DOCUMENT RESUME

ED 350 005 IR 054 189

TITLE	School Libraries in a Diverse World: Providing the Personal Touch. Proceedings of the Annual Conference of the International Association of School Librarianship (20th, Everett, Washington, July 22-27, 1991).
INSTITUTION	International Association of School Librarianship, Kalamazoo, Mich.
REPORT NO	ISSN-0257-3229
PUB DATE	May 92
NOTE	235p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Adolescent Literature; Childrens Literature; Conferences; Cross Cultural Studies; Cultural Pluralism; Elementary Secondary Education; Foreign Countries; International Organizations; *Learning Resources Centers; Library Associations; Library Education; Library Research; Library Role; Library Services; *Media Specialists; Reading Research; *School Libraries; Whole Language Approach
IDENTIFIERS	*International Association of School Librarianship

ABSTRACT

This report of proceedings contains 28 papers that were presented at an international conference on schoool librarianship. The papers are: (1) "Multi-Ethnic Materials for Children and Young Adults in a Changing World" (Spencer G. Shaw); (2) "Eating Computers" (Dean Marney); (3) "Literature, Reading and the School Library Resource Centre in a Multicultural Society" (Ronald A. Jobe); (4) "The World of Nigerian Children's Literature" (Virginia W. Dike); (5) "Report from Tokyo Association of High School Teacher-Librarians" (Ikuko Sagae); (6) "Cooperative Learning in the Library Media Center" (Catherine C. O'Hara); (7) "The Evolution of the School Library" (Donald Hamilton); (8) "Partnership Stories" (Jean Eisele, Tammy Guenther, and Wendy Freundlich); (9) "Solving Information Problems at the Junior High Level" (Glen Johnson); (10) "A Study of Reading Habits of High School Students in America, Singapore and Japan" (Yasumiti Sakaguti); (11) "Distance Education for School Librarians" (Diljit Singh); (12) "Foresight, Insight, Hindsight" (S. J. Farmer); (13) "IASL: A Role in Research?" (Laurel A. Clyde); (14) "School Library Research" (Sigrin Klara Hannesdottir); (15) "A Review of Research Efforts 1970-1990" (Jean E. Lowrie); (16) "School Library Research in the South Pacific" (Melvyn Rainey); (17) "The Investigation of Present Situation and the Study of Development of School Libraries of China" (Miao Yuan); (18) "The School Library with a Personal Touch" (Marvene Dearman); (19) "Listening and the Teacher-Librarian" (Kenneth C. Paulin and Mary Ann Paulin); (20) "Developing Independent Learners" (Patricia Finlay); (21) "Implementing Library Resource Center Programs" (Liz Austrom, Roberta Kennard, Jo-Anne Naslund, and Patricia Shields); (22) "A Reading Guidance Program for Reading Impression Writing by High School Students" (Tomoko Kimizuka); (23) "Don't Just Try King and Andrews" (Cosette Kies); (24) "The Teacher-Librarian and Whole Language Programs" (Mary Ann Paulin); (25) "It's About Time" (Susan Falk Fowells); (26) "Learning To Be a Teacher-Librarian" (Dianne Oberg); (27) "The Plight of School Libraries in Africa" (Felix K. Tawete); and (28) "Information Literacy in a Diverse World" (Margaret Chisholm). Also included are minutes of the 1991 International Association of School Librarianship (IASL) general meeting; reports of the IASL president, vice president, executive secretary, and treasurer; and a roster of conference participants. (MES)

SCHOOL LIBRARIES IN A DIVERSE WORLD: PROVIDING THE PERSONAL TOUCH

Proceedings of the 20th Annual Conference

International Association of School Librarianship

West Coast Everett Pacific Hotel
Everett, Washington
United States of America

International Association of School Librarianship
P.O. Box 1486
Kalamazoo, MI 49005
USA

May 1992
ISSN 0257 3229

TABLE OF CONTENTS

THE WHITE HOUSE

March 25, 1991

Dear Ms. Olsen,

I was so pleased to receive your nice letter telling of plans for the twentieth annual conference of the International Association of School Librarianship in July.

Although my upcoming official commitments will not permit me to join you for what I know will be a wonderful occasion, I am so glad to have this opportunity to send my warmest greetings to everyone. The work you are doing is so important, and even though I cannot be with you, please know that I am there in spirit!

George joins me in sending our very best wishes.

Warmly,

Barbara Bush

Ms. Doris A. Olsen
Director
International Association
of School Librarianship
920 Grand Avenue
Everett, Washington 98201

MULTI-ETHNIC MATERIALS FOR CHILDREN AND YOUNG ADULTS IN A CHANGING WORLD

by
Spencer G. Shaw
Professor Emeritus
Graduate School of Library and Information Science
University of Washington

Keynote address presented at the International Association of School Librarians 20th Annual Conference, July 23, 1991.

With the beautiful melody, "America the Beautiful," playing softly in the background, the children listened, respectfully, as I concluded our adventures between the bookends with a quotation related to books and reading:

Our Friendship Tree

I think that I should like to see
For all the world one Friendship Tree.

A tree of love for ev'ry day
Where girls and boys come read and play.

A tree that may forever wear
The Star of Friendship in her hair.

Upon whose branches books abound
And underneath are children found

Who sit and read with joy and fun
And share their stories - ev'ry one.

Then could children sing with me
Let's all be friends 'neath Friendship Tree. (1)
(Spencer G. Shaw)

Once, again, in response to a scheduled commitment, I was privileged to conduct an assembly program for fifth and sixth graders in a large school in an urban setting. As I gazed upon their faces, two compelling thoughts captured my attention.

First, through a carefully perfected art of giving book talks and storytelling, what were some of the possible derivatives that could become possessions of each listener? Did this shared literary odyssey offer opportunities for unbridled enjoyment and pleasure without the imposition of predetermined learning objectives? Did any aspects of my presentations pique their curiosity? Were the children able to empathize with a character, an episode or a stated dilemma that would permit them, vicariously, to be touched and to interact with the storied element? Did they accept verbal challenges to question and to probe perplexing situations in their search for understanding? Did these young voyagers discover with an inner eye fascinating vistas beyond their own limited horizons?

From their respective vantage points did each listener become engaged in a vision quest that led into the privacy of one's inner being? Did these visually oriented children grasp the offered literary stimuli to awaken possible dormant imaginations and fragile moods of wonder? Did they respond positively or negatively to their fictional counterparts who were protagonists in stories with multi-ethnic or multicultural themes? Did they discern the infinite possibilities for recreation and for information as we explored, together, some riches from the vast realms of literature?

My second compelling thought prompted me to reflect upon the demographic profile of this student body. Representing many different ethnic and cultural backgrounds, these children were a microcosm of a larger society. They possessed fundamental commonalties that made them inhabitants of the unique republic of childhood. Yet, their cherished ethnic and cultural legacies helped to forge an enriching diversity. These attributes did not engender disharmony

or conflict. Rather, they afforded an emergence of the concept of a cultural pluralism within a school environment. Accepting this concept as I viewed the children now departing from the auditorium, I was reminded of the words of Annette Wynne:

Ring Around the World

Ring around the world
Taking hands together
All across the temperate
And the torrid weather.
Past the royal palm-trees
By the ocean sand
Make a ring around the world
Taking each other's hand;
In the valleys, on the hill,
Over the prairie spaces,
There's a ring around the world
Made of children's friendly faces. (2)

Recognizing these emerging and explosive demographic changes in our society and in our educational institutions, we are confronted with **three inescapable imperatives**. Such imperatives challenge us to reassess and to reevaluate our traditional educational perspectives. Let us consider these imperatives:

> **Imperative number one:** Diversity has become a reality as multi-ethnic populations change the demographic profiles of our educational environments. How does such diversity affect the perspectives of children, librarians, and educators in their interpersonal relationships?
>
> **Imperative number two:** Does this pluralistic diversity in our school populations mandate an educational and library renaissance and reforms that will alter current educational and library ideologies and practices?
>
> **Imperative number three:** How may we capitalize upon this ethnic diversity to integrate multiethnic/multicultural literature into our schools' curricula and library collections.

In this triad of imperatives each is dependent one upon another. If we are to succeed in our educational mission to use multiethnic, multicultural literature with writing children, our strategies must be based upon sound educational and library practices. Before we consider of what strategies to employ, it is essential to establish the rationale for the use of such materials. Thus, we must focus upon the implications that are inherent in imperatives one and two.

What are the implications of *imperative number one?*

> *Diversity has become reality as multiethnic populations change the demographic profiles of our educational environments. How does such diversity affect the perspectives of children, librarians, and educators in their interpersonal relationships?*

In the last twenty years we have witnessed a "Population Explosion" with the arrival of new immigrants to the United States. They have come from all areas of the globe with a majority from the Pacific and Far East. Whether they have crossed oceans in a Boeing 747, entered the States legally from Mexico or have crossed the Rio Grande on a compatriot's back, they have come consumed with old-fashioned ambitions. On the East Coast refugees from Cuba, Haiti, El Salvador and Guatemala have swelled the population statistics in several Eastern, Mid-Atlantic and Southern States.

Called the "New Ellis Island," California has been the gateway to a new world for Hispanics, Japanese, Chinese, Filipinos, Vietnamese, Koreans, Laotians, Cambodians. Other entrants, nationwide, have included Iranians, Armenians, Israelis, Samoans, the Hmongs and Arabians. In most instances these new arrivals have been relegated to a minority status, together with the Native American and the African-American. What has been the impact of these demographic changes upon school populations? According to Dr. Chang-Lin Tien, Chancellor of the University of California-

Berkeley, "By the twenty first century ethnic minority youngsters will be a powerful presence in the nation's schools, representing about a third of all students."(3) Further findings reveal that in California one of every six public school students was born in another nation. Within a decade half of the children in California will be Hispanic or Asian. Symptomatic of the demographic changes is a similar profile of Seattle's school population. As reported by Dr. James Banks, a foremost authority in multiethnic education and colleague from the University of Washington, "In Seattle schools, 55% of the 41,000 students are from minority groups. The demographic shift is also expanding to suburban schools; 20 percent of the 14,000 Bellevue School District students and 16 percent of the 16,000 Federal Way students are minority, double the percentages from ten years ago. (4)
William Kendrick, Superintendent of Seattle's Schools made the following observation, "Four thousand students--nearly one out of 10 children in Seattle schools--speak little or no English. These kids are from dozens of countries and speak over 75 dialects--from Vietnamese to Spanish to Farsi. Many of these children have never attended school. They need special help and lots of attention in order to make the transition to a new country and a new language. Educating these children is a real challenge... (5)

Additional insights into demographic changes are given in an article, "U.S. Population," in the periodical, *American Demographics*. It is estimated, "In 1990 African-Americans, Hispanics and Asian youth under 18 years of age will make up 31% of the total U.S. youth population and 38% by the year, 2000." (6) Also, realize this fact: the Hispanic population is growing five times faster than the rest of the United States population. For example, between 1980-1988 they increased 34%, making a total of over 19,000,000. While these factors are occurring, research has shown a decline in the white proportion of the population in the United States partly due to this group having fewer children and to the fact of aging.

How does this diversity affect the perspectives of children, librarians, and educators in their interpersonal relationships? Note some of the perspectives of the children. When these youth from diverse ethnic and cultural groups leave their homes and enter into the larger environments of communities, schools and libraries, they do not come empty-handed. They bring with them a ***sense of identity***, an ***ethnic background***, a ***language*** in which they take pride. They also possess unique ***cultural traits***, a ***code of moral and ethical beliefs***, and a ***social status***.

Regardless of which ethnic or cultural groups a child may belong, we must remember one important factor. Not one of the many ethnic groups represented by children is monolithic, possessing a uniform, intractable quality of character. Rather, within each group (as it is within society in general), the children are uniquely different human beings. Similar to any child, each one possesses varying degrees of potential for development. If we acknowledge this fact then as sensitive adults interacting with the young, we shall refrain from the temptation to generalize or to stereotype any one group based upon ignorance or subtle racist beliefs. We shall also abstain from the pernicious temptation to focus upon a single individual as one whose behaviour or performance is representative of an entire culture.

Another deterrent that we must eradicate is a mistaken belief that members within a minority group cannot express contrary views on a common issue. Within the same ethnic or cultural group there are as many different viewpoints as there are any given numbers in a culture. Indeed, if we were to amass the many different vantage points and weave them into a mosaic, we would extract a rich pattern that reflects variations of thought within the same group. This observation is substantiated by Michael Novak in his scholarly essay, "Pluralism: a Humanistic Perspective," included in the *Harvard Encyclopedia of American Ethnic Groups*:

Generalizations about cultural

> characteristics must . . . observe four other conditions. **First**, in most complex cultures more than one set of cultural ideals is available; **second**, cultures are normally open to change, so that new types of cultural heroes regularly emerge; **third**, the function of cultural ideals is not to describe all members of a society but rather to single out, to promote, and to reward certain forms of behavior; **fourth**, each individual appropriates the ideals of a culture in a free and distinctive way, sometimes by rebelling against them, resisting them, muting them, or playing counterpoint against them. Without denying the force of distinctive cultural ideals upon the whole range of everyday life of cultures, it is important to see the wide range of liberty still exercised by individuals within them. It is a mistake to apply to individuals the generalizations that attempt to define the working ideals of a culture; this mistake is properly called stereotyping. (7)

How may we, vicariously, gain knowledge of some of the perspectives of minority children as they view themselves? In addition to personal interviews, there are published titles that reveal their insights: *Here I Am: An Anthology of Poems Written by Young People in Some of America's Minority Groups*, edited by Virginia O. Baron; *A Screaming Whisper: Poems* by Vanessa Howard; *The Voice of the Children*, collected by June Jordan and Terri Bush; *The Whispering Wind: Poetry by American Indians*, edited by Terry Allen; *Day Dreamers* and *Nathaniel Talking*, by Eloise Greenfield; *Young Voices*, collected by Charles E. Schaefer and Kathleen C. Mellor; *I Am Joaquin/Yo Soy Joaquin: an Epic of the Mexican American People*, by Rodolfo Gonzales.

From this array of published works, we are touched by the thoughts of children:

I'm No Animal

What this that came
through the mail?
A Letter!!! Yes!!! A letter
the school sends
note to my
house like crazy
They send notes to
my mother
like tickets
to a animal show
Just because I act up
a bit that not
a ticket to
my performance
I'M NO ANIMAL
I'M NO ANIMAL
I'M NO ANIMAL

(Carlton Minor, age 15) (8)

Cuban Immigrant

With eyes red,
Looking out the window
out an airplane
From high, to high
You see the land in which you
were born.
Then a tear goes
From you eye to your cheek.

And when you arrive
to the other land,
You will always remember
The land in which you were born.

(Victor Alvarez, Junior High Schooler) (9)

A young Mexican-American from California makes a plea: Who am I? I am a product of myself. I am a product of you and my ancestors. We came to California long before the Pilgrims landed at Plymouth Rock. We settled California and the Southwestern part of the United States, including the present states of Arizona, New Mexico, Colorado, and Texas. We built the missions; we cultivated the ranches. We were at the Alamo in Texas, both inside and outside. You know we owned California - that is until gold was found there. Who Am I? I'm a human being. I have the same hopes you do, the same fears, the same desires, the same concern, the same abilities; and I want the same chance that you have to be an individual. Who am I? In reality I am who you want me to be. (10)

Gifts of America

The vacant lots abundant with debris
I take as gifts of America to me
I do not wait for Christmas or birthdays to come around
But presents are all over, even on the grounds.

The buildings are gifts, even torn and old
the hallways are rooms even crude and cold,
the playgrounds even empty, deprived of children's voices
the children's dead careers deprived of any choices
hatred and scorn and dirt
tears and pain and hurt
they come to me
all free
gifts of America to me. (11)

Homogenization
Little Indian Speaks

People said, "Indian Children
are hard to teach.
Don't expect them to talk."
On day stubby little Roy
said,
"Last night the moon went
all the way with me,
When I went out to walk."
People said, "Indian Children
are very silent,
Their only words are no and
yes."
But small ragged Pansy
confided softly,
"My dress is old, but at night
the moon is kind,
Then I wear a beautiful
moon-colored dress."

People said, "Indian Children
are dumb,
They seldom make a reply."
Clearly I hear wee Delores
answer,
"Yes, the sunset is so good, I
think God is throwing a
bright shawl around the
shoulders of the sky."

People said, "Indian Children have no affection.
They just don't care for
anyone."
Then I feel Ramon's tiny
hand and hear him whisper,
"A wild animal races in me
since my mother sleeps
under the ground. Will it
always run and run?"

People said, "Indian Children
are rude.
They don't seem very
bright."
Then I remember Joe
Henry's remark
"the tree is hanging down
her head because the sun is
staring at her. White people
always stare.
They do not know that it is
not polite."

People said, "Indian Children
never take you in.
Outside their thoughts you'll
always stand."
I have forgotten the idle
worlds that People said,
But treasure the day when
iron doors swung open
And I slipped into the heart
of Pima Land." (12)

These are some of the perspectives of ethnic minority children as they view themselves and interact with others. What are some of our perspectives as educators and librarians when we interact with all children who come into our presence? We recognize immediately that they are different from their counterparts of yesterday. They are youthful explorers confronting new and sometimes frightening frontiers. Their interests, their concerns, and their needs have been drastically altered by their home, community and educational environments. Social upheavals are influencing their life styles; technological trends are shrinking their world with its widely separated geographic spheres. Daily happenings are brought into their homes and

educational institutions by means of an interlocking assortment of communication media. Living in two worlds - a world of childhood and an adult world with its dichotomous systems of questionable values and misplaced priorities, children face the seemingly insurmountable task of moving from one to another and back again.

Witness this dilemma in the crises with our involvement in the War in the Middle East. The very lives of children were touched with one or both parents, other relatives and friends sent to the front lines in the Persian Gulf. Elemental fears became magnified. While the conflict was beyond their grasp, it was a vital concern for them. This was the first generation of children that was able to communicate with their loved ones by telecommunication. Some saw brief glimpses and heard beloved voices with the exchange of greetings and messages. In one such letter, nine year old Alysson Meiser wrote to an American soldier in Saudi Arabia in November, 1989:

> When I lay in bed at night I see pictures of war and stuff...It's not an easy matter to take. Every night I pray we won't break out into war... It's kind of scary. But I guess I shouldn't be the one to say that. What are your feelings about Saddam Hussein? I feel confused and sad... (13)

An Islamic child, seven year old Talai, described his family's journey to America and coming to Seattle:

> It was fun but a little bit scary. We drove to Baghdad from Kuwait and Iraq. It took about 1000 hours. My mom had to dress like an Arab from Palestine. I lost my tooth in Iraq but didn't put it under my pillow until we got to America. My mom saved it for me but kept forgetting (about it). (14)

Eleven year old Rose Valbracht from Olympia, Washington wrote in "Letters to the Editor":

BAD BOYS
GEORGE AND SADDAM COULD USE A GOOD TIMEOUT

Editor, The Times:

George and Saddam go to your rooms!

In my mother's day-care operation, when the little boys are bad, they have to sit in a purple timeout chair and think about being nice. They can't get up until they're ready to say they're sorry.

It seems to me that George and Saddam must have flunked kindergarten, or they would have learned these simple rules (from Robert Fulghum):

> "Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody."

They must think the Middle East desert is a big sandbox where they can wreck each others' cities and towns. But it's not! Real people live there and are hurt when they do that.

The whole world would be a lot better off if George and Saddam would put away their toys and clean up their mess. They should sit down and share some cold milk and warm cookies, then lie down with their blankets for a nice nap.

When they wake up, they'll feel a lot better and we can get back to building a better world where we protect the environment, everyone has enough to eat, and we don't have to fight over oil.

-Rose Valbracht, Age 11, Olympia (15)

Concerned educators, child psychologists, television commentators realize children were sitting in front of their television sets with us. What did they see? How much should they have watched? How much better will we be then previous generations in helping children deal with the savage visions of war? Peggy Charren, president of Action for Children's Television states, "Children don't always have the most realistic ideas about what they'll see in the TV coverage of a war in

war from 'Rambo' and 'Top Gun' and 'M*A*S*H' reruns." (16) Included among this youthful population with its concern relating to this conflict were ethnic minority children. They also had family members in Operation Desert Storm. Indeed, statistics indicated the disproportionate numbers of African-Americans and Hispanics who made up the American armed forces. In addition, Asian-Americans and Native Americans were involved. Coupled with these personal concerns were the daily interactions of minority children with and adjustments to their classmates and their teachers whose culture and ethnicity may have been different from theirs. How sensitive are we, as educators and librarians, in response to these challenges?

While each one of these children is a member of an ethnic minority, do we relate to them with the same degree of equity as we do to the children from our own backgrounds? Do we consciously or unconsciously label or group them according to external factors such as intellectual attainment, socioeconomic status, noticeable differences in physical features, their facility or lack of it in the use of English or their misunderstood patterns of behaviour? When they come to us from a previous grade level, do we judge them immediately, based upon a previous teacher's positive or negative evaluations or do we withhold judgement until we have had sufficient time to interact with them and to reach our own decisions in reference to their potentialities?

Confronting ethnic minority children with our expectations and attitudes, what answers can we give to searching questions? What do we know about these children as human beings who are endowed with capabilities, waiting to be tapped? What known or covert attitudes do we hold toward these children that may help or hinder us in establishing a needed empathy? What is the extent of our limitations in knowing and appreciating their heritage, their culture and customs, their traditions and the uniqueness of those attributes that are indigenous to ethnic minorities? What can we do to give there children needed opportunities to develop better images of themselves? What experiences have we devised form what they may get needed "feedback?" What kinds of emotional climate have we provided in our schools, libraries and communities for these children that will facilitate their learning and their personal and social growth? Do we expand an equal amount of time, energy and enthusiasm with ethnic minority children as we do with non-minority children? How many of us have attained the status set forth by Dr. Benno O. Schmidt, Jr., President of Yale University:

> ...studying what is outside us in an open, curious, even playful, way can give us two indispensable gifts. One is happiness. And the other is the gift of empathy. Being informed of how others do things, how they lead their lives... gives us not only a deep and mysterious joy but respect for otherness that is essential to moral capacity. I insist that an essential part of our growth as literate and moral beings depends on our ability to grasp another person's existence from within...
>
> To get inside the skin of another human being requires great effort. It can result in great art. The imagination of others is a moral as well as an artistic act, and intolerance too often is simply moral laziness.(17)

The validity of these trenchant observations is realized when we read the case studies collected by Charles Silberman in his book, *Crisis in the Classroom: the Remaking of American Education*. Replete with positive and negative illustrations of teachers' attitudes and expectations toward ethnic minority students, the chapter, "Education and Equality," should be required reading. Dr. James Banks probes this same concern of positive interaction between teachers and students in his classic work, *Multiethnic Education: Theory and Practice*. Further guidelines may be derived from Janice Hale's book, *Black Children: Their Roots, Culture and Learning Styles*; Frank Klaasen and Donna Gollnick's *Pluralism and the American Teacher: Issues and Case Studies* and Madelon Stout et al, *Cultural Pluralism in Education: A Mandate for Change*.

A circular progression from our first imperative brings us into an alignment with our second imperative. If the intellectual, personal and social needs of all students and library users, are to be met equitably, the *second imperative* must be confronted:

> *Why does this pluralistic diversity in our school populations mandate an educational and library renaissance and reforms that will challenge current educational and library ideologies and practices?*

In an educational renaissance that recognizes students from a wide spectrum of ethnic and cultural backgrounds a framework is needed in the words of a teacher "to weave the rich hues of different perspectives throughout the fabric of all the courses that comprise the curriculum." (18) From such a process a meaningful structure may be formed that will help young learners to avoid... a culture shock in their endeavors to evolve a meaningful, scientific, humane and moral view of life. This concept is substantiated with the following observations contained in the book, *Multicultural Education: Through Competency Based Teacher Education*, edited by William A. Hunter:

> Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all... youth through programs rooted to the preservation and extension of cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. (19)

The current impetus to include multicultural education in the curriculum is not new. Twenty-six years ago a precedent for this approach was established with the *Elementary and Secondary Education Act of 1965, Title IX, Ethnic Heritage Program*. It's Statement of Policy undergirds the principles of multicultural education:

VIII. TEXT OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE IX

Ethnic Heritage Studies Program

Sec. 504(a) The Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof the following new title:

TITLE IX--ETHNIC HERITAGE PROGRAM

Statement of Policy

Sec. 901. In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose this title to provide assistance designed to afford to students opportunities to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of other ethnic groups of the Nation. (20)

Authorized Activities

Sec. 903. Each program assisted under this Title shall --

(1) develop curriculum materials for use in elementary and secondary schools, and institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, language, and general culture of the group or groups with which the program is concerned, and the contributions of that ethnic group or groups to the American heritage;

(2) disseminate curriculum materials to permit their use in elementary and secondary schools and institutions of higher education throughout the Nation;

(3) provide training for persons using, or preparing to use, curriculum materials developed under this title; and

(4) cooperate with persons and organizations with a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting, encouraging, developing, or producing programs or other activities which relate to the history, culture, or traditions of that ethnic group or groups.

(21)

Documentation supporting multicultural education has more recent authoritative support as detailed in such publications as *Multi-Cultural Education: Commitments, Issues and Applications*, edited by Carl A. Grant; *Multicultural Education: Issues and Perspectives*, edited by James Banks and Cherry A. McGee Banks, and *A Nation at Risk, the Imperatives for Reform: a Report to the Nation and the Secretary of Education*. In Washington State, Judith Billings, State Superintendent of Public Instruction has stated, "Multicultural education is one of the most important pieces of a curriculum that will prepare students for the 21st century." (22)

If multicultural education is to achieve any degree of success, educational and library reforms must reconsider the relevance of the following components:

The **Mission Statement** of the educational and library institutions. When was it promulgated? Is its focus known and understood by administrators, faculty and staff? Has it been reassessed and reevaluated within the past five years? Is its inherent educational and library philosophy compatible with current societal, technological and pluralistic trends? Is it in need of revision to effect necessary educational and library reforms?

The **Established Goals** of the educational and library institutions. Do the Goals support the Mission Statement in theory and in practice? Do they provide a clear sense of direction for administrators, faculty and staff? Have they been re-evaluated within the past five years? Have new or altered Goals been established for projected plans of service?

The **Objectives** of the educational and library institutions. Do the objectives meet the intent of the stated goals? Are they stated as long range or short range objectives? Are they discernible and understood by administrators, faculty students and staff? Do they provide an upward, progression toward the established goals?

Although the inclusion of multiethnic education in the curriculum has become a matter of equity, there are many educators who are reluctant to deviate from traditional educational philosophies and practices. Confronted with a challenging concept these individuals assume a defensive posture and present their reservations regarding educational reform:

1. The teaching day is already too full to include more material. What changes are necessary in the teaching methods, instructional materials and resources?

2. The subject of ethnicity (particularly as it applies to minorities) remains a foreign and uncomfortable one; thus, what should the curriculum content include to help children understand some basic concepts related to race, ethnicity, prejudice, stereotyping?

3. Multicultural perspectives are new fields for some teachers; thus they are uneasy in relinquishing their standardized approaches of teaching with the traditional textbooks pictures of American life.

4. Some teachers object to multiethnic education since their schools lack a significant minority population. The author, Walter Dean Myers, compares this argument to "not purchasing books by Dickens because there are no nineteenth century English children in the schools." (23)

5. Using materials with multicultural, multiethnic themes may prompt some teachers to question its suitability if

the contents are in direct conflict with the teacher's mores.

6. Other teachers may eliminate materials dealing with our pluralistic society because of a fear of controversy and opposition by some school administrators, school boards and the community. As stated by Nancy Larrick, "Some teachers are still seeking conventional answers to synthetic problems. They are stressing fact retrieval rather than critical thinking, discovery or change." (24)

7. Instituting multiethnic education may require in-service workshops for administrators, faculty and staff. How much time will this entail? Will it be required? When will it have to be taken? What will be taught to implement the program?

8. Including multiethnic education into the curriculum may lead to separatism, fragmentation, unequal inclusion of materials that represent specific ethnic minority populations.

Overriding such obstacles to the concept of multiethnic education is a recognition of a cancerous renewal of racism in this Nation. Recent decisions of the United States Supreme Court have set back the gains in justice, human rights and civil rights. Caught in the vortex of these negative developments are children who may be targeted as unwilling victims to this democratic demise,. Twenty-one years ago I was privileged to be an American Library Association delegate to the 1970 White House Conference on Children. Among the findings in the document, *Report to the President*, this troubling note became a clarion call for the inclusion of multiethnic education in our school curricula:

> The richness and contribution of Americas varied cultural heritages have still to be fully recognized and appreciated by educators; European culture has traditionally been stressed as if it were the only root of America's heritage. This is partly understandable since the majority of Americas citizens are of European stock, but it is also most rprehensible since america is comprised of millions of people of cultural minorities with age-old traditions and cultures of which they are justifiably proud, minorities who have helped to build this nation and to establish its global position. Too often, our images of minorities have been grudging and superficial, and our teacher training institutions and classrooms have reflected general neglect and ignorance of this cultural diversity. This deplorable policy must now be reversed, or the turmoils and passions now raging in high school and college classrooms will be unleashed in those on the elementary level. ... The teacher who is exposed to...cultural enrichment will become an enriched human being; his self-awareness will increase, his sense of worth of every other human being heightened, and he will be able to relate to the precious children he teaches through human approaches that will spark creativity and learning.
>
> Children, too, exposed to their country's cultural heritage, will find their horizons widened and will respect other children for what they are.
>
> Our American culture must be radically transformed. The alternatives are clear: our children, our citizens and leaders of tomorrow, will live either in an America of righteousness or in an America of ruin. (25)

Using these expressed sentiments as a threshold, let us consider our *third imperative*:

> *How may we capitalize upon this ethnic diversity to integrate multiethnic, multicultural literature into our school curricula and into library collections.*

Three major essentials must be accomplished if we are to bring together a waiting child, a closed book:

1. To acquire **diagnostic** and **motivational skills** and competencies.

2. To expand any **limited**

knowledge of children's literature, particularly, such materials with multiethnic, multicultural themes.

3. To provide a **variety of techniques** to promote the inclusion of multicultural materials into the school curriculum and library collections for its use in programs of reading guidance.

A knowledge of **diagnostic** and **motivational skills** and competencies require the following components:

> With **diagnostic skills** we must sensitize ourselves to see children within the same classroom or library who will possess similar or disparate interests, needs and concerns. Regardless of their background, we must avoid the "pit-fall" to treat them as if they are all alike. We must also become cognizant of cultural differences and how such differences affect behavior, interactions with their peers and adults, and their responses to praise and admonitions.
>
> We must negate the misguided premise of advocating a "color-blind" society. Such a practice denies one to recognize the totality of a person's identity with a refusal to see and to respect obvious physical differences. It also requires children to forsake their identities when they enter a classroom or library and to become homogenized to fit an Anglo-American pattern. Pluralism thus reverts to an outmoded "melting-pot" concept.
>
> Our mastery of **motivational skills** will determine our proficiency to orient children into our programs of reading guidance. Stimulating and maintaining their interests with literature requires a combination of many resources - relevant materials with content to which they may relate. This includes multiethnic, multicultural literature for all children regardless of their ethnic or cultural backgrounds.
>
> Children will require a friendly, permissive environment to explore literature individually or in a group situation. Motivational skills will require us to build upon and to use the process of inquiry by children after they have read a particular book. Such opportunities to interact with their peers and adults will stimulate spontaneous discussions of issues or problems that may emerge from their reading - a book's theme, a specific episode, a character's actions, comments or thought process.

Vital to a program of bringing together children and adolescents to closed books is the need to expand their limited knowledge of literature. In particular, this includes materials emphasizing multiethnic and multicultural themes. Cogently stated by Harold Tanyzer:

> ...In a country where there are massive problems of inequity, one can hardly claim that children's literature by and of itself can alter the course of history. However, since our hope is that the reading of books can equip a person to deal with life better by enlarging his understanding of himself and others, let us applaud and encourage the current trend in children's literature toward presenting youth with the realities of our pluralistic society. It may well be that books of this type are helping to give rise to a climate of thought and feeling that will make possible the development of the new and constructive changes we need so badly.(26)

Accepting this premise our responsibilities as librarians and educators are two-fold. **First**, we must make available to readers those books that portray, honestly, the ethnic and cultural diversity of America. **Second**, we must reveal to our youthful audiences the works of creative authors and illustrators of international repute. Consider the first responsibility.

In the spectrum of **American literature** for children and young adults recognize the enriching contributions that are derived from the works of ethnic minority writers and artists. As they enter into the publishing field, in ever increasing numbers, these individuals are bringing perceptive insights from different perspectives in the

realm of multiethnic experiences. They draw upon their cultural heritages and legacies to reveal unique life styles that share commonalties as well as differences in a pluralistic society. They enable readers to enter environments and to experience, vicariously, relationships that will increase opportunities to appreciate cultures different from their own. Such gleanings from their literary adventures serve to entertain, to inform, to educate and to foster a sense of humaneness toward others.

From among the many entrants into the publishing field, we are indebted to these individuals for their literary and artistic gifts: Yoshiko Uchida, Ed Young, Kazue Mizumura, Taro Yashima, Laurence Yep, Jose Aruego, and Ariane Dewey, Vo Dinh, Tony Chen, Piri Thomas, N. Scott Momaday, Jamake Highwater, Rosebud Yellow Robe, John Steptoe, Walter Dean Myers, Virginia Hamilton, Eloise Greenfield, Sharon Bell Mathis, Julius Lester, Tom Feelings, Leo and Diane Dillon, Donald Crews, Jerry Pinkey, Nikki Giovanni, Gwendolyn Brooks, Mildred Pitts Walker, Pat Cummings, Mildred Taylor, Lucille Clifton, Maya Angelou, Lorenze Graham, Ashley Bryan, Gordon Parks, Carmen Lomas Garza, Vera B. Williams.

Beyond the geographic boundries of the United States the literary and artistic creations of talented individuals have helped to structure a bridge to a world of literature for young readers. These endeavors to foster international understanding are substatiated by Mildred Batchelder in her travel report, "Learning About Children's Books in Translation."

> When children of one country come to know and love the books and storeis of many countries, they have made an important beginning toward international understanding. To know the classic stories of a country creates a climate, an attitude for understanding the people for whom that literature is a heritage. When children know they are reading, in translation, the same storeis which children in another country are reading, a sense of awareness grows and expands. Interchange of children's books between countries, through translation, influences communication between people of those countries, and if the books chosen for traveling from language to language are worthy books, the resulting communication may be deeper, richer, more sympathetic, and more enduring. (27)

Among the book-lined shelves of libraries in **Great Britain** are the offerings of old and new friends of youthful readers: A.A. Milne, Beatrix, Potter, Kenneth Graame, L. Leslie Brooke, Kate Greenaway, Alan Garner, John Rowe Townsend, Shirley Hughes, Jill Paton Walsh, Mollie Hunter, Eleanor Farjeon, Joseph Jacobs, Rosemary Sutcliff, William Mayne, John S. Goodall, Edward Ardizzone, Helen Oxenbury, Nina Bawden, K.M. Peyton, Philippa Pearce, Barbara Picard, Pat Hutchins, Joan Aiken, Penelope Framer, Charles Keeping, Victor Ambrus, Geoffrey Trease, Rudyard Kipling, Michael Foreman, Brian Wildsmith, John Burningham, Lewis Carroll, J.R.R. Tolkien, C. S. Lewis, Leon Garfield.

Journeying into **Scandinavia** provides an introduction to the cultures of its countries through the literary gifts of Maria Gripe, Ib Spang Olsen, Erik Christian Haugaard, Peter Asbjornsen and Jergen Moe, Ulf Nilsson, Erik Blegvad, Astrid Lindgren, Harald Wiberg, Harry Kullman, Hans Christian Anderson, Tormond Haugen, Babbis Fries-Baastad, Tove Jansson.

Continuing the odyssey into **France** brings readers into contact with some of its authors and illustrators: Jean de La Fontaine, Charles Perrault, Joseph Kessel, Paul Berna, Albert Lamorisse, Philippe Dumas, Antoine Saint-Exupery, Rene Guillot, Michel-Aime Baudouy, Maurice Druon. Crossing the Rhine River into **German speaking countries**, a treasure-trove of literature is revealed in the craftsmanship of Hans Fischer, Felix Hoffmann, Hans Peter Richter, Hans Baumann, Eric Kastner, James Kruss, Lizabeth Zwerger, Rudolph Frank, Peter Hartling, Jorg Steiner, Rafik Schami, Celestino Piatti. Recognition is given to the literature of Jan Pienkowski (**Polish**), Bruno Munari

(**Italy**), Alki Zei (**Greece**), Uri Orlev (**Israel**), Annie M.G. Schmidt (**Netherlands**), E.L. Almedungen, Ivan Krylov (**Russia**).

A proper balance to the publications of these authors and illustrators from the European continent is attained with emerging creative works of individuals from the South Pacific and the Far East. Within two countries, **Australia** and **New Zealand**, come the literary achievements of Joan Phipson, Ivan Southall, Colin Thiele, Patricia Wrightson, Nan Chauncy, Dorothy Butler, Robert Ingpen, Charles Mountford, Norman Lindsay, Hesba Fay Brinsmead, Mavis Thorp Clark, Margaret Mahy, Miriam Smith, Pauline Kahurangi Yearbury, A.B. Paterson, Mem Fox, Ron Brooks, Jenny Wagner, H. Langloh Parker, Reginald Ottley, Margaret Sutherland, and Eleanor Spence.

Departing from these countries, our continued travel brings us to **Japan**. In a Tokyo children's book stores are displays of many titles including the creations of Mitsumasa Anno, Shigeo Watanabe, Miyoko Matsutani, Issa and Basho (poets), Lafcadio Hearn, Keigo Seki, Yasuo Segawa, Momoko Ishii, Michio Taleyama, Sakae Tsuboi, Tomiko Inui, Nankichi Niimi, Ken Kuroi.

In the final view of internationalism in literature for children and young adults, hands are extended across the border between **Canada** and the United States. From this **Northern Neighbor** comes an impressive group of authors and illustrators: Christie Harris, Jean Little, Monica Hughes, Kevin Major, Ann Blades, Elizabeth Cleaver, Peter Pitseolak, Brian Doyle, Claude Aubry, Dennis Lee, Barbara Reid, William Kurelak, Donn Kushner, Jan Hudson, Sheila Burnford, Dorothy Reid, Cyrus MacMillan, William Toye, Douglas Tait, Carlos Italiano, Ken Nutt, James Houston, Marius Barbeau, Paula Daveluy, Edith Fowke, Mordecai Richler, Ted Harrison, Michele Lemieux, Marie-Louise Gay, Eric Beddows, Janet Lunn, Stephane Poulin.

This panoramic but not definitive view of the diverse literary contributions of American and international authors and illustrators supports the evidence that multiethnic materials already exist for children and young adults in a changing world. Never before in the history of literature for these age groups has there been such an expansive proliferation of creative works with cultural colorations and resplendent with literary and aesthetic merit. Responsible writers and publishers seek to avoid the trapping of didacticism, message-oriented themes, and the danger of initiating new stereotypes. Such approaches have an indefensible intent to manipulate young minds with harmful subliminal effects. Rather, the desired objectives are hones portrayals of interpersonal and intergroup relationships that progress, in certain situations, from negative to positive resolutions.

