tremendous - so many were returned in the first two weeks that a second mailing was deemed unnecessary. Additional surveys continued to trickle in over subsequent weeks, the final tally of responses being 187, which represents 74% of the original survey population. This seems to indicate that cooperation with schools is a timely topic, one which concerns most public librarians today.

Many respondents vented frustrations as to why their ideas for a cooperative program have never come to fruition. Often, their main concern centered around a lack of communication with teachers or other school officials. Likewise, the main reason cited for the success of an attempt at cooperation was effective communication and a cooperative and enthusiastic attitude in the schools. Nancy Currie of the Burton Public Library in Burton, Ohio summed up general opinion as she described their most recent cooperative venture:

> The most recent cooperative program was a joint push to get all children in the district a library card. It went very smoothly for 3 reasons:
> 1) good communication and cooperation with school principals
> 2) communication with parents
> 3) communication with staff in library

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> The cooperative atmosphere and dedicated parents
> and teachers in our community are important to all (of)
> our programs.

Nancy's observation seems to be universally accepted, but the results of the survey were by no means without variance. Response to each question in the survey was distinctly varied. Following is an analysis of response frequencies to the questions posed:

Statistical Results

Upon statistical analysis of the survey data, the following observations can be made: A majority of those surveyed indicated that their library's resources were adequate to meet patron needs in their community. It cannot be known whether this is a true indication that most young people in Ohio find everything they seek when entering a public library. Doubtless most librarians would be reluctant to indicate that their patrons' needs are not being met, even if their community is reluctant to support their institutions to the extent that would be desirable. It is also probable that most librarians have distinct ideas as to what is **needed** for their patrons and what they would like to be able to provide.

Another indication of the survey is that a majority of respondents communicate with local schools as to the needs of young people in their area. A slim majority of those who do communicate identify the frequency of that communication as "occasional" (once or twice a year), with almost as many respondents answering that their communication is "regular" (weekly or monthly). A correlation was

found by comparing the factors of funding and communication: of the respondents who claim to maintain "regular" communication with schools, a higher percentage feel that their funding is simply "adequate" than those who describe their funding as "more than adequate." Interestingly, however, the few who identify their resources as "less than adequate" generally decribe their frequency of communication as "occasional," rather than "regular." Perhaps those who are most lacking in resources feel that they have no money for "extras" such as a cooperative venture with the schools? It has been pointed out that interlibrary cooperation is not always a money-saving measure. Edsall addresses this topic also in "School-Public Library Cooperation" :

> Some tend to regard interlibrary cooperation as a means of saving money, but this is questionable, as measurable savings are doubtful and budget cutbacks for one agency may put an undue burden on the other. It is more a case of being able to do more with what is available.[6]

Response to a survey question about why children use the library was predictable: as it should be, the vast majority of respondents indicated that children use their library for both recreational reading and school assignments. Very few responded that children use their facility solely for one reason or the other. (It is supposed that any library which is not used by children would not have participated in the survey.)

The question pertaining to the perceived success of the respondent's most recently developed cooperative program produced surprising results. It was expected that those who have attempted cooperative ventures would have met with varied amounts of success, and accounts of failures could be compared with successes to determine what makes such a program work. Rather, the vast majority indicated that their programs were successful, with a greater number of respondents classifying their programs as "a complete success." This seems to indicate that cooperation works, as a rule, and that attempts to pool resources are generally well-received.

A summary is here presented of those cooperative activities which are most frequently identified as put into practice between Ohio's schools and public libraries. In order of frequency, they are: teachers bring their classes to visit the public library (93.3%), public library programs are promoted in the schools (81.6%), public library provides professional resources for teachers (68.7%), teachers inform the public librarian of class assignments which will require library resources (52.5%), the public librarian booktalks in the schools (49.2%), bulk loans between schools and the public library (43.6%), and student schoolwork is displayed in the public library (43.6%).

Activities which take place - but only in a small portion of the respondents' institutions - are as follows: school programs are promoted in the public library (35.2%), schools and public libraries

promote joint programs (32.4%), public and school librarians share professional resources (29.1%), and reciprocal borrowing arrangements between institutions (15.6%).

Some correlations between these activities and various other factors can be identified: the activities which were acknowledged by a majority of the institutions surveyed (50% or more) corresponded in every case with "occasional" communication with the schools. Those activities which were acknowledged by a lesser number of respondents (less than 50%) corresponded in every case with "regular" communication between institutions. Thus it stands to reason that the activities which take the least amount of cooperative effort are the most popular and frequently instituted. Yet the majority of all programs have met with success, if credibility is given to response to this survey. It becomes evident, then, that the extra amount of effort it takes to make a program work is worth it in order to benefit the young people of our society.

