

As a reference librarian at two Southern universities, I have observed that the greatest obstruction to library cooperation is the old-fashioned attitude of some librarians that it is better for a book to be shelved in the stacks than loaned to someone who might read it. Too many librarians insist that an interlibrary loan form be on their desk before the book requested by another library can be mailed. They don't seem to realize, that to some library users, a book is of little or no value for a particular purpose unless it can be delivered within a few days. These same librarians would undoubtedly protest if they called a local drug store and requested that a gallon of ice cream be delivered to their home by 7 p.m. on a particular day and were told that a form was necessary before delivery could be made. Must we have a form before any positive action is taken? Unfortunately, too many librarians answer this question in the affirmative.

Most librarians are willing to extend the normal loan period for books loaned to another library to allow for several days transit between libraries. However, a few librarians who believe in strict adherence to regulations with no exceptions under any circumstances insist that a book loaned to another library be returned within two weeks from the date it is mailed. The fact that transit between libraries, both ways, may require a week is of no consequence to the librarian, who may even go so far as to refuse renewal of a book for no valid reason.

I know a librarian who refused to loan a book to a student from another institution who drove 15 miles to the library and presented an inter-library loan form signed by the reference librarian at that institution. The student was willing to take 30 minutes of his time to obtain a book he needed urgently, but the librarian was not willing to help the student by making an across-the-desk loan. Apparently the librarian preferred to spend 30 minutes preparing the book and form for mailing rather than taking two or three minutes to transact the loan in person. Such unreasonable actions on the part of librarians understandably create ill will and resentment of libraries in general and reinforce the undesirable image of the librarian held by many laymen. These actions are responsible for our faculty image; consequently, any improvement in our image will require that such actions be eliminated, or at least reduced to a minimum.

Full cooperation among libraries in interlibrary loans and other ventures is a goal we should continually seek to reach. Attainment of this goal will be an accomplished fact only when we view service to our patrons in a broad sense more important than strict adherence to our own library's regulations and procedures. Regulations and procedures should always be regarded as guides for action, not as excuses for inaction or non-cooperation. In our relationships with other libraries, let us always opt for cooperation.

THE NEW FRONT IN SCHOOL LIBRARY DEVELOPMENT

by

FRANCES KENNON JOHNSON

The statement that "the library is the heart of the school" has been so over-worked that it has lost the power to communicate. But while the words have diminished in meaning the school library has been assuming the dimensions they imply.

We have moved from the organization stage in school library development into a

new one: *program* development. At least most schools have established libraries, although nationally their establishment has been uneven in pace and we are still far from having "a library in every school." With the help of Federal funds — and state leadership in North Carolina — most schools have responded more rapidly to the technological needs and opportunities of the times, expanding libraries into media centers that offer materials and equipment in a variety of formats.⁵ Libraries are "*in*."

Having "gotten" their libraries, most schools are shifting their emphasis to expanding and improving library services to pupils and teachers — "those activities and services that make the library an educational force in the school."¹ This is not to say that all organizing, all collection-building, all administrative procedures have been accomplished and fixed for all time. Obviously, they have not; in fact, heaven forbid that they should be. It does mean that librarians, teachers, administrators, and students are demonstrating new awareness of what the library program is and can be. The evidence is all around us. This issue explores some of the directions and dimensions of school library programs today.

One central theme is *the relationship of library services to the purposes and practices of the school*. As Ellen Day states in her article, "A school library program does not grow from the library out to the classrooms. Rather, the program should develop from the demands of the classroom to the library." But the school librarian doesn't sit and wait for demands to arise (who has time to sit?). He serves as a "catalyst for learning," a role described by Doris Young Kuhn⁴ and by contributors to this issue. As Sara Srygley of the Florida State University Library School put it in her talk at the ALA Conference in June, 1968: "We must achieve leadership ourselves. Nobody else can or will do it for us."

A second major emphasis in schools and school library programs today is *the individualization of instruction*. In another speech during the 1968 ALA Conference Nolan Estes, then Associate Commissioner, U. S. Office of Education, identified individualization as one of six national priorities for schools and emphasized that "the school media center is the heart of individualized education." (There's that slogan again!) The place of library materials and quarters in independent study may be apparent, but the program implications — such as new ways to work with pupils and teachers, new approaches to the teaching of learning skills,³ and new needs in library attendance and scheduling practices — are keeping many schools busy re-evaluating "old" ways and planning new ones.

Accessibility Is Key Concept

A related concept of the school library program is *accessibility*, in the broadest possible sense. Dr. Paul Briggs, superintendent of the Cleveland Public Schools and another ALA Conference speaker, put it this way: "We must make libraries accessible, open, free to action and movement. We cannot divorce excitement from education." Several ideas and approaches for making library resources and services broadly accessible are presented in this issue.

For those who may be tuning themselves out by now, thinking "Our library isn't a real media center yet and can't do these things," or "Our school hasn't *begun* to individualize instruction," or "We couldn't possibly squeeze in space for independent study

and still take care of groups in our library," further ideas from Dr. Briggs may reassure and challenge:

You can't have a bad school if you have a good library and a "live" librarian. In fact, if a choice must be made, better a good librarian in a substandard library than a quantitatively "superior" library kept by a guardian of the portals. Essential qualities for the school librarian include compassion and the ability to relate to others.

This, then, is the new-image school library: one that is staffed by a "live" librarian who sees his role as central to the the purposes of the school, who has the ability to relate to pupils and teachers, who is responsive to the constantly changing, ever-growing demands of the school program.

Prescriptions won't bring such libraries into being. They don't result from "so many" books, "so many" filmstrips, or other specified quantities of things. But *people* can, and do, develop good school library programs. As Paul Witt has said, "programs are mainly people."

POSITION PAPERS ON THE SCHOOL LIBRARY PROGRAM

1. American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960.
2. American Association of School Librarians. Knapp School Libraries Project REALIZATION: THE FINAL REPORT OF THE KNAPP SCHOOL LIBRARIES PROJECT. Editor: Peggy Sullivan. Chicago: American Library Association, 1968.
3. Henne, Frances. "Learning to Learn in School Libraries," SCHOOL LIBRARIES, 15 (May, 1966), 15-23.
4. Kuhn, Doris Young. "The School Librarian — Catalyst for Learning," SCHOOL LIBRARIES, 17 (Winter, 1968), 9-14.
5. STANDARDS FOR SCHOOL MEDIA PROGRAMS. American Association of School Librarians and Department of Audiovisual Instruction. (In preparation, 1968)

THE LIBRARY AND INDIVIDUALIZED INSTRUCTION

by

ELLEN W. DAY

(Editor's note: When we asked Mrs. Day to state her ideas about the kind of library program it takes to support a school designed for individualized instruction, she replied to the effect that who was she to tell people "how to do it good" in their own schools. But we think she has a worthwhile message).

What happens in the library when the emphasis in the school is on individualized instruction? Is there a difference in services to pupils and teachers? What types of demands are there upon the collection, on the facility itself? What is the librarian's role?