ABSTRACT
        Cooperation between schools and public libraries is
an important element of library service to children and young adults.
A questionnaire was mailed to a random sample of 88 public libraries
in Ohio in order to identify the types of cooperative efforts
currently taking place. The survey achieved a return rate of 67%
(n=59). A model was created to classify the types of cooperation
according to the characteristics of the activities in which the
respondents were engaged. Five levels of cooperation were included in
the model: no cooperation, informal communication, informal
cooperation, formal cooperation, and formal coordination. The
majority of activities mentioned by respondents fell within the
category of informal cooperation, at which activities often focus on
a specific event or issue, such as a book-talk or class visit. All of
the libraries surveyed engaged in some form of cooperative activity
with public schools, with the most common activities including: class
visits to the public library; written/oral communication to school
personnel promoting library services; planning and promotion of
summer reading programs; assignment alerts; and resource sharing.
Reasons why there appears to be no movement to higher levels of
cooperation and suggestions for future studies are discussed.
Appendices include the survey and cover letter. (Contains 20
references.) (Author/SWC)

ED 401 939

A SURVEY OF TYPES OF COOPERATION 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

Frances M. Turano

May, 1996

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ABSTRACT

Cooperation between schools and public libraries is an important element of library service to children and young adults. A questionnaire was mailed to a random sample of public libraries in Ohio in order to identify the types of cooperative efforts currently taking place. A model was created to classify the types of cooperation according to the characteristics of the activities in which the respondents were engaged. Five levels of cooperation were included in the model: no cooperation, informal communication, informal cooperation, formal cooperation, formal coordination. It was determined that the majority of activities mentioned by respondents fell within the level three category of informal cooperation. Reasons why there appears to be no movement to higher levels of cooperation are discussed. Future studies could investigate the reasons for this or attitudes toward collaborative efforts.

Master's Research Paper by

Frances M. Turano

B. S., Bowling Green State University, 1976

M.L.S., Kent State University, 1996

Approved by

Adviser _Loes Buttlae,_____ Date _4-16 96_

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CHAPTER I

INTRODUCTION

Cooperation between schools and public libraries has
been recognized as an important factor in broadening the
potential information base available to children and young
adults. The emphasis on providing the best possible library
service to this age group through cooperative ventures has
received a great amount of coverage in the literature. In
fact, school and public library cooperation has received
consistent attention for over one hundred years.

Formal recognition of the relationship between schools
and public libraries came in 1897, when the National
Education Association (NEA), encouraged by John Cotton Dana,
president of the American Library Association (ALA), issued a
report which advocated school and public library cooperation
(1899).

The earliest cooperative efforts were based on the
belief that children needed to be encouraged to read as much
as possible and that public libraries should support schools
by providing enough books to meet the demand (Fasick 1991).
The first half of the twentieth century saw a growth in
public library service to children, but the establishment of
school libraries in the 1950s changed the public library's
role from a substitutive one to a more supplementary role.

Federal legislation in the 1960s and 1970s provided

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funds to improve school library collections and services. Interlibrary cooperation was supported by Title III of the Library Services and Construction Act (LSCA) in 1966. Throughout the 1980s however, both schools and public libraries saw a reduction in federal funding. These reductions, combined with diminished local budgets, cost increases, and the information explosion have caused both institutions to consider alternatives to providing service and materials by joining forces in cooperative ventures.

Purpose of the Study

Previous studies dealing with school and public library cooperation have been concerned with describing the types of activities being used and the reasons for success. Callison's national survey of public library cooperative efforts with schools indicated that more communication was needed to increase cooperation (1991). Communication can only come, however, when the commitment, in the form of defining roles and setting goals and objectives, is firmly in place.

This study attempted to determine the types of cooperation taking place in Ohio. It also attempted to classify these efforts according to the characteristics of the activities in which libraries engaged. The process of determining the status of cooperative efforts at the state level was utilized to create a model for individual libraries in Ohio. The information generated by this survey may provide a basis for evaluating a library's progress in cooperative programming.