It can again be argued that some activities require healthier resources to institute, but a comparison of the funding factor with the frequency of each activity produces a strong correlation (in every case but one) with an indication of "adequate" funding rather than that of "more than adequate" funding. The only exception to this is in the case of joint book selection sessions, and this correlated to "more than adequate" funding only by a slim majority of respondents. Thus it can be assumed that a budget surplus is not required to accomplish most cooperative activities, and it is

suggested that the cost of each effort in time would pay itself back twofold or more, once the program is running smoothly.

Certain activities are more plausible for some libraries/systems than others, depending on the size of the library and the nature of the activity. A comparison of each activity with the size factor produces some logical correlations. Activities which occur more frequently in large libraries (serving a population of more than 50,000) which responded to the survey are: public librarian booktalks in the schools, public library provides professional resources for teachers, school programs are promoted in the public library, schools and library promote joint programs, librarians share professional resources, and joint book selection sessions. Reasons for this correlation are easily deducted. Each of these activities is more easily facilitated by the greater amounts of space or staff time available in a large library.

A similar comparison reveals that those activities most frequently cited by medium sized libraries (those serving a population of 5,000-50,000) are: teachers inform the public librarian of class assignments which will require library resources, bulk loans between schools and the public library, and student schoo' vork is displayed in the public library. Here, also, logical reasoning can be applied - these activities are such that a very large library would be hard pressed to manage the volume of materials entailed, whereas a medium-sized library can manage it with efficiency and effectiveness.

The only activity which was cited most often by small libraries (those serving a population of less than 5,000) was that of reciprocal borrowing arrangements between school and library. In some cases, very small communities house their public library in the school, thus facilitating such an arrangement. Even if the libraries are not combined, only a library with a very small patron population could maintain such a service without encountering administrative problems which would negate any potential benefit of the program.

Success Stories

In addition to the statistical analysis of survey data, an examination of the additional comments and information offered by .espondents is valuable. Librarians answering the survey were eager to share information about their programs which are in force and helping to provide their young patrons with better access to information.

Twenty-nine respondents provided additional information as to what their library has done to cooperate with schools. Some of the most valid points that were made and a description of some of the more innovative programming ideas are as follows:

Many of the libraries surveyed included with their responses a sample newsletter, such as that which would be distributed to teachers in their local schools. Most examples were simply lists of the services available to teachers through the public library. Some ideas which have been instituted by a majority of libraries are:

teacher collections for classroom use and extended loan periods
(ranging from 3 to 6 weeks), library card sign-ups throughout the
school system, bookmobile visits to all area schools, material reserves
for student use in conjunction with class assignments, computer and
software available in the library for student use to improve academic
skills, space provided for class exhibits by advance arrangement, and
library orientation tours for all ages. Coldwater Public Library in
Coldwater, Ohio, took the "class visit" concept a step further -
teachers and students of the third, fourth, and fifth grades come to
the library with their reading classes every two weeks during the
school year.

Some of the more unusual ideas came to fruition as part of
various summer reading programs across the state. At Morley Public
Library in Painesville, Ohio, young readers received one dollar in
play money for every five books they read during the program. The
summer culminated with an auction, and a representative from each
of the 19 elementary and preschools attended the auction as buyers,
using the money earned by the students from their respective
schools to purchase books, posters, and other goodies for their
constituents. Student buyers were selected by school librarians and
enjoyed a public library-sponsored program in addition to
participating in the auction. Earning dollars to spend for their school
served not only as an incentive to read, but also as a real help to the
school libraries, whose collection budgets are slim. Materials
auctioned had been weeded from the Morley collection.

Dayton and Montgomery County Public Library co-sponsors author visits during Children's Book Week. Children from over twenty schools are brought together at the library to meet authors and illustrators over a four-day period.

The public library in Avon Lake, Ohio promotes a program known as "book buddies." High school students volunteer their time during the summer months to work with elementary school children and inspire them to keep up the reading habit.

Medina County District Library in Medina, Ohio has instituted a new program which is designed for presentation in a classroom setting. Staff members of the public library prepare and present mini programs to classes on specific themes, such as the environment, early American pioneers, and zoo animals. A strong positive response has already been received by this new idea.

Some activities are beneficial to both schools and libraries without being a cooperative effort, per se. The Perry Cook Memorial Library's latest venture is described as follows by librarian Sharon Baker:

> "Kid-Time Library Club" is a program designed for 3-5 year olds which extends the traditional story hour to include reading readiness activities. It is under the direction of a former kindergarted teacher. This program gives the children in our community opportunities of association with each other before entering the school setting. Both school personnel and library staff work hard to promote positive feelings for our students toward the school and the public library.

Some creative ideas offered by Edsall: share the speaker's platform at PTA or community group meetings, recruit parents from the schools to join with the local Friends chapter to work on joint projects for the benefit of both libraries, plan back-to-back programming to reinforce each other, establish a "school-of-the-month" program by offering exhibit space to a different school each month for artwork or writing displays, share a booth or a display at the county fair or a local festival (Ohio is, after all, the festival state!), and coordinate all publicity efforts, distributing all flyers or brochures to both students and library staff, and finally present a united front and assist each other with tax levy, budget, and censorship problems, for the benefit of all.[7]

Other unique ideas which were mentioned in survey responses are: joint video productions, a video "tour" of the public library for viewing by new teachers in the school system, classroom visits to every class in May to present book lists for summer reading ideas, summer reading certificates presented to children in their classrooms when school starts in the Fall, prizes awarded to schools that have the most children finishing the summer reading program, a published column in local newpapers describing upcoming events and recent truimphs, book drops in the schools for return of public library materials, "Book Looks" aimed either at presenting recent acquisitions for teachers to look over and borrow or presenting new releases for librarians to see and put on their own acquisitions lists, and presentation of nonfiction juvenile materials in school programs

and assemblies. More than a couple of respondents indicated that a goal for the future is to coordinate computer technology between the schools and the public library in order to facilitate easier access to materials and information for the students.

Problems

In addition to using the survey to boast about some of their successful programming ideas, many respondents found a forum to mention their frustrations, as well. In attempting to put a good idea into practice, many were meeting with a wall of opposition or simply not getting the necessary cooperation from the schools. The most frequently heard complaint was that of instituting a closed reserve service for students to coordinate assignments and resources, but failing to get teachers to cooperate by providing advance notice of topics and requirements. Some librarians even print up special "assignment alert" forms and distribute them to all of the schools in the area, but still get little cooperation.

In general, the feeling seems to be that teachers do not realize or aren't willing to take advantage of all that the public library has to offer them. Diane Cooper, librarian at the Belle Center Free Library in Belle Center, Ohio, sums it up well:

> It is necessary that each teacher show an interest in and use resources from the public library. Only a few teachers are willing to take the time to ask for help on teaching themes, etc. The few who do are delighted with the results, and it is students from those classes who tend to branch out into nonfiction.

As is stated here, making one's services known is not always the end of problems with communication. Teachers are busy people, and none of them have the time to take advantage of everything available to them for the benefit of their students. A good motto to have when dealing with teachers would be "Go get 'em!" Don't just drop off a newletter at the school office - put one in each faculty mailbox. Rather than inviting them to come to the library for a program, offer to present a program at their inservice meeting. Make your services more than available - make them convenient.

One caution mentioned by a few respondents was to maintain a good relationship with the school librarian, if there is one. Making services available to the teachers is important, but not at the risk of making the school librarian feel inadequate. He/she will know the limitations imposed by a fixed budget and a limited amount of space. Coordinate your efforts with the school librarians to fill in the gaps, and show your appreciation for the support and cooperation you get from them. Mercier Robinson, children's services coordinator for the East Cleveland Public Library, hosts an annual luncheon at the end of each school year to thank the school librarians for their help and meet with them "in a somewhat social setting."

Some interesting ideas have been presented herein, and some common problems have been discussed, but neither problems nor successes are present where there is no program. How does one initiate cooperative activities with schools when there is no channel

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available? The answer is to establish one! Diane Jones describes her initiative in attempting to open up communication with schools in the area of Coshocton Public Library in Cochocton, Ohio: "I am circulating a questionnaire in each of the elementary schools we serve. The questionnaire is directed toward the school principal, librarian, and teachers, asking for their input concerning public library programming and material. Open, two-way communication helps to make a successful cooperative venture between the public library and the schools."

Once the lines of communication have been opened, the next step is to develop good working relationships with those who would participate. Whether it be through an informal channel, such as having coffee and chatting about "what's new," or something more formal, such as calling a meeting of potential participants in your latest idea for a cooperative venture, the vote is unanimous that communication is the key. Edsall advises, "if some structure already exists, investigate and participate; if it appears defunct, try to reactivate and expand it."[8]

Establishment of a successful program will not occur overnight. Great things stem from small beginnings. Helen Skinner, of Carroll County District Library advises, "Library and school cooperation begins with one teacher with one class and grows from there. Word of mouth is your best advertisement."