As librarians and educators we are confronted with this assemblage of invaluable resources and are faced with the challenge to bring together multiethnic literature and our waiting audiences. Gazing upon our young seekers after knowledge, we recognize the existence among them of unique ethnic and cultural diversities. We probe, inwardly, to discern our own attitudes and expectations as we seek to guide each reader regardless of the represented background or heritage. We realize our need to expand our knowledge of the literature that is made available through the writings of new schools of authors, both nationally and internationally. If we are to be effective in our endeavors, we are committed to immerse ourselves into studies of cultures and ethnic groups different from our own. This is an important component to enable us to evaluate and to select such materials with sensitivity and objectivity.

The moment of fulfillment has come to share multiethnic materials with children and young adults in a changing world.

Let us become
Builders of a new dawn,
Revealing hitherto unknown vistas,
Depicting many cultures in literature,
To intrepid, youthful explorers

Who seek horizons beyond known horizons
And worlds far removed
From familiar environs.

I thank you!

REFERENCES

1. Shaw, Spencer G. "Our Friendship Tree." Unpublished poem.

2. Wynne, Annette. "Ring Around the World," in: *All Through the Year.* Philadelphia: J.B. Lippincott Co., 1932.

3. Gough, William. "UC-Berkeley Chancellor Urges Campus Diversity," in: *The Seattle Times/Seattle Post Intelligencer*, December 16, 1990. p. B-1.

4. Cronin, Mary Elizabeth. "All White Perspectives Changing Slowly," in: *The Seattle Times*, January 21, 1991. p. C-2.

5. Kendrick, William. "Time for Schools to Use TV," in: *The Seattle Post Intelligencer*, February 17, 1991. p. D-1.

6. Banks, James A. "Education for Cultural Diversity: Historical and Contemporary Developments in the United States." A Paper presented at Southampton University, The United Kingdom, September 25-27, 1989. pp. 22, 23.

7. Novak, Michael. "Pluralism: a Humanistic Perspective," in: Thernstrom, Stephen, ed. *Harvard Encyclopedia of American Ethnic Groups.* Cambridge, Mass.: Harvard University Press, 1980. p. 779.

8. Minor, Carlton. "I'm No Animal," in: Jordan, June and Bush, Terri. *The Voice of the Children.* New York: Holt, Rinehart and Winston, Inc., 1970. p. 36.

9. Alvarez, Victor. "Cuban Immigrant," in: Baron, Virginia O. *Here I Am! an Anthology of Poems Written by Young People in Some of America's Minority Groups.* New York: Bantam Books, 1971.

10. Martinez, Gilbert. "Spanish Speaking American Children and Children's Books," in: Tanyzer, Harold and Karl, Jean, eds. *Reading, Children's Books and Our Pluralistic Society.* Newark, Delaware: International Reading Association, 1972. p. 4.

11. Howard, Vanessa. *A Screaming Whisper: Poems by Vanessa Howard.* New York: Holt, Rinehart and Winston, 1972. p. 4.

12. Bell, Juanita. "Indians of Yesterday and Today," in: *The Daily.* Seattle: The University of Washington, 1975.

13. King, Marsha. "Kids and War," in: *The Seattle Times*, January 8, 1991. C-2, p. 1.

14. Fitten, Ron. "What About the Children; Generations of Iraquis May Be Learning to Hate Americans," in: *The Seattle Times*, January, 1991. p. A-4.

15. Valbracht, Rose. "George and Saddam Could Use a Good Timeout," in: *The Seattle Times*, February 8, 1991. p. A-11.

16. Rife, Susan. "Children, the TV War and How to Keep the Horror at Bay," in: *The Seattle Times*, January 18, 1991. p. E-4.

17. Schmidt, Benno C., Jr. "Liberal Education: Allowing Us to Become Poets of Our Own Lives," in: *The Hartford Courant*, September 25, 1986. p. B-11.

18. Cronin, Mary Elizabeth. "Teachers

Who Go Beyond Textbook," in: *The Seattle Times*, January 27, 1991. p. C-2.

19. Hunter, William A. ed. *Multicultural Education: Through Competency Based Teacher Education*. Washington, D.C.: American Association of Colleges for Teacher Education, 1974. p. 21.

20. Ethnic heritage Studies Program, Elementary and Secondary Education Act of 1965, Title IX. *Guidelines for Application, April 1, 1974.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Division of International Education, Ethnic Heritage Studies Branch, 1974. p. 11.

21. Ibid, p. 12.

22. Cronin, Mary Elizabeth. "All White Perspective Changing Slowly," in: *The Seattle Times*, January 21, 1991. p. C-2.

23. Myers, Walter Dean. *Catholic Library World*, September, 1981. p. 74.

24. Larrick, Nancy. "We Are Still Afraid," in: Tanyzer, Harold and Karl, Jean. op.cit. p. 46.

25. White House Conference on Children, 1970, Washington, D.C. *Report to the President: White House Conference on Children.* Washington, D.C.: U.S. Government Printing Office, 1971. pp. 91, 92.

26. Tanyzer, Harold and Karl, Jean, eds. op. cit. p. 3.

27. Anderson, Dorothy J. "Mildred L. Batchelder: Ambaseador of Understanding," in: United States Board on Books for Young People, Inc. *Newsletter*, Spring, 1991. Vol.XVI, No. 1. p. 7.

POETRY BOOKS

Allen, Terry. *The Whispering Wind: Poetry by Young American Indians.* New York: Doubleday and Co., Inc., 1972.

Baron, Virginia, ed. *Here I Am! an Anthology of Poems Written by Young People in Some of America's Minority Groups.* New York: Bantam Books, 1971.

Gonzales, Rodolfo. *I am Joaquin/Yo soy Joaquin: an Epic of the Mexican American People.* New York: Bantam Books, 1972.

Greenfield, Eloise. *Daydreamers.* New York: Dial Books, 1981.

____. *Nathaniel Talking.* Black Butterfly Children's Books, 1989.

Howard, Vanessa. *A Screaming Whisper: Poems by Vanessa Howard.* New York: Holt, Rinehart and Winston, 1972.

Jordan, June and Bush, Terri, eds. *Voice of the Children.* New York: Holt, Rinehart and Winston, 1970.

Schaefer, Charles E. and Mellor, Kathleen C., eds. *Young Voices.* New York: Bruce Publishing Co., 1970.

EATING COMPUTERS: THE LIBRARIAN AS WRITER

by
Dean Marney
Director
North Central ESD Regional Library

I have to tell you right up front. I didn't want to do this at all. It seems that some psychologist somewhere determined that most people would rather be shot in the leg than have to speak before a group. His thesis and conclusion seems extraordinarily sound to me.

However, I was charmed and as we in the states say...double teamed. Doris Olsen and Lorene Young are two of the most charming women I've ever known. They both exude so much confidence and good will that around them one feels you could do about anything. They understand the personal touch. I'm afraid that if they had asked me to stand before you and do back flips in my underwear while singing Aida, I would have given it a good solid try.

Thank you Doris and Lorene for inviting me and thank all of you for being here. So here we are. It's after lunch which is a notorious time for speaking. The body's natural inclination is to take a nap and yet you've good some fool up here doing his level best to keep you awake. One of the things I know about life is that it is full of paradoxes. Contradictions, things that don't make sense. I do not intend to solve this one. If you feel moved to sleep go right ahead. If you feel moved to stand you can do that too. If you feel moved to do back flips in your underwear while singing Aida---give it some thought first.

Actually you as educators know that lecturing at best has about a 3% retention rate. I'd suggest that you go for about 1.5% of what I'm talking about.

Another parad....Am I a librarian talking about writing or writer talking about librarianship? I think therefore I am? And why is there no verb in English for what it is librarians do? Doctors doctor, nurses nurse, writers write and librarians do all sorts of strange and silly things.

I have to confess something else. I'm not international. While talking to Doris and Lorene I was absolutely covetous of their experience of the world as a global village where they could truly be at home anywhere. I am inspired by all of you who broaden and enrich all of us by traveling here. I did my level best to drive over the pass here today, it's about a 3 hour drive and I'll do my best not to get lost on the way home.

When Doris said I probably should have a title for my presentation, I hadn't even begun to think about it. I gave her what's in your program about eating computers. I thought it was dead clever and it doesn't have much to do with personal touching or reality. Another paradox. Fear not. One of the things I know for sure is that the Lord works in mysterious ways. That which really moves the universe loves paradox. It loves things that don't make sense.

So back to who I am. I think I'm more of a writer today. You'll notice I'm not wearing a tie. Writers don't have to wear ties unless they want to. However, I have sensible shoes on which is kind of librarian and we're getting into the whole paradox thing again and maybe it just doesn't matter.

I thought of eating computers because of my book *The Computer That Ate My Brother* or *L'Ordinateur Qui A Mange Mon Frere* as it's known in Canada and France. It's about a computer who, well, eats a boy's brother and how they boy gets the brother back. I'm also working on a forthcoming book; Scholastic had told me it would be out this year--1991; but plans have changed and they would like to put it out in hardback in time for Christmas 1992.

It is titled *The Christmas Tree That Ate My Mother*. A very wise child asked me why I seemed to have things eating members of families. I asked him if he'd ever met my family.

Anyway, I'd like to read to you from the first page of *The Computer That Ate My Brother*--which shows a definite feeling for beings that travel.

> This story is about my brother and about a computer I once knew. The computer isn't here anymore. (I have wished I could say the same about my brother.) I don't know exactly where it is now and I've never known another one like it. To tell you the truth, if it still exists I'm not sure it could really be called a computer anymore.
>
> I keep thinking that one of these days I'll wake up in the morning and there it will be--just like this dog that used to show up on our porch every once in a while. I'd try to keep him and make him mine, but he would only hang around for a while and then he'd disappear. I'd look for him for a few days but then I'd give up, thinking he'd probably been poisoned, or run over, or had moved in with someone else. Then he'd show up, hungry as anything, acting like nothing had happened. I keep thinking maybe the computer will be like that dog. Except the dog finally stopped showing up.

What I really want to talk to you about today is rabbit holes. No, I don't mean literal rabbit holes because I don't know, as we say in Eastern Washington--diddly-squat-about rabbits, but I do know about rabbit holes. There are the rabbit holes that computers that eat brothers come from.

I discovered my first literary rabbit hole from a primary source. Lewis Carroll's *Alice in Wonderland*. Alice goes down a rabbit hole to a world where nothing makes sense. Life is total paradox. Myrtle McKay, the wickedest librarian to ever stamp a book, couldn't understand why I couldn't read the book in one week. She didn't make any sense.

Oh well, rabbit holes, once I saw them, I realized they happen all through life, mostly when you don't expect them. **Bam**! Something happens, your life has changed, the surroundings don't look familiar and there are strange people doing strange things--nothing makes sense--and all you want to do is get home.

Writing for me is going down a rabbit hole. What usually happens is one of my characters happens to fall down a rabbit hole with me doing my best to stop them; but there they nilly willy go, and I have no choice but to grab their shirttails and go after them.

I knew it was happening to Jake Stone in *The Trouble with Jake's Double* when Jake thought,"It's simple. I hate myself. I'm sick of being Jake Stone. I've tried to change and I can't. I don't like the way I look. I don't like the way I act. I don't like the sound of my voice. I want to fade out of the picture and let someone else be Jake. I've been Jake long enough. Let someone else take a turn."

You think I could have stopped him, but I couldn't. I begged, I pleaded, but no. There was too much truth behind what he said. *The Trouble with Jake's Double* starts like this.

> Jake Stone was lying on his bed eating popcorn and reading a new book he'd just checked out of the library. He was reading slowly. He wasn't usually a fast reader, but this time he wanted to make sure that he didn't miss a word of this book. The book's title was *Change Your Mind and You Can Change Your World*. Jake's world could use some changing.
>
> Jake thought he was a nerd, plan and simple. He was sure everyone else thought so, too and he actually had some pretty good evidence to prove it. Everyone picked on him, and when they weren't picking on him he picked on himself. He picked his nose till his mother would scream, "It's going to bleed!" or until his dad would yell at him and tell him to watch out or, "You'll pull your brains out." Jake also picked at his scabs. He had quite a few. he was sort of the type that fell down a lot. A few of the kids called him "the mop" because once while playing basketball in PE, he kept getting tied up in his own feet and falling down, so finally the instructor said, "We've

got a janitor to clean the floors, Stone! What do you think you are? A mop?"

Jake didn't think he had too many friends. He figured that everyone thought he was too sickening. He was the only kid to throw up in the first grade. He was the only kid to wet his pants in the third grade.

Jake once thought he was in love. It was in fifth grade. He wrote Jennifer Lake a note saying: Jennifer, I think you are beautiful, Love, Jake.

When Jennifer read the note she screamed like someone had stabbed her. She stood up right during school and said, "Jake, if you ever do that again I'm going to have you locked up." Her dad was a policeman. Jake didn't think he should take any chances. He didn't even give her a Valentine during the Valentine's Day exchange for fear she might really do it. Jake tried to not let it bother him when people said things to him. He pretended that he didn't hear them. Of course he did, and it always made his stomach sting and his neck stiff to have someone call him creepy or worse. It wasn't like Jake didn't try to be better, but no matter what he did, things didn't work out. He'd be all dressed for school in what he thought were perfect clothes and someone would say, "Hey, Jake, do you have another pair of shoes like that at home?" He would look down and see that he had put on two different shoes. No one else noticed if other people's pants were a little too short, but if Jake's were, they said, "Hey Jake, where's the flood?"

Jake felt like he couldn't put it all together. Even if he wore the best clothes he had, combed his hair, and had a clean handkerchief, something would happen to ruin it. It could be that he slipped on something or tripped over a rock and put a large hole in his pants.

Certainly if he didn't fall down he would step in dog doo. If there was any within a five-mile radium, his feet found it. He would scrape it off, rub his shoes in dirt and then slide them across a mile of grass and still someone would say, "Mrs. Archer, I think someone has stepped in something smelly, and it's making me sick to my stomach. May I be excused?" The whole class would turn and look at Jake. They knew it was him.

Bubble gum had a way of finding Jake, and of all places it usually found his hair. he gave up ever chewing it because it seemed that no matter how small a bubble he tried to blow, it would immediately get out of hand and pop in his hair. The only way to get it out was to cut it out. This gave Jake's hair a very unusual look. Jake was in the sixth grade, and he was clear about one thing. He didn't want to be himself anymore. He never wanted to feel bad again.

When Jake saw the book *Change Your Mind and You Can Change Your World* on the shelf in the library, he knew it was what he needed. The cover of the book said, "You can create anything with the power of your mind!" Jake knew what he wanted to create.

Jake dreamed of having a double. He wished for someone else who looked like him. Someone he could send places and have him do the things that embarrassed Jake or made him feel bad. Jake could just stay away and avoid everything unpleasant. No one would see Jake fall down or see his shoes didn't quite match. Nothing would happen to the real Jake. It would happen to someone who looked like him. It would be like the real Jake didn't exist.

He took another handful of popcorn and read, "Your mind creates what you experience. Change what you think and you change what you experience. Be careful! You always get what you want! Choose carefully what you want. Thoughts are real things."

You take a wrong turn. You pick up the phone. You catch cold. You pick up a book. Your sister gets divorced. Your brother breaks his leg. Anything can send you down a rabbit hole.

Life is frightening, exciting, unpredictable, full of paradox, and rarely does it make sense.

So let's go back to how I came down this rabbit hole today. I stand before you as a writer and a librarian because I love books. Books are my rabbit holes of choice. In an article for *ALKI*, the Journal of Washington Library Association, I wrote about how I'd become a book person. How...I'd rather be reading.

My grandfather Rufus came out west as the paid pitcher for the Waterville town baseball team. He was good looking, spit and drank a lot--his defect. My grandmother was a Worthington from Spokane. She was a DAR. Alcohol would never touch her lips. Her defect in her parents' eyes, but my good fortune, was her love of baseball and a particular pitcher.

Sport is the real drug of choice in my family. Spirits and food have their place but when you want to get down to that special glow, just hand them a ball, any ball. I was born liking sports okay, some better than others, but the charge just wasn't there. It was my character defect. I didn't have that spark that could light up a field at night. I was pretty good at hiding it, but not good enough. I was inevitably betrayed.

Books did it. They betrayed me. First they seduced me, then they promised me the world and then they exposed me. I was caught reading in right field. No one ever hit into right field anyway. The book was my older brother's copy of *Catcher in the Rye*. The act, not the book, was hard to explain. I told the coach it was a book on baseball. He believed me. I was encouraged to leave the book on the bench. Back in right field, I though about dead people's skin falling off. Looking over the head of the batter, I had a great view of the cemetery.

Maybe it was my fifth grade teacher, Mrs. Anderson's, fault. She said, "Books are your best friends. Always have one with you."

I read through and away from several sports. I got caught reading *One Flew Over the Cuckoo's Nest* while skipping football practice. "You're nuts," the coach said. I resolved to be better and didn't get caught during basketball.

I found there were some sports you could read through. It was marginally acceptable to fish and read. However, I was told it wrecked your concentration. "On what?" I asked as my defect shone like Rudolph's nose.

If you found a suitable place, it was hard to get caught reading while hunting. We never shot anything anyway. Family rule was, "You shoot it, you clean it." We walked around with unloaded guns. I also had a book.

Track is good for reading. You're always waiting for an event. Swimming is lousy. Ski chair lifts have their moments.

It wasn't just sports I read through. I also used the fertile ground of the classroom. I was kicked out of biology for reading *Valley of the Dolls*. I told my instructor it had plenty of biology in it. She believed me.

It was a defect, but my fate, to read. I was kicked out of bookkeeping for two weeks for laughing at a guy named Jeffrey who was making noises that sounded uncannily close to a bodily function. I was told to report to the library for two weeks. I wondered, book in hand, "Is this how pleasure and pain get confused?"

I'm still defective. My little brother coaches a high school basketball team. Last year, arriving at the district playoffs in appropriate team colors of blue and white, my mother didn't even say hello. "What's under your arm?" she asked. "Nothing," I replied. "You're not going to read here?" she said. It was Dante's *Inferno*. I just kept it warm.

Sports really are quite important where I grew up and the family I grew up in. Sports have a mysterious religious power and quality to them. It doesn't make sense to me at all. You could say sports are their preferred rabbit holes. Which is why I have written a book now titled *The Jocks with the Smelly Socks* about a young men's basketball team. It again was supposed to be out this year but Scholastic

says it will be out soon, very soon. Publishing is definitely a rabbit hole. Writing about sports was an easy rabbit hole to go down because of my background. Some of where I was made sense--in an absurd sort of way.

But writers and I dare say librarians aren't usually content with normal little safe rabbit holes. We long for the excitement of well, total nonsense and the ability to fight your way out of it. We are the Rambos of reality. This is good, but it sets you apart.

Writers and I dare say librarians don't always feel like they are fitting in. Sometimes when I write I feel like I'm from a different planet. Sometimes when I talk I sound like I'm from a different planet. I ran across this passage in my book, *You, Me and Gracie Makes Three*, a story of two fifteen year olds and their romance with each other and a woman they meet a rest home they are volunteering.

"What are you thinking about?"

"I've been sitting here thinking about being from a different planet," she said.

"What if we're all from different planets? The reason things don't work out is because we don't belong here. We're not at home. Nothing really fits. It's like the cartoons where the stork delivers the wrong baby. You know, when two mouse parents get a baby kitten."

"How do you find your way home?" I asked.

"That's the problem," said Linda. "No way out. This is it. Fit in or else."

"Or else what?" I asked.

"Well, I've got it figured out," she said. "It's like this, you either fit in or you're out of here. There is no room for mistakes. You don't get any chances. You either adjust or die."

"Some people seem to do okay," I said. "Maybe this is their planet."

She stopped, looked at me, and sighed. "But they die anyway. Blows my theory."

"Or proves it," I said.

"Nobody fits in." "I'm so depressed," she said.

"This is it. Here we are waiting to turn into raisins and die. We're on the Raisin Planet and we're stuck." "I'm depressed," I said.

"Of course, you are," said Linda, "what else is there to be?"

"We have to fight it," I said.

"And how, Ricardo?" she said.

"Don't call me that," I said. "You fight it by being alive, by having fun, by being crazy like Gracie. You don't give up."

The way to be sane is to be crazy. Now there's a paradox.

So where are we...writers, librarians. World travelers, rabbit holes, sports, books, things that don't make sense...

Person touching, back flips in your underwear...

I'd say we're at the moment of total PARADOX!!!!!!!

Which is good because there is nothing left but to go home.

And that's where it all started before you fell down the rabbit hole.

As Gracie says sitting outside in *You, Me and Gracie Makes Three*:

> To get back to where you truly belong you have to come out here. You have to come out and talk to the trees and watch the birds and feel the air go into and out of your lungs. Then it happens. You get back. You realize you never left. It was here all the time but you forgot to look for it. Your home is inside you and you are welcome at any time.

Ah, the paradox---thinking you were going down the rabbit hole but you were home all the time.

LITERATURE, READING AND THE SCHOOL LIBRARY RESOURCE CENTRE IN A MULTICULTURAL SOCIETY: A CANADIAN CASE STUDY

by
Dr. Ronald A. Jobe
and
Dr. Wendy K. Sutton
University of British Columbia

The concept of a multicultural society working successfully in a country such as Canada, which encompasses a population with widely varied ethnic backgrounds and languages, requires a national policy regarding multicultural and racial interaction. Prime Minister Pierre E. Trudeau interpreted this official policy on multiculturalism when he said:

> ...there cannot be one cultural policy for Canadians of British and French origin, another for the original peoples and yet a third for all others. For although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other...A policy of multiculturalism within a bilingual framework commends itself to the government as the suitable means of assuring the cultural freedom of Canadians. (Hansard, October 8, 1971)

Although this challenging policy has been in place since 1971, the issues associated with multiculturalism continue to be widely debated. While many initiatives have been taken in Canada, it is the education system that has emerged as the primary vehicle for promoting the multicultural policies of the federal government. The vision of multicultural education which recognizes and appreciates cultural diversity is widely held to have the potential to enrich the quality of life for all Canadians. Miriam Yu (1985) states that "it affirms that cultural diversity is a positive factor for peaceful and harmonious coexistence of different individuals and groups in our pluralistic society. It prepares individuals to truly accept cultural diversity as normative and valued in the Canadian mosaic. 'Multicultural education'...encompasses more than the observance of holidays and festivals with the enjoyment of food and dances and songs. It is intercultural and global in perspective, and aims at the enhancement of human dignity, equality and respect for every individual regardless of racial, cultural, religious and linguistic differences." (p.3)

This challenging mission statement, while probably supported by most Canadians in theory, finds the country falling short in practice. What is the current situation in our schools? Are our school library resource centres reflecting the change in Canadian society in their collections and programs?

The Reality of a Multicultural Canada

The composite "face" of Canadian society has dramatically changed from the earlier bilingual bicultural Governmental concept of Canada. The idea of a dual society is no longer valid in the light of recent immigration patterns. Keith McLeod (1981) emphasizes that, "Multiculturalism is as Canadian a concept as there is, because ethnic and racial pluralism is a prime characteristic of Canada's population To recognize the ethnocultural heritage of Canadians does not diminish the fact that we are Canadians..." (p.30) but linguistic differences certainly complicate the fact, especially for the education systems of our country.

The province of British Columbia is also experiencing a changing societal scene. Because English is, without question, the language of everyday communication accompanied by a flourishing French immersion program in the schools, the notion that "'a bilingual country within a multicultural framework' has a connotation in British Columbia which is different from other provences." (p.19) Thus, with the implicit understanding that instruction will be given in

English, the Advisory Committee on Cultural Heritage "...believes the term 'Education for a Multicultural Society' reflects the quality of education most appropriate and desirable for the diverse nature of British Columbia's people. Acceptance of this concept implies strong continuing commitments from citizens and from government

a) to become aware of the diverse cultures within our midst,
b) to learn about and appreciate the contributions of people from different ethnic origins to the development and enrichment of the country,
c) to be willing to accept diversity as one of our richest assets in building social cohesion and national identity." (1982, p.19)

While it is true that the province is experiencing dramatic changes in its racial and linguistic composition, this change is chiefly felt in the lower mainland region, that area including and surrounding the City of Vancouver. This is evident in the 1988 Vancouver School Board report that found:

a. In the school district 46.9% of the total student enrollment spoke English as a second language.
b. Approximately one of every three ESL pupils spoke Cantonese as a first language.
c. Chinese, East Indian and Vietnamese languages are first languages for over two-thirds of Vancouver ESL students.
d. The number of Vietnamese and Spanish-speaking ESL pupils has risen by 68.5% and 94.3% since the last survey in 1982.
e. One-third of the ESL pupils in the city were born outside of Canada. (Reid, 1988)

The report also revealed that in the ESL population:

a. 36.6% of the ESL enrollment spoke Cantonese.
b. Punjabi as a first language accounted for 9.5% of the ESL enrollment
c. Spanish as a first language accounted for 4.1% of the ESL enrollment
d. Italian as a first language accounted for 3.6% of the ESL enrollment

The whole question of language looms large in multicultural education. In districts such as Vancouver, the linguistic needs often overshadow other concerns such as the recommendation from the Advisory Committee on Cultural Heritage that our schools should be "incorporating the concept 'of multiculturalism' as an essential component of the total curriculum..." (1982, p.23) It becomes ever more important and helpful to educators, therefore, to identify those areas of curriculum such as literature study in which an emphasis on multiculturalism can be of benefit to all students while meeting specific needs of the multicultural community. The case study described here provides such an opportunity.

Grade One Study

This case study was carried out in first grade classrooms in schools of the lower mainland of British Columbia, including Vancouver. Considered a macrocosm of cultures, every school in this area is noted for having a rich cultural blend of children. In one large elementary school of over 700 pupils, only 44 children speak English at home. Some schools have as many as 52 language groups represented. The 1988 survey of pupils for whom English is a second language in Vancouver schools, indicates that over 45% of the school children in Vancouver come from homes where a language other than English is spoken. Multi-ethnicity is the norm in all of these schools.

Why Grade One? Grade One is a very poignant moment in the lives of both children and parents. Children are at that transition age between home and school, indeed, for some children Grade One may be the first time they have been with children and adults of other

cultures. Furthermore, in Grade One, the children usually display an increased interest in literacy activities. Books and reading dominate the program and for most children learning to read is a symbol of school culture. The majority of children can hardly wait to learn to read! More importantly, children experience corporately the magic of stories and text worlds, some for the first time.

Which language groups did we choose for the study and why? After considering the linguistic composition of the Vancouver School District (Reid, 1988), the researchers chose to focus on four major linguistic groups. Since the leading 'mother tongue' languages in Vancouver are Asian, children speaking Cantonese and Punjabi were selected. Because Italian, remains a dominant European language in Vancouver, children speaking that language were also chosen. Finally, because Spanish is the fastest growing language in the Vancouver School District, Spanish speaking children were included as the fourth linguistic group.

What was the procedure for the case study? The Grade One study, which took place in the spring of 1989, encompassed 18 elementary schools that had been identified by the research departments of the Vancouver School Board and the Greater Vancouver Catholic School Board as containing a representative sampling of at least one of the target language groups.

The first phase of the study consisted of interviews with the school principals, grade one teachers and teacher-librarians to determine their concept of multicultural education and to ascertain the extent to which they provided for it in their schools. This included reference to cross cultural resources available in the school library resource centre and specific strategies for addressing multiculturalism in its program. This phase was followed by interviews with the children to learn about their reading interests and experiences. Parents were also interviewed about their attitudes toward reading and the selection of books for their children.

What is the concept of multiculturalism as perceived by teachers, teacher-librarians, principals, and parents?
"It is reality!"

Canadian educators interviewed for this study understand multiculturalism to be an ongoing process involving people, languages, beliefs, customs and values coming together in one place--school, community or country. Multiculturalism is a positive process which is marked by a "celebration of diversity" in which each person and each culture has something to contribute.

> "A group of people who have come together with customs and cultures to a new country having to learn what this new country is about, and we have to learn about them."

> "Multiculturalism is what Canada is: A country of people who have immigrated here and wish to maintain a dual identity.

> "Bringing of cultures together in communities where there is acceptance of values and customs without discrimination of races."

The loss of Canadian culture in the face of trying to accommodate other cultures is of concern to some educators. However, there is agreement that a multicultural society should not interfere with a sense of Canadian identity. Educators are also concerned with helping children understand the full meaning of Canada as a multicultural society because as one teacher states, children often "...stick together in their ethnic groups and think of Canada as a language rather than a nationality."

Educators frequently view multiculturalism through the lens of school activities and school purposes. In this way multiculturalism is both a resource for an enriched curriculum, and a critical aspect of socialization which schools must model and sensitively administer. Principals are unified in their view of the school as very important in the cultural lives of children:

> "Multiculturalism is a large number of different ethnic groups coming together so that they can learn about each other's

similarities and differences, different varieties of backgrounds, and try to live together and to understand each other. School is the perfect vehicle to do that..."

"Schools should take advantage of cultural diversity...school is a perfect place for people to come together and learn about each others' similarities and differences."

Primary teachers too, have a broad view of multiculturalism, considering it as "a way of life in Canada," yet defining it as "...an awareness of the different cultures and an acceptance and appreciation of them; for the children--the stressing of the sameness of things--perhaps we focus on differences too much."

Teacher-librarians share similar descriptions but in addition see multiculturalism in the Canadian context as "the valuing of all peoples, the cultural and value systems of those living in Canada." In addition it is seen as a "keeping in touch with one's ancestral background as well as adapting to Canada, yet there is a danger of bringing out old hates if you keep too much of the old culture."

What is the role of educators in multicultural schools?

Principals tend to view their role as one of leadership, believing that they have "to help teachers understand different cultures in dealing with children and parents", or "to make sure things are well enough coordinated so that children don't feel embarrassed as to who they are, working toward all children being accepted."

Primary teachers describe their role in a multicultural situation with more specificity, reflecting an acceptance of similarities and differences, as well as a conception of themselves as 'facilitators' who helped children to develop awareness and appreciation of themselves and others. There seems to be a strong feeling among primary teachers that they have the following role responsibilities involving multiculturalism in the school:

To "...incorporate language and culture, interactive teaching strategies, and non-biased assessment tools."

"To make certain that children from a young age can appreciate differences and similarities. To show how we work well together. To provide a link or bridge between cultures."

"To help everyone become a contributing member of our society to the benefit of everyone. A community only works if the contributions of all members are recognized and appreciated."

Teacher-librarians perceive their role as a dual responsibility, providing resources and trying "...to provide a comfortable atmosphere so children feel free to come to the library." This latter role is also based on a desire "to provide a variety of instructional methods for teaching children from their cultures." They perceive that their "central role is to introduce multiculturalism and to open people's minds. This is the hub of the wheel, and can be done by introducing materials and new ideas."

Teacher librarians are chiefly concerned with "...the importance of a collection that is on-biased and represents the various cultural groups in the school..." This concern is also expressed in a realization of the recognition of "...cultural backgrounds through poetry and literature such as fairy tales, legends and folklore." Literature is viewed "...as a way of getting in touch with our roots, our heritage."

Thus teacher-librarians describe that part of their role as "gathering books to support the social studies program" but they make such insightful comments as the need "to inform teachers about books from other cultures," and "...to...re-educate teachers. One of their feelings is 'If you don't say it well in English, you don't know it. I have concerns about respect...for the individual." Another teacher-librarian sums up in a similar vein by saying, "Most teachers tend to be white, middle class and don't have an understanding of backgrounds of the pupils. We all must examine our biases etc, must acknowledge that

immigrants make great sacrifices and mustn't put children in the position of having to make a choice between cultures."

How is Multiculturalism being provided for in schools and school library resource centres?

Educators have been impressive in their insightful definitions of the concept of multiculturalism and in their vision of multicultural schools, but there is little evidence of a comprehensive multicultural awareness in most of the schools. A truly integrated relevant program for all schools has yet to be implemented: multiculturalism appears to exist by default. The data suggest that when good things happen, it is a result of goodwill and interest on the part of some teachers, principals, and teacher-librarians, not part of a district or provincial thrust.

Interviews with educators reveal that there are four common approaches to feature the multicultural nature of the school.

1. Major Events:

When educators, whether teachers, teacher-librarians or principals describe how they provide for multiculturalism, it is frequently with reference to a 'grand show' celebration. These festivities range from one day to one week events. Most are designed to heighten the children's, parents' and community's awareness of the multicultural nature of the school.

The most popular types of celebrations mentioned are associated with holidays, Christmas celebrations being of prime importance. Second in popularity is the celebration of the Chinese New Year with its appealing Zodiac animals. Other special days such as Easter, Thanksgiving, UN Day, Christopher Columbus Day, Jewish New Years, Hanukkah, Cambodian New Year, Diwali, and Saints' days in the Roman Catholic schools are frequently observed.

A Heritage Day festivity also proves to be popular. A day is set aside in the school year, usually in February, to recognize the multicultural aspect of the school and the country. Some schools reported having a week-long salute to the cultural backgrounds of the students. Such a week is highlighted by special guest speakers, activities, films, "friendship meals," and sports events. Often a special event is held during the week to attract the parents. This could be an international tea hosted by the teacher-librarian in the school library resource centre with special exhibits, displays and children in ethnic costumes. A fairly typical response from teacher-librarians is the following: "We have school displays in the hallway, the front entrance, and the library with children's work and information about cultural events recognized in the school." These displays frequently include children's artistic interpretation of various countries, scenes from their favorite books or topics from their social studies program, e.g. games around the world. Some schools also obtained travel posters, cultural collections, stamps, and artifacts to feature various countries.

The great common cultural denominator for children is food! It seems as though children delight in learn through their stomachs, thus educators make food an important component of most events. The idea that food is the only thing that can highlight cultural differences, seems limited and not very helpful.

2. Language Training:

Although "The smile is the same in any language," language is viewed as a key to culture by most educators, and they place varying degrees of importance on the use of heritage/mother tongue languages in the classroom. Many teachers report trying to increase the awareness of other languages by having children share common expressions, such as good morning, good afternoon, thank you, etc. Teachers too, try to take language lessons from their children and give some instructions in other languages. The Vancouver School Board employs translators to assist with improving communication with parents, thus all newsletters and general correspondence from the school to the parents is written in several languages. One school

has some aspects of assessment done in the mother tongue.

3. School Programs:
Educators frequently refer to the multicultural portion of the social studies program. This is particularly true of the primary program sine it is family oriented. Peter Spier's book, *People*, is frequently mentioned as a starting point "...to introduce the study of geography and where people are located as well as clothing and food."

In an attempt to capitalize on the students' interest in various activities, around-the-world studies are carried out with such topics as games around the world. This approach is often expanded to include other interests of the children such as birds, toys, ships, and clothes.

A challenge reported by several teachers is the curricular implication of the limited awareness of Canadian culture exhibited by many of the young children. Some of these children "...often lack experiences and lack concepts, such as swimming at the seashore--they just haven't done it. Their vocabulary is not developed, such as a knowledge of zoo animals. The children are dependent on their parents, who are busy working and do not have the opportunity to explore their environment--to find out what the world is like. In class their faces show this lack--blanks! We take the children on field trips to study the community, to provide the common experience which many of them do not have. We go to Stanley Park, the SPCA, to Safeway and for a walk on the sea wall. We also went to a farm selling pumpkins to get pumpkins for Halloween."

Several teachers mentioned the study of different countries taking place in the upper elementary grades. Schools with large number of Italian children, for instance, report including dances such as the tarantella in the physical education program, and studying and attending the opera, The Barber of Seville, for a special visiting production as part of the music program.

4. Resources:
Educators enthusiastically explain about their idea of inviting parents to share their culture within the school. What is not made clear is the number or frequency of such visits. After the initial emphasis placed on the idea, subtle time references suggest they are few and far between. It is reported that parents help with ethnic cooking in the classes and bring objects from home to share. Principals respond with a desire "to reflect the community through support and participation in community events."

The teachers in the study all report that the children went to the school library resource centre for books. Many also comment favorably on the use of the public library by the children as a source for books. Relatively few specific titles are given by the teachers other than their use of folktales. "The library has a lot of books on other cultures, and the children bring their own to class."

Teacher and teacher-librarian awareness of relevant titles, particularly for the four language groups in the study (Cantonese, Italian, Punjabi, and Spanish) is not impressive. They appear to be unaware of the Canadian Children's Book Centre's *Share Our Story: Canadian Multicultural Books for Young People* (1988). This finding is reflected in the comments of teacher-librarians: "Few teachers have their own cultural materials. Some use the library and bring books into their classroom. The libraries are not generally well stocked because of funding. Some teachers seem unaware of what the library has in its collection." This contributes to a sense that, "the use of books is limited, it seems, to specific cognitive purpose rather than as a means of ongoing aesthetic social-emotional development. Books are used to develop concepts and vocabulary about other places, other experiences (e.g. zoo, seashore, store) because the parents are too busy working. They do not have the opportunity to explore their environment and find out what the world is like."

Primary teachers are very concerned

that most of the books are at the intermediate level of reading ability, and that there is a lack of reading material for primary children. Some text materials were available but the sparsity of text, the overgeneralization of comments, and the mundane use of language made them undesirable.

A most serious finding of this survey of multicultural education is the disturbing lack of resources available for multiculturalism in the primary curriculum. It is evident that there is a serious shortage of titles, particularly related to the experiences and countries of the Spanish-speaking children living in Vancouver. In contrast to the Hispanics of the United States, many of these people come from Central and South America. The urban U.S. scene is not relevant to their experiences. If a child does not recognize herself in a book, how can we expect her to relate to the story?

What can Teacher-Librarians Do to Promote Multiculturalism in the School? Teacher-Librarians, in their role as curriculum leaders, have the opportunity to dramatically influence the multicultural nature of instruction offered within the school. Initially they can focus the attention of the administration and staff on the need to have a written policy on multiculturalism which reflects their views. At the same time they can place emphasis on the importance of developing a supportive multicultural environment, with meaningful interaction between parents, teachers, staff and students. This atmosphere may be enhanced by organizing teacher inservice on multiculturalism and establishing a multicultural committee to develop an 'action plan' for the school which encourages greater cultural participation and focus. The cooperative efforts of teachers and teacher-librarians planning together combines the knowledge of the students with the knowledge of curriculum and resource to develop a more effective integrated program. Thus, multiculturalism becomes a planned yet natural part of instruction and everyday school life.

The collection of the school library resource centre is critical to the development of a supportive multicultural environment. It forms the cultural wealth for units of study and enhances the literary awareness of children. There resources are crucial to the entire concept of multiculturalism and teacher-librarians need to ascertain that their selection policy states the need for careful consideration of materials so as to avoid stereotypes and inaccuracies. Provision should be given for a broad variety of culturally-based materials in a variety of formats and media. Special care needs to be placed on a media collection which features minority children portrayed realistically, so that their self-concept may be enhanced and the notion of diversity be considered normal.

Heritage language collections must be given added emphasis. Many of these resources should be in the mother tongue of the children so that they and their parents may feel more valued and involved. This coincides with the school's multi-lingual communication program with parents so that there may be a better understanding of what is happening in the school. Vancouver schools have travelling sets of heritage language books, reflecting the most frequently spoken languages spoken in the community. These boxed sets of titles remain in each school for approximately one month. It should be noted that it is easier at present to obtain foreign language materials from specialized bookstores and jobbers because the demand for them is rising significantly. A good bookstore will also help with the selection of these materials so that titles may be purchased which will have appeal to the children.

Literature is a significant component of the cultural milieu in which children grow and develop, form their attitudes and ideals, and enrich their capabilities. Positive experiences with literature contribute to a child's growth and development of feeling and empathy. There is nothing more important that teachers can do with children than to read aloud to them. Thus, teacher-librarians can encourage teachers to endeavor to use literature which develops an understanding of literacy heritage

and reflects a wide spectrum of traditions and values. Contemporary fiction would be included as well as folk and fairy tales, historical fiction, poetry and information books. Teacher-librarians must give priority to their ever-expanding collection of folktales from around the world. It is only with a large collection that comparison of editions, interpretations, motifs and universal elements can be undertaken. A greater emphasis should be placed on the similarities rather than on the differences in the tales. Finally, a return to traditional storytelling sessions should be encouraged as these compliment most units of study and add a cultural component to the literary experiences of the children.

Multiculturalism is enhanced when educators through their daily interacts with children and parents foster those values which place a high priority upon the development of understanding and respect for others. Literature, reading and library resource centre experiences contribute to a multicultural environment and play an essential role in making children and their parents feel accepted and valued. It is possible for teacher-librarians to influence and shape existing practices and attitudes within schools. They must assume responsibility for leadership.

BIBLIOGRAPHY

Baptiste, H. Prentice and Patricia J. Wilson. (1985) "The Role of the School Librarians in Multicultural Education." *Catholic Library World*, Vol.57, No.3, (November/December), pp.122-124.

Bishop, Rudine Sims. (1987) "Extending Multicultural Understanding Through Children's Books." in *Children's Literature in the Reading Program*. Newark: International Reading Association. Cullinan, Bernice. ed. pp.60-67.

Chud, Gyda and Ruth Fahlman. (1985) *Early Childhood Education for a Multicultural Society*. Vancouver: WEDGE.

Cox, Susan and Lee Galda. (1990) "Multicultural Literature: Mirrors and Windows on a Global Community." *Reading Teacher*. Vol.43, No.7 (April).

Diakiw, Jerry Y. (1990) "Children's Literature and Global Education: Understanding the Developing World." *Reading Teacher*. Vol.43, No.4, (January), pp. 296-300.

Elliott, J.L. (1983) *Two Nations, Many Cultures: Ethnic Groups in Canada*. 2nd ed. Scarborough: Prentice Hall.

Fisher, Dr. Donald and Dr. Frank Echols. (1989) *Evaluation Report on the Vancouver School Board's Race Relations Policy*. Vancouver: Vancouver School Board.

Goley, Elaine P. (1985) "Developing Library Collections to Serve New Immigrants." *School Library Journal*. (October), pp. 93-97.

Gundara, Jaswinder. (1985) "Multiculturalism: the School Library's Response." *Alberta Learning Resources Journal*, Vol.7, No.2, (September), pp.5-7.

Kehoe, John W. (1984) *A Handbook for Enhancing the Multicultural Climate of the School*. Vancouver: Western Education Development Group, Faculty of Education, University of British Columbia.

Klassen, Colleen, Linda Tse and Helene Olgui. (1990) *Families of Vancouver: Our Multicultural Neighbourhood*. Vancouver: Mount Pleasant Family Centre.

McLeod, Keith A. (1981) "Multiculturalism and Multicultural Education: Theory and Practice." In *Multiculturalism in Canada: Social and Educational Perspectives* by Samuda, R.J., Berry, J.W. and LaFerrier, M. Allyn and Bacon, pp.30-49.

McLeod, Keith A. (1984) "Living and Learning in a Multicultural Society." In McLeod, Keith A. ed. *Multicultural Early Childhood Education*. Toronto: University of Toronto, 1984, pp.3-5.

Nauman, Ann K. (1987) "School Librarians and Cultural Pluralism." *Reading Teacher*, Vol.41, No.2, (November), pp.201-205.

Nixon, Jon. (1985) *A Teacher's Guide to Multicultural Education*. Oxford: Blackwell.

Norton, Donna E. (1990) "Teaching Multicultural Literature in the Reading Curriculum." *Reading Teacher*. Vol.44, No.1 (September), pp.28-31.

Office of the Cultural Heritage Advisor. (1982) *Report of the Advisory Committee on Cultural Heritage*. Victoria: Ministry of Provincial Secretary and Government Services, Province of British Columbia.

Reid, Sharon. (1988) *The 1988 Survey of Pupils for Whom English is a Second Language in Vancouver Schools: Research Report 88-07*. Vancouver: Vancouver School Board.

Samuda, Ronald J., John W. Berry, and Michael LaFerriere, (1984) *Multiculturalism in Canada: Social and Educational Perspectives*. Allyn and Bacon Inc.

Share Our Story: Canadian Multicultural Books for Young People. (1988) Toronto: The Canadian Children's Book Centre.

Young, J.C. (1979) "Education in a Multicultural Society: What Sort of Education? What Sort of Society?" *Canadian Journal of Education*. Vol.4, No.3, pp.5-21.

Yu, Miriam. (1985) "Multicultural Education: Rationale and Purpose." *Professional Development Journal*, Vol.73, No.2, (Spring) pp.3-5.

THE WORLD OF NIGERIAN CHILDREN'S LITERATURE: ITS ROLE IN PROVIDING THE PERSONAL TOUCH

by
Virginia W. Dike
Senior Lecturer
Department of Library Science
University of Nigeria
Nsukka, Nigeria

Literature offers one important means of providing the personal touch to school libraries in a diverse world. By reading about characters with whom they can identify, children and youth can better understand and articulate their own experience. Reading stories about people outside their immediate group, whether in the same country or far away, makes the experiences of others more vivid and personal, thereby encouraging empathy.

Nigerian children's literature can play a role in fostering this process, both within Nigeria and beyond. In Nigerian school libraries, literature can help children understand themselves and others in a complex and heterogeneous society. The same literature can make the lives of Nigerian children and youth more immediate and understandable to those on other continents.

In this paper I wish to explore the role of Nigerian children's literature in this dual process. I will focus on realistic fiction for children and youth between the ages of nine and sixteen. To begin, it may be necessary to trace the development of this literature and provide an overview of its range.

The History of Nigerian Children's Literture

Nigerian literature for children and youth, in written rather than oral forms is, like that of other African countries, basically a phenomenon of the last thirty years. The beginnings of its development coincided with the attainment of independence (Schmidt 1987). There are several reasons for this. Independence brought increased awareness of the need for Nigerians to have their own voice, to offer Nigerian children literature growing out of their own background and experience and giving expression to African values and culture. They felt the need for "a literature written by African authors, illustrated by African artists and published in Africa for African children" (Schmidt 1987, 237). This was related to dissatisfaction with the existing fare available to children. Aside from the foreignness of the titles, those depicting Africa offered stereotyped views and were pervaded with racism, in obvious or subtle forms (Becker 1973; Shaw 1983). The famous Nigerian novelist Chinua Achebe has traced his writing of children's books to the racism, "poison" as he calls it, he discovered in the books his young daughter was reading (Achebe 1987). In addition to these, the rapid expansion of education following independence increased the need and the market for reading materials for schoolchildren.

Children's literature began to appear about 1960, although a handful of titles were written earlier. The body of literature has continued to grow in spite of economic difficulties. Based on her analysis of African Books in Print, Schmidt (1987) found that the production of children's materials was the most rapidly growing segment of the African publishing industry: while the publication of children's books, excluding textbooks, has a threefold increase between 1975 and 1983, African publishing as a whole had only a twofold increase.

The early Nigerian titles were primarily for children in the upper primary and junior secondary school (grades 5-8, or ages 9-13). Most were folktales, simple adventure stories or tales of school life. A number were by well-known writers for adults, such as Chinua Achebe, Cyprian Ekwensi,

Nkem Nwankwo, and more recently Buchi Emecheta and Ifeoma Okoye, who like Achebe felt the need for a Nigerian literature of Nigerian children. The 1970's and 1980's brought increasing numbers of writers for children and increasing variety in themes and treatment. There are now more stories of everyday life, more stories exploring problems of growing up, and more stories examining societal problems. There is even a new title of science fiction set in Nigeria in 3500 A.D.! In a recent bibliography of Nigerian juvenile fiction which aimed to be as comprehensive as possible, I found 187 titles in basically three categories: fantasy/folklore (65 titles), adventure (68 titles), and stories of everyday life (54 titles).

Recent years also brought development of youth literature, aimed at adolescents in secondary school. Many of these, like the juvenile titles, are in series, such as Macmillan's Pacesetters, Longman's Gong Series and Paperback Publisher's Egret Romance and Thrillers. As the last-named series indicates, the youth novels follow the familiar patterns of romance and adventure, with other titles which cannot be easily categorized. A number involve such themes as crime, the Nigerian Civil War, inter-ethnic relations, poverty, marital conflicts, true and false values, etc. The attached annotated bibliography of some recommended titles gives an idea of the range at both levels.

Providing the Personal Touc

With this overview in mind, let us turn to a consideration of the literature in light of the theme of this year's conference. I will discuss the depiction of three areas: (1) the Nigerian setting, both physical and cultural; (2) problems of growing up; and (3) social values and issues. How can Nigerian children's literature provide the personal touch to school libraries in a diverse world with respect to these three areas?

1. The Nigerian Setting: Physical and Cultural

What is Nigeria like? What is life in Nigeria like? Nigeria is a large, populous country, diverse in geography and culture. Geographically, it ranges from near desert in the north, through varying types of savannah, to heavy forests (now sadly depleted) near the coast. The human environment is equally diverse, with comparable variations in architecture and dress, to mention two of the more visible aspects.

A national motto is "unity in diversity." Nigeria has at least 250 languages, some spoken by millions and others by a few thousands. The picture can be simplified, no doubt oversimplified, by looking at the country in terms of the three former regions: (1) the North, associated with the Hausa-Fulani group and Muslim religion; (2) the West (actually southwest), made up of Yoruba-speaking peoples of mixed religious affiliation; and (3) the East (actually southeast), predominantly Igbo and Christian. The picture has become increasingly complex in recent years with the creation of states breaking up the seemingly monolithic regions and the self-assertion of minorities, who often differ in language, culture, religion and political affiliation from the previously dominant group.

Ethnicity is a touchy issue, with "state of origin" being a key factor in school admissions and employment. As a result, stereotypes, prejudices and resentments often characterize attitudes toward other groups and many children lack knowledge and understanding of fellow Nigerians. Many lack meaningful contact with people outside their own group and the neglect of history and geography in recent years has furthered reduced their knowledge of the rest of the country. Literature might offer one way of overcoming these barriers and of personalizing the experiences of fellow Nigerians, of providing the personal touch in a diverse world. These issues will be discussed further under the third point.

For children in other parts of the world, there is often a similar lack of knowledge and understanding of Africa and Africans. It is surprising and unfortunate that Africa is still viewed by many as the land of Tarzan, jungles,

savage tribesmen and wild animals. These stereotypes and a pervasive racism show up at all levels, beginning with picture books for young children. Nigerian children's literature might again provide a more adequate view of African reality and personalize the lives of Nigerian children for children on other continents. This is not their intention, and I find that a strength. These books were never written to teach anyone about Africa. In this they differ from the adult novels of authors such as Chinua Achebe and others, who were writing at least partially for an international audience, and American children's books intended to give American children a positive view of Africa. Nigerian children's books were intended for Nigerian children, and the setting is to some extent taken for granted. In terms of setting, the authors have no point to prove, no axe to grind: the setting is merely the backdrop for the story. Many are not detailed as to the physical environment or intricacies or culture. What they do reveal is the ordinary, everyday environment of Nigerian children--home and family, life in the community, school, work and play, travel and adventure.

Let us take a few examples from the various types of juvenile and youth literature.

Unoma

Unoma by Teresa Meniru (Macmillan 1976) is a typical story of school and everyday life. One popular theme in Nigerian children's literature is the struggle of a poor child to go to school. *Unoma* is typical of these, except Unoma is a girl, sent to school by her father after he is cheated as a result of illiteracy. this runs counter to the usual practice of the time (1940s and 1950s) when boys were usually sent to school, since girls were expected to marry and leave the family. A bright and plucky girl, Unoma gets into one scrape after another. As a result of running back to school to collect her forgotten handwork, she is falsely suspected of stealing school money, until her information and the efforts of her family and the school authorities expose the real thief. Rushing home from choir practice in a rainstorm, Unoma and her friend face almost equal danger from goat thieves they recognize and a tree struck by lightning. On a walk to a distant school to take examinations, she almost drowns while rescuing a classmate. Back at home, she carelessly starts a kitchen fire which almost kills her baby brother. In the end she passes her exams and is sent on to secondary school for teacher training, where her adventures continue in Unoma at College.

Set in Igboland during the colonial period, the book incidentally reveals such aspects of life and culture as the routines of school and family life; relationships between husband and wife, parent and child; the practice of cooperative labor and methods of settling disputes within the community. For example, in the beginning just before Unoma is told she is going to school, we have this exchange between father and daughter:

> "How does anyone expect me to eat from a plate I cannot see?" complained her father. "I do not want to swallow bones, Unoma! Can't you get a stand for this lamp?"
>
> Quietly and sulkily she got the stand for the lamp and placed the lamp on it.
>
> "You know one thing, Unoma," continued Ikemefuna, "growing tall is of no use, if you leave your brains behind." (pp. 5-6)

After her father has retired to his house and Unoma and her mother are in bed, Udego advises her daughter:

> "Your father means well. He might seem hard at times but his is kind. You are a woman. One day you will marry, and husbands are ten times worse than fathers."
>
> "In that case," replied Unoma, "I shall not marry."
>
> "Let's leave it at that," said Unoma's mother. "Nobody wants you for a wife at present."
>
> Unoma smiled in the darkness. It was always the same with her mother. (p 6)

Sauna, Secret Agent

Or, to take another example of juvenile literature, *Sauna, Secret Agent* (Arewa Books 1981), one of a series of Sauna books by Dan

Fulani, is a typical adventure story. Sauna is a school drop-out with a penchant for attracting adventure. In this story his uncle's rich friend invites Sauna to Jos to help uncover the enemies who are destroying his business. Until the end one is never quite sure who is working for whom, but Sauna eventually helps uncover the mystery, just barely escaping with his life.

Set in northern Nigeria, the story opens with Sauna taking part in a ceremonial horse display during the Muslim Sallah festival. We then follow Sauna on a lorryride to Jos:

> The mammy-wagon was climbing up the hills which marked the beginning of the Jos plateau; and laden under its heavy load of stacks and passengers, it creaked and groaned at every twist in the road.

The lorry is stopped by a policeman, who rightly insists it is overloaded, but is amenable to an "arrangement." Continuing on their way they round the bend overlooking Jos:

> There, spread out below them in the shimmering heat haze, were the shiny tin roofs of the city of Jos. They seemed to spread out in all directions, reflecting the heat in a great silvery, dazzling glare.
>
> "Kai," muttered Sauna. "It's a big place, a very big place." The lorry wound its way along a twisty road, lined with the wrecks of all kinds of vehicles which for one reason or another had never reached their destination. Huge lorries and trailers were stuck in the most extraordinary situations and positions. Cars and buses, some scarcely more than heaps of twisted rusty metal, stretched in endless lines on either side of the road.
>
> The clerk turned to Sauna. "It looks as though we must be thankful if we get into Jos at all, judging by the number of people who never did."

In the course of his stay in Jos, allusion is made to the typical dress, style of houses, work routines such as the women pounding corn, the horse stables, pay office, market and street. In time he is sent to stay with Fulani herders living near land the Alhaji hopes to explore for minerals. He discovers the secret: another businessman wants to keep his find of uranium hidden so he can sell to the highest foreign bidder. This is a common theme in Dan Fulani's books: the collusion between unpatriotic Nigerians and unscrupulous foreigners in such practices as importing banned pesticides or promoting formula over breastmilk. Primarily, however, this is an exciting if slightly improbable adventure story, which incidentally gives a view of northern life and culture.

Felicia

A third example, this one at the level of youth literature, is *Felicia* by Rosina Umelo (Macmillan 1978), set in eastern Nigeria at the end of the Nigerian Civil War (1967-1970). Felicia, a former secondary schoolgirl, returns from Red Cross Service in the war sad and secretive. It soon becomes apparent that she is pregnant, but she refuses to reveal the circumstances. Her scandalized family sends her to live with a relative, a nurse working in the state capital Enugu. She has her baby, returns to school, and is eventually found by her dead fiance's family, who wish to acknowledge both Felicia and her child.

The book reveals the courage of people in re-building their lives after the devastation and dislocation of war. It shows the effect of war on societal values and norms, with violations of the sexual mores, breakdown in discipline, and increased incidence of such crimes as robbery. It shows the callousness of peers in upholding conventional morality. It also describes the urban setting in working class neighborhoods. For instance, the following passage introduces an attempted robbery of Felicia's compound in Enugu:

> So the slow weeks passed until at last it was late September. The night was heavy with thunder and the lightning flashed in strips between the wooden louves of the shutters. Felicia was restlessly awake. She found it most difficult to sleep when Ngozi was on night duty and she was alone in the two rooms. The heat of the bedroom seemed unbearable. Sighing, she dragged her heavy body off the mat and got up. Perhaps if she sat for a while in the yard she might feel cooler and more able to sleep. She opened the door quietly and came out on bare noiseless feet.

> There was no one in the yard. Everyone has gone inside long ago. She heard the watchmen at the end of the next street striking the hour, one, two, three. It was a thin and lonely sound. There was no noise from the watchmen who were on guard in their own street.
> "Probably sleeping," thought Felicia, envying anyone who could get to sleep at all. She listened to the uneasy silence of the town and the distant rumble of thunder that was too far away to bring much hope of rain.
>
> Then she heard another noise. At the main gate of the yard there was a powerful but stealthy grating and scraping of the wood from the other side of the lock. Felicia stood unmoving, then she crept to the kitchen and picked up a piece of firewood, a short branch that fitted her grasp. (pp. 67-68)

Felicia's boldness in attacking the robbers and raising an alarm saves her landlord and neighbors. But the book is primarily the story of Felicia's sad determination to persevere, set against the backdrop of the war and its aftermath.

Sisi

A fourth example of setting is provided by *Sisi* by Yemi Sikuade (Macmillan 1981). Ibrahim, a fifteen-year old from a Muslim family in northern Nigeria, travels south to attend school while living with the family of his father's old friend. He travels by train, sitting for the first time next to a young girl he does not know, a girl who is not one of his sisters:

> The sun was low, and the evening sky was dark over the sprawling savannah. The details of the landscape were barely discernable. He pushed his head out of the window and the unruly wind lashed furiously at him, blowing his clothes about. He loved the feeling...When he finally turned away from the window his eyes fell on the girl, who was now gently nodding her head in a deep slumber. He sat down carefully, trying hard not to disturb her. Their carriage rocked slightly, and the movement sent her slumping against his shoulder. Ibrahim felt a strange tightening in his stomach. He wondered what people would think but, from his furtive glances around, it seemed that no one was looking in his direction. (pp. 17-18)

This passage, with its evocation of the passing landscape and the first tentative stirrings of sexual attraction, brings us to our second theme, the experience of growing up and developing new relationships.

2. Growing Up

Many books for children and youth concern aspects of growing up and the developmental tasks associated with pre-adolescence and adolescence. A number of authorities have considered the relationship between pre-adolescent/adolescent development and literature (Carlsen 1972; Compton and Skelton 1982). Nigerian books also relate to the process of growing up and give a particular manifestation of this universal phenomenon. One study carried out at the University of Nigeria (Onuora 1988) looked at the relevance of Nigerian juvenile fiction to the developmental tasks of pre-adolescence. In particular she considered acceptance of the physical self (featured in only one book), achieving independence, developing new relationships and gaining awareness of societal issues and values.

In looking at the titles of four publishers, a total of 42 novels, Onuora found that achieving independence was a predominant theme. This can be seen from the fact that in 22 of the 42 books, the main character lived away from parents, either in boarding school (more common in the past), with relatives or with people not related to the family. While this is not unusual in Nigerian society, the proportion of children living away from home is much higher in the literature than in real life. Many fictional characters were forced by circumstances to take care of themselves, as in the case of kidnapping (*The Drums of Joy*, *The Boy Slave*) or the death of parents (*A Welcome for Chijioke*). Independence is also exhibited in the many adventure stories, which we noted earlier make up over one third of the total. This pattern continues in youth literature, where many young people leave home to seek their fortune

or are forced out on their own by adverse circumstances.

Related to the theme of achieving independence, the same study found considerable attention paid to relationships, in particular to relationships with parents and the conflicts that often arise between pre-adolescents and adults. While some of these are rather stereotyped, offering for example the wicked stepmother of folklore for a flesh and blood human being, others (like *Tunji the Motor Mechanic*) encourage understanding of such relationships. This concern with relationships continues in the fiction for youth, with the focus shifting toward relationships between the sexes (Akpan 1987). We will look at three examples.

Stepping Out

An example of some of these themes--independence, relationships with parents, as well as societal values and the finding of a vocation--is provided by *Stepping Out*, a work of juvenile fiction by Cheryl Obele (Macmillan 1988). Amos and Rose Nweze, a medical doctor and lawyer, return home to Nigeria after years in London. After hearing friends' tales of the doctor's son who has joined a band and the reverend's daughter who operates one-room beauty parlors all over town, Dr. Nweze becomes anxious over the future of his twelve-year old son Sunday. And with good reason, for while Sunday's father is determined his son should follow the footsteps of one of his parents, Sunday has a secret love for art:

> After three days in his father's compound and a single day in his mother's down the road, Sunday was still happy and excited. It was as if he had discovered a treasure, a fortune of new and different things to draw...
>
> But there was a price to pay that Sunday had not been aware of. Day after day, he had to study what he saw around him...Watching was completely half of any artwork he did. So, unlike Jane, who chattered and amused all the home people, or Chuba, Ike and the twins, who climbed and dashed about, Sunday was believed by all to be sad and sulking.

When Dr. Nweze learns of his son's interests, he is furious and does everything he can to re-direct him. In the end Sunday proves himself, by winning a contest at school and identifying the thieves who burgle their home, and Dr. Nweze concedes that Sunday fills his own shoes better than he would anyone else's.

This is a vital issue in Nigeria, where many parents feel they should direct their children's choice of a career and where the range of acceptable careers is often very narrow. Many parents feel they can and should mold their children into anything they wish. But it is also unfortunately true that the economy and the employment situation tend to restrict one's choices. In this case Sunday finds a was to pursue his talents, with some promise of financial success, and Dr. Nweze learns to accept his son's individuality.

Time Changes Yesterday

At a slightly more mature level, *Time Changes Yesterday* by Nyengi Koin (Macmillan 1982) relates to accepting change and new relationships. The story involves Tayo Browne, a young widower with two daughters, who falls in love with Kofo, his younger daughter's teacher and a single mother whose fiance died in an accident. While the younger daughter is delighted with the success of her match-making, the adolescent daughter Joy becomes so hostile that Kofo breaks off her engagement. Gradually, but very gradually, her neighbors and maternal grandmother lead Joy to understand that "time changes yesterday," that she can not expect her father to grieve forever, that he needs the love of a woman, and that his new love for Kofof does not negate his love for his daughters or memory of their mother. But it takes time and patience before Joy is able to accept her stepmother's friendship. Joy finds that, like her father and stepmother, she must learn to put the beautiful but lost past behind her and accept new relationships and a new family composition. Finally, she is able to re-assure Kofo's six-year old son that his position in their new family is also secure.

The story is set in the Yoruba west, in Lagos, but the focus is on human relationships

rather than the physical environment. It concerns a situation which many young people have to face--changes in the family--both in Nigeria and the rest of the world.

Broken Promise

Another youth novel concerned with changing circumstances and relationships, but with a less positive conclusion, is *Broken Promise* by Adaeze Madu (Paperback Publishers 1986). Bernard and Chinyelu Opara return to Nigeria with their three children after years of living in London (a similar situation to *Stepping Out*).

They have based their future on family promises of a job which never materializes. Right from their arrival, the children, who have never known Nigeria, and even their parents, experience culture shock. Bernard is caught between his immediate and extended family. He eventually succumbs to the pressures of his people, trying to assert control over his wife and children and losing them in the process. For they are used to other ways and are not about to accept Bernard as lord and master and village norms as law.

For instance, Lucy, the daughter, overhears her cousins saying that her father has agreed to send them to university, information she shares with her mother, who initially cannot believe it:

> "Oh, they must have been talking about something else. Your Daddy wouldn't commit us so deeply without discussing the finances with me."
>
> "He wouldn't have done in England, but the times they are a-changing!" her daughter observed. "Look at me. Smelling of onions as if I'd been making moi-moi all my life. But if it had been left to Uncle Elias, he'd have insisted on a pestle and mortar and a kitchen full of wood-smoke for genuine cultural suffering. You still aren't doing your duty and training me properly I'm afraid."
>
> She chattered on while Chinyelu pondered this latest bit of news. (p. 136)

Broken Promise also brings out the tensions caused by class differences, for Chinyelu's family is more affluent and outward-looking than Bernard's. The disappointments they encounter, difficulties of adjustment, expectations of the home people, an resulting clashes break up what had been a happy family. The novel is very effective, though it is written from the point of view of a "been-to" (a Nigerian who has spent years abroad) and provides a critical rather than sympathetic treatment of the village mentality. While *Broken Promise* is an extreme example, Odejide (1982) found a strong bias in favor of middle-class occupations and life-style to be general to juvenile fiction, with success in school as the gateway to a glorious future. She raises the dilemma of how this literature affects the majority of young people with little hope of such accomplishment. This brings us to--

3. Societal Values and Issues

In addition to achieving greater independence and developing new relationships, preadolescents and adolescents are concerned with developing a scale of values, developing attitudes towards social groups and institutions, and discovering a working philosophy of life (Havighurst 1972; Marshall 1975). These concerns are likewise reflected in their fiction.

Chike and the River

Works of juvenile fiction tend to set forth such basic and traditional values as courage, perseverance, honesty, kindness and loyalty to the community (Onuora 1988). Miller (1981) has pointed this out with reference to Chinua Achebe's *Chike and the River* (Cambridge University Press 1966), in which the traditional Igbo values of hard work, perseverance, honesty, self-respect and individual initiative are held up for children as appropriate to a modern setting. Chike, a village boy who moves to the large market city of Onitsha to attend school, longs to cross the River Niger and see the other side. To do this he must get the fare of one shilling. The attempts of a classmate to acquire money through stealing and deception are condemned in strong terms. Chike also finds that going to a money-doubler, begging and borrowing are

inappropriate methods. It is only when he discovers work as a means to earning money that he achieves his goal. Once across the river, he becomes a hero by bringing a gang of thieves to justice, upholding societal values in a dramatic way. This is typical of Nigerian juvenile fiction, in which crime and wrong-doing never pay (although disobedience in the quest for independence may be forgiven), goodness and hard work are rewarded, and justice is always done.

One finds a striking contrast to this attitude in some of the youth literature. While Osa (1985) has pointed out the strong, even heavyhanded, didacticism of some novels, exemplified by such titles as *The Wages of Sin*, others display a certain moral ambiguity. Such books provide an insightful analysis of contemporary Nigerian society and the limited choices it sometimes offers. Necessity or expedience overwhelm traditional morality.

Have Mercy

For example, Mariom Macham, the hero of *Have Mercy* by Joseph Mangut (Macmillan 1982), is the only hope of his widowed mother and family, but he has to leave school for lack of money and loses his chance for a job. Desperate over his responsibilities, he determines to break in and steal the money of a beer parlor madam. Afterwards, he struggles with himself:

> ...Stealing is bad? He shook his head. He had been taught that stealing was bad, but was it actually bad considering his situation and this hard merciless world in which we live? Wasn't it rather the survival of the fittest? Wasn't it a brave private war waged by one individual against the injustice of wealth and poverty? And what was wrong with the type of theft he had committed? A woman who had always been evading the law deserved what he had done. (p. 24)

But like Chike, Mariom goes on to bring a ruthless gang of criminals to justice, striking a blow on behalf of the downtrodden who had lost lives and property to these evil men. The question lingers: can stealing be justified? Another Mangut novel, *The Blackmailers* (Macmillan 1982) raises similar questions concerning injustice and corruption.

Evbu, My Love

The heroine of *Evbu, My Love* by Helen Ovbiagele (Macmillan 1980) faces a somewhat similar dilemma. Evbu, a sixteen-year old from a poor but loving family, wants more in life than an early marriage to a village teacher. Enter Jide, a pre-medical student who encourages her to seek a new life and further education in Lagos. She runs away from home, gets settled with Jide's help, and gains admission to a commercial school. Her problem is that she has no means of paying the fees. Her roommate Edith clues her in: Evbu can join her in going to the nightclub and spending the night with suitable gentlemen. She will solve her problem and Jide need never know. Evbu feels uncertain and guilty, but she gets the money for her fees and continues to support herself through this means. It's all so easy. She meets a decent Australian businessman and her problems are over. There is one embarrassing incident: Jide later finds out and humiliates her publicly. But he, faithless as ever, has already decided to marry a doctor from his own area.

Much later, when Evbu confesses to her fiance, an African-American friend of the now dead Jide, he laughs:

> What about me? If I told you half the things I'd been up to in my younger days, it would make you shudder. But my pride is that I was able to come out of it all unscathed. It was all part of growing up and my parents were very patient and tolerant about it...What you did, you did out of necessity. Even if you did it out of a sense of adventure, it still does not matter...If you've learned a lesson from something that happened to you in the past, then that's fine, but don't keep dwelling on it. (p. 140)

Sensible advice, but can only the well-off afford morality? Can one come through certain experiences with only scratches on the surface? Was prostitution, even genteel prostitution, the perfect solution? Literature which raises such questions can assist youth in sifting values and

considering the dilemmas posed by real life.

Inter-ethnic and inter-religious relations are central issues in Nigeria, as in many parts of the world. One would never guess this, however, from most of the juvenile fiction. If ethnicity is referred to at all, it does not go beyond Emeka, Taiwo and Ibrahim playing together happily in boarding school, distinguishable only by their names. Exceptions are *A Difficult Choice* by Aishatu Sadiq (Macmillan 1982), which describes a northern girl's growing sense of ethnic identity as her family moves from a village to Kano, and *Together Again* by Idowu Afolalu (Macmillan 1983), which concerns the adjustment of a 'been-to' Nigerian and his African-American wife to Nigerian life and culture.

All You Need Is Love

A few of the youth novels take a closer look at the problem. Several concern inter-ethnic love and marriage. For instance, *Sisi* involves the love of Ibrahim, a Muslim northerner, for Sisi, a Christian and Yoruba southerner. Their differences, however, are not problematic. Ibrahim's mother sets the tone when her son first leaves for the south:

> Let me tell you something my son. People are basically the same, no matter where they come from. People start to talk about tribes and sections when they are really looking for a shield to cover other people's eyes and so prevent them from seeing through their greed, conceit, thirst for power, or just simply fear. (p.15)

Ethnic differences also have little impact in *Evbu, My Love*, where even the distance between African and African-American culture is bridged with ease.

A less sanguine picture is presented by *All You Need Is Love* by Nyengi Koin (Macmillan 1987), although here too, the lovers emerge triumphant. Tokoni Beaton, an Ijaw secretary, becomes engaged to Tolu Johnson, a Yoruba doctor. In spite of fears for her daughter's happiness, Tokoni's widowed mother accepts the match, but not so Tolu's tribalistic and snobbish parents. Not only is Tokoni non-Yoruba, she is just a secretary. The resulting pressures cause friction, often occasioned by small ethnic differences, until Tokoni decides to move out of Tolu's life by secretly transferring from Lagos to Port Harcourt. But their love remains firm and his parents eventually come round. We are led to believe they live happily ever after.

Patience, Boy, Patience

Another novel that considers ethnic and religious differences is *Patience, Boy, Patience* by Gideon I. Gagu (Macmillan 1988). Two Tiv teenagers (from the Nigerian Middle Belt), Iorbee and his sister Adoo, are orphaned and cheated of their father's property by a greedy uncle. As a result, they decide to follow the nomadic cattle herders with their father's old friend Mallam Shehu, though he is a Muslim from the far north. In order to fit in with the herder's society, and because he finds Christians like his uncle compare unfavorably with a righteous Muslim like Mallam Shehu, Iorbee converts to Islam. In time they follow the herders home to the north, and when the childless Mallam Shehu dies, he wills his property to Iorbee. But Iorbee, though a Muslim, is still a Tiv and an outsider. A northerner who hopes to displace him and acquire the property arouses sentiment against the outsiders. Many deaths result, but in the end Iorbee is vindicated and wins acceptance in his new home.

Although it is not stated explicitly, experience shows Iorbee that good and bad people can belong to either religion, and that only a few like Mallam Shehu lead lives completely guided by their faith. This open acknowledgment of ethnic sentiments and religious influence is almost unique in Nigerian youth literature. Yet these are the issues that threaten Nigeria's future. Religious tolerance is undermined by the views of extremists, certain government policies, and periodic riots in the north, in which Christians, their property and places of worship are the primary victims. The portrait of Mallam Shehu and his wife gives a much more favorable view of Islam than the somewhat jaundiced view of many Nigerian Christians. Literature could at least

provide the opportunity for children and youth to get to know the best of their neighbors. Events in the news continue to remind us of the dangers posed by racial prejudice, ethnic hatreds, and religious intolerance worldwide. In other countries as well, the personal touch offered by literature could further intercultural understanding.

Final Considerations

I have stressed that Nigerian literature for children and youth is written with a Nigerian audience in mind, though it can be read and enjoyed by young people everywhere. This orientation has several implications for its use with an international audience. In closing, I will mention three: level, background and attitude.

Level

Because English is a second language to most Nigerians, the reading level and complexity of the books is generally not as high as books for comparable ages in, say, the United States. This is especially true of the juvenile fiction titles, which tend to be short (60-100 pages) and uncomplicated. English-speaking children would be likely to read them at the lower end of the age range, i.e., eight or nine years. In Nigeria as well, children in university communities have gone through the juvenile titles and on to youth literature by the end of primary school. Slower readers overseas might, however, find these books just right in reading level at the specified ages.

Background

Being written for Nigerians, these books take certain aspects of the culture and environment for granted. Foreign children would not, for instance, know a character's ethnic identity from his name or understand the meaning of the occasional Nigerian word like moi-moi (bean pudding). A few of the books also have brief exchanges in Pidgin English. I do not believe these elements interfere significantly with understanding, but others from outside the environment would be in a better position to judge.

Attitude

I have emphasized the diversity of Nigeria. It follows that no one title can adequately cover Nigerian reality: individual titles may be set in any part of the north or south, in urban or rural areas, in the past or present. A single title seen in isolation may give a false impression, if it is taken as the whole picture. Furthermore, these books were not intended to portray Nigeria in a favorable light: the unadorned reality is there for all to see. The authors depict Nigeria as they see it, giving an uncensored and sometimes critical view. These books are, therefore, unlikely to meet the needs of those who are looking for propaganda rather than literature. Nor is there any guarantee that those who approach this literature with a prejudiced eye will not go away with their prejudices intact.

Literature of this kind is for those who want to know and understand more of the human condition, to enter into the life experience of others, people very different yet very like themselves, and to seek a broader perspective for grappling with values and the dilemmas of social and moral life. For such people Nigerian literature for children and youth can play a valuable role in providing the personal touch in a diverse Nigeria and a diverse world.

References

Achebe, Chinua (1987). "Children's Literature in Africa," Paper delivered at the 24th Zimbabwe International Book Fair, 1987. 16p.

Akpan, Esther A. (1987). "An Assessment of the Editorial Quality of Young Adult Fiction Published in Nigeria." Unpublished undergraduate thesis, University of Nigeria. 110p.

Becker, Joerg. (1973). "Racism in Children's and Young People's Literature in the Western World," *Journal of Peace Research*. Oslo, 3. pp.295-303.

Carlsen, G. Robert (1967). *Books and the Teen-Age Reader*. New York: Bantum.

Chambers, Aiden (1973). *Introducing Books to Children.* London: Heinemann.

Compton, Mary F. and Skelton, Juanita (1982). "A Study of Selected Adolescent Problems as Presented in Contemporary Realistic Fiction for Middle School Students," *Adolescence* 17:67 (Fall). pp.637-645.

Marshall, Margaret R. (1975). *Libraries and Literature for Teenage.* London: Andre Deutsch.

Odejide, Abiola (1982). "Cultural Values and Occupational Choices in Selected Nigerian Children's Literature," *Nigeria Educational Forum* 5, 2: pp.203-209.

Onuora, Ijeoma J. (1988). "The Relevance of Nigerian juvenile Fiction Books to the Developmental Characteristics and Tasks of Pre-Adolescents." Unpublished undergraduate thesis, University of Nigeria. 97p.

Osa, Osayimwense (1985). "Didacticism in Nigerian Young Adult Literature," *Journal of Reading* 29.

Schmidt, Nancy J. (1987). "24th Zimbabwe International Book Fair, 1987: An Overview of Published African Children's Literature," *African Book Publishing Record* 13, 237-239.

Shaw, Spenser G. (1983). "Legacies for Youth: Ethnic and Cultural Diversity in Books," *School Library Journal* (December). pp.17-21.

NIGERIAN LITERATURE FOR CHILDREN AND YOUTH

Juvenile Fiction for ages 9 to 13 years

Achebe, Chinua. *Chike and the River.* Cambridge University Press, 1966. 60p.
Chike goes to live with his uncle in Onitsha but is not satisfied until he fulfills his dream of crossing the River Niger in spite of the dangers he meets on the other side.

Agwu, Ada, K. *Tunji the Motor Mechanic.* African Universities Press, 1973. 95p. (African Readers Library 25).
After his parents' deaths, Tunji goes to live with his uncle in Lagos where he has many troubles before succeeding as an auto mechanic.

Akpabot, Anne. *Sade and Her Friends.* Nelson Africa, 1967, 61p.(Rapid Reading).
A change in her home situation helps Sade move from class failure to head girl.

Clinton, J.V. *The Rescue of Charlie Kalu.* Heinemann Educ., 1971, 78p.
A private detective searches for the kidnapped son of a local chief.

Ekwensi Cyprian. *Coal Camp Boy.* Longman, 1973. 66p. (Palm Library for Younger Readers).
Iheanyi's adventures in Enugu's Coal Camp at the end of the Nigerian civil war.

Emecheta, Buchi. *The Moonlight Bride,* OUP, 1980, 77p. (Masquerade Books).
The girls wonder: who is the new bride due to come to the village by moonlight?

Fulani Dan. *The Price of Liberty.* Hodder and Stoughton, 1981. 89p.
An American businessman tries to sell his dangerous pesticides in Nigeria, but is overtaken by tragedy.

Fulani Dan. *Sauna, Secret Agent.* Arewa Books, 1981. 104p.
Sauna untangles the mystery behind the misfortunes destroying Alhaji's business and helps save the day.

Iferenta, I. *The Young Breed.* UPL, 1986, 95p. (Rainbow Series).
Obi and his gang of friends have revenge on their minds as they approach the principal's house by night, but events place them in the unexpected role of heroes.

Jacoby, Jean. *Abimbolu.* Hodder and Stoughton, 1965. 112p.
On his way to Yaba to start school, Abimbolu gets entangled with a gang of criminals.

Meniru, Teresa. *The Drums of Joy.* Macmillan, 1982. 91p. (Winners).
Young Nnenne escapes from the kidnappers

who carried her to far-away Calabar and is cared for by kind missionaries, but it takes many years to find her own family.

_____. *Ibe the Cannon Boy.* African Universities Press, 1987. 66p. (African Readers Library 29).
Ibe is poor and cannot go to school, but his bravery saves his village from enemy invasion.

_____. *Unoma.* Evans, 1976. 58p. (Evans Africa Library).
Unoma finds adventure as one of the few girls in her village to attend school.

_____. *Unoma at College.* Evans, 1981. 76p. (Evans Africa Library).
Unoma leaves home and finds adventure and success at boarding school.

Nwankwo, Nkem. *Tales Out of School.* African Universities Press, 1963, 90p. (African Readers Library 2).
Bayo goes to a boarding secondary school and has many experiences with his class mates.