Definition of Terms

For this study, school and public library cooperation is defined as those activities which involve joint participation by schools and public libraries and which are undertaken to provide improved services to children and young adults.

The term young adult is used to define those students between the ages of thirteen and eighteen. Children is used to define those students who are twelve years of age and under.

CHAPTER II

REVIEW OF THE LITERATURE

According to Ralph H. Stenstrom, there was an enormous
increase in the literature relating to school and public
library cooperation in the years following passage of the
amendment to the Library Services and Construction Act in
1966. In his annotated bibliography, he cited 383 articles
dealing with cooperation among all types of libraries, but he
also pointed out the insufficient amount of evaluative and
quantitative literature (Stenstrom 1970).

Ten years later, Aaron's overview of the current status
of the research identified some of the areas that had been
investigated, including: status of existing programs;
opinions and attitudes relating to cooperation; factors in
success or failure; and methods of planning and implementing.
She recommended that future studies should be conducted that
would indicate in more detail the specific levels and types
of activities and also ensure their successful implementation
and support (Aaron 1981).

Articles which describe successful programs and offer
suggestions on implementation are often referred to as "how-
to-do-it" articles. A search of current library indexes
revealed that this type of article appears frequently in the
literature. Some of these articles describe joint
conferences of school and public libraries which share
information about cooperative efforts (Reading 1992). Others

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may describe funded programs designed to link schools and
public libraries (Del Vecchio 1993), and yet others merely
describe the success of a program and serve more as a public
relations tool for the individual library (Bloom 1992).

In response to pleas for more quantitative and
evaluative data on cooperation, a number of studies have been
conducted which have attempted to survey attitudes and
opinions of professionals and assess factors that may
influence cooperative efforts. A survey conducted in 1986 to
measure cooperative activities and communication between
school and public libraries in Indiana indicated low levels
of cooperation, little planning, and a lack of communication
(Callison, Fink, and Hager 1989). Their findings duplicated
those from a similar study conducted fourteen years earlier
(Woolls 1972). In 1989, Callison duplicated his own survey
at the national level and his findings provided concrete
evidence of the need for more communication to improve
cooperation (1991).

A 1990 study of cooperative programs in Ohio indicated
that the most frequent types of cooperation were those
requiring the least amount of cooperative effort, i.e., those
that require "occasional communication" rather than "regular
communication" (Wolfe 1990, 14). Wolfe's findings were later
supported in a survey of school librarians in Ohio (Weiser,
1992).

Cooperation between schools and public libraries was a
component part of two larger surveys conducted by the
National Center for Education Statistics (NCES) in order to
collect statistical data on services and resources for

children and young adults provided by public libraries. Both
surveys were mailed to a national probability sample of 846
libraries from a universe of 14,174 institutions. The
survey, which measured young adult services, revealed that
even though 25% of public library patrons were young adults,
library cooperation programs for that group were very low in
number (Chelton 1989). On the other hand, results of the
survey measuring childrens services indicated that children
make up 37% of the library patron population and that
libraries cooperated with 83% of the schools in their service
area (Roy 1993).

In most of the articles dealing with school and public
library cooperation, the one factor that is emphasized as
being important to success is communication. Initiating
dialogue is viewed as the first step in the communication
process and it is up to many different groups, not just
public librarians, to take the first step (Fitzgibbons 1989).
Vandergrift (1994) has developed an instrument to initiate a
dialogue between school and public librarians which can also
be used as an evaluative tool.

The idea that communication is part of an ongoing
process is not addressed in much of the literature. This is
possibly because so many of the descriptive articles view
cooperation as an end and not as the means for providing
better service to children and young adults. Esther Dyer
viewed the cooperative process as a scale with professional
courtesy at one end and coordination at the other. She
cautioned, however, that professional courtesy is based on
interpersonal relationships and "if the individuals change,

the cooperative structure may . . . collapse" (Dyer 1978, 7).

The concept of different levels of cooperation has been discussed in other studies as well. Not surprisingly, these studies deal with higher levels requiring analysis of the participating libraries' roles, policies, and objectives. Billman and Owens determined that the quality and frequency of communication should be relatively high to establish a cooperative collection development program (1985). In this type of collaboration, the pre-planning, planning, implementing, and evaluating should be viewed as an ongoing process (Kachel 1995).

If most librarians were asked at what level their cooperative activities occurred, their answers might vary considerably. Donna Shannon found this to be true in her study of public librarians in one county in North Carolina. She suggested the reason for this was the lack of an evaluative model for determining levels of cooperation, leaving the librarians to base their responses on their own perceptions. Her creation of a four-level model helped her to determine that much of the library cooperation occurred at level two, and, more importantly, her study indicated that libraries were not progressing to any higher levels (1991).

The literature relating to school and public library cooperation still appears to be more descriptive in nature in spite of the recommendations for more analytical and quantitative data. If levels of cooperation were defined in such a way so that libraries could rely on a standardized model for evaluating their programs, then perhaps we would see more formal cooperative efforts.

CHAPTER III

METHODOLOGY

This study used a survey methodology to assess the
types of cooperative activities occurring between schools and
public libraries in Ohio through the use of a mail
questionnaire composed of closed-ended and open-ended items
(Appendix A). A cover letter explaining the nature of the
study accompanied the questionnaire (Appendix B). This study
was limited to a sample size of eighty-eight public libraries
selected from a population of all public libraries listed in
the _Directory_ _of_ _Ohio_ _Libraries_. One sample was randomly
selected from each of the eighty-eight counties in Ohio.

Respondents were classified by type of library, size of
collection in volumes, type of community served, and total
number of library staff. A list of activities representing
different types of cooperative ventures was presented and
respondents were asked to indicate the ones in which they
participated and whether contact was initiated by a school or
public library. Finely, respondents were asked to rank their
three most utilized activities to determine which ones were
considered the most important. Because data was gathered
from a sample of the population, there may be differences
between the sample responses and those that would be
collected from the total population.

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CHAPTER IV

ANALYSIS OF DATA

From a total of eighty-eight questionnaires that were
mailed, fifty-nine (67%) were returned. Responses to those
questions which sought to classify the responding libraries
are presented in Table 1. The types of libraries responding
were divided evenly between main libraries with branches
(49%), and main libraries without branches (49%); only one
(1.7%) of the questionnaires returned was from a branch
library. Over half of the responding libraries (62.7%)
served rural (including small town and village) populations,
while 22% and 15% of the libraries that responded served
urban and suburban communities respectively. Twenty-five
(42%) of the responding libraries had a collection size of
50,001 to 100,000 volumes; fifteen (25.4%) had 25,000 to
50,000; fourteen (23.7%) had over 100,000; and only five
(8.4%) had under 25,000 volumes in their collections.
Thirty-three (55.9%) of the libraries had staffs that
numbered 16 and over; thirteen (22&) had 11-15 staff members;
ten (16.9%) had 6-10; and three (5%) had 1-5 staff members.

Library personnel responsible for managing cooperative
activities are presented in Table 2. More than half (61%)
of the respondents had a young adult adult or children's
librarian while fifteen (25.4%) indicated that their
cooperative activities were managed by a generalist.

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Table 1.--Classification of Respondents by Demographic
Characteristics

Demographic Characteristic (N=59)	f	Percent
Type of library		
Main library with branches	29	49.0
Branch library	1	1.7
Main library without branches	29	49.0
Collection size (in volumes)		
under 25,000	5	8.4
25,000-50,000	15	25.4
50,001-100,000	25	42.0
over 100,000	14	23.7
Type of population served		
Urban	13	22.0
Suburban	9	15.0
Rural	37	62.7
Total number of library staff		
1-5	3	5.0
6-10	10	16.9
11-15	13	22.0
over 15	33	55.9

A local/regional consultant was used by five (8.5%) of the
respondents and three (5%) of the libraries had a school
services coordinator.

Table 2.--Personnel Responsible for Cooperative Activities

Personnel (N=59)	f	Percent
Young adult/childrens librarian	36	61.0
Generalist	15	25.4
Consultant from local/regional system	5	8.5
School services coordinator	3	5.0

All of the libraries surveyed engaged in some form of cooperative activity with public schools (see Table 3). The five activities most often mentioned were: class visits to the public library (95%); written/oral communication to school personnel promoting library services (88.1%); planning and promotion of summer reading programs (84.7%); assignment alerts (67.8%); and resource sharing (55.9%). Class visits were the activities reported as most frequently engaged in by respondents to both Wolfe's (1990) and Weiser's (1992) surveys of public and school libraries in Ohio. Other activities most often mentioned in this survey, which were reported as occurring most frequently in the previous Ohio studies, include assignment alerts and resource sharing. In addition, twenty-four (40%) of the respondents included the following activities in the "other" category on the questionnaire: sponsorship of writing contests; co-writing Buckeye Book Award grants; special exhibits of students' work; and musical and dramatic performances by students in the public libraries.

Table 3.--Total Number of Respondents Participating in
          Individual Cooperative Activities

Cooperative Activity (N=59)	f	Percent
Class visits to the public library	56	95.0
Written/oral communication to school personnel	52	88.1
Planning and promotion of summer reading programs	50	84.7
Assignment alerts	40	67.8
Resource sharing	33	55.9
Collection development	28	47.5
Booktalks	25	84.7
Other	24	40.6
Exchange of bibliographies	22	37.3
Document delivery	18	31.0
Literacy programs	17	28.8
Joint celebration of library events	15	25.4
Shared online catalogs	11	18.6
Latchkey programs	4	6.8

When asked to indicate whether the initial contact for implementing each of the activities was made by a public library or school, respondents reported that for all but two of the activities (latchkey programs and class visits), the

majority of the contacts were initiated by public libraries (see Table 4).

Table 4.--Initiating Cooperative Activities by Institution

Cooperative Activity	Total F	(%)	Initiated by public library F	(%)	Initiated by school F	(%)
Class visits to the public library	56	100.0	22	39.3	34	60.7
Written/oral communication to school personnel	52	100.0	50	96.2	2	3.8
Planning and promotion of summer reading programs	50	100.0	50	100.0	---	---
Assignment alerts	40	100.0	32	80.0	8	20,0
Resource sharing	33	100.0	28	84.8	5	15.2
Collection development	28	100.0	25	89.2	3	10.7
Booktalks	25	100.0	19	76.0	6	25.0
Other	24	100.0	18	75.0	6	25.0
Exchange of bibliographies	22	100.0	14	63.6	8	36.3
Document delivery	18	100.0	16	88.8	2	11.1
Literacy programs	17	100.0	11	64.7	6	35.2
Joint celebration of library events	15	100.0	10	66.6	5	33.3
Shared online catalog	11	100.0	10	90.9	1	9.1
Latchkey programs	4	100.0	2	50.0	2	50.0

A summary of the respondents' rankings of the three most utilized activities in their libraries is presented in Table 5. Class visits was the activity which was rated first by responding libraries the most. Other activities which were rated first by at least five of the libraries include:

planning and promotion of summer reading programs; resource sharing; and assignment alerts.

Table 5.--Top Three Most Utilized Activities

	N	Ranked 1st f	(%)	Ranked 2d f	(%)	Ranked 3d f	(%)
Class visits t0 the public library	56	22	39.2	16	28.6	7	12.5
Written/oral communication to school personnel	52	3	5.8	3	9.6	11	21.5
Planning and promotion of summer reading programs	50	11	22.0	13	26.0	10	20.0
Assignment alerts	40	5	12.5	3	7.5	4	10.0
Resource sharing	33	7	21.7	5	15.1	5	15.1
Collection development	28	3	10.7	3	10.7	4	14.3
Booktalks	25	1	4.0	3	12.6	6	24.0
Other	24	4	16.7	5	20.8	3	12.5
Exchange of bibliographies	22	1	4.5	---	---	5	22.7
Document delivery	18	4	22.2	1	5.5	---	---
Literacy programs	17	3	17.6	---	---	---	---
Joint celebration of library events	15	2	13.3	1	6.7	1	6.7
Shared online catalogs	11	2	18.2	---	---	3	27.3
Latchkey programs	4	1	25.0	---	---	---	---

Fifty-two (88.1%) of the respondents indicated on their questionnaires what factors they considered most important for ensuring the success of cooperative ventures. Their responses were grouped into seven different categories and

are presented in Table 6. Almost half (46%) of the respondents wrote that communication was the key element for guaranteed success. They also elaborated on their responses by describing communication as "ongoing," "continuous," "personal," or "face to face...with school personnel." Some of the respondents felt, however, that communication was a two-way street and that it was a school's responsibility to contact the public libary for assistance. On the other hand, there were seven (15.5%) who felt that initiating and maintaining contact was their duty and a vital one for successful cooperation.

Sharing a common goal of educating/servicing youth was a factor mentioned by five (9.6%) respondents. Although some felt that they were "being taken advantage of" by teachers, one respondent stated that public libraries "are there to provide services and information," especially to children.

Four (7.7%) of the respondents indicated that support from school administrators was an important factor for ensuring success.. They felt that administrators should encourage their teachers to make use of the public library and its services, and one respondent went so far as to suggest that they "require their teachers become informed."

The other four factors which were each mentioned by four (5.8%) of the respondents included: adaptability/flexibility when dealing with schools; maintaining a positive and friendly attitude; keeping in touch with the school librarian; and promoting public library services in the school.

Table 6.--Factors Ensuring Successful Cooperative Activities

Factor N=52	f	Percent
Communication	24	46.0
Initiating contact	7	15.5
Sharing common goal of educating/serviing youth	5	9.6
Adaptability/flexibility	3	5.8
Support from school administration	4	7.7
Attitude	3	5.8
Keeping in touch with school librarian	3	5.8
Promoting services	3	5.8

Probably the most revealing responses to this survey
appeared in answer to question ten, which asked for
additional comments regarding school and public library
cooperation. Respondents reported frustration in dealing
with schools, with most of the frustration directed at
schools and teachers who do not take advantage of their
services or who do not provide advance warning of upcoming
assignments that may place a considerable demand on their
staffs and collections. On the other hand, there were those
respondents who regard schools as their "best customers" and
indicated that cooperation was essential in developing
quality schools and libraries.

In order to evaluate the levels of school and public
library cooperation, a model was used which was based upon

models proposed by Billman and Owens (1985) and Shannon (1991). This model, presented in Figure 1, includes five levels: level one - no cooperation; level two - informal communication; level three - informal cooperation; level four - formal cooperation; and level five - formal coordination.

At level one, no contact has been made by either a school or public library serving a community. A lack of any communication between the two organizations characterizes this level. This level is not applicable in this survey because all of the respondents indicated that they do communicate with schools and participate in at least one of the activities.

Cooperative activities at level two - informal communication are characterized by irregular communication between schools and public libraries. Contact has been made by either of the two organizations for a specific reason such as an assignment alert. In this survey, 68% of the respondents engaged in some form of assignment alert activity.

Level three - informal cooperation activities often focus on a specific event or issue. Because the nature of these activities requires planning and preparation, communication is more consistent. Activities at this level include: booktalks; class visits; written/oral communication to school personnel regarding library services; and latchkey, literacy, and summer reading programs. Of the five activities most often mentioned by respondents, the top

Level I: No Cooperation
No previous efforts made at cooperation. No communication
between schools and public libraries.

Level II: Informal Communication
Schools and public libraries remain separate units. Initial
contact has been made by either institution. Communication
is irregular, usually occurring for a specific reason.
Examples: Assignment alerts

Level III: Informal Cooperation
Communication occurs more consistently and often focuses on
specific events or issues. Examples: Booktalks, Class
visits, Written /oral communication to school personnel,
Latchkey and Literacy programs, Planning and promotion of
summer reading programs.

Level IV. Formal Cooperation
Common goals and objectives direct the implementation of
cooperative activities. Examples: Resource Sharing, Document
delivery, Exchange of bibliographies, Joint celebrations of
library events.

Level V: Formal Coordination
Activities are guided by formal and written policies and
procedures reached through collaboration between schools and
public libraries. Goals and objectives are approved by
administrative boards from both institutions. Examples:
Collection development, Shared OPACS

Figure 1.--A Model for Cooperation Between Schools and Public
Libraries (Billman and Owens, 1985; Shannon, 1991)

three, class visits, written/oral communication, and summer

reading programs, fall within this level.

Formal cooperation occurs at level four, where the

activities are characterized by the sharing of common goals

and objectives. Billman and Owens also mention the presence

of "an increased awareness of the...total information

resources" available to the community (1995, 187). This

level includes activities such as: resource sharing; document

delivery; bibliography exchanges; and joint celebration of
library events. Level four activities were mentioned by a
smaller percentage of the total respondents than level three
activities, but they still accounted for 25.4 to 55.9 percent
of the respondents.

The implementation of activities at level five - formal
coordination, is guided by formal and written policies and
procedures reached through collaborative efforts between
schools and public libraries and requires mutual approval
from both institutions. Kachel also regards activities at
this level as "a potential means of providing additional
resources" for patrons (1995, 109). Both collection
development and shared online public access catalogs are
included at this level. The smaller percentage of
respondents (18.6%) indicating their use of shared online
public access catalogs can be attributed to the considerable
amount of commitment in the form of time and funding required
for such an endeavor. Although nearly half (47.5%) of the
respondents indicated that they participated in collection
development activities with schools, it is believed that a
lesser percentage would have resulted if the term "collection
development" had been defined for participants in light of
the model.

Based upon the model presented here, a larger majority
of participants are engaging in cooperative activities at
level three than at any of the other levels. Although
communication was often mentioned by respondents as the most
important factor for ensuring the success of cooperative
efforts, the level of communication and the amount of time

and commitment required for more complex ventures may
prohibit their implementation.

CHAPTER V

CONCLUSION

The results of this survey indicate that school and
public library cooperation continues to be a desirable
element of service to youth, but there appears to be little
progression in the level of activities engaged in by
respondents to this survey, when compared to the responses
reported in previous studies.   This reiterates Shannon's
observation that libraries do not progress to higher levels
of cooperation (1991). Lack of time was mentioned frequently
in the literature as a barrier to communication, but it also
appears to be a contributing factor in the popularity of
certain activities. Weiser observed that more than half of
the institutions surveyed, classified their communication as
"seldom" when engaging in a majority of activities (1992).

Is a lack of time a valid reason for not progressing to
more advanced levels of cooperation? It appears that
activities which require little communication can be
successful, but is the assurance of success a motivating
factor in the selection of an activity? If schools and
public libraries experience future budget cuts, they may be
motivated to engage in more collaborative activities. Future
studies could survey attitudes toward giving up some of the
autonomy that both institutions enjoy. If both schools and

public libraries adopted an attitude that sharing resources
can benefit the entire community, then perhaps we would see
more commitment to cooperation.

SURVEY OF TYPES OF COOPERATION BETWEEN PUBLIC LIBRARIES
AND SCHOOLS IN THE STATE OF OHIO

Unless otherwise instructed, please check only one (1) response for each item.

1. Type of library: ___Main library with branches
                          ___Branch library
                          ___Main library without branches

2. Collection size: ___under 25,000   ___50,001-100,000
    (in volumes)   ___25,000-50,000   ___over 100,000

3. Type of population served by this library:

    ___Urban   ___Suburban   ___Rural

4. Total number of library staff:

    ___1-5   ___6-10   ___11-15   ___over 15

5. This library's cooperative activities are managed by:

    ___Consultant from local/regional system   ___School services coordinator
    ___Young adult/childrens librarian   ___Generalist

6. This library participates in the following cooperative activities (check all that apply)

    ___Assignment alerts   ___Class visits to the public library
    ___Collection development   ___Written/oral communication to school
    ___Document delivery   personnel promoting library services
    ___Latchkey programs   ___Joint celebration of library events such
    ___Literacy programs   as National Library Week
    ___Exchange of bibliographies   ___Planning and promotion of summer reading
    ___Resource sharing   programs
    ___Booktalks   ___Shared online catalogs
    ___Other (please explain)_____
    _____
    _____

7. For each of the activities checked in number 6, please indicate whether the
    initial contact was made by this library or a school by writing PL (Public
    Library) or S (School) next to the activities listed below.

    ___Assignment alerts   ___Class visits to the public library
    ___Collection development   ___Written/oral communication to school
    ___Document delivery   personnel promoting library services
    ___Latchkey programs   ___Joint celebration of library events such
    ___Literacy programs   as National Library Week
    ___Exchange of bibliographies   ___Planning and promotion of summer reading
    ___Resource sharing   programs
    ___Booktalks   ___Shared online catalogs
    ___Other (please explain)_____
    _____
    _____

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8. Please rank the top three (3) activities which you feel are utilized the most in this library. Use "1" for the most utilized through "3" for the third most utilized.

___Assignment alerts
___Collection development
___Document delivery
___Latchkey programs
___Literacy programs
___Exchange of bibliographies
___Resource sharing
___Booktalks
___Other (please explain)_____

___Class visits to the public library
___Written/oral communication to school personnel promoting library services
___Joint celebration of library events such as National Library Week
___Planning and promotion of summer reading programs
___Shared online catalogs

_____
_____
_____

9. What do you feel are the most important factors for ensuring the success of cooperative activities between schools and public libraries?

_____
_____
_____

10. Please feel free to make any additional comments regarding school and public library cooperation in the space below.

_____
_____
_____

Thank you for your time and cooperation. Please return your completed questionnaire to me by December 20, 1995, in the enclosed, stamped envelope addressed as follows:

Frances Turano
120½ S. Union St.
Galion, Ohio 44833

School of Library and Information Science
(216) 672-2782
Fax 216-672-7965\

Kent
STATE UNIVERSITY

P. O. Box 5190, Kent, Ohio 44242-0001

RE: Survey of Types of Cooperation Between
      Schools and Public Libraries in Ohio

November 1, 1995

Dear Library Professional:

I am a graduate student in the School of Library and Information Science at
Kent State University. As part of the requirements for my master's degree, I
am conducting a survey about cooperation between schools and public libraries
in Ohio. The enclosed questionnaire elicits information that will help me to
determine what types of cooperative activities occur most frequently. I am
hoping to use this information to develop a model which will help libraries
evaluate their progress in the cooperation process.

Confidentiality and anonymity are guaranteed as you do not need to sign your
name to this questionnaire; only the investigator has access to the survey
data. There is no penalty of any kind if you should choose to not participate
in this study or if you would withdraw from participation at any time. While
your cooperation is essential to the success of this study, it is, of course,
voluntary. A copy of the results of this study will be available upon
request.

If you have any further questions, please contact me at (419) 468-6607 or Dr.
Lois Buttlar, my research advisor, at (216) 672-2782. If you have any further
questions regarding research at Kent State University, you may contact Dr.
Richard Rubin, Departmental Research Reviewer, at (216) 672-2782.

Thank you for your cooperation; it is greatly appreciated. Please return the
questionnaire to me by December 20, 1995, in the enclosed, stamped envelope
addressed as follows:

Frances Turano
120 1/2 S. Union Street
Galion, Ohio 44833

Sincerely,

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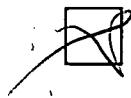   beyond. Indiana Libraries: 78-86.

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