CONCLUSION

Those in the library community who wish to develop stronger cooperative ties with schools are not without precedent. Elizabeth Sheridan, in her paper which examined one specific cooperative relationship between a public library and a nearby school, mentions several examples of cooperative ideas that have worked in other states. In Virginia, the State Library published guidelines for media specialists on the development of cooperative programs between schools and public libraries. In Illinois, a public library started a homework center to provide textbooks for students to use after school hours. A New York public library designed an assignment notebook in which school assignments were filed by subject with books suggested that would aid in completion of the work. School librarians in a Michigan district can attend joint selection meetings with public children's librarians, which is beneficial to both parties.[9]

Having a host of ideas for cooperative ventures at one's fingertips, the main question is execution. The respondents of this survey have stated overwhelmingly that communication is the key, and as Edsall says, "It Takes Two To Tango":

> Successful cooperation between the school library media center and the public library must be based on a clear understanding of their respective roles and objectives and, ultimately, a good projection of this to students, faculty, and the public. Out of wholehearted service and program planning, a promotional program

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can evolve that will benefit both. Why wait any longer?[10]

Why wait, indeed? The results of this study indicate that one need not have an oversized budget or a desperate financial need to utilize and benefit from cooperative activities with schools. It has been determined that although most traditional cooperative activities can be accomplished with a minimum of time and effort, a little extra initiative will produce something even more innovative and quite possibly a lot more effective and beneficial for the young people in the community. And, through this study, a large number of ideas for workable programs have been compiled into one presentation of potential cooperative success.

Appendix A

Name_____   Date_____

Library_____

_____

_____

1) How large is the population of the community which your library serves?

_____ large (more than 50,000)
_____ medium (5,000 - 50,000)
_____ small (less than 5,000)

2) How adequate do you feel your resources are to meet the needs of children (grades K-6) in your community?

_____ more than adequate
_____ adequate
_____ less than adequate
_____ severely lacking

3) How many schools (grades K-6) are located within your service area?   _____

4) How many school media specialists (elementary) are employed in the school district?

_____ more than one per building
_____ one per building
_____ one for the entire district

5) How often do you communicate with school librarians about the information needs of the children in your community?

_____ regularly (weekly, monthly)
_____ occasionally (once or twice a year)
_____ seldom (only when special need arises)
_____ never

6) What is the primary reason that children use your library?

_____ recreational reading
_____ school assignments
_____ equal use for each purpose
_____ children do not use the library

7) Please indicate which, if any, of the following cooperative library activities take place in your community:

_____ Public librarian booktalks in the schools
_____ Teachers inform public librarians of assignments for which students will need library resources
_____ Public librarian provides professional resources for teachers
_____ Teachers bring their classes to visit the public library
_____ Public library programs are promoted in the schools
_____ School programs are promoted in the public library
_____ School and public libraries promote joint programs or themes to encourage broader use of library resources
_____ Public and school librarians share professional resources
_____ Public and school libraries share special equipment
_____ Joint book selection sessions
_____ Reciprocal borrowing arrangements
_____ Bulk loans between school and public libraries
_____ Student schoolwork is displayed in the public library
_____ School librarian(s) participate in the summer reading program
_____ Other (please explain)

8) How successful was your most recently-developed cooperative program?

_____ A complete success
_____ Beneficial, but with minor problems to work out
_____ Could work in the future if key problems are resolved
_____ Did not suit the needs of our situation

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Appendix B

September 21, 1990

TO: Children's Librarian
RE: Survey of Cooperative Library Programs

Dear Sir or Madam:

I am a student at Kent State University, now completing my Master of Library Science degree. As part of the requirements for completion of the MLS program, I am researching cooperative programs between schools and public libraries in Ohio.

Enclosed you will find a questionnaire, along with a stamped return envelope for your convenience. Please take a few minutes to complete the survey and return it by the first of October. Each response will add to the significance of the study, and it is my goal to compile something which is a true contribution to the profession. If you are interested in knowing the results, please enclose a SASE with your completed questionnaire. It will be returned to you by Thanksgiving.

Thank you in advance for your cooperation. Your participation is sincerely appreciated.

Cordially,

Lynne Wolfe
School of Library Science
Kent State University
Kent, OH 44242

encl.

NOTES

[1]Virginia H. Mathews, "First Lessons & Some Homework For School Librarians," School Library Journal 33 (December 1986) : 44.

[2]Elizabeth Sheridan, "The Impact of a Literature-Based Curriculum on the Cooperative Relationship Between Tremont Elementary School and Upper Arlington Public Library," (Masters Research Paper, Kent State University, 1989), 1.

[3]Marian S. Edsall, "School-Public Library Cooperation," Chap. in Practical PR for School Library Media Centers (New York : Neal-Schuman Publishers, Inc., 1984), 141.

[4]Todd Morning and Janet Watkins, "Beyond Assignment Alert," Illinois Libraries 67 (January 1985) : 37-9.

[5]Angela J. Dunmore and Karen Cropsey Hardiman, "'My Turn' Boosts Teen Self-esteem (Public Library/Public School Project Tries Students as Tutors)," American Libraries 18 (October 1987) : 786+.

[6]Edsall, "School-Public Cooperation," 141.

[7]Ibid., 147-9.

[8]Ibid., 142.

[9]Sheridan, "Literature-Based Curriculum," 2.

[10]Edsall, "School-Public Cooperation," 149.

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