Nzekwu, Onuora and Crowder Michael. *Eze Goes to School.* African Universities Press, 1963, 1971. 76p. (ARL 4).
Though poor, Eze overcomes poverty to earn himself an education in primary school. Regional variations are seen in *Sani Goes to School* and *Akin Goes to School*, also co-authored by Michael Crowder.

Obele, Cheryl Ann. *Stepping Out.* Macmillan Nigeria, 1988. 100p. (Winners).
His parents expect him to follow their footsteps but Sunday has his own plans.

Ofurum, Helen. *A Welcome for Chijioke.* Macmillan Nigeria, 1983, 92p. (Winners).
Chijioke's dying mother charges him to seek out the father he has never met, but this is not an easy task in crowded Lagos.

Okoro, Anezi. *Febbechi Down the Niger.* Nwamife, 1975, 116p.
An expedition down the River Niger by canoe brings many adventures to Febechi and his friends.

Okoye, Mary. *Kukoeo-Koo!* Macmillan Nigeria, 1982. 82p. (Winners).
The seven members of Secret Council unlock the mystery behind the slow progress in building a girls secondary school in their town.

Onadipe, Kola. *The Boy Slave.* African Universities Press, 1966, 112. (ARL 12).
Shettima is kidnapped into slavery and taken far from home, but after many trials he finds his way back. Having gained his freedom, he fights against slavery in *The Return of Shettima.*

Sikuade, Yemi. *Ehanna and Friends.* Macmillan Nigeria, 1978, 72p.
(Winners).
Ehanna's gang of friends are always up to mischief until they are kidnapped for sale into slavery over the border.

Solaru, Lanna. *Time for Adventure.* University Press, 1983, 124p.
(Masquerade).
A fossil kola nut and minor road accident catapult Mary, Taiwo and Audu to the year 3500, when they must save the earth from an alien invasion.

Solaru, Lanna. *The Twins Are in Trouble.* University Press, 1983. 60p. (Masquerade).
When Taiwo and Kehinde are sent to ask their uncle's help to get out of one scrape, they keep falling into others.

Youth Fiction for Ages 12-16 Years

Alkali, Zaynab. *The Virtuous Woman.* Longman Nigeria, 1987. 88p. (Gong).
The usually routine journey from home in the North to school in Lagos brings tragedy and romance to shy Nana Ai.

Bamisaiye, Remi. *Service of the Fatherland.* Macmillan Nigeria, 1985. 108p. (Past and Present).
During their national youth service, six young people outgrow their student irresponsibility and learn to appreciate their whole nation.

Gagu, Gideon I. *Patience, Boy, Patience.*

Macmillan Nigeria, 1988. 119p. (Past and Present).
Orphaned and cheated of their inheritance, Iorbo and his sister follow the herders to northern Nigeria and overcome initial obstacles to make a new life for themselves.

Koin, Nyengi. *All You Need Is Love.* Macmillan Nigeria, 1987. Tokoni, an Ijaw secretary, and Tolu, a Yoruba doctor, find love crosses ethnic lines, but it is not easy to convince Tolu's parents.

Koin, Nyengi. *Time Changes Yesterday.* Macmillan Nigeria, 1982. 115p. (Past and Present).
A schoolgirl matches her widowed father with her pretty, young teacher, but the older sister takes time to adjust to new relationships.

Madu, Adaeze. *Broken Promise.* Paperback Publishers, 1986. 162p. (Egret Romance and Thrillers 9).
A Nigerian couple and their three children face many adjustments upon returning home after years in London. Cultural shock and misunderstanding eventually break up the family.

Mangut, Joseph. *The Blackmailers.* Macmillan 1982. 112p. (Pacesetters).
Is Dauda failing to get ahead because the odds are stacked against him or because of his weaknesses? Is he ultimately caught because crime doesn't pay or because he fails to share his booty? An exploration of corruption and injustice in modern Nigerian society.

Mangut, Joseph. *Have Mercy.* Macmillan, 1982. 132p. (Pacesetters).
Mariom Macham faces a desperate situation and sees stealing as his only alternative, but he goes on to bring ruthless criminals to book.

Ohuka, Chukwuemeka. *The Return of Ikenga.* Macmillan Nigeriia, 1980. 96p. (Past and Present).
The warrior Igbonoba is determined to succeed the dying Eze Igwekala in place of the King's 10-year-old son.

Okoye, Ifeoma. *Men Without Ears* Longman, 1984, 164p. (Drumbeat).
When Chigo returns from Tanzania, he finds it difficult to adjust to Nigerian's mad scramble for wealth and impossible to divert his elder brother from a course which Chigo is sure will destroy him.

Okpi, Kalu. *The Politician.* Macmillan, 1983. 130p. (Pacesetters).
Chuka Nduma uses the same ruthless means to gain political power as he did to gain wealth in business.

Ovbiagele, Helen. *Evbu My Love.* Macmillan, 1980. 150p. (Pacesetters).
Evbu runs away to find a new life and further education in Lagos, but she discovers the way is not easy as it seemed.

Ovbiagele, Helen. *A Fresh Start.* Macmillan, 1982. 118p. (Pacesetters).
Osifo and Ndidi did not get on when they met as teenagers but found a new relationship when working together years later.

Sikuade, Yemi. *Sisi.* Macmillan, 1981. 92p., (Pacesetters).
Sent from Zaria to study in Lagos, Ibrahim falls in love with the shy Sisi.

Thorpe, Victor. *The Worshippers.* Macmillan Nigeria, 1979. 156p. (Pacesetters).
In the hospital after losing his leg to a crocodile, Paul Okoro tells his exciting tale of mystery and dangers on the back streets of Ibadan.

Umelo, Rosina. *Felicia.* Macmillan, 1978. 126p. (Pacesetters).
Felicia returns from her Red Cross service in the Nigerian Civil War sad and pregnant, but refuses to name the father until she herself receives a surprise.

Umelo, Rosina. *The Finger of Suspicion.* Macmillan, 1984. 144p. (Pacesetters).
Agu's good luck -- a promotion, his wife's pregnancy, acceptance of his book for publication -- starts as his maid disappears, and neighbours spread rumours of juju.

REPORT FROM THE TOKYO ASSOCIATION OF HIGH SCHOOL TEACHER-LIBRARIANS

by
Ikuko Sagae
Tokyo Association of High School Teacher-Librarians

Introduction

About 98.4% of school libraries in Japan now have their own libraries. The enactment of school library law in 1953 contributes to this high percentage. This article reports on school library activities in current educational situations by taking as an example the library at a public high school in Tokyo.

The Law of School Libraries

When I was a first grader at junior high school, English and reading classes were my favorite ones. I read many novels by Eiji Yoshikawa, Kenji Miyamoto and Tolstoi, etc. in reading classes. Until that time, many kinds of books including reference materials had been collected in the school libraries due to the enactment of school library law.

The school library law describes the school library as a basic and essential institution. The law was designed to promote education in school: to set up the library and teacher-librarian in the school. In addition, the law describes that the administrator of the school has to make an effort to fulfill his duty for expanding and maintaining the library as his responsibility.

In respect to the management of the school library, the following four items were designed in the law:

1. Collect materials for the use of students;
2. Make library catalogues and organize the materials;
3. Organize such services as reading, studying, movies, and exhibitions; and
4. Instruction of library use.

In respect to the teacher-librarians who took the most important role in school library, they were not employed until 1960 because of the delay in their training.

The Institution and Equipment at the High School in Tokyo

The number of public high schools set up by the government of Tokyo is 218 (including commercial and technical senior high schools). All 218 high schools have their own library located in quiet places.

According to the standard for school libraries established by Tokyo, the size of library at high schools which have 27 classes (in this case, the number of students is 1,300 in grades 1 to 3) is 422 square meters. (In Table #1, High School F has only 18 classes, and High School I is now planning to expand the library.) The libraries at high schools of the same size as these in Table #1 average about 30,000 books, and the library budget is about 3,500,000 Japanese Yen (See Table #1).

The libraries contain a circulation desk, browsing corner (room), reference corner, book shelves, reading corner (room), study room for groups, staff room, stack room, etc. The typical examples of layout are given in Charts #1, #2, and #3.

The Management of the Library

Not only the efforts and devices by librarians but also the considerations of the users' opinions and their attainment are necessary for effective management of the library. There are some groups organised to attain these objectives, such as the library commission (student representatives) and the library board (teacher representatives).

The library commission (students) organizes many kinds of activities, for example, reading, lectures, exhibitions, and movies under the direction of the teacher-librarian. In the process of selecting books, there are active arguments among students, and students'

opinions are filled via the commission.

The library board (teachers) collaborates with the teacher- librarian in the activities of the library commission selecting books, and library events. This is particularly important for incorporating opinions on subjects.

The Collection, Classification, and Arrangements of Books

About 30,000 books are classified and arranged by the Nippon Decimal Classification (NDC) for use. Dictionaries, large books, series books are often located separately with location marks. Title, author, and subject catalogues in catalogue cases are located in the reference corner (room) for public use. Library automation is working in many public libraries. However, library automation, such as retrieving books by computer, is the agenda for the future for school libraries.

User Education

The school library law states that "the object of the school library is to contribute to the promotion of school education by providing services to the students and teachers." The students have to use the library as effectively as possible to review, read, and prepare presentations for classes. For this purpose, teacher- librarians have some classes on user education at every school for the period of entrance (guidance). The classes range from at least one hour to five to six hours.

The teacher-librarian plays an important role in the school library for contribution to the education, and he or she has to be acquainted with the curriculum and content of the classes. Therefore, the qualification for teacher-librarians is based on the qualification of teaching in a subject. The teacher-librarian collaborates always with the teachers in each subject.

State of Library Use

The high school students have to finish over eighty credits to graduate in three years. They attend school for 240 days (forty weeks) in a year. In this situation, the school library is used as indicated in Table #1. Class begins at 8:30 in the morning, and ends at 3:00 in the afternoon. The library hours are 8:30-4:30. High School A was founded in 1880 and located at the center of Tokyo. This school has encouraged the spontaneity of students for a long time, and has introduced many classes such as presentation by students themselves. In these circumstances the students have to use the library to examine and prepare for classes. The other nine high schools are inferior to School A in the size of space and collection of books.

The ways of acquiring materials are indicated in Table #2. The "use of public libraries" is ranked second by students. This may be due to the fact that the open hours of public libraries are longer and it is easily used near home. In Table #2, "buying by themselves" is ranked highest. It is estimated that there are about 1,401 book stores in Tokyo; therefore, students can buy books easily on their way to school.

Many students use the library for another purposes, for example, finding dramas for bunka-sai (days of musical and theatrical performances by students), checking courses of shugaku-ryoko (trips to cultivate learning), and studying for clubs. Other students use the library just for studying in their free time.

In addition, there are many students who read newspapers and magazines freely at recess and after school. I often think the use of the library like this is also very important for students, and a library with more space is desirable.

Reading by Students

Today's high school students were born in 1973, '74, and '75. Many political and economical events happened during this time, such as the ending of the Vietnam War, and War of Middle East, and the oil crisis. The students have grown up with TV and comics. They consider reading as an important media next to images. Almost over 50% students "like reading" (see Table #3). They think reading is important as a means of "thinking for themselves and their life, moved and affected with things, enjoying imaginations,

information and knowledge resources, and pursuing the truth and establishing their viewpoint of the world." (see Table #4) Some schools publish a "Newsletter of Library" each week, which introduces new books to inform and intrigue reading appetites of students. Other schools are pushing students to write an essay after reading for improving the ability of expression. These activities and trials are supported by students, and it also encourages students.

The student who likes reading may continue his wonderful life after graduating by reading books in various ways and acquiring information from books. The student who does not like reading could become a constant reader in the future if he or she happens to be stimulated by chance.

Future Agenda

As described above, the students have to finish over eighty credits for their graduation in Japan. This overload of credits robs students of their leisure time and also the time for library use.

Another problem is the number of students in one class--forty four students in one class. The number of students is too large for teacher and teacher-librarian to take care of students separately. One of the quickest ways to improve library use may be to give students more leisure time by reducing the credits to eighty, and reducing the number of students to thirty in one class.

The equipment is getting better little by little. However, it is not enough. It would be our teacher-librarian's role to try to increase the library budget and satisfy the students with their intellectual curiosity and need of reading, by answering their assignment and providing enough materials for them.

Table -1:The overviews of 10 high school libraraies

School	Number	Space(m²)	Collection	Budet	Budget(books)	Users[1]	Circulation[2]
A	1,300	623	62,000	430,000	300,000	856	58
B	1,300	300	30,000	400,000	200,000	100	20
C	1,270	388	33,000	380,000	250,000	90	9
D	1,370	450	37,100	312,000	236,000	45	10
E	1,340	405	37,000	369.000	205,000	200	20
F	840	203	22,000	317,000	176,000	120	15
G	1,360	430	25,600	354,000	251,000	120	35
H	1.140	400	23,500	400,000	200,000	120	25
I	1,280	203	23,000	330,000	216,000	300	35
J	1,400	400	31,000	400,000	250,000	200	30

1:Average users per day

2:Average circulation per day

Table-2: Studying and use of libraries

		A	B	C	Man	Woman
Way of acquiring materials for class	School library	82	31	54	35	43
	Public library	65	50	41	48	60
	Home	6	12	20	10	16
	Buying by oneself	27	37	55	48	47
	Borrowing from friends	2	15	13	11	12
	Borrowing from teachers	0	0	0	0	0
	Not use	1	6	2	3	1
	No chances	0	5	1	3	1
	Others	0	2	0	1	0
	Total	183	168	186	159	180
Results of looking for materials in school libraries	Found	67	28	61	37	52
	Used by others	9	18	7	6	9
	No answers(indications)	2	2	4	3	5
	No materials	7	8	10	14	5
	No chance of looking for	4	40	12	25	21
	Others	7	12	4	8	7

1:Each number is indicated by %

Table-3:The results of questioning with reading

	Man(%)	Woman(%)
Like reading	24	34
Ratherlike	28	30
Neutral	27	25
Rather not like	11	7
Dislike reading	10	4

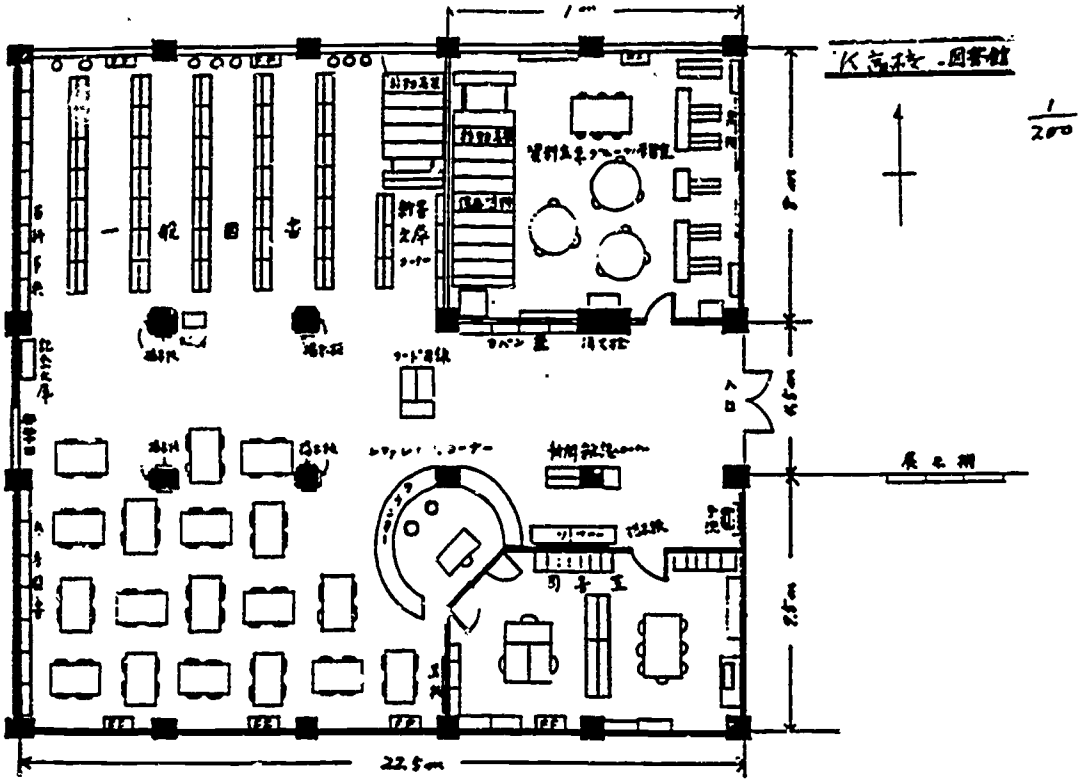
1:N(Man) = 355
2:N(Woman) = 275

Table-4:The results of questioning with the meaning of reading

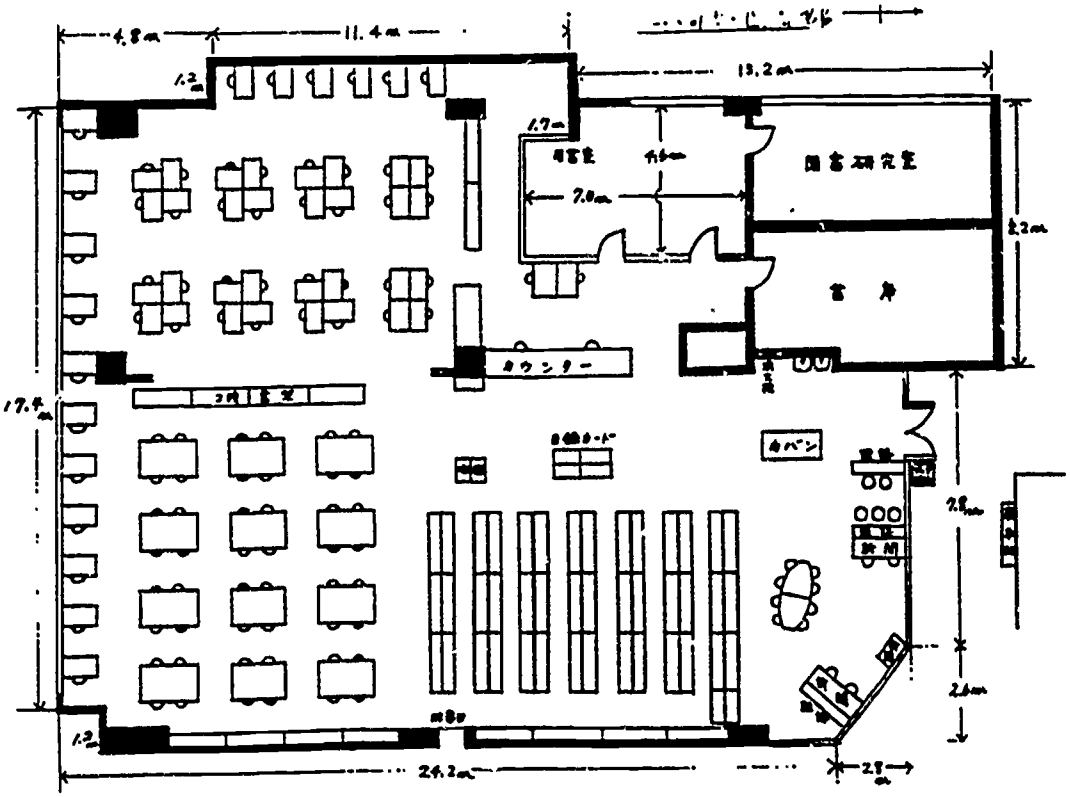
Purpose of reading	Man(%)	Woman(%)
Think oneself and his life	50	48
Have feelings as moved, sympathy	32	36
Pursuing the truth and establishing his viewpoints of the world	26	13
Information and knowledge resources	34	19
Enjoyining imaginations	39	57
Found no meaning in reading	12	10
Others	9	7

1:N(Man) = 355
2:N(Woman) = 275

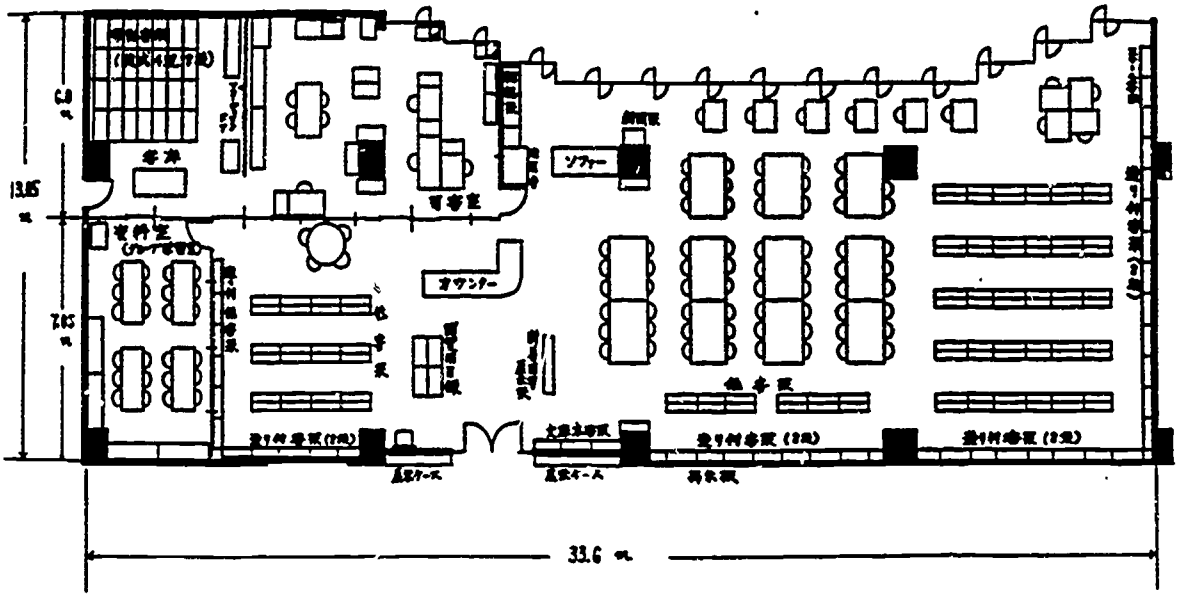
図－1



図－2



M 高校図書館 1/200 図-3



COOPERATIVE LEARNING IN THE LIBRARY MEDIA CENTER BRINGING PEOPLE AND IDEAS TOGETHER

by
Catherine C. O'Hara
Norwalk, Connecticut

Introduction

"Students can't seem to focus on their tasks."
"They just aren't resourceful enough."
"They aren't diligent researchers, they quit too quickly."
"They just don't seem to understand the assignment."

How often have you heard these common complaints about student research work in the library and wondered how you could effect a change?

One prescription for more directed learning that has been used in the classroom and can be used successfully in the library is cooperative learning. The maxim, "two heads are better than one," can be applied as students in cooperative learning groups both learn with and from one another increasing the possibilities for intellectual and social growth. Personal experience and research have shown that students become more focused in their research, spend their time more productively, evaluate materials more critically, and, in general, have a better attitude about their ability to utilize the library and its resources. (See Sandra McNeely, *The Effectiveness of Teaching Research Skills in Library Instructional Centers Through Cooperative Learning Groups. A Research Report.* 1988 (ERIC, ED302250, microfiche).

Definition of Cooperative Learning

Research in group interaction has its origin in the studies of the social psychologists of the 1930's and 40's. Their laboratory experiments found that individuals working on a group goal develop other collaborative behaviors that contribute to successfully achieving that goal. Renewed interest in modern models of cooperative learning focuses principally on the research of David and Roger Johnson (University of Minnesota), Robert Slavin (Johns Hopkins University), Shlomo Sharan (University of Tel Aviv) and Spencer Kagan (Resources for Teachers, San Juan Capistrano, CA). For purposes of this paper, attention will focus on the Johnsons' model.

According to the Johnsons' definition, cooperative learning is a teaching method whereby students in small heterogeneous groups of two to four pupils work together on a common task. In contrast with unmonitored group work, specific conditions must exist in a successfully functioning group: there must be positive interdependence and face-to-face interaction between the members of each group as well as group processing of their group behavior. In addition, individual students are assigned specific tasks or roles to perform so that each student, while being held individually accountable for his/her work can also have the knowledge that he/she is equally as responsible as the other group members for the group's success. The group is rewarded for its efforts and each individual in the group knows that he/she has contributed equitably. One often hears the phrase "we sink or swim together" being applied to group work.

A test for a true cooperative learning lesson plan has the acronym "PIGS FACE" applied to the lesson's structure. The acronym stands for the following words:

Positive interdependence
Individual accountability
Group processing
Social Skills
Face-to-face interaction

Positive interdependence is structured into the activity so that everyone in the group works together to help one another complete the task. Positive interdependence can be structured several ways: by establishing a

group grade or reward for successfully completing the task (positive reward interdependence), by only giving out one set of learning materials (resource interdependence), and by assigning to students within the group specific roles/jobs to perform (positive role interdependence).

Individual accountability encourages the development of personal responsibility towards individual learning as well as responsibility for the learning of the group as a whole. Group processing by both the individual members and the whole group informs the group as to how well they are doing in terms of the task and their social interaction. Social skills have to be learned as they are important for effective group interaction. With younger children, it may be as simple as having them talk quietly and stay with their group. For older students, it may be listening quietly to others, keeping to the time schedule, praising one another or resolving conflicts. Face-to-face interaction maximizes the opportunity for students to teach and learn from one another.

The Teacher/Librarian's Role

In the Johnson model, the teacher is seen as the group facilitator. Rather than being the "sage on the stage," the cooperative teacher is the "guide on the side;" setting the task, structuring the environment, teaching the necessary material, modelling specific social interaction skills, monitoring and processing group behavior and evaluating group work.

Incorporating all the elements of cooperative learning into one's teaching methodology isn't an easy process. The Johnsons' advice is that "you start small and build."

Designing a Lesson

1. Select a simple lesson by identifying one instructional concept and one social skill that you would like the group to learn.

2. Structure the environment so that it is conducive to group interaction. Circular tables work best but chairs could be arranged in such a way that students can interact "eye to eye and knee to knee." Have student-made posters on display that state their ideas for working together cooperatively. Prepare only one set of materials per group.

3. Consider the size and make-up of the groups. Start small, only 2 or 3 students but never more than 4 as it becomes too complicated for students to maintain their specific interdependent roles and for the teacher/librarian to monitor the group. Select students for each group on the basis of heterogeneity.

4. Think about the specific jobs/roles that should be performed so that the work is divided equitably. In a group of three students, I often use the roles of Reader/Checker, Writer, and Reporter. (The Reader/Checker is responsible for reading the assignment, checking for the involvement of everyone and making sure that everyone understands the group's answers. The Writer writes down the group's answers. The Reporter states the group's answers when called upon although everyone can be questioned.)

5. Explain the lesson to the group. Specify the group goal and teach the concepts that are necessary for understanding the assignment. Check for understanding so that everyone is clear about the goal and the concepts involved. State the criteria/grade for the successful completion of the task. Discuss the specific jobs/roles that are to be performed and either assign them to specific individuals within each group or let the groups decide who will perform the specific tasks.

6. Model the social skill that you want the groups to practice. Show them the skill in terms of what it looks like and

sounds like when it is being performed. (For example, "quietly talking" has heads together, all eyes on the speaker, and voices low enough so as not to disturb the other groups.)

7. Hand out the materials-one per group. Make sure that each set has a place for individual signatures that will signify group agreement concerning the outcome.

8. Monitor and process each group's work. Prepare for yourself a simple checklist that you can use in observing the stipulated social skill as its being practiced. If a group is experiencing difficulty, intervene only to explain necessary skills; let the group resolve its own problem. As the groups finish, have "the Checker" in each group make sure that everyone understands the material.

9. Set aside enough time for the groups to evaluate their behavior: Did everyone do his/her job? What did the group do well? What needs to be improved? Evaluate group behavior with all the groups so that everyone knows what worked well and what problems can be surmounted.

10. Check on the groups' answers and assign the groups their grades. Individual tests can be given and individual grades can be assigned. However, every group must get a grade based on the prescribed criteria and a grade should be given for group cooperation.

11. Evaluate the lesson. It is always helpful to have an observer in the room during the lesson so that a critique can be made of each group's behavior, of individual student's who need further observation, and of specific needs for lesson improvement. In schools that foster the use of cooperative learning, a network of teachers is established in order to support one another in using this teaching method.

Conclusion

The use of cooperative learning in the library creates a climate where students take the research process seriously. Students positively engaged in learning and sharing information build a better atmosphere for interaction between library staff, teachers, and students.

The network of teachers actively engaged in cooperative learning strengthens the interdisciplinary role of the librarian in the design and teaching of instructional units. The evidence exists for the effectiveness of using cooperative learning in the library.

The lesson plans on the following pages are designed to be used as idea generators. Use them as a basis for trying cooperative learning in your library skills instruction as well as a framework for writing your own lessons.

BIBLIOGRAPHY ON COOPERATIVE LEARNING

Johnson, David W. et al. *Cooperation in the Classroom*. Edina, MN: Interaction Book Co., 1991.
Known as "the brown book", it is the basic book used to train teachers in the Johnson method of cooperative learning. The cost of the book is $25.00. The shipping weight is 3 pounds. It can be obtained by calling (612)831-9500.

Adams, D.N. "Involving Students in Cooperative Learning." *Teaching* April 1990: 51+.
Activities designed to get elementary students involved in collaborative problem solving.

"Cooperative Learning." *Educational Leadership* Dec./Jan. 1989-1990: 4-67.
The entire issue is devoted to the topic of cooperative learning.

Davidson, N. and O'Leary, P.W. "How Cooperative Learning Can Enhance Mastery

Learning." *Educational Leadership* Feb. 1990: 30-34.
This article combines Hunter's mastery teaching model and cooperative learning techniques.

Gould, R.L. "Teaming Up in the Classroom." *Family Circle* 5 Sept. 1989: 100.
Article aimed at informing the general public about the cooperative learning classroom.

Joyce, B. and Weil, M. *Models of Teaching*. 3d ed. Englewood Cliffs, NJ: Prentice-Hall, 1986.
Education textbook with background information on the early research done in cooperative learning.

Kagan, S. *Cooperative Learning Resources for Teachers*. Riverside, CA: University of California at Riverside, 1985.
Presents Spencer Kagan's structural approach to cooperative learning and its positive effects in dealing with the integration of different racial groups.

Lockwood, A.T. "Cooperative Learning." *National Center on Effective Secondary Schools*. Resource Bulletin No.4 Spring 2988. ERIC, ED294853, microfiche.
Explanation of both the Slavin and Johnson models of cooperative learning and how they are being used in the secondary classroom.

McNeely, S. *The Effectiveness of Teaching Research Skills in Library Instructional Centers Through Cooperative Learning Groups. A Research Report*. Prairie View A&M University, 1988. ERIC, ED302250, microfiche.
Study reported on the positive correlation between the use of cooperative learning groups in the library and the acquisition of specific library research skills.

Sharan, S. and Sharan, Y. *Small-Group Teaching*. Englewood Cliffs, NJ: Educational technology Publications, 1976.
Shlomo Sharan's work on his "Group Investigation" method of teaching which he finds expand s cooperative learning.

Slavin, R.E. "Cooperative Learning and Student Achievement." *Education Digest* Feb. 1989: 15+.
Another leader n the field with a very structured approach to cooperative learning talks about conditions essential to the achievement effects of cooperative learning.

Slavin, R.E. *Cooperative Learning: Student Teams*. 2d. ed. Washington, D.C.: National Education Association, 1987.
Part of the N · \ series, "What Research Says to the Teacher." Slavin discusses his cooperative learning techniques. excellent bibliography of resource materials.

Watson, D. "Classroom Evaluation of Cooperative Learning." *Education Digest* Nov. 1989: 35+.
What to look for in evaluating cooperative learning.

AUDIOVISUAL MATERIALS

"Cooperative Learning." *Educational Leadership on Tape*. Dec./Jan. 1989-1990. Alexandria, VA: Association for Supervision and Curriculum Development, 1989 #612-89161.
This is the audio version of the entire magazine.

Cooperative Learning: A conversation with Dr. Robert Slavin. Los Angeles, CA: IOX Video, 1989.
Cooperative Learning in the Content Areas: A Conversation with Dr. Robert Slavin. Los Angeles, CA: IOX Video, 1989.
Both videos present Slavin's methodology. IOX Video's address in Los Angeles is 5420 McConnell Ave., zip code is 90066-7028.

Association for Supervision and Curriculum Development. *Cooperative Learning Series*. Alexandria, VA: ASCD, 1990.
Five part videotape series including a facilitator's manual to accompany the tapes. Programs include: Learning to Work Together; Planning and Implementing Cooperative Lessons; Teaching Social Skills; Three Frameworks: STAD(Student Teams-Achievement Divisions), TGT (Teams-Games-

Tournaments) and Jigsaw II; and A Sample Lesson.

SPECIAL NEEDS AND COOPERATIVE LEARNING

Hesler, M.W. *Communication Strategies for the Multicultural Class.* Dec. 1987. ERIC, ED293176, microfiche.
The use of cooperative learning in a multi-ethnic classroom where there are different teaching and learning styles.

Jacob, E. and Mattson, B. *Cooperative Learning With Limited-English-Proficient Students.* Sept. 1987. ERIC ED287314, microfiche.
The use of cooperative learning to help LEP students achieve academically and enhance their self-esteem.

Putnam, J.W. and Markovchick, K. *Cooperative Learning and Cooperative Staff Development to Promote Social Integration.* Portland, ME: Maine State Dept. of Educational and Cultural Services, March, 1989. EDRS ED315228.
Study reports on a year long junior high school project that used cooperative learning strategies in the classroom to help in mainstreaming special education students.

READING BUDDIES

The following activity provides an example of the use of cooperative learning using student pairs to stimulate the students to read from a wide variety of genres.

BEFORE THE LESSON

Appropriate grade Level:
Upper Elementary/Middle School

Content area:
Reading/Language Arts/Library

Goal:
Each student pair will get credit for having read books from the "Reading Matrix". Although each student in the pair will, in actuality, only read 2 of the books, he/she will get credit for having read 4 books.

Group size:
Pairs of students randomly assigned for heterogeneity.

Material:
One book review sheet per pair per book. The teacher/librarian can be imaginative in the design of the review sheet but it must include: call number, author, title, plot summary, student evaluations, and a place for the signatures of both students.

Time required:
Two book reviews a month from each pair.

THE LESSON

Procedure:
1. Explaining the learning task:

Each reading pair must select 2 books from 2 different categories in the matrix. The selections must be from the same vertical, horizontal, or diagonal column. The pairs will decide which column and from which categories they will read representative books. Each student in the pair will read one of the chosen books. Each student in the pair will read one of the chosen books. After reading his/her book, student #1 will be the REPORTER to student #2 concerning the book's plot, character(s), setting, and theme to the degree that is necessary for student #2 to understand in order that student #2 can be the WRITER of the book review. The pair reverses the roles for the second book. [GROUP COOPERATION] [FACE TO FACE INTERACTION]

After each book review is written by the respective WRITER, both must then sign the reviews to signify that they are in agreement as to the content of the review. [INDIVIDUAL ACCOUNTABILITY]

To get proper credit and in order to place their reviews on the bulletin board each pair must come to the teacher/librarian and the WRITER for each book review must answer the teacher's/librarian's questions concerning the book's contents.

2. Monitoring the pairs' progress:

After each pair has completed the task each pair must evaluate their own and their pair's performance in terms of working together. The following questions can be asked:

Something that I did well:
Something that I need to improve upon for the next book review:
Something that our pair did well:
Something that our pair needs to improve upon for the next book review:
Have each pair discuss the results of their [GROUP PROCESSING] with you so that they can save these evaluations for succeeding work as they progress through the reading matrix.

THE READING MATRIX

STUDENT NAMES:

ANIMALS Title:	MYSTERY Title:	POETRY Title:	BIOGRAPHY Title:
FANTASY Title:	PERSONAL & FAMILY PROBLEMS Title:	SHORT STORY Title:	HUMOROUS FICTION Title:
ADVENTURE & SURVIVAL Title:	MYTHS & LEGENDS Title:	HISTORICAL FICTION Title:	GHOSTS & GOBLINS Title:
SCIENCE FICTION Title:	NEWBERY AWARD WINNER Title:	SPORTS FICTION Title:	ILLNESS & HANDICAPS Title:

THE BOOK REVIEW

The following activity provides a lesson in the use of cooperative learning using student pairs in the review of material that has been read to them. This review has the students attend to the story while it is being read to them and helps them remember the story line over a long period of time.

BEFORE THE LESSON

Appropriate grade level:

Upper Elementary/Middle School/High School

Content area:

Reading/Language Arts/Library

Goal:

The students will be able to clearly state the sequential development of plot, characters and setting in the material that is being read to them.

Group size:

Pairs of students randomly assigned for heterogeneity. One person in each pair will be assigned the role of REPORTER, who will state the pair's answer(s) when called upon by the teacher/librarian. The other person will be assigned the role of WRITER of the pair's answers. Although the roles can be reversed from week to week, students should be kept in the same paris for the reading of the entire short story or novel. (If one of the pair is absent, assign the student who is present the role of LISTENER and place him/her in another group.)

Material:

One form per pair. The words, "setting", "Characters", "plot", should be written on the form as well as the words, "signatures" and "date", which should be placed on the back of the form.

Time required;

5-10 minutes with 2-3 extra minutes allowed for oral answers.

Room arrangement:

For younger children, have them seated in pairs in a semicircle around the reader. Boards or notebooks (1 per pair & only given to the WRITER) are needed for support when writing.

THE LESSON

Procedure:

1. Explaining the learning task:

After briefly summarizing what has happened in the story up to, but not including, the previous week's reading, explain to the reading pairs that the goal of each group is to write a brief description of the previous week's developments in plot, character(s), and setting. [POSITIVE INTERDEPENDENCE] State that each pair is to come up with at least 2 new plot developments to get a grade (this could be a grade for library cooperation). [CRITERIA FOR SUCCESS] Explain that although the REPORTER for each pair must be ready with the pair's answers, the WRITER of the pair's answers must be able to respond. Tell them that they have 10 minutes to work on their summary and at the end of that time they must sign and date the paper signifying that they both agree with what has been written. [INDIVIDUAL ACCOUNTABILITY]

2. Observable behavior that you will monitor:

State that you want them to work quietly*, to listen to the other person speak, and to share ideas with one another. Make a checklist of these behaviors so that you can observe each pair's functioning.

3. Review and processing time:

At the end of the 10 minutes, make sure each pair has signed and dated their form. Randomly call on each pair's REPORTER for the answers, but every once in awhile call on a WRITER to explain new developments in plot, character, and setting. After the review go on to read the next chapter.

*In explaining to students how to work quietly, teachers often model the behavior by talking so quietly that only another person seated 12 inches away can hear. In cooperative learning groups you often hear the term "12-inch voices" being used.

DICTIONARY JIGSAW

After working on a unit involving specialized dictionaries, this cooperative learning procedure is a way to test student's understanding of the same basic information about specialized dictionaries while having each student become an "expert" on a specific dictionary that they can teach to their teammates and, in turn, to the class. Each group member will be held accountable for his/her topic as well as for all the topics taught by the groups. Individual grades can be given as well as group grades.

BEFORE THE LESSON

Appropriate grade level:

Upper elementary/Middle School

Content area:

Library

Goal:

Each student will become very knowledgeable about one specific type of specialized dictionary. He/she will also become knowledgeable about two other specialized dictionaries in the same Dewey Decimal class. Each student will become familiar with specialized dictionaries in the other Dewey Decimal classes.

Group size:

3 people per group. For each group there must be a CHECKER who makes sure the group understands the material and prepares all visuals; a WRITER who prepares the group's presentation; and a REPORTER who will orally present the group's wok to the class.

Material:

Each group receives 2 sheets: one, a list, in Dewey order, of the specialized dictionaries that are in the library's collection (and have been discussed previously by the librarian); the other sheet, a set of three questions that can be answered by using the specialized dictionaries form one specific classification set.

Time required:

2 class periods (1 for preparation/ 1 for presentation)

THE LESSON

Procedure:

1. Explaining the learning task:

Each student in each group is to pick one of the three questions to answer. The group then decides which classification set they are working on as well as helps each member of the group decide which dictionary is the correct choice to use to answer the question.

After each student finds the answer to his/her question an provides a rationale for the dictionary's inclusion in that particular classification, each student then, in turn, teaches his/her information to his/her group. To signify group understanding of all the answers and rationales, all members of the triad must sign the "answer sheet".

The groups then plan to give a 4-5 minute talk to the class. Included in the presentation must be the following: state the questions, the classification set decided upon, the rationale for the decision, the answers to the questions, the names of the specialized dictionaries used and the reasons for their use. Visual material would enhance the presentations.

2. Expected behaviors:

Quiet (12 inch voices) talk. Work together offering suggestions. Listen to one another so that everyone understands the material.

3. Monitoring the groups' progress and group processing:

Prepare a list of questions for the groups to answer at the end of the first class. Have the CHECKER write the group's opinions of the following: Something that they did well together? What problem(s) is (are) the group experiencing? What is the group going to do to solve the problem? What still needs to be done for the presentation? (If there is a problem, the librarian should let the group work out the difficulty rather than intervene.)

The "process" sheet can be given back to the group at the beginning of the next class as a focus to help them improve their group interaction.

AN EXAMPLE OF SOME QUESTIONS

Question: How did the phrase "crocodile tears" originate?
Answer:
Specialized dictionary used:
Reason for use:
Student answering the question:

Question: What does the word "bonjour" mean?
Answer:
Specialized dictionary used:
Reason for use:
Student answering the question:

Question: What does "EPCOT" mean?
Answer:
Specialized dictionary used:
Reason for use:
Student answering the question:

In what Dewey Decimal Classification can all these dictionaries be found?
Why are they all found in this class?

We all agree that this information is correct.
Names:

REVIEW OF BASIC SCIENCE RESOURCES

The following activity provides a lesson in the use of cooperative learning teams in the review of library materials that will be helpful to them in researching a scientific topic.

BEFORE THE LESSON

Appropriate grade level:

Upper Middle School/Junior High/High School

Content area:

Science/Library

Goal:

Development of a research strategy to locate existing information on a science topic.

Group size:

Groups of three students randomly assigned for heterogeneity.

Classroom arrangement:

Each three member group should be separated so as not to interfere with the other groups. The groups should sit in circles close enough to be able to discuss their choices for a research strategy. The rule of "12-inch voices" would be good to demonstrate to the groups.

Time required:

One session: 20 to 30 minutes with time left for students to start checking the library's resources.

THE LESSON

Procedure:

1. Instructional objectives:

A. Based on previous library instruction and use of basic science resource materials, the students will discuss and choose appropriate science research resources.

B. Students will be able to develop a list of four general types of resources to use in collecting information for a report.

C. Students will be able to briefly state a reason for each resource choice.

2. Explaining the learning task:

Explain that the goal of each group is to develop a list of 4 general types of resources that they have used in the past and could use to identify periodical and newspaper articles, essays, reports, statistics, and background material on a science topic. Each group is to give one reason for each one of their 4 choices. Each group is to write the names of their 4 general resources on a sheet of paper and sign the list when they all agree on and understand their group's selections.

3. Explaining the goal structure:

The task will be a way for each group to help one another recall their own successful choices of either specialized science resources or general reference materials. The task will also help each student recall specific reasons why these resources were helpful. Every student will contribute his/her ideas to the group and be responsible for his/her group's choices and the reasons behind their final list.

If time would permit, each group could get together with another small group to share their lists and their reasons for each selection. This would be especially helpful when there would be a 2 person group in the class.

4. Role assignment:

There will be one "group recorder" who will list the group's selections, one "group checker" who will review the list and make sure that everyone in the group understands the reasons for the group's selections, and the "group reporter" who will respond to the librarian's questions.

5. Criteria for evaluation:

Each group will be able, when called upon by the librarian, to give their list so that a class resource list can be compiled. When each group is called upon, pick a student randomly from that group to justify the inclusion of at least one of the group's choices.

6. Observation:

The librarian and the teacher will use an observation checklist to observe the group interactions.

Group #

NAMES	PARTICIPATING	LISTENING	ENCOURAGING

DURING THE LESSON

1. Monitoring:

The librarian and the teacher should visit each working group looking for any problems that might arise both in the areas of cooperative skills and the content of the assignment. Turn questions back to the groups to solve, but suggest that groups in difficulty as to the library resources should ask another group for help.

2. Compiling the class resource list:

Make sure every student has a sheet of paper that he/she can use to copy the combined class resource list.

Using a blackboard or an overhead projector, compile with the entire class a list of possible resources to use in undertaking research on a science topic.

AFTER THE LESSON

Leave time for the groups to consider among themselves what they did well and what they could do to improve their working together. Talk to the groups about what you and the teacher observed.

NOTES TO THE LIBRARIAN

It is assumed that the students have been given instruction in library research and that the students have access to varied resources.

Possible types of resources are:

On-line databases: Provide the most current and extensive information on a subject and include citations of technical reports, journals, etc.

Specialized science encyclopedias: To be used in addition or in place of general encyclopedias. Written by experts in the field and usually presenting more in-depth information on a subject.

Science handbooks, yearbooks, etc.: Revised annually, they provide up-to-date information on scientific developments, statistics, formulas, etc.

Card catalog: Contains a list of all the books and audiovisual software that is available in the media center.

Magazine indexes: Excellent sources of current information with wide coverage and diverse viewpoints.

Group #

WORKSHEET
GROUP RESEARCH STRATEGY

The following resources will be helpful in finding information on recent developments (within the past 3 years) in science. There must be at least 4 resources listed.

Resource	Reason for its selection

Signatures of each group member:

Name of group recorder:

Name of group checker:

Name of group reporter:

Name:

INDIVIDUAL RESEARCH STRATEGY

The following resources will be helpful in finding information on recent developments in science:

Resource	Reason for its selection

THE EVOLUTION OF THE SCHOOL LIBRARY

by
Donald Hamilton
Education Librarian
Curriculum Laboratory
University of Victoria
Victoria, British Columbia

The title is provocative - a trendy way of suggesting that the School Library has changed. Surprise! Yet the "evolution" dimension has much more to say than mere change for it brings the concept of the school library and the institution of which it is a part, into a different perspective. We cannot, by definition, see evolutionary change affecting inanimate objects. The notion behind "evolution" is organic--an organism changes as its environment alters. If it cannot sustain or modify itself to the changes that press upon it--outside its control--then it withers and dies. To apply this biological concept to this living organism, or perhaps more correctly--this living "organization", and determine its health and growth as its environment and conditions have changed and altered, is the object of this discussion.

For the times they are a'changin--that is certain. The move away from content based, text oriented and driven schools to process oriented, learner focused, schools-as-brains where people are not processed, but nourished and provided with the tools of learning so that they may truly become all they can be is fully underway. There is an organic feel to these new approaches that reflects societal concern over the effectiveness of the public school and public education.

School libraries have evolved--they have changed to more accurately reflect the environment in which they are expected to function. What is fascinating in this development is to glimpse the way in which we have clung to the traditional while attempting to implement those changes. Conservation is an essential quality of our species. We love change, but only when it does not affect our comfort levels. We want change, but only if we can easily control its outcome, its effect on our position. The extent of real "educational innovation" in our schools over the past several decades has not been significant. The overhead projection has become an "old" item yet has not fully reached the expectations once held for it. The video cassette recorder is probably the device that has changed the process of teaching more than any other electronic appliance this past decade. The microcomputer looms large but, has yet to acquire a universal audience fully in tune with its potential. These tools often seem to satisfy someone else's objectives and as such remain mere toys on the edge of our perception. The "educational innovation" that is the school library has probably never been viewed in the collective educational psyche as a major change or improvement except by school librarians. The school library is part of our schools. "We have always had a school library." "As long as I can remember there has been a library in this school." The concept of the school library as a support for learning and learners, as a repository, as a quiet oasis away from the formal regimen of the classroom has been with us as long as the public school has existed.

Change has occurred in the culture and concept of the school that has altered the environment for the school library. The school library has responded. The phases of that change has been described and defended through the following stages. There are, however, no fixed boundaries to this structure. The changes have not been sudden, nor have all adherents and participants seen these changes as profound or interesting. In essence, this model is only a theoretical construct offered as a mechanism for further discussion.

The attached diagram provides a overview of the construct.

Reactive
This is the Library that views its function as protective. Springing directly from the early public library tradition, it is a small, compact, organized space devoted to the maintenance of a few precious books. At least they are precious in the view of the keeper or the school librarian. This library has its roots in scarcity and in the notion that the book had intrinsic value--like a work of art or painting. That protective approach leads to the structure we embrace with check-out desks, controlled access, overdue procedures and other systems. The card catalogue is of prime importance occupying the full attention of the librarian, for access to the collection was as important as control. The new computerized catalogue and circulation systems are part of this reactive role. This is the quiet space in the school--a place for serious contemplation and study.

In the scheme of things high schools acquired these "safety deposit boxes" before the elementary, but when conditions led to incorporating their values into the lower grades, the structure simply was carried over. We have seldom, if ever, created an elementary school library that physically was not merely a scaled down high school library. "A home for little people." It is interesting now to consider how much we have been influenced by this "branch" public library in our schools and how resistant they are to change. School librarians today, even in many new buildings closely resemble their relatives in schools built in the 1950's and 60's. But then formal library science programs produced professional librarians anxious to cling to traditional practice.

The reactive school library waits for customers. Sometimes those customers are sent en masse for "library instruction"--a process best described as an entertainment devised to keep patrons reasonably content and quiet until the end of the period. The library class period is ostensibly an opportunity for library "hygiene" instruction--the care of books and the uses of the room and the attention to specific rules--most of which have moved along unchallenged to our present conditions. Overdues and library fines, book cards and lost book charges remain semi-permanent reminders of this reactionary period where the materials are more important than the students they might have served. Here the form is often more visible than the objective it was designed to satisfy.

Proactive
This is the school library that reaches out with its collection and services. It acts more like an aggressive store pledged to sell--to give away its many treasures, and depending on the inspiration--to enjoy them. This is the library that contains the "enthusiastic" school librarian--convinced that good books and reading are essential qualities for everyone. This missionary has enormous appeal in lower grades but gradually becomes redundant as children grow up and away from identification with things that are good for them. This is the child-oriented library. This is the bookstore in many school librarians' dreams.

Displays and posters, bulletin boards and annuals, fish and birds, populate these libraries and treasures in the form of "good" books surround the room. Library lessons (again part of the school's organizational structure) and fun and usually games. Find the author, the title, the shelf. The library has chess boards, dungeons and dragons, library clubs and reading clubs and other admonitions to the joy of involvement in the world of the book. There is a buzz of activity present--at least when children are booked in.

Curricular
The school has taken up the full or partial ownership of the school library. The teacher-librarian (note the subtle name change as the emphasis has evolved) relates all collection development activity to the curriculum operant in the school. This demands that the teacher takes an active role in determining the collection and, directly following that action, plans the use of that collection with students. The cooperative, collaboratively planned

structure lends to a school library that is a "resource centre" losing much of its proactive program to a larger purpose. The school library program--the formal expectations of the teacher librarian and the school, become inseparable from the teacher's objectives. Skills are taught as part of classroom expectations by the teacher-librarian or teacher, each aware of, and committed to the overall mission of the school.

With changes in educational thinking, greater emphasis will be given to the "learner" leading to a natural requirement for a more extensive resource pool. The curricular library will be forced to move out from the school to embrace wider community resources and further afield through electronic information services. We can see the beginnings of the electronic library as the machine links our little collections into a giant, accessible resource.

This is the school library we now believe will best meet the needs of its environment. The transition stages have many vestigial remnants. Parts of the reactive and proactive remain in every school library even as the schools endure continual restructuring activities as we seek solutions to many failures and lost opportunities. This does not mean that we are able to rest on our laurels. In fact, few sing hosannas to this new vision. There are many who do not recognize that the library in the school must change or wither. And there is a future stage providing fuel for many. Consider the creative...

Creative

The cycle completes itself. This is the school library as "learning centre"--a self-directed, multimediated resource opportunity for the self-activated learner. It was that student we expected would emerge from our curricular model. The creative centre would be the place where information would be assembled as that the learner could investigate and experience as he or she desired. Interactive computer terminals would assist in meeting many needs, while print and other media resources would be available in profusion. This is the library in the "school-without-walls". This is the library in the school-as-brain where thinking and creative skills are part of every curriculum. Where the curriculum is as fluid as our imaginations can nurture. Surely this self-education concept was part of the reactive library. Books provide ideas for those willing (and able) to use them. The missing ingredient was the commitment of the school to the "learner" as an individual capable of directing his own growth. They had to be taught to do that. This personalizing function was ignored and we lost many individuals who were unable to grow in a structured, staged educational factory. The irony is that the creative stage is only an outcome of the "curricular." If the school can assist its students to be self-directed, lifelong learners then the library in the school will become only one of that student's learning centres or laboratories along with public libraries, museums, personal contacts and all the other learning opportunities that make life interesting.

Conclusion

The theory of evolution suggests that once altered, the successful organism moves gradually to accept and adapt to new conditions as they arrive. In the case of the school library there can be little assurance that any stage will be fixed or refined. For the school library, like the school, will draw its energy and direction from the individuals who direct and nurture it. Without vision and energy the school library's mission will not be reached or evolve. To change requires acceptance of the need to change. May those who direct and sustain our school libraries recognize that change will only be affected by individuals who can see that mission and act accordingly.

The Evolution of the School Library

REACTIVE

Collection
Organization
Control
Management
Rules and procedures
Method
Cool, efficient
Material Centred

PROACTIVE

Orientation
Library-Based Activities
Activitity Centres
Displays
"The Great Library"
Colorful, vibrant, warm
Child/Adolescent Centred

CURRICULAR

School Emphasis
Curriculum based
Classroom orientation
Planning
Teaching and learning tools
Student/Teacher Centred

CREATIVE

Learning Centre
Discovery
Individualized Learning
Personal
Human Centred

PARTNERSHIP STORIES: INTERCULTURAL WRITING IN THE SCHOOLS

by
Jean Eisele, Principal
Moretown Elementary School
Tammy Guenther, Executive Director
and
Wendy Freundlich, Project Coordinator
Parents and Teachers for Social Responsibility
Moretown, Vermont

Introduction

The story is a timeless and age-old cultural medium for exploring human imagination, values, and conflicts. The Partnership Stories Project was developed as a tool for learning about other cultures and forming meaningful relationships with the peoples of those other cultures.

Our immediate goal for the project is to duplicate the collaborative storytelling experience all over the world, and in doing so, to promote multicultural literacy. Emphasis is placed on matching American young people with those of various countries. An international directory of story partners is being compiled to assist participants in making contact with other students and teachers around the world.

Process

The Partnership Stories Project works by enlisting at least two groups of young people--one usually from the United States and one from another country. The groups are matched in age or grade level. One group writes the first part of a story, choosing a problem or conflict which forms the basis of the action that will later be resolved by a second group.

In addition to receiving a part of a story and accompanying drawings, the story participants may also hear the voices of their counterparts on cassette tape and see their photographs. Students sometimes choose to offer a brief biography of themselves, a song, or a message of goodwill. The project can be adapted to any age or grade level.

The "stories in progress" are either mailed or carried by individuals or exchange groups, even those not directly involved in the project. Sister city projects, local peace and education groups, centers for global education, and foreign language departments at colleges are all great resources for making contacts with individuals and groups that travel throughout the world.

Educational Objective--The Five Es

21st Century Partnership Stories works on many levels to engage young people in learning about themselves and their world through the creative, literary process. The development of the project this far has established several important educational objectives:

Enhance Cultural and Geographical Awareness

Children have a natural curiosity about other peoples and cultures. The project offers the opportunity to participate in the spirit of the "partner" country through direct contact with the individuals and languages of that nation. The participants are more likely to read about that country, to locate it on the map, and to talk to their families and friends about what they've learned as their knowledge is very personal.

> The Moretown-Simferopol group took their story project a step further by exchanging a student-developed English-Russian short language course.
>
> The Simferopol group wrote the first part of a science fiction story containing historical facts about the Crimean region of the U.S.S.R.

The community benefits directly as well. Students may choose to publish and/or exhibit their work, host a book-signing event, or invite others to participate in the work in progress.

Explore Social, Economic, Environmental Questions of the Time
The project has broad implications in terms of looking at specific issues and fostering interest in public affairs, as each part of the story is based on the social and cultural background behind each of the participant countries, conveying the spirit of the nations. The students decide on the themes and conflicts that provide the impetus for their story, and shape it using their individual or community experiences. It becomes, therefore, a survey of the perception of the world through the eyes of the project partners.

> A group of 12-14 year-olds at a junior high in Montpelier, Vermont, recently wrote the first part of a story that questioned their need for a shopping mall in their community. (The story was completed by Hungarian students.)

Engage Imagination, Cooperation, Problem-Solving
The story is a natural medium for engaging the imagination. There are no right or wrong answers in a story, only possibilities. The project becomes a factory of valuable ideas developed by children.

The individuals in each story group must work together and resolve conflict each step of the way in order to produce their part of the story.

The story groups collaborate cross-culturally to imagine a problem and envision its solution.

Empower Individuals
The process of creating a collaborative story fosters the unique capabilities and talents of the individuals--e.g., leadership, artistic or language ability.

Story group members take initiative where their work in progress is concerned.

The authors feel a sense of accomplishment in their story creation. They enjoy sharing it with the community.

Encourage International Friendships that Lead to Global Good
The process of creating a cross-cultural story affirms the interdependence of individuals and countries, and fosters mutual understanding.

Young people are interested in their story partners and want to know more about them.

> Montpelier-Budapest Story Partners initiated further contact through letter-writing.

Direct contact with people from different countries helps break down the images of faceless enemies.

History
The Partnership Stories project was piloted at the Moretown Elementary School in Moretown, Vermont, to develop the intercultural story-telling model. A second school, 10B Form in Simferopol, a city in the Ukrainian Republic of the Soviet Union, was located through a Moretown teacher who participated in an educational tour of that city. The first collaboration yielded a completed partnership story entitled, *The Monkey's Dilemma*. With invaluable help from PTSR, Parents and Teachers for Social Responsibility, the story was published (June, 1990) in both Russian and English languages (they appear side-by-side) with original drawings by the student authors. The book is being used as a resource tool and for the purpose of promoting the project.

How We Wrote *The Monkey's Dilemma*

> by Jean Eisele, Principal,
> Moretown Elementary School
> Moretown, Vermont

Marian Merchant, second and third grade teacher in our school, had traveled to Simferopol in 1988 with a delegation of parents, teachers, and students. There she met

Nickolay Lazarev, our Soviet partner for the story, and together they hatched the idea. Tammy Guenther, of PTSR (Parents and Teachers for Social Responsibility), was then instrumental in facilitating it.

Upon Marian's return, she taught a unit on the Soviet Union to her class. She had brought back many treasures including nesting dolls, artwork, postcards, buttons, stamps. She had also purchased several Russian folk tale books, which she read to the children. They spent time discussing the stories, especially the illustrations. Marian later worked with the children and the art teacher to create drawings for *The Monkey's Dilemma.*

We initiated the story writing by asking for volunteers to write the first part of the story with me which would later be completed by the Soviet students. Nine students were eager to participate.

First, discussion centered around the elements needed to make a story. As we brainstormed, the children immediately set the stage for the story by naming the characters and imagining a problem or "dilemma" that would have to be solved.

The story was composed in five or six 30-minute discussions. During the first session, the authors offered a barrage of ideas while I sat at the computer and simply tried to type everything they said. After they went back to their classroom, I then sorted through the deluge, doing some editing and arranging, but retaining their words and spirit. Each time we met, the story evolved a little more. I would begin the session by reading what they had composed the time before, refreshing their memories, checking to see if I was accurate and asking questions about things that weren't clear. Sometimes these exuberant authors would take off in all different directions. One would be so excited about her idea that she just couldn't contain it, and off 9it would go into a separate story line all its own. The other children might follow along, join, and extend this one, or they might be off on their own fantasy adventures. Collaboration was sometimes a challenge at best, but always a delightful process. Every once in a while, I would stop the process and go back to some ideas I'd heard. I would point out the loose ends and ask them to find ways to tie them up. I didn't use every idea they gave me: there were so many! But I did seek and pick the ones with the greatest possibilities for the emerging story.

About 80 percent of our half of *The Monkey's Dilemma* was taken verbatim from the kids. The remaining 20 percent involved some editing and rearranging for clarity. But the story itself is all theirs.

To complete our packet, I hand-printed the story on large paper and the students supplied illustrations for each page. They then read their pages onto a tape recording to be sent along with the book. Since we knew that the Soviet students would be finishing the story, we didn't have to provide an ending. But that proved more difficult than easy once we were invested and entangled in the adventures of this monkey, and we still talked about possible endings and decided to offer one just in case. Our new friends chose to create their own ending, which was perfectly wonderful and of course different from any we had imagined. A good lesson.

We received the anxiously-awaited conclusion during the last week of school and immediately held an assembly to share our joy. Along with the English text of the second half of the story and some beautiful illustrations, the Soviet students had also sent a tape recording of their voices reading that half in their own language. The *Piece de resistance* was at the end when we heard, in English, their rendition of "Jingle Bells," at which our entire school audience exploded with delight.

The very first encounter in the Partnership Stories project had been successful. As Nickolay said, speaking for all of us, "We most sincerely hope this project will have a long life."

How We Completed *The Monkey's Dilemma*

by Nickolay Lazarev, English Teacher
10B Form,
Simferopol, Ukraine, USSR

Late in 1988, we received a letter from Moretown Elementary School containing a proposal to participate in the writing of a fairy tale entitled *The Monkey's Dilemma* by the American children. They wrote that a school teacher, Jean Eisele, and her students had composed the first part of a fairy tale and suggested that we finish the story. Tammy Guenther (of PTSR) sent me a letter from Jean Eisele and described the idea of writing the story. I accepted with enthusiasm. I sent a letter back to Vermont and suggested that Jean Eisele send the Moretown students' part of the fairy tale. Soon I received a package with the recording of the story read by American students, and soon I started to work.

I chose a group of 2A grade students of the same age as their American counterparts to participate in the project because I had worked with them for some time and knew their capabilities. I discussed the matter with Lydia Kononova, the class teacher, and she agreed to help. We started by telling the students about the idea of the project, listened to the tape, discussed it, and decided to start. A group of volunteers was selected, and each was given a task: the assignment of making up their own version of the story.

In a week or two, each student came up with his or her own story during a class session. The best versions were selected. Then, during two or three other sessions, the best version was compiled, with each student contributing suggestions and ideas. We wanted American children to have an idea of how Soviet children think and what perceptions they have. We decided that the emphasis should be placed on a typically Russian-flavored plot, one with the good winning over the evil, and the evil being eventually punished by the good.

In March, 1989, the original copy of the American part was received. It consisted of an album with colorful drawings and the text of the story elaborately hand-written. It was an invaluable experience for our children to learn about the perceptions American children have of the world around them and to explore their cultural background.

This was the first time that our students could touch upon an actual piece of another nation's culture, feel it, and see it with their own eyes. After the end of the fairy tale was completed, the children drew their own pictures to go with the story. The original story was translated into English and sent to Vermont, along with the cassette with the voice of the Soviet children. Thus the first-ever Soviet American fairy tale was completed.

The Project Grows

Since that time, stories-in-progress and their partners have sprung up all over the world. Through publicity in newspapers, mailings, international newsletters (such as the *IASL Newsletter*), potential authors are currently being located. Workshops have been offered directly by Tammy Guenther and Wendy Freudlich of PTSR in Budapest, Kent State University, and now Everett, Washington, where half-stories can actually be produced on the spot and then readied for mailing. And schools continue to produce more. One of the latest stories-in-progress was taken into Jordanian schools by a visitor touring with that country's queen.

We have also just received a precious packet from Nickolay Lazarev containing three more half-stories, beautifully illustrated, along with a French version of *The Monkey's Dilemma* which had been translated, handwritten, and illustrated by a French class in the Ukraine!

We are excited at the chance to meet with school librarians, feeling a natural kinship with a group who values storytelling, children's growth, and international understanding.

An Example of Story-in-Progress

In one way or another, stories reflect the culture of the authors' country. The stories may be based in that country, in a separate fantasy world, or may be an exploration of children's concepts of another culture. This third type follows, an example of Vermont youngsters' ideas of the faraway adventurous place called Africa.

Adventure in the Diamond Desert

by First, Second, and Third Graders
February, 1991

Makino was out walking in the African desert near his village. With him was his brother, Jimbo, who had just come to visit. They hadn't seen each other for many years, because when they were small, Jimbo had been adopted and taken to America. Their family had been very poor, and when the seventh brother was born, there just hadn't been enough food for everyone.

Makino knew about two diamond mines in the area. They were secret -- he was the only one who knew where they were, because he had found them several years ago. He had been out hunting, when he picked up some brush, slipped and fell into a hidden hole, and found himself in a large cave surrounded by glittering diamonds. He didn't take any, because he knew they must belong to someone. But now he was going to tell one other person, his very own brother.

Jimbo was telling Makino about his friend Diane, from New York. "She has white skin," he told him, "Not like ours. And blonde hair and freckles on her face. She works with me in an exploration company. Our boss sent us here to find some diamonds to bring back to America."

This was why Makino had decided to bring Jimbo out to the desert that day. When Jimbo saw the cave and the diamonds, he was very excited. "There must be more like this one! We must bring Diane here and search!"

So when they went back to the village, they called Diane in New York and gathered supplies for a long search in the desert. They would need lots of food, a few watches set at the same time, and calendars so they would know when to go back. When Diane arrived, they were all ready, so they set out together.

After a while, they noticed a scorpion behind them. It was hunting for food and began following them when it noticed food in their pockets. It was a little afraid, though, because it didn't know if humans were dangerous. The humans were afraid, too! They started running, and the scorpion began to run, too, and chased them around the desert five times. Suddenly Diane ran past a cobra, who tried to bite Makino. The scorpion came up quickly and killed the snake with its sharp pinchers. Then they became friends. "He saved our lives," said Jimbo. "Let's keep him as our pet and name him Pinchy." So the four friends traveled along together.

By night they came to the hidden opening to the cave, using Makino's old map. Inside, they found more diamonds than they had ever seen. It was all still there, so Makino thought maybe it didn't belong to anyone after all. They collected the diamonds in a treasure box that they found there. There were many diamonds that matched, one that was blue, and one that was huge!

Once the doors to the cave closed so they couldn't get out. They started to feel uncomfortable and they screamed all over the place, but it didn't help. Jimbo said, "Now we have over 400 pieces of diamonds, and we could sell them for 9 million dollars. But the money's not important to me. We should give the money to the poor people of Africa." "That's a great idea," they agreed.

Suddenly the doors opened. It was nighttime and they went back to their camp. "I'll go to the stream for water," offered Makino, and set off into the darkness. But he didn't come back, and when Diane went to look for him, she saw the bucket, but her friend had vanished. When she touched the bucket, she vanished, too, and found herself in outer space

with Makino. "We stayed in the desert too long, Diane. Now it will take magic to get us back down onto earth."
"What will we do?"

About Parents and Teachers for Social Responsibility

PTSR, Inc., is a non-profit, tax-exempt, educational group affiliated with the Vermont National Education Association (VT-NEA) and the International Teachers for Peace. The organization was created in 1980 uniting citizens through education, the arts, personal and public action, to work for the preservation of the planet and the well-being or children everywhere. PTSR develops programs and publications that promote critical thinking skills, conflict resolution strategies, and collaboration among individuals and people. Program priority is placed on addressing the underlying social and psychological patterns which lead to militarism, the degradation of the earth, and human suffering. PTSR motivated adults and young people from diverse walks of life, economic situations, racial and ethnic heritages, to care for the earth and all inhabitants of the earth.

With projects such as Partnership Stories, PTSR works directly with young people in the community and classroom, encouraging them to take part in their own learning and to draw conclusions about the world in which they live. The project is an opportunity to participate in history as it unfolds: it invites young people from every part of the planet to examine the problems of the decade and collaborate in envisioning solutions for the future.

Solving Information Problems at the Junior High Level
A Process Approach

by
Glen Johnson
Library Media Specialist
State College Area Junior High School
State College, Pennsylvania

As teaching librarians in today's schools we are looking for a "match." We are constantly on the lookout for units in the curriculum that are conducive to integrating information skills into the various subject areas. Our curriculum of information skills can not exist in isolation. When we deal with information in real situations it always occurs in some kind of meaningful context. Where are these meaningful contexts in our school's curriculum and what kinds of information skills can we teach in that context? This is perhaps the most important leg that school library programs stand on. This should be what we do best.

If this is the type of integration that we are looking for, how can we develop a broad-based information skills program that encompasses these kinds of units? The first thing I did was to look at what directed the information skills curriculum at my own school. Typical of many junior high library curricula across the country, orientation to the library was a first concern. Then resource utilization was next, far and above the largest section of the curriculum. Tagged on the end were sections concerning literature appreciation and the research paper objectives. At first glance it was obvious to me that teaching students how to use the various information resources was the driving force for the junior high library curriculum. While these kinds of skills are certainly very important for students to master, I was concerned whether or not the curricular emphasis on the ability to use various resources was the direction I wanted to take.

The most prominent trend in the information field first lead me to reconsider where my curriculum was heading. We have all read and heard from various sectors of the advent of the information age. "The information base doubles every year and a half", "the numbers of personal computers owned has skyrocketed", "the number of databases available", etc. Information and information resources are readily available to the point of promoting "information overload" for our students and teachers! How well does our information curriculum address these new challenges? We simply can not cover how to make use of all the new information resources that are becoming available to the general public.

Some of my own observations have also supported the need to reconsider the library's curricular emphasis. In library related tasks junior high students are capable of understanding, with little direction, how a specific resource might be used. On three occasions library classes were involved in working on scavenger hunt questions from sources they were familiar with and also from those they had not even been introduced to. As students worked on the scavenger hunt questions, two main categories of help questions developed. One was questions that dealt with how to use a specific book. The second involved questions asked concerning a scavenger hunt question itself. In each instance 85% of the students asked questions not concerned with how to use specific resources but questions about the questions themselves. "I don't understand the question." "What was it that needed to be answered?" "How might I begin searching for this answer?" Again, I was concerned with the emphasis that resources utilization had in my curriculum. I reconsidered whether or not its direction was on target in order to help my students gain the life long learning information skills they would

need.

Considering these two points, I began to refocus my thinking in order to set the direction my information skills curriculum should take. What was the main objective I wanted students to achieve? The answer to this question is fundamental to libraries and information: the ability to solve information problems. How do we in fact solve information problems? What is the thinking process involved? Eisenberg and Berkowitz have developed a generic model that incorporates six steps for solving information problems. The "Big Six," as it is termed, clearly lays the groundwork for what not only students need to go through but also what we as librarians use to solve the myriad of questions asked each day. These include: 1)Task Definition--determining the purpose and need for information, 2)Information Seeking Strategies--examining alternative approaches to the problems of acquiring appropriate information, 3)Location and Access--the ability to find information and information sources, 4)Use of Information--applying information to meet defined tasks, 5)Synthesis--the ability to integrate information from a wide variety of sources, and 6)Evaluation--making judgements to evaluate the information problem solving process and whether the original task was completed.

Once we have defined a process for solving information problems, we can integrate these skills into the various subject areas. For instance, task definition skills were used by our eighth grade English students to determine the theme in a free reading book and then they used a quotation source to find a quote that encapsulated the theme. Search strategies involving subject headings were discussed by out eighth grade social studies classes in order to develop their own index to *American History Illustrated*. Location and access skills were tested in all eighth grade English classes through a basic competency test in some of the more commonly used reference tools in the library. Use and synthesis of information skills were used by a seventh grade social studies class after they had retrieved facts about colonial life and compared this to data the the teacher had about themselves in order to make about the people that lived during These and other good examples students can exercise informa a part of the information problem process.

Using the "Big Six" to teach the solving of information problems I am now able to look at my library curriculum with new perspectives. First of all, each of the traditional curricular areas mentioned initially fit neatly into this process approach. Nothing is dropped out, it just fits into its proper place. Furthermore, students and teachers can see the broader context of the library curriculum, what they are learning and why. I now organize my curriculum around these six steps to make sure that the students experience a wide range of information skills involving each of the "Big Six" areas. In addition, the "Big Six" gives me a framework with which I can look for units, lessons, and classroom activities in which information skills can be integrated. As well, the 'Big Six' allows us to break the information solving process into its parts so that several units can be designed that concentrate student understanding on one step of the information problem solving process at a time. For example, in our school the language arts and social studies departments are steering away from formal research papers preferring to teach only sections at a time; multiple paragraph essays instead of large reports. The "Big Six" approach to solving information problems is a tool that school librarians around the world can use to focus their efforts in better preparing students for a new information age.

Reference

Eisenberg, Michael B. & Robert E. Berkowitz, *Curriculum Initiative: An Agenda and Strategy for Library Media Programs*. Ablex Publishing Co., Norwood, NJ, 1988.

Eisenberg, Michael B. & Robert E. Berkowitz, *Information Problem Solving: The Big Six Approach to Library and Information Skills Instruction*. Ablex Publishing, Co., Norwood, NJ, 1990.

A STUDY OF READING HABITS OF HIGH SCHOOL STUDENTS IN AMERICA, SINGAPORE AND JAPAN

by
Yasumiti Sakaguti
Meiji University High School

Introduction

The school I teach in is the affiliated high school of a well-know university in Japan. That is why the academic ability of the students in my school can be considered to be above the national average. But when it comes to reading, the students do not show any enthusiasm, although they are good in memorizing the contents of their textbooks. That is the reason why they seldom make use of the school library. This trend continues year after year.

The aim of this paper is to find out if the same trend exists in other countries. In this paper, I use the word "student" to mean high school students from 16-18 years old.

San Diego and Singapore

I will first make a study of the reading habits and the use of the school library in San Diego (USA) and Singapore, and at the same time look at the reading habits of the Japanese high school student. The reason I chose San Diego (USA) and Singapore is that the country that influenced Japan the most is America. The reason is clear. Although after the Meiji era (1868-), Japan was greatly influenced by western European countries such as Great Britain, France and Germany, after the defeat of Japan at the end of World War II, Japan absorbed a great amount of American culture, etc. That is why a comparison will not be complete without looking at the case of America.

The reason why I chose San Diego is that it is in California which has much to do with Japan in terms of historical relations with each other, as seen in the case of immigration.

There are two reasons why Singapore was chosen. First, it is an Asian country which resembles Japan in the sense that both countries were influenced greatly by Chinese culture for a long period of time, and Western values were integrated into the system which achieved a phenomenal high rate of economic growth. Second, instead of America's values which greatly influenced Japan, it is the British values which influences Singapore.

Content of the Questionnaire

I conducted a simple questionnaire for students from 16-18 years old in San Diego, Singapore and Tokyo. As many as 216 students took part in the questionnaire, but one cannot expect to fully understand the student's reading habits just going by the simple questions in the questionnaire. The questions may be said to be based on the fact that our school libraries are not being fully utilized. The questions were as follows:

1. How long is your free time do you have in a day?
2. What do you do when you have free time?
3. Why do you read books?
4. How many hours do you read in a week?
5. Do you usually borrow books from the library or buy books?
6. With regard to (5) above, what is the percentage of your buying books?

Results of the Questionnaire

Looking at the results of the questionnaire (See Figure 1.) generally, the difference in the amount of free time can be seen; Japan and Singapore have roughly the same amount of free time as compared with USA which has twice the amount of free time compared with Japan or Singapore. This can be explained by the fact that both Japan and Singapore have a very competitive university entrance examination which requires a lot of time for preparation. Contrary to this American students seem to have even more free time.

With regard to the ways in which students spend their free time, the results of all three countries were about the same. The most common way is watching television, followed by listening to music, reading, telephoning friends, taking naps etc. As for question 3, the motives for reading, the results were in the order of a to b to c, with a and b not far away from each other. There is a need to look at the results more closely as the types of book in question were not limited. A point to note is that for the case of Singapore, light reading is not taken into account. As for question 4, the values for America and Japan are about the same but students in Singapore read about twice as much. This may be due to the result of education. For questions 5 and 6, the point to note is that Japanese students have to come up with 80% of the money to buy books in contrast to 50% for America and 30% for Singapore.

Analysis (America)

For the case of America, there isn't much difference between its education system and that of Japan. The reason is clear, after the War, Japan started rebuilding with a strong American influence. But today, 45 years after the war, the current situation of the education in America as reported in *Newsweek* (7th January 1991) is that the general level is dropping and fast becoming a rather serious problem. Furthermore, aside from the problem of academic capabilities, the social problems of student drug-addiction, drinking, abortion, etc. are greatly eroding the school environment and making the current problem even more complicated.

We saw earlier that the leisure hours of American students are unbelievably long. This can be a possible cause for these social problems. However, from another viewpoint, despite the above, as many as 50% of the students borrow books from the library and they have about as much reading time as Japanese students. It can also be concluded that Japanese students are not reading as many books as they should.

I visited several schools in San Diego and in the course of conducting my survey, I was surprised by at least one fact. This is the relationship between the school library and students. Students make use of the school library from early morning. Upon inquiring, I was told that American teachers often give assignments like "Research on...". Sometime this means that students must read a thick book. Anyway, lessons in America are not at all like the teacher-lecture-centered ones in Japan. Of course the same applies to examinations--instead of memorization, most examinations in America concentrate on research and thinking, with questions like "Discuss ...". As a result, students have to make use of the library and have more opportunities to come into contact with books. In Japan, the average percentage utility rate of the school library in a year's lesson time is about 1.5 hours per week. But in the San Diego schools, the rate is 15 hours per week, 10 times as much as in Japan. This is an unbelievable rate in school libraries in Japan.

Teachers in San Diego bring their students to the library and make them do research on certain topics and summarize their opinions. I suppose Japanese teachers would be surprised at this. If I may say so, in contrast to Japan's cramming education system with emphasis on knowledge, America's education system emphasizes independence and self-motivation. If we trace the meaning of the word "learn" (manabu), in Japanese, we will arrive at the word "imitate" (maneru). A lecture-centered cramming education system emphasizing in knowledge is, in simpler words, no more than efficiently imitating the knowledge obtained by people in the past. As a result, reports and examinations center on objectively remembering facts and there is no consideration for nurturing students with their own personalities and social independence. This is the Japanese style and would be a possible explanation of the aversion to the method of bringing students to the library and making them absorb knowledge from books using their own means. With regard to the choice of topics, comparing the heroine's way of living with one's own may be rare in Japan but quite often common in America. If you think along these lines, you will eventually understand the difference in the utility rate of

the library in the two countries. If one just considers the simple effectiveness of education, Japan may be inferior, but what happens when the students steps out into society?

Analysis (Singapore)

I have been ve' 'nterested in educational situations in S' ,apore. Generally, the basic thinking behind education in Singapore is competition. In order to advance to a higher level of education, a common test must be cleared. A student has to pass several tests in order to get into the university. Due to streaming, only 5% of the students are able to get into university. At the age of six, students in Singapore enter the primary school. There is no compulsory education in Singapore but close to 100% of the children go to school. After three years of basic education, a Streaming test is conducted, and according to the results of the test, students are divided. There are two primary courses; a six year course and an eight year course. Although the curricula are not very different, students who did well during the Streaming test will proceed on to the six year course and will complete the primary school course two years ahead of those who did badly for the test. At the end of primary school, a common examination is held and according to the results of this examination, students are streamed into the Secondary course that is suited to his or her academic capability. This common examination is known as the Primary School Leaving Examination. Students will complete secondary school in four or five years according to the course he or she is in (Normal, Express or Special). The course which a student goes to depends on the results of the examination. At the end of the Secondary education, an examination known as the GCE (General Certificate of Education) is held. According to the results of this examination, students will proceed to: 1) junior college (2 year course), 2) pre-university (3 year course), or 3) Polytechnic (technical course). Male students, must first serve two-and-a-halfyears of national service after high school before they finally get into the university. Although there is no compulsory education, most Singaporean children receive at least Secondary education. Due to the lack of school buildings, most schools nave two sessions.

The general impression of Singaporean students is that they are very hardworking. Singapore as we all know is a multi-racial country, about 75% of its population being Chinese. That is the reason why Singapore is influenced greatly by Chinese culture. For example, books are highly regarded. This is because in the past, classic Chinese has passed on its rich culture to each generation. To put it another way, there is a recepticale of valuable knowledge which ancestors and sages worked hard to gain and is therefore different from most others. This is why books are generally not thrown on the floor or used as cushions for sitting. This fact should be quite easily understood by Japanese of an older generation. In Singapore, books are expensive as compared to other commodities. This is the reason why many Singaporeans make use of the library. Also, with the type of attitude towards books as mentioned above, the manners of Singapore's students in the library are very good. The reason is that ever since Primary 3, they must attend a so-called "library lesson" in which the habit of reading and using the library is inculcated into them. I have been to several school libraries early in the morning and found that the libraries are very well and properly utilized. Due to the pressure of the education system, students have to spend most of their time in the library, absorbing knowledge such as literature, economics, engineering, etc.

Japan (The Meaning of Reading)

The success of the Japanese Economy is well known to the world but together with the growth of the economy, Japanese are turning away from books. Could the reason be that as the economy develops and people become richer, there is no longer any need to pursue the cumbersome task of reading? In place of books, computers are used but can computers really do everything? In modern Japan, the amount of comics being published is well known. Weekly comic magazines are read not only by children but by adults too. One just has to take a ride on the train and one will be surprised by the amount of people reading

comics on the train. Students read comics but do not read books. Even if you build a splendid library and furnish it fully with newly published books, the students still do not come. Can it be that the students of modern Japan now have no more use for the meaning of reading?

In the past, more often than not, the bronze statue of Ninomiya Kinjiro stood in the compound of a school. Kinjiro was born to a poor family but he did not forget the virtue of learning. While working he also made use of every minute of leisure and he had to read books and study. As such, he was taken as a model of diligence. However, with the construction of new school building, the bronze statue of Kinjiro disappeared. As if in keeping time with that, the habit of reading also gradually decreased among students. Working among such students, I feel a sense of disappointment in them while developing an interest toward school libraries in foreign countries.

When I talk about school affairs with foreigners, I often use the word "spoiled" to describe the present situation of Japanese students. I think it is a word which befits student who have forgotten learning and reading. And this tendency can be thought of as the repentance one has to pay for a richer, more peaceful and more enjoyable life. After its defeat in the war, Japan had practically nothing. This small and poor defeated country had to start afresh from zero. Everybody, from old to young, man to woman, had to work. In front of us, there was this giant dreamland called America and we eyed its culture. This American culture, which came in through books, gravures, television and movies moved the heart of the Japanese and as a matter of course, became a big goal for us. All values were judged based on Americanism or non-Americanism. Everybody worshipped America and became its follower. We ran blindly toward the American goal. However, as we opened our eyes, we seemed to have entered a road different from that taken by America. Japan with a history over a thousand year old could not walk the same path as America. This means both good and bad. As we understand even from a simple survey, the reading habits of Singaporean students are remarkable. We have in us something valuable which was nurtured by Eastern culture which we threw away. This something is etiquette and diligence. The easy-going spirit born in the resurce-rich American was a dangerous thing which seemed like a sweet invitation to resource-poor Japan. As we applaud diligence (which was born as a matter of course to a poor country), we tried to deny it at the same time. We seek only for riches and threw away the social rule called etiquette. The next generation, that is, today's students, who know nothing about the virtue of diligence and have been given only a plentiful life have been fantastically spoiled. My questionnaire indicated a far larger percentage of students buy their own books rather than borrow from the library.

This is not due only to the fact that they are rich. They have no interest in the books in the school library. And if they do buy, they buy silly, low-standard books. These shallow youngsters who are blinded only by the glamour on the surface and indulge in brand-name goods known around the world. Are the students of today taught by their parents the perseverance needed to overcome any form of hardship--the intellectual curiosity to discover the unknown? Reading is something which calls for perseverance. If there is no concentration, the world hidden in books can never unfold. The fact that today's Japanese youngsters detest reading is a consequence of this trend. As I watch the Singaporean students, many thoughts ceaselessly crossed my mind.

I mentioned earlier that as we tried to follow America, we went into a road different from America's. Even in today's American school libraries, there were a lot of things to learn. I do not know why students are so often brought to the library. Maybe the difference in the academic capabilities of students of both countries have to be taken into account but (whatever) the reason, looking from Japan's point of view, I think the habit of reading should be more actively instilled. To put it in a radical way, the academic capability and

knowledge of the Japanese student is all taught to him by the teacher. Everything is passive, and so there is practically no self-inspired academic capability and knowledge. It can be said that lecture-centered lessons have saturated the student's mind and made him unable to obtain anything by reading books himself. Even if he does read, he reads only magazines and comics for entertainment. This is called alienation from books. It greatly helps the operation of publishing firms. If we read the figures in the questionnaire closely, we will realize that comics make up the majority of the reading materials.

During the course of the Gulf War sometime ago, the news programs of the CNN Cable Television were much talked about in Japan. It is no exaggeration to say that in just a matter of difference in minutes, CNN TV programs moved their own country as well as the world. The famous people of various countries residing in Japan (whom I know) also installed the cable and made use of it. Also, according to recent reports, Japan Railway has responded to the wishes of users of the bullet-train and improved its trains by making the reception of NHK Radio 1 possible. To people who desire information even when they are in trains or resting peacefully, this must mean a lot. The modern world is known as the "Information Age." As we can see, on the one hand, there are people who rack their brains, trying to obtain information, and on the other hand, there is the fact that some people get flurried over a lot of information.

Information is released in such great amounts and in such a disorderly way that the ways in which one should make use of information is a personal problem. It does not seem wrong to think of a huge amount of information as overflooding, but the truth is that for information, the more there is the better it is. One just has to remember the case in Japan during World War II where the only available information was limited and misleading to realize that the more information one has the better it is. The important point is that one should always approach the information independently, analyze it and decide if the piece of information is useful in the future. Looking for information is just like looking for gold or diamonds in a mine. It provides hints for technological and product development, for developing new products, and improving existing products. The ability to apply and to organize this information is not something that can be obtained from just lessons in the classroom. Instead, I believe that it is reading that nurtures this individualistic ability.

It is well known that Japan is a country without any resources. The development of new products is vital if prosperity is to be continued. We must be able to make use of all available information and possess flexible ways of thinking in order to develop new products. During the sudden influx of Western culture in the Meiji era and after the defeat during World War II, we were able to survive thanks to our way of thinking and diligence. But, can today's Japanese youth do the same things too? Those born into this modern, rich Japan tend to avoid these tasks. No matter how much we stress the importance of reading to them, they prefer comics or computer games which provide more entertainment. On this occasion, from the point of view of a Japanese teacher, I can study Singapore and America through their school libraries and reading environment.

My views my tend to be a little emotional but I think it is at least necessary to arrest the school-library-alienation and book-alienation of the Japanese students and hope to improve the situation by using these two countries as references.

Figure 1

	Japan	America	Singapore
Q1.How long is your free time in a day?	2.6	6	2.4
Q2.What do you do when you have free time?	TV,Music	TV,Music	TV,Music
Q3.Why do you read books?	a,b	a,b	a,b
a.Entertainment b.For knowledge			
c.Improve yourself d.Others			
Q4.How many hours do you read in a week?	3.5	3.5	7.7
Q5.Do you usually borrow books from the library	Buy	Neither	Borrow
or buy them?			
__buy __Neither __borrow			
Q6.What is the percentage of your buying books?	83.8	53.1	34.8

DISTANCE EDUCATION FOR SCHOOL LIBRARIANS A PROPOSAL FOR AN INTERNATIONAL NETWORK

by
Diljit Singh
School of Library and Information Science
Florida State University
Tallahassee, Florida

Abstract
Distance education, using the definition of education via the communications media (correspondence, radio, television and others) with little or no classroom or other face-to-face contact between students and teachers, has tremendous potential.

It provides opportunities for greater educational equity, can reach out to those who cannot use conventional forms of education, provides access to unique information, resources or experts, and enables greater interaction and joint activities with other students far away. Nevertheless, distance education require careful planning suffers from some false images as a result of earlier failures, and requires self-direction, motivation, and discipline on the part of the student.

Current trends indicate a growing interest in distance education, a greater use of technology, and increasing evidence that distance education is effective. School librarians are in a unique position of having potential roles of consumers, facilitators, and providers of distance education.

A proposal for an international network of distance education for school librarians is put forward. This network would collect, systematize and make available information on all aspects of distance education opportunities for school librarians. IASL could act as a coordinator in establishing the network which would eventually allow any school librarian in any part of the world to follow any distance education program offered by any institution.

A Scenario
Imagine...

The 30th IASL conference in the year 2001 is being held in Peking. A school librarian from Namibia is exchanging experiences with his counterpart from Afghanistan on the problems faced by school libraries in their respective countries. Yet these people are not physically present in Peking; they are exchanging views through television cameras and large screens in their own countries. The conference is being attended by 500 people in Peking, but many more are following it in their own countries. They discuss the lack of training amongst their school librarians. A German school librarian who is listening suggests, "Why don't you get them to take a beginning course on school librarianship offered by the University of Panjab in India, followed by an advanced course offered by the University of South Carolina in the United States? It will cost a fraction of what they would normally pay. All they would require are pencil and paper, and perhaps an audio tape recorder. And, best of all, they would not have to leave home to do it."

A dream? Perhaps! Impossible? No!

These facilities exist even today. We can attend conferences without physically being present. We can learn from courses offered by institutions thousands of miles away. While these facilities are limited, they do exist. The above scenario can become a reality through a process known as **distance education.**

This paper briefly describes the concept of distance education, its advantages, disadvantages and some of the implications for school librarians. As a step towards realizing the scenario described in the previous page, a

proposal is presented for an international network of distance education programs for school librarians.

What is Distance Education?

There are many definitions of distance education, but a simple and practical definition is that distance education is **education via the communications media (correspondence, radio, television and others) with little or no classroom or other face-to-face contact between students and teacher.** (1)

The key feature is that the teacher is separated from the learner. The separation may be geographical, temporal, psychological, cultural or economic, but two-way communication between the teacher and the learner is maintained. In addition to the separation and two-way communication, there are four other characteristics usually present in distance education, viz. the role of an educational organization in the planning and preparation of materials, the use of technical media, the possibility of occasional meetings, and the absence of a learning group. (2)

Distance education is not a new phenomenon. Many of us are familiar with correspondence study, which is one form of distance education. Today distance education is regarded as a generic term to include correspondence study, home study, external study, distance teaching/learning, etc. The University of London has been using correspondence study since 1887, although the term "distance education" came into use only in the 1970s. It has been successfully used in the broad context of education from following a simple presentation at a conference to enrolling in a series of courses leading to a formal qualification.

Advantages of Distance Education

Distance education has a number of advantages over traditional classroom instruction, and some of these are listed below.

1. Distance education provides opportunities for greater equity of learning. Learners in isolated, small or less developed schools (or regions or countries) with fewer resources have the opportunity to follow the same programs as their counterparts in larger and more progressive schools (3) (or regions or countries). Thus a teacher living and working in Nepal could theoretically follow the same program as his or her colleagues in California.

2. Distance education provides opportunities for those who are not able to use conventional means of education (4) due to distance, financial constraints, family commitments, social norms, earlier missed opportunities, etc. There are a number of teachers who had to forego opportunities for higher education because they had to support the family, or because there was no encouragement. Distance education can provide these people with a second opportunity.

3. Distance education provides access to information, resources, and subject matter experts who may not be available everywhere (5). The use of two-way communication enables students to see and/or hear persons, phenomena and processes that cannot be made available in every classroom. Through distance education, it would have been possible for librarians in Singapore to hear Spencer Shaw speaking at this 20th IASL conference in Everett.

4. Distance education enables interaction and joint activities with students in other school, places or even other countries. As we become more interdependent and internationalized, an understanding of what is happening in other parts of the world becomes more and more important. It would be possible for two students--one in Brazil and one in Puerto Rico--to work towards common solutions for problems

in Spanish media.

Distance education programs can also be personalized with minimum effort, an important consideration in line with the theme of this conference.

Disadvantages of Distance Education

Distance education also has some inherent disadvantages, and these are summarized below.

1. Distance education has had many failures, partly as a result of inadequate planning and over-enthusiastic policy makers. It has been noted that successful distance education projects have an 8-10 year comprehensive planning period involving many agencies, a good communications infrastructure, emphasis on course design and evaluation, and a movement towards interactive educational technology (6). In addition, successful distance education programs also require access to facilities such as public libraries, educational institutions, communication facilities and appropriate manpower (7). These factors must be considered in the planning of any such program.

2. Distance education has many false images. Many people believe that it is complex and expensive, it is an easier option for learners, and that it is of lower quality than conventional education. While research shows that distance education is as effective as on-site, face-to-face instruction (8,9), and that it is practical (10), yet the negative images are still prevalent. This must be addressed in planning any distance education programs.

3. Distance education requires a high degree of self-direction, self-motivation, and self-discipline on the part of the learner. These qualities vary from person-to-person, and as such not everyone is able to obtain maximum benefits. it is important that initial and on-going guidance be built into programs.

4. Many people equate distance education with the use of technology. It is often assumed that distance education involves the use of satellites, sophisticated telecommunications equipment, highly skilled manpower thereby making it expensive and inaccessible. While technology does facilitate the process, the goal of distance education is increased access to educational opportunities, not the use of technology. Distance education can be provided just as effectively using printed materials.

Recent Trends in Distance Education

A glance through recent educational literature shows a number of trends. These include

1. There is a growing interest in distance education among the educational community. Distance education is becoming a "hot topic" in education circles. Many education journals devote some space to it, most educational conferences have some presentations about it, and teleconferences on the subject are becoming common (11). In the 1980s, at least 8 "open universities" providing education at a distance were established throughout the world, an indication of its increasing use.

2. Evidence is accumulating that distance education works, provided it is well planned and administered. Research has been consistent in showing that there is no significant difference in effectiveness of distance learning and traditional instructional methods (12).

3. Technology is becoming increasingly used to supplement (but not necessarily replace) traditional instruction as well as in distance education. As more and

more teachers use these technology supplements, the differences between distance education and traditional instruction will begin to fade (13). Technological developments such as audi-, tele-, and computer-conferencing, direct broadcast satellites, fiber optics, high definition television, holographics, and videophones are becoming increasingly available and could well have an impact on distance education. Whether technology completely overwhelms the print-based distance education, emerges as a complimentary partner, or retreats to the background remains to be seen.

4. The English language is becoming increasingly understood all over the world, thereby facilitating international communication. Although many countries place great emphasis on their respective national language, English as a second language and as a language for communication is becoming increasingly important.

Implications for School Librarians

School librarians are in a unique position of relating to distance education in three separate but overlapping roles.

1. As **consumers** of distance education. School librarians throughout the world are in need of quality initial education programs to help them prepare for the challenging tasks in their careers. Once qualified, they also need to keep pace with developments and challenges in their field through continuing education. Yet the traditional classroom, conferences, and other occasional continuing education programs cannot reach all of them. Distance education has the potential to reach them in a systematic manner.

2 As **facilitators** of distance education. School librarians currently play the role of coordinators of resources, both book and non-book, in schools. This role can now be broadened to include the use of resources that are not physically present in the school. The expanded role will include encouraging teachers and students to use the available distance education programs in the state, region, or country, assisting them in the use of the technology, providing supporting materials and resources, acting as liaison between providers and receivers of distance education, and assisting in the evaluation of programs and the system (14). School media specialists in the United States are familiar with and may have acted as facilitators to distance education projects such as TI-IN, KITES, Channel One, and the Federal Star School Program.

3. As **providers** of distance education. School librarians all over the world possess some unique knowledge or skill that can be shared with others. In a world that is becoming increasingly interwoven, distance education can help them share these skills.

A Proposal for an International Network

Currently there are a number of institutions in Australia, Canada, South Africa, the United Kingdom, and the United States that offer programs in library and information studies through distance education (15). India, too, has universities that offer courses in librarianship through distance education (16), and similar programs probably exist in other countries, too. Many of the courses on school librarianship are incorporated into these programs. However, the present situation can be described as fragmented. There is little coordination between school, between the levels of courses, let alone between and among countries. how can better coordination be achieved?

One potential solution would be to develop an **international network**. I would like to propose that an International Network of Distance Education for School Librarians be set up by IASL. The main purpose of a

network is to make available information for the benefit of all participants. This network of distance education for school librarians could collect, systematize and make available information on all aspects of distance education opportunities to school librarians. These opportunities may be in the form of presentations, short conferences or formal courses that lead to a certificate, diploma or degree, and may be made use for initial training purposes or continuing education. Thus school librarians would have access to information on the opportunities available for them to improve their knowledge and skills, and thereby provide better services.

Such networks are not common, but they do exist. There is at least one documented case of a UNESCO-sponsored international program to make available to developing nations information about graduate courses in science and technology offered in developed nations' universities (17).

There is not such international network for librarianship at present, but there is a splendid opportunity to start. A national distance education scheme for information and library studies in the United Kingdom was proposed in 1984. A number of library schools in the United States have formed a Library and Information Science Distance Education Consortium (LISDEC) to further promote the use in library and information science education (18). With increasing international personal contacts, decreasing costs of telecommunications, but coupled with imbalances between developed and developing countries, it is reasonable to consider extending these national networks to an international one.

A step in this direction may already have been made. In 1986, as part of the UNESCO School Library Development Project in the South Pacific, a selected group of librarians and a coordinator of extension studies from the region held a workshop with UNESCO consultants to develop a general course or course for teachers and teacher librarians (19). However, no follow-up information could be located.

The International Association for School Librarianship (IASL) could play a major role in establishing this international network by acting as initiator and coordinator. IASL could collect information on all institutions that currently offer distance education programs in school librarianship and are willing to offer them on an international basis. This information could then be disseminated to its members either through existing publications or a new publication. IASL's role would be to link the learners and providers of the distance education programs, and not as a provider itself. IASL would, of course, have to work closely with other organizations with similar aims, such as UNESCO, the Commonwealth of Learning, the International Council for Distance Education, and other international organizations.

Basically, as I see it, the stages of development of this network would be:

1. Decide the goals and objectives of the network,
2. Identify the target population and their needs,
3. Identify the providers and the shareable resources,
4. Agree on the appropriate management structure,
5. Agree on operating standards,
6. Agree on pilot activities, if necessary,
7. Assess and revise the program, based on results of pilot activities,
8. Develop a means for the dissemination of information,
9. Develop a medium and long-term plan.
10. Full-scale implementation.

These stages could, of course, be changed based on circumstances and feedback received. At a later stage, IASL may even want to consider linking with a particular education system or university and offer a series of courses on school librarianship. This arrangement currently exists between the International Society for Technology in Education (ISTE) and the Oregon State System

of Higher Education Office of Independent Study where eleven graduate level courses related to computers in education are available through distance education to provide staff development and leadership training for educators.

As envisaged here, the plan would not require any major financial commitments on the part of IASL, other than expenses for stationery and postage. Since IASL would only act as an information provider, the cost of the course would be borne by the participants.

The eventual goal of the network would be for **any school librarian in any part of the world to follow any initial or continuing education program offered through distance education by any university, college, or institution in any part of the world.**

This goal can be viewed in the broader context of offering improved services, promoting the advancement of knowledge, and fostering international understanding. School librarians are equally concerned about the improvement of educational opportunities worldwide. We want to promote equality of access to learning for all people and are committed to improving the methods and materials for instruction - all within the framework of recognizing the rights of people to learn. Thus the network could be part of a broader goal for **any student in any part of the world to be able to follow any educational program offered through distance education by any institution anywhere in the world.**

While that goal may be far away, we can only achieve it if we make a start towards it.

I would like to propose that the Executive Board of the International Association of School Librarianship consider this proposal. If agreed upon, the first step would be to decide on the aims and objectives of the network. In this respect, I would like to offer the following statement of aims:

"The aim of the International Network of Distance Education for School Librarians is to make available information on formal and informal learning opportunities available to school librarians through existing distance education programs."

If agreed upon, a sub-committee could be set up within IASL to refine the aims and work out the specifics. The main task of the sub-committee would be to identify educational institutions throughout the world that offer distance education programs or courses in librarianship (including school librarianship). If these courses are available to students in countries outside their own, they would also be asked to provide the necessary details of eligibility, language, costs, material requirements, etc. for prospective students.

This information would then be compiled and published by IASL for distribution to its members and other interested individuals or organizations.

I believe this is a viable plan and we should take the opportunity to set the pace in encouraging the use of distance education to achieve IASL's second objective of promoting the professional preparation and continuing education of school librarians.

REFERENCES

1. Houston, James E. (ed.) (1986). *Thesaurus of Eric Descriptors*. 11th ed. 1987. Phoenix, Ariz.: Cryx Press.

2. Keegan, Desmond J. (1980). "On Defining Distance Education. *Distance Education*. 1 (1), 13-36.

3. Batey, Ann and Richard N. Cowell (1986). *Distance Education: An Everview*. Portland, Oregon: Technology Programs, Northwest Regional Educational Laboratory.

4. *ibid*

5. *ibid*

6. Schechter, Howard B. (1988). *Creating Educational Access: The Alaska Educational Telecommunications Project and the Open University* (Doctoral dissertation, University of Massachusetts, 1988). *Dissertation Abstracts International*, 4(04), 1066A.

7. Omotoso, Andrew A. (1986). *Distance Education: University Guidelines for Nigeria* (Doctoral dissertation, Columbia University Teachers College, 1986). *Dissertation Abstracts International*, 47(11), 3946A.

8. Siaciwena, Richard M.C. (1988). *A Study of Distance Teaching at the University of Zambia with Special Reference to the Effectiveness of Degree Courses* (Doctoral dissertation, University of Wales, United Kingdom, 1988). *Dissertation Abstracts International*, 50(10), 3167A.

9. Moore, Michael G. (198?). *Effects of Distance Learning: A Summary of the Literature*, quoted in *Linking for Learning: A New Course in Education.*

10. Lal, Jay Chandra (1989). *Distance Education: A Study of the Effectiveness of a University's Instructional Television Fixed System* (Doctoral dissertation, University of Oregon, 1989). *Dissertation Abstracts International*, 50(11), 3447A.

11. Zenor, Stanley D. (1991). "Distance Education: It's Not New But It Is Hot." *Tech Trends*, 36(1), 2.

12. Office of Technology Assessment (1989). *Linking for Learning: A New Course in Education.*

13. Markowitz, Harold, Jr. (1990). *Distance education: Staff Handbook.* Urbana-Champaign: University of Illinois.

14. Barron, Daniel D. (1989). "The School Library Media Specialist and Distance Education." *School Library Media Activities Monthly*, 5(6), 47-49.

15. Haythornwaite, J.A. and F.C.P. White (1989). *Distance Education in Library and Information Studies.* British Library Research and Development Department.

16. Bansal, G.C. and Tikku, U.K. (1988). "Library Science Education in Panjab." *International Library Review*, 20(3), 395-403.

17. Forti, Augusto (1986). "Postgraduate Training Courses: An International Network." *Higher Education in Europe*, 11(4), 6-9.

18. Curran, Charles C. (1990). "Distance Learning in Library Education" in *The Yearbook of Library and Information Science: A Review of Library Events 1989*, Vol. 15 (1990). Chicago: American Library Association.

19. Trask, Margaret (1986). *School Library Development: Unesco Workshop on Training Courses for Teachers and Teacher Librarians. South Pacific Region. Contribution to the Development of Information Infrastructure.* (ERIC Document Reproduction Services No. ED 262782).

FORESIGHT, INSIGHT, HINDSIGHT: USING EVALUATIONS TO PROVIDE THE PERSONAL TOUCH

by
Dr. Lesley S. J. Farmer
Library Director
San Domenico School
San Anselmo, CA 94960 USA

Intoduction

What would the ideal school library be for you and for your users? Realistically, what would you like to see accomplished in the library? While the school library must operate in light of the institution's mission, it is we the librarians who set the tone for services and resources. It is our vision that provides clarity for our library goals. Without a mission and a vision, our library has no direction. By envisioning an achievable ideal and evaluating the reality of the present, you the librarian can determine the resultant gap and describe the real, current needs of the library and its users. This evaluating process leads to effective change that provides the personal touch to your library service, responding to individual and collective concerns.

In short, an integral part of library service is evaluation if one wants to: make sound decisions, improve public relations, and, foremost, achieve the goals set for the school library. You need to know what is happening, why it is happening, what needs to change in order to improve what happens, and what difference evaluation and ensuing change make.

This paper provides the steps you need to follow in order to develop and implement a successful evaluation, so your library will offer the best service possible.

CIPP

The CIPP model provides a guideline for you to develop ways to evaluate your library. The letters stand for "Context, Input, Process, and Product." Let's examine this guideline in detail.

As you evaluate, you need to know the **context** of your work. Are you trying to achieve a specific program objective? Are you attempting to bridge the actual with the ideal? Are you measuring the degree that library services are being incorporated into the school system? The reason for your evaluation shapes the questions --and the interpretation.

What **input** will shape your evaluation? What strategies will you use to measure library service? Who will evaluate? Realize one thing: that any evaluation method is constrained by time, staff, and funding.

The **process** part of the model is the implementation phase of evaluation. The best evaluation methodology will not be successful if it is poorly administered or carelessly analyzed.

The final part of the model, the **product**, refers to the extent that the object of the evaluation is met. So even if the conclusion reached is negative, if the planning and implementation of the evaluation are valid, then the conclusions can be used to improve library services effectively.

When you keep these four factors in mind as you evaluate the library, your results will result in more effective solutions.

The Evaluation Process

Determine Your Goals

What is the mission of your library? What level of service do you want to achieve? These are the first questions you need to ask yourself as you evaluate. You may measure the library in terms of local goals or relative to standard measures of performance.

The evaluation objectives shape the process and success of a functioning library, so you need to be clear about what you measure. How many objectives do you want to examine? How specific do you want to be? In general, results are more valuable if one or two specific issues are targeted in a short evaluation tool.

One recent trend has been the use of "student outcomes" as the measure of library effectiveness, following the public library **output measures** model. This concept implies that your collection quality and its management, the library services (including bibliographic instruction), and the staffing influence student achievement. This stance urges needed support in school libraries and justifies much-needed funding. It also weaves in librarians by holding them accountable for close working relationships with students and faculty.

Determine the Reasons for Your Evaluation

The reason for your evaluation shapes the measurement tools, the choice of evaluators, and the types of questions you ask.

If you use your evaluation to educate the school community about possible library services. Then you might ask students and faculty to check off those services that they now use. Your questionnaire lists all library functions, thus notifying users about available services.

If you use the evaluation to justify additional expenditures, you ask the school community how successful they are in finding the materials they seek (using a reference fill questionnaire), and then follow with an open-ended question about the kinds of materials they would like to have included in the library.

One important reason to evaluate is to find out what users want (or think they want) and need (or think they need). The difference between wants and needs, both in terms of self-perception and your own thoughts, are crucial to your serving the people who walk into your library.

Determine Your Measurement Tool

How much have student skills in selecting information sources improved during a semester? To find this information, you could choose from several measurement techniques:

* rating scales for students to assess their skills
* questionnaires for teachers to ask their opinions about student performance
* student interviews to ask their opinions about their skills
* observations of students as they select informational sources
* student diaries about their selection processes
* standardized achievement tests to assess student skills
* review of student reports and bibliographies to assess their skills

Probably the most complex part of the evaluation process involves choosing the appropriate measurement tool. Major factors influence your choice: format, evaluatee, evaluator, time, and limitations.

You must decide if you will develop an original tool, such as a questionnaire, or use a ready-made product. Pre-tested models provide added validity and may be used to compare findings. However, those same projects might not reflect your library's unique features. If you are part of a larger system, of course, standardized forms facilitate system-wide evaluation and improvement. For a one-time, immediate situation, though, a customized measurement tool may pinpoint significant factors more readily. Some sample formats include:

* **pencil-and-paper tests** to measure achievement and aptitude. Many standardized tests are available, and are easily administered. However, they may not measure ability to apply knowledge.

* **questionnaires** to measure opinions. These can include multiple choice items or free response questions. While easy

to administer, they may not result in truthful answers. Follow-up is sometimes needed.

* **rating scales** to assess others or oneself. Respondents may rate the centrality of reference materials using a scale from 1 to 10. Such scales are easy to complete and fairly objective, but be alert that they may have biased wording.

* **ranking scales** to prioritize items. These scales resemble rating scales, but force the respondent to weigh each category relative to all the others. It may be difficult to rank a long list of items, and the analyzer might not know the basis for rankings.

* semantic differentials to measure attitudes. Respondents may need to see an example so they are not confused about the procedure to follow. Example: RICH_____POOR While easy to complete, they may be difficult to score.

* **diaries** to describe processes in one's own words. These may give unique information, but may be difficult for some participants to maintain.

* **observations** to evaluate events first hand. It is difficult to get consistent results using a variety of observers, although checklists help standardize information collection. Also, be aware that people tend to act differently from normal if they know they are being observed.

* **videotaping** to analyze behavioral details. This is an instructive yet time-consuming method. In addition, students may not act naturally in front of a camera.

* **interviews** to get in-depth and sensitive information. They are time-consuming but informative.

* **hypertext technology** to allow respondents to write extensive comments within a complex interview simulation environment. While valuable, developing the hypertext stack takes time, and respondents need to know how to manipulate this technology before the evaluation process begins.

* **performance tests** to simulate real-life situations. For example, a new staff person might be asked to shelve a set of books. Such tests must be administered individually, so are time-consuming.

The abilities and preferences of evaluators and those being evaluated should also be considered when choosing a suitable measurement tool. If students "turn off" to surveys, perhaps sample group interviews would serve the same purpose.

Choose Evaluators

The choice of evaluators also shapes the measurement tool. If staff are the subjects, then students, librarian peers, and other faculty should do the evaluating. If student aides are being evaluated, the adult library staff and a few students would be the appropriate evaluators.

The counterpart to the one being evaluated is the one evaluating. Technical processes are evaluated by professional librarians. If a librarian's bibliographic instruction is being evaluated, then teachers should be part of the evaluation team.

It is important that different constituents evaluate different aspects of a staff person. For example, students would probably not evaluate curriculum development. Most faculty are not informed enough to evaluate professional networking activities. But a composite picture of several aspects of a librarian's job, for instance, from a variety of perspectives can result in a significant description for interpretation.

Choose the Time Frame

The time frame for a successful evaluation influences the choice of measurement tool in two ways: how long the measurement will take, and when the measurement tool will be administered. Normally, most measurements should be accomplished within a class period. Respondents should be able to complete surveys and questionnaires within fifteen minutes. Forms should be a couple pages in length, no more. Some types of evaluation require in-depth measurement and longer evaluation periods. Particularly if you want to evaluate the effectiveness of a change in library service or instruction, repeated evaluations and accompanying measurement tools are needed.

It should be noted that evaluation done without a baseline limits the validity of the conclusions. In this respect, it is beneficial for all librarians to evaluate several significant aspects of their library and its services just to establish ground "rules" or "standards" with which to compare future evaluations. Here are some possible ways to measure differences over time:

* **Pre- and post-tests** are useful for measuring student learning of skills, for confirming experiences, and for noting changes in attitudes.

* **Parallel tests** taken over regular time intervals provide systematic feedback about regular services and test skill retention over time.

* **Testing at the end of instructional units** measures the possible difference that content or methodology makes.

* **Evaluation done at the end of the year** or at the conclusion of some long-term activity shows overall evidence of change in behavior or attitudes. It suggests a general direction, and measures the accuracy of expectations.

Each type of evaluation is valid taken in light of the objectives, and each has its limitations.

As with most testing, controlling for "outside" forces is difficult. What makes a child change behaviors or attitudes? It may be the format of instruction, the purchase of meaningful materials, the personality of the librarian, or even the library user's acquisition of eye glasses. Therefore, any measurement tool needs to be technically sound and reliable to limit outside false factors.

Portfolios

One evaluation practice that is gaining support is the development of portfolios. Basically, a portfolio is a thoughtful collection of work that exhibits a person's efforts, progress, and accomplishments. It should include a variety of documents reflecting a variety of situations: surveys, letters of support, librarian-produced documents or non-print materials, student papers, lesson plans, photos or videos of library events or displays, testimonials, interview audiocassettes, journals, formal reports, observations, statistics. Evaluative comments by other people are appropriate alongside self-evaluation documents. While some educators assert that portfolio contents should be selected entirely by the person being evaluated, others contend that such control over selection may bias the results. In short, the portfolio represents the efforts of a person apart from the library setting.

Portfolios confirm the more general issue of measurement tool choice. In general, as you evaluate any aspect of the library, you should incorporate more than one measurement tool and include evaluations by more than one constituency.

Group Evaluation

When students conclude a learning activity, evaluation is an integral part of the process. While formal testing is an accepted form of evaluation, other "informal" measurements can be used to evaluate what happened during the library experience.

For example, if students work cooperatively in small groups to practice a new information skill, the classroom teacher and

librarian can monitor behavior by observing student actions. One student within each small learning group can be designated as an observer to watch the academic and social behaviors demonstrated by individuals. Class-developed observation checklists encourage student "ownership" in the evaluation process

When the class regathers for the end of the activity, they can synthesize learning and get a sense of closure by group evaluation. Each group can "report out," sharing their project and findings. They should be descriptive, specific, and accurate in their feedback.

Quick evaluation tools may be used to critique efforts:

* Groups may use "thumbs-up" for good work, "thumbs-down" for negative reactions, "thumbs-sideways" for neutral situations.

* Students may draw faces--or make faces. Faces range from positive grins to downcast grimaces.

* Students may complete open statements, such as: "I wish my group_____." "My group helped me_____."

* Students may write descriptive adjectives that best describe their group.

* Students may describe their group work using analogies: an animal, a song, a season. "Our group talked like monkeys, and worked like elephants."

Note that group work entails both team results and individual accountability. Both aspects must be evaluated.

Administer the Evaluation

The best evaluation tool will obtain poor results if poorly administered. The process is as important as the product. Some factors to remember as you implement the evaluation process follow.

Make sure that all written documentation is clear, accurate, and easy to read. Proofread carefully. Anyone who uses an evaluation form should be able to do so without your intervention so all directions should be clear and unambiguous. It is wise to pilot-test all original evaluation tools to make sure that they are unambiguous and that they measure what you want. Provide equipment, such as pencils, if needed. Make it simple to distribute and return evaluation forms.

Explain the purpose for the evaluation to all those who participate unless you are doing "unobtrusive" measurements. You need to justify the evaluation process to your supervisor, noting that the results can lead to positive changes in the library.

If possible, have a disinterested, credible person administer any tests or surveys. This way, participants are more likely to answer honestly rather than according to what they think are the expected responses. Having several people administer measurement tools can also dispel the "personality" effect of responding to a specific individual. You should have those who administer such tools test the forms ahead of time so you can field any questions that might arise. Likewise, some evaluation tools should be administered in a neutral setting other than the library.

When repeated tests are administered, the two testing conditions should be as similar as possible; try to use the same room, the same time, the same administrator. When evaluating whether a specific instructional method is better than another, you should include a control group who are not familiar with the different type of instruction. The two groups then would be tested in parallel fashion to control for outside factors.

Issues in Interviewing

If interviews are part of the evaluation process, several issues need to be considered. First, who will do the interviewing? If you have a good rapport with your constituents and the

answers you receive could not be well fielded by others, then it may be appropriate for you to interview others (depending on the objective of your evaluation). If the questions posed are standard ones and are stated unambiguously, you might consider having other people do the interviewing. You will need to train them first so they will provide an unbiased, consistent message.

Another issue involves taping the interview. Audiotape frees the interviewer from taking extensive notes. However, listening to the tape afterwards is time-consuming, and important body language is missed. In addition, people sometimes feel uncomfortable being taped, and also worry about the confidentiality of the information.

A good alternative, particularly if other people conduct the interviews, is to develop a checklist of answers and likely responses as an aid to consistent note-taking. This can be developed easily when you and your respondents have the first interviews.

Regardless of the methods used, the interviewees need to feel comfortable. They should know the reasons for the process and feel assured that all information will be confidential. The setting should be inviting and relaxed, perhaps away from the library. If possible, use relaxed seating arrangements as well. The idea is to draw out the participants in honest conversation.

Analyze the Findings

While information is important, only through interpreting the information can you make effective changes in library service.

Basically, your analysis involves finding patterns or trends in the data collected, and then pursuing the important question "Why?" For example, Do users tend to find the answers they are looking for? If the answer is "yes," the reason may be due to a good collection, good instruction, librarian intervention, or even to low expectations. If the answer is "no," the reason may be due to inadequate instruction or learning, an inadequate collection, poor communication between teacher and librarian, high circulation rate, unrealistic expectations, rigid school scheduling, or even poor eyesight.

Your measurement tool determines the type of appropriate analysis. For example, if you use simple "yes-no" answers, this limits the type of statistics you can apply. If the population doing the evaluating is small in number, you would concentrate on descriptive statistics: general trends. However, whatever your test, the findings are still important for decision-making.

The other part of the process, the "why," is equally significant and equally subject to analysis. Some trends may be easy to interpret, such as low circulation of science books and the fact that 80% of those books are over ten years old. But the connection between size of facility and quality of bibliographic instruction may be coincidental.

For those cases when trends arise but cause is "unknown," follow-up evaluation is needed. If you discover, for example, that students have difficulty selecting appropriate resources, you may need to talk with them and their teachers as to the reasons behind this obstacle. They may need added bibliographic instruction or they may need remedial help from the classroom teachers in reading for comprehension. It is useful to remember that the library and its staff might not be part of the problem or the solution. Flexible scheduling, over which the library has little control, may be the key factor in improving service. However, the librarian can use the evaluation results to inform decision-makers about alternate solutions!

The concept of context also applies to the analysis of the evaluation process itself. Not only do you need to examine the information gathered, but you should look at how the information was gathered. Ask yourself: Were the questions valid? Was the choice of evaluators appropriate? Was the measurement tool appropriate? Was the test administered fairly and efficiently? Was

timing well managed? Are conclusions sound? If you redid the evaluation, what changes would you make? If you evaluate the process, you can make the next evaluation easier and even more valuable.

Make Appropriate Changes

Evaluation is most effective if it facilitates needed change. By examining the library situation in light of your mission and vision, you can put your personal touch in changing service for the better.

Why does a gap occur between your current library situation and your goals? Once your discover the reason, through solid evaluation methods, you can formulate effective solutions to bridge the library gap.

* Is the institution or are the users unaware of services and resources? You can educate your users by starting a public relations campaign.

* Do users have low expectations? You can improve public relations, increase services, and present models for high-level expectations and fulfillment.

* Is staffing adequate? You can show your boss what can be done with proper personnel. You can enlist and use volunteers and encourage them to become professionally trained at local junior colleges and universities.

* Are policies unsatisfactory? You can educate your library users and build coalitions to change ineffective policies.

* Is funding inadequate? You can use your funds to best effect, and demonstrate what can be accomplished with a realistic budget. You can work hard to raise money, as a short-term goal, while broadening your support base.

Based on your evaluation, you may think of several strategies to improve a situation. Let's say that budgetary limitations are the major factor for the gap between the total and ideal and actual library. Knowing that you need to concentrate on factors within your control, you can plan accordingly and set concrete objectives with cost-effective strategies for change. You can:

* **Prioritize services and resources.** Doing one job well, developing one portion of the collection satisfactorily, providing one successful program will accomplish more than a watered-down version of inclusive service. The first approach provides a model standard of performance and results, which would show what is possible with adequate institutional support.

* **Find alternate routes.** If administrators block the way, work directly with faculty. If board members show little support, organize and generate support from parents. If collection development is curtailed, concentrate on instruction. Rally the teachers!

* **Evangelize!** Rather than groan about what you can't do, find ways to show what is possible. Share achievements in the library with everyone; raise expectations. Miracles CAN happen in a well-supported library. Show how libraries can make a difference.

* **Look around.** Find out what other libraries are doing. Grab ideas. Get support. Most important, keep an open mind and a broad perspective.

* **Make yourself indispensable.** Make your library the center of the school. Imagine life without a photocopier. Analogously, insure that resources and services attain such a status that pulling the library "plug" would stop the educational process.

As the above examples illustrate, change can be implemented in several ways. Change may focus on perceptual changes,

making people aware of different perspectives, rather than changing library services. Change may involve altering attitudes or increasing expectations. Change may be structural: scheduling time differently, incorporating information skills across the curriculum, modifying staff functions.

Another factor in the change process deals with the people affecting change. Change may be a personal effort, be accomplished by library staff, involve faculty and administration, make use of other libraries, or include parents and the community. The evaluation analysis should pinpoint the change agents.

A third factor is timing. You know best what your library's time constraints are, and you must learn enough about your school's administrative climate to estimate the time frame needed for effective change.

As you evaluate library service, you need to determine whether the gap is temporary or long-term. If short-term, then you may be able to ride out the wave and regroup. If the problem is significant, then a thorough plan of action is required.

Because participants in the evaluation expect results soon after the process is completed, you need to determine what changes can be implemented within say, a month. One simple action can symbolize the usefulness of an evaluation. Perhaps you will buy lounge pillows for a quiet corner, buy some new art books, extend library hours, or introduce a weekly video program. These new features are concrete, and underline your willingness to improve the library with your personal touch.

Regardless of the changes made, you need to communicate your efforts to all who will be affected. Memos, announcements, newsletters, displays, word of mouth, should all be used to reinforce your message that evaluation makes a difference.

Follow Through

The evaluation process is an effective learning process, and like other beneficial experiences, you should document your steps. In this way, future evaluation and change can be easily replicated. In addition, you can more easily modify the evaluation process for next time, based on your acquired data.

Perhaps the way you introduced a teaching strategy didn't work. By documenting your efforts you can see alternative ways to solve your problem. Your follow-up documentation also serves as a basis for writing revised goals and objectives, leading to future evaluation and change.

Your **foresight** to plan effective and evolving library service, your **insights** as you evaluate the current state of the library and develop ways to improve it, your **hindsight** as you see ways to improve past procedures, are the three sides of your triangle, your effective personal touch as you make the library an exciting learning environment for your school.

Further Reading

American Library Association and Association for Educational Communications and Technology. *Information Power*. ALA/AECT: 1988.

Anderson, Pauline H. *Library Media Leadership in Academic Secondary Schools*. Library Professional Pubs.: 1985.

Hernon, Peter. *Evaluation and Library Decision Making*. Ablex: 1990.

Loertscher, David V. *Measures of Excellence for School Library Media Centers*. Libraries Unlimited: 1988.

THE FUNDAMENTALS OF RESEARCH: THE OPTIONS, THE PAST, THE REALITIES: A PANEL DISCUSSION

by

Dr. Laurel A. Clyde
Dr. Sigrun Klara Hannesdottir
Dr. Jean Lowrie
Professor Melvyn Rainey

The following four papers were delivered by the four panelists listed above to provide background information on the topic and to stimulate discussion among audience participants.

IASL: A ROLE IN RESEARCH?

by
Laurel A. Clyde

Introduction

The idea for this conference session on research in school librarianship grew out of a 1990 proposal from the Research Committee of the International Association of School Librarianship to the Board that

> "at each IASL conference, a session should be set aside for presentation of papers based on research; this would raise the profile of research efforts within IASL, and could serve to encourage further research work. This session could be co-ordinated for each conference by the IASL Research Committee,in consultation with the local conference organizers.."

Following this up, in October 1990, as Chairperson of the Research Committee, I wrote to our 1991 conference organizer, Doris Olsen, as follows:

> "I feel that this idea of a session related to research at each conference is one way in which research could be promoted and encouraged within the Association...I think we need, as an Association, to give greater thought to our role in the promotion and encouragement of research, the carrying out of research, the funding of research, the dissemination of research results, and in increasing the awareness of the need to apply the results of research to problems in the field of teacher librarianship and school libraries. The first...research session...in 1991 would, I hope, establish a basis for discussion of the Association's role in relation to research, and present a range of options which might be considered by the Association in defining a role in research. Until this is done, we as an Association will have difficulty in establishing goals and priorities in this area."

As it turned out, Doris had been considering a research session for the conference even before she received my letter, and so we began the process of refining the idea. In the meantime, the Research Committee had become aware of the difficulties which IASL members and others had in understanding the role of the Research Committee, and in preparing proposals for projects which might have some value in helping the Association to achieve its objectives, proposals that were realistic and achievable. While it would be stretching a point to say that we had proposals which involved doing an international survey of school libraries, with $200 worth of funding, it is nevertheless true that many proposals received would have required survey work in a large number of countries, yet carried no budget for translation or interpretation, assumed that the same questionnaire (in English) could be applied to all countries, and assumed that there would be few postage expenses and no computer expenses-and also assumed that the results would still solve major international problems. Consequently, two main objectives governed the planning and structuring of this research session for the 1991 conference:

1. to bring research issues to the attention of the IASL membership and open up discussion about the Association's role in relation to research, so that we might define a research role for IASL; and
2. to highlight both the challenges (or joys) and difficulties involved in research, thereby providing a foundation for a realistic research agenda for the Association.

To assist this process, subsequent speakers will discuss what IASL has and has not been able to do in relation to research in the past, and outline current projects which illustrate the difficulties involved in research

at the international level, and some of the factors which need to be recognized in such research. The intention is not to depress everyone, but rather to help people to recognize the complexity of the research process, and also to ensure that projects carried out through the Association, or submitted to it, are more carefully thought out and, perhaps, of greater value.

To facilitate the process of redefining a research role for the Association, I prepared a discussion statement on "The International Association of School Librarianship: A Role in Research". This was submitted to the IASL Board with my 1991 Research Committee Report. It was also discussed at a Research Committee meeting last night, and I am most grateful for the input and ideas provided by the people who attended that meeting. We hope to continue our discussion by electronic mail, real mail, and fax, and I invite any interested people in the audience today to contact me.

Research and the Profession

What is research? Why is it considered to be a "Good Thing"? What is the purpose of research? Why is it necessary--if it is? Who should do it? Who should fund it? Why? What are the benefits? Should professional associations be involved in research, or is it a task for individuals, academics, postgraduate students, or education authorities? Is it possible that different types of research should be done at different levels by different people?

Questions, questions...Yet these questions do need to be asked when we are considering a research role for IASL. The time constraints of this conference session dictate that I leave many of these questions with you unanswered at this point, though they are no less valid for that. Light is shed on some of these questions by discussions in many of the standard textbooks on research in the fields of library and information science, education, and social science. Some of the questions, however, must, at least partially, be answered through our own experience as an Association, and in the light of our own objectives and resources.

I am a member of many national and international associations in the fields of education, school librarianship, librarianship, records management, computing, and children's literature, from the Australian Computer Society to the Library Association to the International Records Management Association to the International Board on Books for Young People. It is significant that all regard research as important, and all have at least a statement on the value of research in their formal charter or objectives or mission statement. Whether or not these statements actually translate into a practical commitment to funding research or publishing the results of research, they clearly see statements about the value of research as being appropriate to the public profile of a professional association.

This conference session is not the place for a discourse on why this might be so, though I would suggest to you that the origin of these public statements might be found in the covenents or charters of the medieval European guilds, whose ideas and values still underpin Western thinking about professionalism and the nature of professional commitment, ethics, and service. The obligation to extend the knowledge base of the guild or profession so that the community is better served, to understand the needs of the people served by the guild or profession, and to look to the needs of people in the future by analyzing trends and developments, are as much a part of our own professional commitment as they were a part of the commitment of a medieval guild of apothecaries.

The fact that these commitments and ideals, despite their impressive pedigree, sit oddly with the public statements of governments, funding authorities, and employing authorities in an age of economic determinism, does not make our position easier, though the challenges posed to our profession by the economic uncertainties of this decade have also been a powerful factor in encouraging research in recent years. There is nothing quite like a threat to the very existence of a profession to force its members into doing research that will demonstrate the

and work. It might even be argued that this is overdue.

The editorial in the July 1990 issue of the American Library Association journal publication, *College and Research Libraries*, provides "well-established and compelling reasons" for doing research within a professional context. However, in an editorial in another American professional publication in the field of librarianship, *Library and Information Science Research*, Jeffrey Katzer (1989, p.83) indicates that all is not well with our professional research.

> Research in library and information science has frequently been the object of discussion and analysis over the past 50 years. These reviews have examined all aspects of research, including its place in our field, the amount we do, its quality, and the factors which need to be addressed in order to improve it. With all this preoccupation one might think that by now we would have solved the major problems and have achieved a higher level of research productivity and research quality.
>
> Now it is true that there is progress, our best studies are well conceived and well conducted. Each year there are more doctoral dissertations competently addressing important problems, and the journals give evidence of an enhanced appreciation of what it means to do research well. However, despite some obvious improvement, the evidence presented in our literature is that there is still too little research in our writings and too low quality in our research. Research in this field has been criticized for using inappropriate statistics, for being too applied, for using the wrong methods, for not being current, for approaching problems too simply, and for a variety of other weaknesses. Even though counter-examples can be found for each of these ascribed weaknesses, they do not appear to be convincing or supportive of a "new wave" of research quality. Instead, they are more like nuggets in a sparse vein. The fact that several of these assessments of research quality have been written recently supports the notion that though there is a heightened interest in the problem, we still have far to go. Unfortunately, getting there is not likely to be easy, if there is any validity to the diagnoses reported in the literature.
>
> There are three major causes given for the current state of our research: (1) Too much of what has been called research falls under the heading of consulting or demonstration projects. (2) Too few of our academic and professional colleagues have the inclination or training needed for research. (3) Not enough resources are available to support the conduct of research on anything more than an opportunistic basis.
>
> These are serious problems and it would be presumptuous to claim that the solution is simple. In fact, it is unlikely that any single approach will prevail..."

Katzer's comments, while aimed at the library profession in general, are also specifically applicable to research in the specialist field of school librarianship.

In looking at this issue, we need also to recognize that research, by itself, cannot solve our problems; and that research proposals based on the idea of a single solution to a complex problem are not only completely unrealistic, but indicate a lack of understanding of what research is and what it can do. In an article on "Research on Library Services for Children and Young Adults: Implications for Practice", Shirley Fitzgibbons discusses "what research can and cannot do", to clarify this issue. The article has been reprinted recently, and is well worth reading. (Fitzgibbons, 1990, p.8)

IASL and Research

Does the International Association of School Librarianship have a role in relation to

research on school librarianship? If it does, what is this role to be? How is this role to be pursued? What type of research, if any, should IASL be doing? What type of research, if any, should IASL be encouraging? What type of research results, if any, should IASL be disseminating? How? And why? If IASL is to be involved in research, how will this involvement be funded? And what is to be the role of the Association's Research Committee, if any?

The Association's formal objectives state that the Association will "foster communication and research in the field of school librarianship, taking into consideration pertinent knowledge in related fields". Other objectives of the Association relevant to this issue state that the Association will "promote the publication and dissemination of information about school librarianship", "initiate and co-ordinate...projects in the field of school librarianship", and "encourage the development of school libraries and school library programs throughout all countries". There are many possible bases here for defining a research role for the Association, ranging from one for simply "encouraging" members to do research and to take advantage of the research of others, through to establishing a formal, funded research program as part of the Association's ongoing activities.

It should be noted, however, that the objectives of the Association do imply a research role, though the objectives do not necessarily imply that the Association will itself carry out research. The objectives use words like "foster...research", "promote", "initiate and co-ordinate", "encourage". Given that many members of the Association will already be involved in research through the work positions they hold or through their own local activities, and given the limited funds at the disposal of the Association, this is probably appropriate.

The IASL Reserch Committee

What is to be the role of the Research Committee of the Association? Does the Association NEED a Research Committee? The Association's objectives, as we have seen, indicate a role in research. Is a Research Committee the best way to achieve these objectives? What other options are available?

The present "Purposes" of the Research Committee (recorded in the *IASL Handbook of Association*) read as follows:

1. To identify the needs of the Association and the interests of the members from which viable research proposals can be generated.

2. To identify members who would be willing to undertake research on behalf of IASL.

3. To examine ways of attracting sponsorship for research proposals and giving advice on this.

4. To collect and provide international statistics relating to school library services with a view to providing assistance in the improvement of those services in all countries.

5. To contribute to the development of guidelines for the recording of data about school libraries to enable statistics to be internationally comparable.

6. To encourage the development of a register of persons capable of translating research documents.

7. To identify and list publications reporting school library research.

If we do need a Research Committee, are these "Purposes" still appropriate? I would suggest that they are not, for several reasons:

1. Previous members of the Research Committee have felt dissatisfaction with the apparent role of the Committee and with what they have been able to achieve through the Committee.

2. The stated "Purposes" seem to have little relationship to what has been achieved through the Research

Committee in the past.

3. There is an uneasy relationship between the stated "Purposes" of the Research Committee and the overall objectives of the Association. The objectives, as we have seen, speak of encouraging, co-ordinating, initiating, promoting, while the "Purposes" of the Research Committee take up some of these objectives and provide for specific implementation of some aspects of them. Though the aspects taken up are specific, they are not necessarily achievable in the short or long term, nor are they always obviously related to the objectives or to the other activities and priorities of the Association.

4. While the Research Committee is committed to specific "Purposes", no support is provided for implementation. That the "Purposes" are long-standing and yet still not achieved indicates the difficulty of the task, the lack of resources to achieve the purposes, and the problems associated with carrying out tasks not directly and immediately related to the Association's present working objectives.

5. The "Purposes", when followed as a basis for Research Committee activities, have tended to result in having a group of people "think of a project" (see Purpose 1 above), and then try to find money and people to carry out the project. This strategy seldom results in a high level of commitment to the project, in contrast to the situation that applies when a project is needs driven and when there is an obvious and real application for the information that the project will generate.

6. The stated "Purposes" of the Research Committee appear unrealistic, given the financial and human resources of the Association, and the professional commitments of its members. The "Purposes" appear to indicate a role that is more demanding than could reasonably be carried out by people living a long way from each other and with limited resources at their disposal.

If the Association is to have a Research Committee, should the "Purposes" be revised the better reflect the Association's objectives and priorities, to make them more realistic, and to provide a better foundation for the work of the Research Committee? If we do revise them, I Would suggest the following general guidelines for formulating a set of purposes for the Committee.

1. We should not be competing with other Associations or groups or organizations in this field, nor should we be entering fields in which others are already working. For example, it would be a better use of resources to publicize those sources of information about school library projects, and those databases that already exist, rather than to try to compile our own lists or research or our own databases. If the currently-existing sources are not satisfactory, then it might be better to lobby for their improvement, rather than to try to set up our own sources.

2. We have much to learn from other associations in terms of encouraging research, publicizing the results of research, and encouraging professionals to take advantage of the research work of others. It would be worth investigating the methods used by other organizations, including, for instance, the methods used by some of our own national and state associations-the associations that are members of IASL.

3. We need to be realistic about the time commitment and financial commitment that IASL members can make-especially given that most IASL members who are interested in research are already doing research as part of their jobs or part of their commitment to their own local association.

4. We need to have a realistic view of the problems to be overcome in doing research, particularly if the research is to transcend local boundaries, or if the results are to be applied across geographical boundaries.

To assist in clarifying these points, later speakers in this research session will discuss problems and opportunities, particularly as related to their own experience in IASL or to their own research.

1. Dr. Jean Lowrie will look at the role of IASL in relation to research in the past, what has been achieved, and the obstacles that have been encountered.

2 Dr. Sigrun Klara Hannesdottir will discuss the problems associated with carrying out a national survey of school libraries, even in a small and homogeneous country like Iceland, and, from this basis, make some general comments about research at the international level.

3. Professor Melvyn Rainey will talk about problems associated with undertaking a survey across a wide geographical area, and extrapolating the results of such research across cultural boundaries.

All of the above is not intended to be negative. Rather, it is an attempt to indicate that research is complex and demanding, though important and interesting. And further, that if the Association is to do anything worthwhile in relation to research, it will have to take a more sophisticated approach than perhaps it has in the past, a nd a more carefully thought out approach. If we, as an Association, want to influence others, and make a contribution to the future of our profession through research, we will have to do our work well, and present the results "packages" in a way that meets the needs of the intended users, be they teacher librarians, classroom teachers, educational administrators, parents, or politicians. And we will need to either allocate appropriate resources for the task, or make sure that appropriate resources are available.

THE FUTURE--A ROLE IN RESEARCH

There are clearly many options available to the Association in seeking a role in research. They range from, on the one hand, simply "encouraging" members to take advantage of the research work of others, to, on the other hand, funding and carrying out large-scale international research projects, and publishing the results. Some of the more realistic options available to the Association in relation to a role in research are set out below. Some of these presume the existence of a Research Committee, or, at least, of a formally-constituted group with responsibility in this area; others do not.

1. The Association will promote an understanding of the importance of research on school librarianship.

2. The Association will promote and encourage research related to school librarianship, including school-based research and small-scale local projects, through the Newsletter, research sessions at the annual conferences, and the publication of information on research techniques and funding for research.

3. The Association will encourage people working in the field of school librarianship to take advantage of the research findings of others by publishing and providing information on the bibliographies that are available, and tools such as ERIC for locating research reports; and by publishing articles and organizing conference presentations that incorporate the results of research.

4. The Association will disseminate information about research that is under way, and research that has been completed, to school library practitioners, decision-makers, and those involved in research.

5. The Association will assist people who wish to undertake research in the field of school librarianship by providing access to expertise, information about

possible sources of funding, and information about methodology.

6. The Association will encourage the development of a "research climate" within the Association through articles in the Newsletter on research (both articles that describe projects, and "how-to-do-it" articles); through formal research sessions at the annual conferences; by asking conference organizers to stress to conference speakers in other sessions the need to consider relevant research findings when preparing their papers; and by seeking funding for publications related to research.

There are many other options, of course. However, statements along these lines may be of help to the Association in defining for itself a realistic role in research, one that can be supported by the resources available to the Association, and one that will contribute to the achievement of the objectives of the Association.

REFERENCES

Allen, G.G. and Exon, F.C.A. (eds)(1986), *Research and the Practice of Librarianship: An International Symposium*, Western Australian Institute of Technology, Perth, Western Australia.

American Association of School Librarians (1991), "AASL Research Grant Proposals", (duplicated).

American Library Association. Library Research Round Table (1990), "Guidelines for the Jesse H. Shera Award for Research", 21 September 1990, (duplicated).

Australian Advisory Council on Bibliographical Services (1985). *Workshop on a Research Agenda: Report*, September 1985, AACOBS, Canberra.

Clyde, L.A. (1991), "International Association of School Librarianship, Research Committee Report for 1991", (duplicated).

Exon, F.C.A. (1989), "In-house Library Research as an Intermediary Between Theory and Practice", *International Journal of Information and Library Research*, 1,1, pp.24-39.

Exon, F.C.A. and Richards, J. (eds)(1989), *A Research Agenda for Western Australian Libraries: Transcripts of Papers, and a Report of Discussion, at a Meeting Held on 20 June 1986 at Western Australian Institute of Technology*, Curtin University of Technology, Perth, Western Australia.

Fitzgibbons, Shirley (1990), "Research on Library Services for Children and Young Adults: Implications for Practice", in Haycock, Ken, *Program Advocacy: Power, Publicity, and the Teacher Librarian*, Libraries Unlimited, Littleton, Colorado, pp.7-18.

Gothberg, Helen M. (1990), "The Library Survey: A Research Methodology Rediscovered", *College and Research Libraries*, November, pp.553-559.

Katzer, Jeffrey (1989), "ALA and the Status of Research in Library/Information Science", *Library and Information Science Research*, 11, pp.83-87.

Lynam, P., Slater, M., and Walker, R. (1981), *Research and the Practitioner: Dissemination of Research Results Within the Library-Information Profession*, ASLIB, London.

Maguire, Carmel (1989), "What is Research? Theory v Practice", in Exon, F.C.A. and Richards, J. (eds), *A Research Agenda for Western Australian Libraries: Transcripts of Papers, and a Report of Discussion, at a Meeting Held on 20 June 1986 at Western Australian Institute of Technology*, Curtin University of Technology, Perth, Western Australia, pp.1-7.

Maguire, Carmel (1989), "Researching Library and Information Science in Australia: Obstacles and Opportunities", *International Journal of Information and Library Research*, 1,1, pp.1-11.

Peternick, A.B. (1986), "Research-A National Need", *Canadian Library Journal*, 43, October, pp.277-279.

Shaw, Judith (1991), Personal communication on the Australian School Library Association and research, 9 April.

St. Clair, Gloriana (1990), "Barriers to Research", *College and Research Libraries*, November, pp.509-510.

Venkateswarlu, Tadiboyina (1991), "Research Needs in Canadian Librarianship", *Canadian Library Journal*, 48,3, June, pp.183-185.

Wainwright, Eric (1990), "Notes on a Meeting of Interested Parties to Discuss Communication of Research Relating to Australian Libraries and Information Services", Perth, 30 September 1990, (duplicated).

Williams, Jeffery, et al. (1987), *Statistics of Public and Private School Library Media Centers, 1985-1986 (With Historical Comparisons from 1958-1985)*, ERIC document ED 284-545.

Woolls, Blanche (ed) (1990), *The Research of School Library Media Centers*, Hi Willow Research and Publishing, Castle Rock, Colorado.

School Library Research
Experiences From a National Survey

by
Dr. Sigrun Klara Hannesdottir
University of Iceland

Some time ago I was planning a seminar on international school librarianship from a comparative point of view. My first step was to do a search through *DIALOG* on *LISA*, the international database on library and information science. I wanted to see what people were writing about in this field and what kind of studies has emerged. The results were amazing. Items on *SCHOOL LIBRARIES* and *SCHOOL LIBRARIANSHIP* were 22342, 59 on *INTERNATIONAL LIBRARIANSHIP*--but when these two sets were combined the result was--none! *COMPARATIVE LIBRARIANSHIP* and *SCHOOL LIBRARIANSHIP* combined gave me 12 references. There were a few articles on how school libraries in one country compared with the school libraries in another, i.e., one person had visited the school libraries in one or more countries and had written up some personal observations on how they differed from what he or she knew from the home country.

The search did not show any obvious trends towards anything. The first article was published in 1972, two in 1976, three in 1978 and then not even on a year since then. Only one of these articles was concerned with comparison of school library education between countries.

This fact created some mixed reactions. First a disappointment: What do I do now? And then I thought what a wonderful research area this would be--a virgin country which nobody had discovered. Such findings create a kind of gold-diggers reactions in a researcher who is looking for a good niche to work in. I had come upon a mine which nobody had mined before! But soon I started to wonder. Why? Why had nobody attempted to do an international survey of school libraries? Why were there no large research projects involved in the comparison between the efficiency of different methods of running school libraries? Why do we know so little about the benefits of school libraries in the educational process? Why do whole countries,--even highly developed countries--look at school libraries as unnecessary?

I also thought that this might be an ideal international project for an international school library association,--a worthy project to show the world how important school libraries are, not only through wonderful ideological words on goals and objectives, but through statistical findings showing that students that had access to school libraries were doing better, that school systems that made heavy use of multiple resources were somehow producing different graduates than those that used only ne textbook and relied on the teacher and the textbook as the only source of information.

But for me--just like any old gold-digger--I had to get to the gold somehow. I did not have to look for long before I realized that I was in the ideal situation to start the search for gold. Each international survey will have to start with a national one. It is only through a series of national ones that the international atmosphere is created. Iceland--the ideal country for doing a survey. The ideal laboratory where all kinds of research projects are tried out, especially in the medical field.

And I started. I decided to do a national survey of school libraries in this country of mine. The situation is truly ideal for a survey. The number of schools is limited so I did not even have to take a sample--I could survey them all--elementary and secondary. Elementary schools in Iceland are only 214, secondary schools are 62--no problem. The educational system is run by one authority, the Ministry of Culture and Education, and I got

address labels from the Ministry for every school. I could even look them up in the phone book if I were in doubt. One phone book for all of Iceland. There are hardly any private schools and those which are partly private are supported by the Ministry anyway and subsequently are on the list. And let me tell you of more of our advantages. The people in Iceland speak only one language; they are the most literate people in the world; and all children attend school. There is no marked difference between schools even in Reykjavik, the capital, since the population is well mixed. What I mean is that there are no low income schools which might be more problematic than others. All children, independent of the parent's income, attend the same schools.

I, therefore, did not have to worry about getting the right addresses for the schools, did not have to deal with several education authorities who might object to such a survey, and even refuse to allow it. I did not have to worry about creating a questionnaire in several languages. I have experience with translations. I am fortunate enough to speak several languages and I know that the problem of translations is a serious one in comparative studies. Things simply do not mean the same although they seem to. I did not have to deal with different religious groups or ethnic minorities that might be sensitive about questions which could be interpreted as biased against them.

The teaching staff in Iceland is highly educated. Elementary school teachers now have a Bachelor's Degree in Education before they can start teaching. That means that they have 17-18 years of schooling before they are allowed to stand in front of a class. The fact that there is a shortage of fully qualified teachers in some parts of the country does not mean that they are uneducated. They might even have degrees in other fields without the teachers' qualification, or they may have a long experience as teachers. In the secondary schools the teachers would have a university degree and the librarians in many cases have a professional library degree.

Last but not least, many of the school librarians around the country either know me personally or have heard of me, since I was lucky enough to have started school library development in a systematic manner there some 20 years ago.

As you can imagine I was very optimistic that I would be able to do this survey simply, quickly and have a model which could be transferred to do surveys in other countries. I created a survey of 57 questions, tested them with some friends and was ready to send them out -and then...

For the rest of the paper I will tell you some of the problems, pitfalls and biases which can be introduced into a research project which is carried out under the most favorable conditions. Some of my problems might even sound funny but this only shows a few of the problems that can crop up. Just imagine that all the problems that I would have encountered in a larger country, with more complex societal structure.

Timing

The timing of my questionnaire was carefully calculated. I wanted it to go out in March. By then statistics should be completed for the former year, classes should be normal, well after Christmas, and before Easter, spring and examinations. The questions were aimed at using the former year as a basis for budget allocations, etc.

The questionnaires were all duplicated and ready to go out when the teachers went on a strike. Of course I had known that the strike was pending, but I did not quite believe that the strike would be so long and create such irritation in the educational system as it did in fact. There was no use to send out the questions. I knew I would not get much reaction. The strike was long and the morale in the schools was low when the teachers returned, and all emphasis was placed on finishing the studies so that the children would not loose a whole year. I decided to postpone the study and sent the questionnaire out in October instead.

same, the academic year was different. I had used the calendar year as the basis for the survey but since it came in the second half of the year, some the schools had used the calendar year, others had used the school year. The statistics on book budget and acquisitions was measured in academic years in some cases while others kept statistics by calendar year.

Response Rate

In spite of my high hopes, the response rate was disappointing. I had only about 30% response from the first survey. I sent out a reminder in December, and then a second reminder in March. The total response rate reached 78.9% which ranged from 93% in Reykjavik to 56.5% in the western fjords. But since it had taken more than a year from the time I had first created the survey and some answered after the second reminder, there were obvious problems with the comparisons. Not only were we dealing with a mixture of two academic years but by March the second year some schools were using different calendar years as well, in spite of clear indication of which year we were using.

So even the speed by which people answer the questionnaire makes a difference in a survey of this kind and can introduce errors. One of the Laws of Ranganathan says that "Libraries are living organisms." A living organism can change a lot from one year to the next. It can also remain the same or even deteriorate. A survey of institutions such as school libraries for comparative purposes should at least attempt to take a picture of all the trees in the forest of school libraries at the same time. But even such little details are easier said than done.

Response To Questions

The questionnaires were filled out with great variations. Only a few had all the answers completed, particularly when the information requested was not readily available. The number of books was measured in items, or in titles, or even in shelf-meters. Some counted everything. Each volume of a bound periodical was counted as one item, in other cases there were no statistics available on the book stock as a whole. Some counted only the items in the library and then added that the school had some class sets of fiction (which in some cases amounted to several hundred books). The same applied to the non-book material. Some schools located the non-book material in the school library and counted that in the statistics on school library material. Other schools mentioned that the non-book material was located in a different area of the school and consequently did not include that as a part of the survey.

Opening hours were measured in different time slots as well. Some measured class periods of 40 minutes, some measured in hours a week, some answered that the school library was open when the school was open. Although the questionnaire asked for hours, that did not seem to help. I got errors (or I think they are errors) such as one library reporting that it was open 109 hours a week. I assume that this was an error and did not use the number, but it just shows that surveys are vulnerable to errors which the surveyor cannot fully detect. If I had averaged the opening hours of small school libraries using this number, I would have increased the average considerably.

I had to throw away one very important question on the teaching of information skills. Some thought I was asking if the school librarian offered information skills instructions to the teachers themselves when I wanted to know if the librarian offered the teachers to teach information skills to the kids. Although we had tested the questions and to us they were clear, they could clearly be misunderstood and they were misunderstood--of course!

Definitions

Perhaps the most problematic issue which actually cropped up was simply what is a school library? Imagine doing a survey on something that people do not have a clear picture of! (Later I learned that people had spent weeks to get an acceptable definition of what is a book, and after that I felt better). Some people marked that they did not have a school library, and then went on to fill out all the questions on how many books they had,

etc. Some said they had a school library and it turned out to be one cupboard with books, opened once a week. Some schools reported a public library in the building. Some counted all the collection of the central public library as being their school library which meant that a small school could have a collection of 12-15000 books available to them. Others kept strictly to what the school itself held although obviously the material of the public library was available in the building. The question remained. Should these figures be included in the survey? The school had access to the collection but was the inclusion of such figures empirically correct? It made some educational authorities look very favorable when looking at the averages. Since I knew the situation I could do the calculations with and without the combined libraries. What if I had not known that the libraries were combined?

When I saw some of the answers it occurred to me to try to fill them further by phone calls, to try to get a better picture of what was missing but in doing so I would have had to call each school and fill in different missing items, so I decided not to. I used only the information that I got on the questionnaires with the idea in mind that if I was doing an international survey any other method would simply be impossible.

I am not going to tire you by telling you of all the problems that we encountered, but I believed for a while that in this little survey I had come across all the problems that can occur in spite of the most favorable conditions.

I am much wiser now after my first effort in doing a national survey. I believe I understand why no real international surveys have been carried out on the school library systems around the world. Such surveys are enormously demanding in terms of money and staff, and the survey method makes the assumptions that teacher-librarians are able to fill out complicated questionnaires and perhaps have the money to send them back. I must admit that I find it hard to imagine how to survey schools in many developing countries where there are several thousand schools and teachers with barely elementary education. One might conclude that it is not necessary to survey these schools because they probably do not have school libraries anyway. But the question remains-don't we want to know anyway?

A study that covers many--or perhaps all--countries of the world would need to start with tremendous preparations before a survey could be attempted, including the collection of background information on the educational system in each country and the administration of the educational system, to mention a basic issue. It would also have to have full commitment by the appropriate educational authorities to guarantee access to the schools and to encourage the school librarians to fill out the forms.

Furthermore an international survey needs an international team of highly skilled and well paid researchers that have large travelling budgets who can coordinate the survey and solve the countless problems that will inevitably come up. It also needs good local staff that can test the survey and reword the questions to minimize misunderstanding. These national experts must have the language proficiency needed to be able to adjust and adapt the questionnaire into the languages involved. Sure we could not expect the survey to be conducted in English?

Does this then mean that international studies cannot be done? My conclusions are that it may be possible but not very likely that we will see any international large scale studies in the years to come. One of the reasons is that I cannot see any agency which would be willing to spend the necessary funds on a survey which might only result in "interesting" piece of knowledge. I know IASL is not strong enough to finance or organize an international survey and I cannot see any likely volunteers.

It is said that every long journey starts with the first step, and the first steps have been taken. There are some national surveys available already. The recently published book that Jean E. Lowrie and Mieko Nagakura

edited called *School Libraries: International Developments*, is a very important step towards understanding the school library phenomenon in an international perspective.

IASL can have an important role in furthering our understanding of the school library developments around the world and a more specific role in international research in this field. National research could be encouraged by IASL and reported at IASL conferences. This way we could gradually gain a clearer picture of the school library development in an international perspective. IASL could offer some advice on research methodology. Through the work of the research committee a forum could be provided for those interested in sharing research experiences.

I am convinced there is a lot of gold in the school library mine but it is certainly not easy to get to it, and it may need generations of researchers before we can really point out the actual benefits of school libraries in the education of future citizens. But there is a certain urgency in the matter. My main concern is that the school libraries will soon be made accountable for the money that are spent on libraries and the school librarians will be required to show the value of their work. If so we will need to have some valid research showing what we are good for!

A REVIEW OF RESEARCH EFFORTS 1970--1990

by
Jean E. Lowrie
Executve Secretary
International Asscoation of School Librarianship

Preparation for this presentation stimulated a search in IASL archives and committee reports and certainly indicated that international school library research efforts have had their highs and lows. Some specific concerns or perhaps I should say impediments emerged. But on the positive side, a continuing interest in the need for studies in school librarianship for international consumption was evident.

Indeed this early interest was there--pre-IASL. When, in 1967, the germ for an international forum began to grow at the WCOTP Vancouver conference, one of the first requests made of the neophyte steering committee was to survey member associations of WCOTP to try and obtain some indication of the existence of school library programs in these countries. Although the response to the questionnaire which was sent out by the World Confederation of Organizations of the Teaching Profession (WCOTP) was not high, still it gave some indication of the lack of such programs in the majority of countries. Nevertheless the continuing interest at the annual conferences of WCOTP for this aspect of education demonstrated that at least expanded communication at the international level was desirable.

IASL was formally organized in 1971 but not until 1975 was a committee on Research and Statistics established with three members (Dr. Pat Beilke, USA; Dr. Roy Lundin, Australia; and John Wright, Canada).

At this same period 1973-74, a school library committee was organized within the International Federation of Library Associations and Institutions (IFLA). Beilke, Lowrie, and Linda Beeler were IASL/US reps in this committee (F. Laverne Carroll was also a US member but not form IASL). Because IASL held a Category C with UNESCO and a Category A with IFLA , it seemed expedient to tie these two groups together regarding grant requests for school librarianship. The 1977 publication *Guidelines for the Planning and Organization of School Library Resource Centers*, jointly produced by Beilke and Carroll with UNESCO support, was printed. Though not true research, it was dependent upon careful literature seach and survey.

In March 1976 IASL proposed to IFLA a "Study to Assess Current Needs of Training and Education Programs for Persons Who Serve Library Needs of Primary and Secondary School Students." IFLA submitted this to UNESCO in September 1976 for 1977-78 funding. The original funding allocated was $3000 for developing an instrument and collecting data.

Meanwhile in August 1976 at the IASL conference in Annapolis, a more limited proposal "A Plan to Develop Information Services for Children and Young People in South America" was developed with Martha Tome, school library consultant in Organization of American States (OAS). Correspondence is not clear at this point but apparently IFLA was contacted regarding this second proposal and moved to help fund this instead with additional UNESCO and CIDA monies. The OAS, IFLA, and IASL research committee organized a conference in Costa Rica at which time Dr. Sigrun Klara Hannesdottir spoke and later edited the proceedings.

Further cooperative efforts between IASL and the School Library section of IFLA resulted in *Guidelines for the Education and Training of School Librarians* (1968) by Dr. Hannesdottir. Again not pure research but the result of much searching and sharing from many countries. (Incidentally, this is an excellent guideline of competencies which

should be available in school library systems and is still pertinent.) Less input was given to *Teachers, Information and School Libraries* written by Noelene Hall (1980 UNESCO publication) but still a sharing effort. Since then there has been no similar effort, though of course our liaison relationship remains. At this juncture, it appeared that IASL would have to "go it alone."

In 1979 the IASL board accepted a proposal from Dr. Beilke and Dr. Ray Blazek (FSU) to develop guidelines for developing and administering evaluated studies to improve school library media center services. Unfortunately,no funding was found for this.

The 1980 IASL committee proposed that a bibliography of research in progress should appear regularly in the *Newsletter*. Although that too did not materialize, an "Inventory of Current Research by Members of IASL" was begun by Katie Mungo (Jamaica) and was made available in 1986.

In 1982 Anne Taylor became chair of the committee with new objectives and membership: 1) to analyze the research needs of the association and the interests of members, 2) to organize projects in which members might become involved, 3) to promote ways of sharing research projects among members, and 4) to write proposals for grants or give advice on this area to secure financial assistance.

The 1982-83 report indicated poor response from committee members. Again the problem of a far flung international committee (a constant with IASL). The IASL *Newsletter* included a research call and questionnaire; Dr. Overduin's paper on school library development in South Africa was started; Beilke became a member of IFLA's research committee to represent IASL; and Mungo (School Library Personnel in Jamaica) and Taylor (Adolescent Reading Interests) were doing individual research projects.

During 1983-84 two pieces of research were to be done: 1) an inquiry into the attendance at, frequency of, and the location of IASL conferences (Taylor); and 2) the compilation of an inventory of existing papers, research, etc. in school librarianship (Mungo). A third proposal on images of Canada presented in juvenile fiction did not materialize. An abstract of the analysis of IASL appeared in the *Newsletter* and was the basis for the decision to carry on with annual conferences.

A recommendation to survey teacher training institutions offering library science training is still pending. A suggestion for a block of time at each conference for research sharing or presentation of papers has been implemented intermittently. (Hopefully today's session will produce more activity.) However, it should be noted that many of the conference papers over the years have been predicated on research efforts and perhaps should be analyzed and highlighted in some form.

The 1984 report also suggested that IASL could become a center for sharing international studies in the field. A concurrent WCOTP questionnaire on conditions of work for effective teaching appeared and contained ONE short question on the library/resource center! (We need to do something here!)

In 1985-86, the Mungo inventory on current research progress was reported on at the Jamaica '85 conference (24 persons identified) and an abstract sent to the *Newsletter*. As mentioned above, the inventory of IASL members doing research was printed in 1986. This report is available from the IASL Secretariat. Mungo annotated 27 studies in detail. Again, there was a recommendation that IASL consider acquiring funds for a large scale research project with the objective of enhancing visibility! Sources for school library oriented research are almost impossible to find outside of UNESCO. Our Category C means that we are not eligible for this and even if we were, we would compete against many other library proposals.

The 1986 board decided against a proposed two-day preconference on research for

the 1987 conference in Iceland as logistically impossible at that point in time. Perhaps this should be reconsidered. In 1987-88, Dr. Overduin's report on South Africa (An excellent objective study) appeared in the *Proceedings*. The proposal for a Festschrift for Margo Nilson became the focus that year.

The Kalamazoo conference in 1988 included a general session at which time Dr. Helen Snoke, University of Michigan, presented an overview of international research in the field. Both the presentation and the bibliography were included in the 1988 proceedings. During 1988-89, an effort was made to involve IASL directors in sharing research efforts from their respective geographical areas--alas, not successful.

A recommendation was made that a regular listing of current research in progress be a part of the *Newsletter*. However, a number of comments, e.g., "this is circulated in other places-- ERIC, national professional journals, etc." precipitated a decision at the 1989 board meeting to drop this. At the 1989 conference Anne Taylor resigned as chair. She was commended by the board for her continuous efforts to promote visibility in this area. Dr. L. Anne Clyde was appointed the new chair.

In 1990, at Umea, Sweden, Drs. Murphy and Craven presented a draft proposal to survey the status of school libraries international. The board felt this was too broad but that certain areas do need to be surveyed, e.g., library education/training, national guidelines, etc. Unfortunately, Dr. Clyde was unable to attend that conference, but she as been active in making suggestions as witness this forum and the board expects continuing progress!

In conclusion, it is obvious that there are several problems which confront an organization such as this when carry out research: 1)the difficulties of international communication; 2) the great variations in programs, education, etc.; and 3) last but not least, the lack of financial support for school library research efforts.

Still small pieces of research not dependent on huge grants could be developed which could be put into a larger framework for an international overview. A study of guidelines or levels of professional training, perhaps as they related to aspects of support which could come from IASL through distance learning for example. The new edition of *School Libraries: International Developments* (Lowrie and Nagakura) presents many aspects of library media centers which could be explored in greater deptn. I would also suggest that the conference proceedings for the last five to eight years be searched for meaningful research oriented papers for a possible monograph.

Having completed this bit of "historical research," I find that we have been doing more than I realized. Likewise, I am conscious that the surface in this field has barely been scratched; that we need to decide as an association on some priorities for we cannot be all things to all peoples; that the work done should be publicized much more, made more available. IASL should be a leader here and make a contribution to the future of school library media programs through its research committee.

SCHOOL LIBRARY RESEARCH IN THE SOUTH PACIFIC

by
Melvyn Rainey
University of the South Pacific

Ladies and Gentlemen:

When I agreed to be on this panel my first thought was why on earth did I agree, what can I possibly say about research on school libraries in the South Pacific except to say there has not been any. Well, that's not quite true; perhaps it would be better to say there has been very little research carried out.

After an extensive search I found one study that was carried out for the Ministry of Education in Fiji by a Peace Corps worker in 1978. His study was done on 750 primary and secondary schools. The response to Ragni's study was 67% return. A short article appeared in the *English Teachers' Journal* in May, 1979. Ragni spoke quite positively about a number of aspects of secondary libraries and made a number of positive recommendations for both primary and secondary libraries. Such recommendations as improved budgets, training, improved facilities, especially for primary schools, and centralized collections for primary schools were all mentioned.

Two other studies that were carried out in the early 1980s were reading studies, but both of them mentioned in their recommendations, the need for well-developed library collections if good reading habits and skills were to be developed.

A third study on publishing in the South Pacific carried out in 1986 by Williams mentioned the great need for children's books--both fiction and non-fiction to be published--to help improve the state of collections in school libraries.

In the South Pacific Region which covers twelve countries, there has been some papers presented on the historical development of school libraries but these did not involve the collection of raw data and did not discuss the actual conditions of libraries.

Why is there a lack of research?
In an attempt to find the answer to this question I asked fourteen professional librarians, all who are local citizens, to give me six reasons for the lack of research. Seven of the fourteen answered by request. Their reasons were:

1. **Lack of Time**
   Many felt their time was taken up with work. After work, family, church and sports commitments took up their free time.

2. **Lack of Finances**
   There is no financial aid for research projects. Any individual who undertakes a project would have to pay for it out of pocket. Salaries do not allow for this.

3. **Lack of Resources**
   In most libraries there is a lack of support staff. The University Library is an exception. Even there you would have to pay for paper, photocopying, etc.

4. **Lack of Knowledge**
   Lack of knowledge on how to carry out a research project. All except one person felt they lacked the expertise to carry out a research project.

5. **Lack of Commitment**
   Three of the seven respondents felt there was a lack of commitment on the part of individuals to do research.

6. **Saw Little Need for Research**
   A number of respondents did not see how research would improve the lot of libraries. Their concerns were with such items as budgets, salaries, service

to patrons, cataloguing, special projects like National Library Week and the Yearly convention.

Last October I decided to do a small research project involving 139 secondary schools as a follow up to the 1978 study. My purpose was to see what improvements if any had taken place in the last twelve years. While I don't propose to go into the study in detail perhaps I may share with you some of the problems I encountered.

1. To get the addresses and names of schools was not an easy task. The telephone book, Fiji Library Association (FLA) membership list and a new library directory plus several phone calls to local schools did yield 139 school addresses. I later discovered there were 143 secondary schools in Fiji--so I have a very high sampling of schools.

2. Developing a questionnaire is never an easy task, but to develop one for people whose second language is English is extremely difficult and I must confess I had a couple of questions which were not understood by about 255 of the respondents. I did test it out with a number of people I work with but even then there were problems.

3. While I did not personally encounter time as a problem, I do believe that if I were a local citizen I would have had difficulty getting the questionnaire prepared to say nothing of analyzing the results.

4. Finances are a problem. I have spent $300 of my own thus far. For many of you here today that would not be an insurmountable problem, but for a person from a developing country it is really an impossibility.

5. Getting the results to the respondents is difficult. Unless I send the results of the study to each of the respondents, many of them will not see them. Professional publications are not published in great numbers nor do organizations have large memberships.

Lest you think there were only difficulties, let me assure you there were positive aspects too.

1. I had excellent support from The University Librarian I used the secretarial staff, although I had to pay for photocopying, paper, etc.

2. There was a very good response from the schools.
   First mailing - 55%
   Second mailing - 78%

   Total of 109/135

3. Two journals have agreed to publish the results of the study.

Will the Study have any effect?
I am an optimist. It may not make any noticeable change or improvements in the short term but, it will give support to school librarians and principals who attempt to secure funds for larger budgets, and other improvements because they will have some statistical evidence for statements they prepare.

What part can IASL play in developing research in developing countries?
I do not believe it is feasible for IASL to undertake any research on its own. The problems are too horrendous. Secondly, IASL does not have the funds or the individuals to do it.

I do think the IASL might consider setting up a research fund which could be open to all developing countries. Individuals could submit proposals and a committee could choose one or two each year. I think a grant of $1000 would cover a modest proposal. Perhaps a citation could be awarded to the individual(s) whose projects were chosen.

The Canadian School Library

Association has had a quite successful research programme in place for a number of years. Perhaps IASL might look at it as a pattern.

Results of the studies could be published in a special edition of the IASL *Newsletter* each year, or perhaps in the proceedings of each Year's Conference.

I am not suggesting research from developed countries is not important, but at this stage of development much of the research from developed countries is perhaps too advanced for developing countries.

I do believe there are capable people in every country who with some financial support would be willing to undertake a project. This would be one way in which we might build a body of research for school libraries in developing countries.

THE INVESTIGATION OF PRESENT SITUATION AND THE STUDY OF DEVELOPMENT OF SCHOOL LIBRARIES OF CHINA

by
Miao Yuan
Lianoning Normal University
Dalian, People's Republic of China

This paper was accepted for presentation at the conference, but Miao Yuan was unable to attend. The paper is included in these preceedings because it was felt that it would be of interest.

School libraries in China originated from Huiwen School Library which was founded in Beijing in Emperor Guangxu in the 10th year, Qing Dynasty. The earliest elementary school library was Shanghai Ministry of Works Huatong Public School Library. It was recorded in the literature that the peak period of the development of libraries in China in 1935, 174 established elementary school libraries accounted for 3 percent of the total of 5,196 libraries in China. In only 5 percent of libraries did collections exceed 10,000 volumes.(1)

After People's Republic of China was founded in 1949, a great number of schools were established. At the same time, school libraries were given attention in order to provide students with more places to study. Students were expected to widen their vision, enlarge their knowledge, and develop healthily by reading.

I. Survey of School Libraries in China

According to the "Compulsory Education Law" issued in 1986, the school system in China is generally the "6-3-3" system, i.e., 6 years for elementary school, 3 years for junior high school, and 3 years for senior high school. A few schools are trying "5-4 system" and "nine-year consistent system." There are vocational schools and special education schools. The latest data (1988) by the Basic Education Department of Education Committee (Table 1) indicates that about 50 percent of general high schools in China had established school libraries and so had 12 percent of elementary schools and about 40 percent of vocational schools.

The first meeting on school libraries was held in Beijing in January, 1989. It was estimated that the above data might have altered a lot under the fortified leadership everywhere. Statistical Table 2 shows the basic condition of general school libraries in 1988 and 1990 in Dalian, Liaoning Province. The number of libraries in 1990 had grown rather larger than that in 1988, and so had the number of volumes in collections grown for everyone.

As far as the geographical district is concerned, the development of school libraries in China is uneven. To be exact, it is strong in the east and south, weak in the west and north. School libraries had developed rapidly in Beijing, Tianjing, Shanghai, and some of the larger cities in Jiangsu, Zhejiang, Liaoning, Shangdong Provinces and some developed areas along the coast while remaining backward in some old, outlying districts and minority nationality regions. The worst of all, elementary school libraries have not been established there.

1. Administrative System

In China, libraries for school children include public children's libraries, school libraries, children's palace libraries and Labor Union libraries. They are subordinate to the Culture System, Education System, Young League System, and Labor Union System. The school libraries in the Education System are fully managed by the School Teaching Material Office determined by the Education Committee and Books Information Bureau as well. The Education Department in each area is also in charge of these libraries. Within a school, the library chief is in charge of the library under

the leadership of the headmaster. However, such administration has just recently been perfected in major areas. For example, in Liaoning province, it was not until April, 1989, that it was stipulated in explicit terms that the library in each area should be in charge of someone from the School Section of the Education Administration Department and one leader in each school.(2) Based on this, at the end of 1989, special charging staffs began to make the development plan for school libraries in Dalian. They supervise, examine the development of school libraries as well as cooperate with the children's libraries of the city and train school librarians.

2. Funds

At present, the source of funds for school libraries in China mainly includes:

1) Funds allocated by the country. For example, allocated directly from the educational funds per year or month according to the number of teachers and students. For instance, it was stipulated in Beijing in 1981 that each class of senior high school was offered 4.10 yen a month generally, of junior high school, 3.60 yen. In Shanghai, 0.13 yen is offered for each student a month in elementary school, 0.15 yen in high school, 0.20 yen in key high school; 2) Subsidy by the education administration. For example, from 1989 to 1990 in Dalian, Liaoning Province, 300,000 yen was supplied to encourage "raise three-reward one" policy, i.e., every 3.00 yen raised by the school, every 1.00 yen would be rewarded by the City Education Committee; and 3) Raise inside, i.e., to make use of the income of school factories or of work-study programs and accept the aid from some organizations, units, enterprises and individuals. For example, associating with 466 enterprises, over 180 schools in Anshan, Lianoning Province, have established 140 reading rooms by accepting donations and purchasing books (50,000 volumes.)

3. Staff

A total of 60 percent of the high school libraries have professional librarians, while in elementary schools, all are non-professional. About 58 percent of these are under the "middle-educated" level. Most of them used to be teachers; however, half are old, sick, weak, or those who are not able to take teaching jobs. About 40 percent of the staff were trained as professional librarians. Their duty is limited to arranging inside and lending or returning books. Because of low pay, there is rapid changing of these persons.

4. Operation of Libraries

Hands being limited, only a set of catalog cards are provided for both readers and librarians. Those professional librarians are able to follow the catalog entry according to "The Standard of Literary Material Catalog Entry" issued by the Standard Office. "Library Classification in China" (short copy) is generally used before the issued School Library Classification. A newly drawn-up "Classification for Books in China (for Children's Library and School Library)" will be published in July, 1991. It is also fit for the classification of audio-visual education material of basic education system since the Audio-visual Education Center took part in the drawing-up.

5. Collection

Because of no necessary rules and regulations, library books are usually purchased in separate batches by teachers and students directly. The obsolete books and duplicate copies hold a large percentage of collections. The amount of books appears poor just because of the greatly raised costs of books. The types of books, journals, and newspapers are forced to decrease too much to satisfy teachers and students. By the investigation of 45 high schools in Beijing, only two key schools hold over 50,000 volumes; four schools, over 40,000; six schools, over 30,000; twelve schools, over 20,000; six schools, over 10,000; four schools, only 5,000 volumes remained.(3) About one-half of the collection mainly covers textbooks and teaching reference books. One-third of all are concerned with ideological education, as "The Story of Laining" among the rest of the books.

6. Service

School libraries are completely open to teachers, while limited to students. Generally speaking, the teacher of each class controls the

borrowers' cards ranging from five to six every class to those well-behaved students. With every card, several books are allowed to be borrowed with a returning date, i.e., the service is not for every student. The most popular is the moving box which brings books to every class for lending service. The school library organizes various reading activities such as public lecture on a book, the interview with a hero, interlectural competitions, etc. In order to encourage their reading interests and help them further understand the reading material.(4)

7. The Audio-visual Center in a School

In recent years, as audio-visual materials entered the schools in some big or middle-sized cities, audio-visual centers (language laboratories mainly) came about whose function is generally for teaching. In a school, the audio-visual center is under the leadership of the Teaching Bureau, separate from the library. Not connecting, they are responsible separately for the usage and management of audio-visual materials or library materials. Few schools in China possess such kind of audio-visual center, however.

8. Libraries in Vocational Schools and Special Education Schools

Vocational school libraries and special education school libraries are beyond the order of programs. No documentation whatsoever exists concerning vocational school libraries. Yet, owing to the historical reasons, only a few schools have small reading rooms, sometimes in meeting rooms. Libraries in some old style schools for deaf and dumb children have rather developed libraries. For example, the Dalian Library for the Deaf and Dumb possesses a room for books, a reading room, and a teachers' reference room occupying 180 meters and holding over 10,000 volumes of which there are, on the average, 40 general books and 24 braille books for each one.

II. The Characteristics of School Libraries in China

To sum up, school libraries have developed as follows:

1. Great potential remained, attention paid only recently, and slow growing

Thirty million school students in China accounts for 1/4 of the total population, most of whom are distributed over the country or in out-of-the-way areas. With few established school libraries in these areas, most students receive no library service. Being short of rooms, 15 percent of school libraries are not capable of being open to students, 41 percent of them have no students' reading room, and 28 percent of them having no teachers' area, in spite of established school libraries. School libraries were lately paid attention to. The only meeting on the topic was held in January, 1989. "Regulations Regarding School Libraries Operation" was brought for consideration at the meeting, but it is still beyond stipulation. With no guarantee of law, school library development is slow with sharp rising and falling.

2. The development of school libraries depends on the support of children's library somehow

Owing to the malpractice of school education in China, students are restricted to a single book and a single text paper. The school library, therefore, is not essential and it is difficult to develop these. Nevertheless, public children's library gives guidance to the school library, not only in training staff in most cases, but also in urging the concerned department to allocate and give help to the operation of school libraries.

3. Lack of funds

Due to the underdeveloped school education itself in China and the limited funds for school education, the funds for school libraries are sometimes spent in other aspects: the random investigation of 45 middle schools in Beijing indicated that less than 10 schools received annual funds of 3,000 yen; about 20 schools, 1,000 yen; 10 schools, no more than 1,000 yen. The lack of the school library being noticed, school libraries receive little from society and individuals except for allocated funds subsidy from the State.

4. Great Emphasis on Ideological and Pedagogical Function of School Libraries

In China, school libraries emphasis is on reading guidance for students in order to strengthen their ideological education. At the symposium on nationwide children's libraries in 1981 and the meeting of nationwide school libraries in 1989, the leaders stressed repeatedly the importance of reading guidance. In early 1980s, the Juvenile Department, Cultural Center, Library Administration Bureau of the Young League Center (altogether 8 units) issued an announcement regarding the activity of "The Medal for the Young Pioneer Reading Books and Newspapers." Later on, some provinces or cities proceeded with various reading competitions such as "The Lovely China," "Lecture Competition of Reading," "To Develop China" where millions of school students tooe part in these enthusiastically. School libraries and children's libraries play a great role by working closely to offer books, newspapers, and guidance.

5. Over-worked School Librarians and Their Unfair Treatment

Although the Central leaders supported performing equal treatment between librarians and other teachers, as a matter of fact, librarians are inferior to teachers in class determination, professional post, reward, and so on. The non-professional librarians in elementary school take so many teaching tasks that they spend no time on the library. The have to arrange and lend books in groups during their vacations. The professional high school librarians are assigned other jobs (as in Labor Union), no hard work admitted. As a result, few librarians concentrate on their jobs. They change jobs so often that this affects the operation and usage of school libraries seriously.

III. The Future Development

The peak development of school libraries in China in 1989 and 1990 is dropping. The future development depends on the following:

1. Guarantee of Law

From the experience abroad, the development of school libraries should be supported by law. For instance, the stipulated "Law Regarding School Libraries" in Japan; "Standards for School Libraries" in the U.S.A. are capable of guaranteeing the position of school libraries, the sources of funds and benefits for librarians.

For a nation as large as China, the uneven development of economic and cultural education for every province, and different attention paid by leaders to school libraries, a law or standard regarding school libraries is imperative in which the management system should be included. To be exact, a library must be set up at the same time a new school is built. A proper-scaled library for a school, and a school library and audio-visual center put together is essential if books and audio-visual materials are to be given their full use to a maximum degree. These have been the reasons for successful experiences in the developed countries.

2. More Services for Students in the Country.

Children enjoy three rights according to "The Declaration of International Children" issued in 1990. All children should enjoy being educated in both developed and undeveloped areas. With very few libraries, rural school children, holding majority in China, enjoy no equal rights with city students. The policy of the state of school libraries concerns city school libraries to a great part; at the same time, rural schools are ignored. In the future, rural school libraries ought to be developed gradually by considering more equal education and library services to rural students. International organizations are expected to assist the Chinese government by providing funds and equipment as well as training staffs so that almost 30,000,000 Chinese children can enjoy equal educational rights.

3. Pay Attention to the Development of Vocational Schools

Owing to the Birth Control Policy in China, the parents of only one child expect their child to receive higher education. However, the majority are not able actually to enter the university. As a result, a number of general high schools have transferred into vocational

schools since 1981 which have recently been developed very rapidly. It plays a great role in alleviating the rush of employment, decreasing unemployment rates, improving levels of Chinese workers and so on. Compared with general high school students, vocational school students are able to spend more time reading in the library to obtain more extra curricular knowledge. For example, tourist schools demand plenty of books and audio-visual materials on geography and various customs and habits concerning tourism. However, in the present vocational school libraries, remaining from high schools, library collections are altered only slightly; therefore, the position of the library in a school is not improved. No government office is responsible for vocational school libraries. At present, vocational school libraries need to be fully considered by supporting their development in order to make them play their proper role in vocational education.

All development requests the attention of government and the support of society. For these people keen on school libraries, the task that follows is still quite difficult.

REFERENCE

① "1929年之北平学校图书馆统计表"<<文华图书科季刊>>第二宗第1期

② "辽宁省中小学图书馆(室)建设工作意见"辽教委办字[1989]114号

③ "北京市中小学图书馆的现状和存在的问题" 杜坤仓 巩雪芹
<<儿童图书馆与中小学图书馆>>1987年第4期

④ "中学图书馆为学生服务的几种做法" 王家全<<少图书苑>>1986年第2期

Table 1 : Basic Statistics for School Libraries in 1988 in China

	No.of School	Enrolments	No.of Employees	No.of Libraries
General Secondary Schools	91,492	47,615,200	3,896,700	45,846
Agricultural & Vocational Schools	8,954	2,793,710	307,090	3,582
Elementary Schools	793,261	125,357,800	6,142,400	91,225
Schools for the Blind & the Deafmute	446	45,331	13,630	NO DATA
Schools for the Imbecile	131	12,286	2,426	NO DATA

Table 2 : (1) Basic Statistics for General School Libraries

in 1988 in Dalian , Liaoning Province

	No.of Schools	Enrolments	No. of Libraries or Reading Rooms	Books/Child
General Secondary Schools	269	258,598	122	2.3
Elementary Schools	1,544	448,654	309	3.05

Table 2 : (2) Basic Statistics for General School Libraries

in 1990 in Dalian , Liaoning Province

	No.of Schools	Enrolments	No. of Libraries or Reading Rooms	Books/Child
General Secondary Schools	269	223,497	226	5.61
Elementary Schools	1,544	467,740	455	4.9

THE SCHOOL LIBRARY WITH A PERSONAL TOUCH: PEN PALS PROMOTE READING THROUGH CULTURAL EXCHANGE OF MATERIALS AND IDEAS

by
Marvene Dearman
Istrouma Magnet School
Visiting Lecturer
Southeastern Louisiana University
Baton Rouge, Louisian

Do you have students who may be interested in becoming pen pals? School librarians can encourage students to become pen pals with students from different cultures by taking time to share interesting items with a personal touch.

Please look at the Louisiana post cards with the doubloon pasted on it. There is a message to the recipient of the post cards to write to the librarian whose address appears on the post card. When the librarian receives a letter, she will give the letter to one of her students so the student can become a pen pal.

To help you get your students excited about writing to students in Louisiana, I have brought a bit of our culture to share with you in the form of slides, music, and a very brief video tape of activities at Istrouma Middle Magnet School.

I bring you greetings from Louisiana--the bayou state, cajun country, the spirit of Mardi Gras, and so much more!

What do you know about Louisiana's history, the history of New Orleans, blackened Redfish, festivals and jazz? Through a cultural exchange of materials, I hope we can intrigue you to read about Louisiana! So pick up your passport to adventure and follow me to Louisiana, one of the fifty states of the USA.

For a bit of Louisiana, let me remind you that the Indians inhabited this land even before the French, Spanish, English and all of the other nationalities that followed. (The text will be presented with the use of slides and video). Here we see an Indian woman weaving baskets which was one of her many responsibilities and a medicine man who claimed to have healing powers, but the real ruler was the Indian Chief in his regal dress.

As we enter the period of exploration, we find the ten different flags that flew over the land, including the French flag. When LaSalle claimed the land for France, he named it Louisiana in honor of Louis XIV.

The Louisiana flag is represented by our lapel sticker which proudly displays the pelican. Louisiana is also known as "the pelican state" in honor of the Brown Pelican, the state bird.

It is impossible to talk about Louisiana very long without mentioning our best known city--New Orleans. It is one of the largest ports in the world, but that is not usually the image we get but rather the French Quarter and the beautiful buildings such as St. Louis Cathedral built when the Spanish ruled New Orleans. The French Quarter is full of history with its courtyards and grilled iron-work decorating the buildings as a reminder of the French influence. The horse drawn carriages, which were used for transportation before the automobiles, are now used only to entertain the visitors. The French Quarter is also known for its fine restaurants featuring South Louisiana foods such as crawfish etoufee and fish and shrimp--fried, boiled, baked, stuffed or made into a jambalaya and cooked with plenty of red pepper and served with garlic buttered French Bread. After you finish your meal you stroll past the many night clubs on Bourbon Street

and suddenly you remember the saying,"New Orleans, the City that care forgot."

Let's talk about the coin you received earlier. That is a doubloon thrown from the colorful floats pulled through the streets during the Mardi Gras parades. Every year Mardi Gras is celebrated with parades and balls. Each parade has many members known as a Krewe who help build and decorate the floats. Each krewe also has a king and queen who ride on the floats and later lead the dances or balls dressed in very elaborate costumes. Here you see King Rex, who rules over the most important parade of Mardi Gras. The season of Mardi Gras is also known as the carnival season because people enjoy themselves in the carnival atmosphere.

Let's leave New Orleans and travel to the swamps in a pirogue. This is a type of canoe used in the early development of the country because it was easily made from materials readily available and glided through the swamps silently so as not to disturb the alligators.

After passing through a few swamps and over the interstates we arrive in St. Martin Parish and view a statue of Evangeline who is immortalized by the poet, Longfellow. The love story is told of the young girl Evangeline who waited for her lover to join her when the Acadians were driven from Nova Scotia and came to Louisiana as permanent settlers. That is how part of south Louisiana became known as the Land of Acadia with a very distinct culture of food, clothing, music, and dialect.

Leaving Evangeline State Park, we join a swamp tour and begin to understand why Louisiana is also known as the Sportman's Paradise with an abundance of swamps filled with fish and alligators. Deep into the forest you may find deer, birds, squirrels and rabbits hiding from the hunters.

In Louisiana it is difficult to separate the past from the present. As we drive up and down the river road, we are taken back to a time when plantation homes dotted the countryside before the civil war over a century ago. The plantation owners were wealthy farmers who owned many slaves and made their living by growing cotton and sometimes sugar cane.

Most of the plantation homes were destroyed by the civil war or neglected and became ruins. I have selected three restored plantation homes to share with you because of the uniqueness of each one. Mount Hope is presently used for weddings and other special occasions. Anyone with enough money may rent the plantation home for a wedding and host a reception there. Magnolia Mound is open to educate school children and adults to the daily living a century or so ago. Crafts and cooking of that era are demonstrated on a regular basis. Nottaway is the largest plantation home to have been restored and truly represents the great house on the Mississsippi River. You can stand on the balcony and view the tourists walking toward the Nottaway plantation from the steamboat to the strains from a popular old song of long ago, "Old Man River." As the guests enter the house they are transported back in time by viewing the furnishings representing the antebellum period.

The River has played an important part in Louisiana history and maintains that position today. Years ago steamboats steamed up and down the river from New Orleans to St. Louis, with people and produce, but today the steamboats are just used for tourists stopping at plantation homes and other points of interest. Large ships, flying flags from every country and carrying cargoes from grain to oil, are frequently anchored in the river. As we continue up the Mississippi River we arrive in Baton Rouge and view the old state capitol with the look of a fortress on the outside and with winding stairs and stained glass dome on the inside.

Former Governor Huey Long decided Louisiana needed a new state capitol. Here you see the new state capitol in the background towering over the state library in

the foreground. The capitol grounds are very beautiful and well maintained. This view also includes the arsenal used during the civil war to store ammunition. Approaching the entrance to the capitol, we walk up the fifty steps, each step representing one of the fifty states. Inside we again see the ten flags which flew over Louisiana and outside the statue of Huey Long, watching over the capitol where he was assassinated fifty-five years ago.

We leave the capitol to visit the old governor's mansion which is now an arts and science center. Notice the beautiful flowers, a sign of spring time in Louisiana. Another governor, Jimmy Davis, famous for his song "You Are My Sunshine", had a wife who wanted a new house, so he had a new governor's mansion built for her. The plantation period is reflected in the architecture of the mansion and its furnishings.

We return to the original center of Baton Rouge and see St. Joseph's Cathedral, a Catholic church serving the downtown area. Baton Rouge has many beautiful churches representing almost every religious faith practiced by man.

Not far from this cathedral is one of the oldest schools in Baton Rouge where I am the librarian. The Istrouma Middle Magnet School Library has over 18,000 books and audiovisual items. The library is open every morning before school and throughout the school day for the use of its 1200 students and 75 faculty members. The computer management system in use has greatly increased the services available to its patrons and brings happiness to the librarian in a better managed library.

The video tape brings the library to life and shares some of the day to day activities. As you watch the tape notice the students lined up in the hall waiting to get inside to shop at the book fair. The book fair gives the student the opportunity to build his own library while he increases his interest in reading. Students are working independently on a civic award project which they elected to do as an extra activity. The kites on display are on loan from the students and teachers in the art department. Art is one of forty electives that students may choose as part of their course work.

The volunteer parents you see working with the library aides serve many hours each day and add to the service we are able to provide for the students and teachers. Most semesters you will find several student librarians from the university training under the librarian.

The many projects displayed on the tables are the winners in each division from the science and social studies fair. In the past each student was required to the do the research for the social studies and science fair projects.

Let us move away form Istrouma Middle Magnet and on to higher education and see and aerial view of Louisiana State University (LSU). LSU, located in Baton Rouge, is the largest university in the state. Its enrollment has reached over 33,000 students. It is truly an international university with students from more than 50 countries presently enrolled. Even though LSU is proud of its academic achievements, there is another side of life portrayed here-Sports! Mike the tiger, our mascot, watches over the football games, basketball games, track, and all of the other sports.

As the French Acadians may say, we "pass a good time" at the many festivals and fairs around the state which include the crawfish festival, the shrimp festival, the jazz festival and folklore fair and about 300 other festivals and fairs. Every community has its festival which usually features food, music, pretty girls and a product produced in Louisiana.

Louisiana is also called lovely Louisiana as you can understand when you see the lakes and trees in Hodges Gardens. These scenes are repeated with some variations throughout the state.

As Louisiana changes from one geographical location to another, from the red clay hills of North Louisiana to the rich black soil of South Louisiana, so changes its moods and cultures. There are so many cultures and styles that no one culture can be defined as the Louisiana culture.

Choose whatever interests you, the history of New Orleans, Mardi Gras, plantation homes, the capitol city, cajun food, music and festivals or the modern way of life with interstates and industry, but read and encourage your students to read about and correspond with people of a culture that is so different in some ways and yet so similar in others. It seems we have become a part of all we have met. We absorb from all cultures and in return provide a friendly and interesting place to live or visit.

May our global education continue as we promote reading through a cultural exchange of materials and ideas with each other. Will you become a part of this challenge?

(This presentation was made possible through a scholarship from Delta Kappa Gamma Society International, Eplison State.)

Glossary

Antebellum--period of time in the 1800's before the civil war
Bayou--marshy or sluggish body of water
Blackened redfish--seafood which is darkened on the outside by cooking with a spicy creole seasoning
Cajun--a native of Louisiana believed to be descended from the French exiled from Nova Scotia
Civil War--war between the northern and southern part of the United States between 1861 and 1865
Creole--a person with mixed French or Spanish descent
Creole seasoning--a very hot and spicy seasoning named after the natives
Doubloon--coin depicting Mardi Gras which is thrown from the floats during the carnival season
Floats--platform mounted on wheels to carry persons and exhibits in a parade
Jambalaya--highly seasoned south Louisiana rice dish containing chicken, sausage, seafood or a combination of these foods
Mardi Gras season--a period of time when parades and balls are held, the time varies since Mardi Gras always ends 40 days before Easter
Pirogue--a canoe, also called a dugout made from a log
Plantation--large farm usually worked by resident labor
River road--road or highway bordering the Mississippi River

BIBLIOGRAPHY

Boussa, M. *New Travels in North America.* Northwestern State University Press, 1982.

Boudreau, Amy. *The Story of the Acadians.* Pelican, 1986.

Bridges, Louise. *Flags of Louisiana.* Pelican, 1961.

Carter, Hodding. *Doomed Road of Empire; the Spanish Trail of Conquest.* McGraw-Hill, 1963.

Chambers, Henry. *A History of Louisiana, Wilderness-Colony-Province-Territory-State-People.* The American Historical Society, 1925.

Davis, Edwin Adams. *Louisiana, a Narrative History.* Claitor's, 1971.

Dethloff, Henry C. *Our Louisiana Legacy.* Steck-Vaughn, 1968.

Dorman, James H. *The People Called Cajuns.* University of Southwestern Louisiana, 1963.

Gleason, David. *Plantation Homes.* Louisiana State University Press, 1982.

Gleason, David. *Over New Orleans.* Cresent, 1983.

Huber, Leonard Victor. *Louisiana, a Pictorial History.* Charles Scribner's, 1969.

Jolly, Ellen Roy. *The Louisiana Capitol.* Pelican, 1980.

Kniffen, Fred Bowerman. *Indians of Louisiana.* Louisiana State University, 1945.

Laborde, Errol. *Mardi Gras: A Celebration.* Picayune Press, 1981.

Lockwood, C.C. *Discovering Louisiana.* Louisiana State Press, 1986.

McLaughlin, Lloyd A. *Mardi Gras Doubloons and Medallions.* Elm, 1965.

Muller, Carrol. *Louisiana Indians.* Bonjour Books, 1965.

Office of Cultural Development, Department of Culture, Recreation and Tourism. *Fait a la Main: A Source Book of Louisiana Crafts.* 1968.

Shankle, George Earlie. *State Names, Flags, Seals, Songs, Birds, Flowers and other Living Symbols.* Wilson Company, 1938.

Tallant, Robert. *Mardi Gras.* Doubleday, 1948.

Tinker, Grances. *Mardi Gras Masks. Old New Orleans, the Nineties.* Appleton, 1931.

LISTENING AND THE TEACHER-LIBRARIAN

by
Dr. Kenneth C. Paulin
Professor of Speech Communications
Northern Michigan University
Marquette, Michigan
and
Mary Ann Paulin
School Library Media Specialist
Negaunee Public Schools
Negaunee, Michigan

Because teacher-librarians have a more constant clientele than other fields of librarianship, they are able to provide a personal touch to the students, teachers, administrators, parents, volunteers, and support staff with whom they are in daily contact. Communication skills are important tools in dealing with these publics.

One mode of communication, listening, is important for the teacher-librarian. Communication often fails because people have poor listening habits and do not recognize the value of good listening practices.

This discussion will include: 1) a definition of listening, 2) the identification of specific listening purposes for school librarians, 3) barriers to effective listening, and 4) offer ten suggestions for being a more effective listener.

A Definition of Listening

In the daily interpersonal communication interactions faced by the teacher-librarian, as a listener, the teacher-librarian is engaged in the process of receiving, attending to, and assigning meaning to aural stimuli. (Wolvin and Coakley) This definition of listening will be used in this discussion.

Listening Purposes

It is generally believed and accepted that there are purposes for listening. (Wolvin and Coakley) Understanding these various listening purposes can lead to more effective listening behavior by the teacher-librarian.

Informational Listening--Informational listening or listening for comprehension is primarily a method of receiving content and requires little or no immediate feedback from the listener. (Paulin. "An Investigation of Listening") The listener attends to the content of the transmitted messages, and is often expected to recall this information at a later date. The accurate comprehension and storage of the specific content of received messages is the primary concern of informational listening. When students and teacher-librarians listen to the principal give the daily announcements over the public address system, they are expected to listen to the information. Listeners learn that there will be a faculty meeting in the library before school on Tuesday and a chess match in the library after school on Tuesday. When the teacher-librarian stands behind the student at the computer and gives directions using the electronic encyclopedia disk in the CD-ROM drive, they expect the student to listen to the information so they will be able to enter their key words and retrieve the information. During an initial library orientation session, the teacher-librarian describes the method for checking materials out of the library and expects students to follow those directions.

Critical Listening--Critical listening is listening to comprehend and evaluate the received messages. (Paulin. "An Investigation of Listening") Judgment is added to comprehension in critical listening. The critical listener accepts or rejects messages based upon some self imposed standards or

criteria. With all the various attempts to persuade people, the teacher-librarian needs to be a critical listener. There are hardware and software vendors who want the teacher-librarian to purchase their wares. Critical listening is vital for separating the "sales pitch" from the value of the services. When the principal seeks out the teacher-librarian for an "informal" visit, the teacher-librarian has to read between the lines and understand what he/she really meant by what they said. When teacher-librarians listen to a student's request for information, they repeat the request, ask for clarification, question students about the length and objectives of the report, and ask any other questions which will determine where to look first for information to help the student. Because of the critical listening of the teacher librarian and the student, much valuable time can be saved in the process of locating the needed information.

Appreciative Listening--Appreciative listening or listening for enjoyment is the highly individualized process of listening for sensory stimulation or entertainment through the works and experiences of others. (Waack) Appreciative listening incorporates many of a person's sensitivities in order to derive impressions or pleasure from the listening experience. (Waack) When teacher-librarians tell stories, give booktalks, or read aloud to students, they hope that the students are engaged in appreciative listening. *The Way of the Storyteller*, a classic, shares the importance of storytelling: "Thrice blessed is that child who comes early under the spell of the traditional storyteller." (Sawyer) A more inclusive definition of storytelling from *Handbook for Storytellers* is:

> The oral interpretation of literature and folklore can now be considered part of the definition, because oral narration by a single storyteller to an individual listener or group is merely one way of telling a story. Puppets, records, television, creative drama are among the ways the storyteller reaches out and tells a story. (Bauer)

Besides the pleasure derived from appreciative listening, students also learn while enjoying. According to *Becoming a Nation of Readers*, (Anderson) "The single most important activity for building the knowledge required for eventual success in reading is **reading aloud** to children." Jim Trelease is a read-aloud advocate who travels the world telling parents, administrators, teachers, and librarians the importance of reading aloud to children. One reason for reading aloud is given his *The New Read-Aloud Handbook*:

> ...is the established fact that regular reading aloud strengthens children's reading, writing, and speaking skills--and thus the entire civilizing process. How does it accomplish all that? By improving children's **listening** comprehension...If a child has never heard the word "enormous" he'll never say the word. And if he's neither heard it nor said it, imagine the difficulty when it's time to read it and write it. **Listening** comprehension must come before **reading** comprehension. The listening vocabulary is the reservoir of words that feeds the reading vocabulary pool. (Trelease)

The preface to the second edition of *For Reading Out Loud!* tells about the popularity of reading aloud:

> We have witnessed a genuine "Read-aloud Revival," and it has been exhilarating to be a part of it. Besides the availability of books like this one, advice on reading aloud has been incorporated into a great many books on parenting; articles on reading to children appear regularly in popular magazines and daily newspapers; and at least one excellent television program has been broadcast on the subject... (Kimmel and Segel)

Techniques for reading aloud to students appear in *Creative Uses of Children's Literature*. (Paulin, M. A.)

Empathic Listening--Empathic listening involves the acceptance and understanding of the interacting communicators. While informational, critical, and appreciative listening deal primarily with the interaction of the receiver and message variables in the communication situation, empathic listening concerns the relationship between

communicating individuals. (Stewart and Cash) It reassures, comforts, and expresses warmth. (Stewart and Cash) The identification of one person with another in which there is a "feeling along with." (Farra) Teacher-librarians listen empathically when they listen to teachers and students who stop by the library to share personal information. Sometimes visitors come to the library specifically to share their news with the teacher-librarian and do so openly. Other times the come under the guise of looking for information and share the news in an offhand manner because they want to tell someone their news and know that they can find an empathic ear in the library. When students come to the library for the teacher-librarian's recommendation of what they should read next, they come because a feeling of trust has developed between them. The readers know the teacher-librarian has read many books, knows their reading habits, and has successfully recommended other books in the past. When students and teachers sense the friendliness and warmth that comes from the teacher-librarian and the library staff, they will be willing to ask for help on assignments and know that someone will help them.

Barriers to Effective Listening

1. **Preoccupation with talk**--Whenever we are thinking about what we will say next when someone else is speaking to us, we are probably not listening.

> Most of us know that somebody listening to a joke is not listening: he is waiting his turn to tell a joke of his own. