

Summary



Much Library, Little Pedagogy / Putting Library Instruction into Context (Richard Stang)

(pp. 316 – 318)

Library pedagogy is in much demand. But up to now there is neither an educational foundation nor detailed specifications. Imparting information literacy, promoting reading skills, applying the spiral curriculum are some of the activities associated with this field. This article considers the relationship between libraries and pedagogy while posing the question whether it would make more sense to design instructional activities together with partners in the field of pedagogy, rather than overextend one's pedagogical ambitions.

The library world is faced with the challenge of intensified discussion about the future course of library pedagogy if libraries want to become understood as teaching or educational institutions. In such a case there would be no alternative to the establishment of an educational groundwork for library instruction. This will involve, as in the case of media pedagogy, an elaboration of the specific elements of library pedagogy. But the mere fact that such programmes take place in libraries is from an educational point of view not a sufficient rationale. If one chooses to go down this path, it will be necessary to develop and support pedagogical competency among the library staff.

Ultimately it is a matter of deciding whether to present libraries to the public with the label »pedagogical institution« and deal with subsequent criticism or to leave the pedagogical effort to others while providing them with the appropriate space within the library. The problems will only be resolved once a clear position has been taken.

Invisible: School Libraries / Little Funding, Little Space, Lack of Qualified Staff: The Problems of Libraries in Schools Are Large Ones (Angelika Holderried, Frank Raumel)

(pp. 326 – 331)

In Germany there are no uniform regulations for school libraries. The responsibility for schools lies with the individual federal states, and therefore their school libraries are of varying quality and style of organisation. This diversity means that school libraries do not achieve their full potential. They could play a much more significant role in promoting reading competency if there were a plan to integrate the school library into the education system.

Cooperation between a town or city library and the local school libraries is often viewed with a critical eye by librarians for strategic reasons. Their arguments are based on the assumption that the user statistics will not be increased and usage numbers in branch libraries or competing school libraries will only increase at the cost of the performance results of the main library.

The idea that an increase in local libraries could have a positive effect on all of them verified by the Media and Information Centre of the City Library of Biberach. Despite establishing two branches in schools and supporting more than ten partner libraries in schools and kindergartens, the lending statistics of the central library's children's and youth department grew by 22.7 percent between 2008 and 2019. The main library won additional users (students, teachers, educators) via its educational partnerships, profited on Saturdays and in the school holidays from the rise in affinity to books and reading. Moreover, through the cooperation with educational partners it came a step closer to achieving its goal of promoting reading, while also increasing educational opportunities for children and improving educational equality.

Ten Become One / The Path to the New Special Library Philologicum (Manuel Frische, Laura Meier, Barbara Moser)

(pp. 352 – 355)

In September 2019 the special library Philologicum of the University Library of the Ludwig-Maximilian-University Munich was opened after a total of 15 years of planning, preparatory projects and a four-year building period. In order to present all the media which was spread among ten different libraries within one building and with a uniform shelving system, a large number of classic library projects were required.

Beginning in 2013 retrospective cataloguing was begun at the individual locations and the use of media numbers and RFID coding was intensified. In several libraries the collections were not yet classified using the »Regensburger Verbundklassifikation« system. Simultaneously the entire stock needed to be reviewed (among other things, with regard to duplication) and, in some sections, be brought rigorously up to date.

Parallel to this, plans were begun for the move into the new library facility, scheduled for the summer of 2019. Not only the total number of media and the heterogeneity of the individual collections, but also the planning of the shelving concept and the integration of the holdings upon arrival presented challenges to the project team.

Translated by Martha Baker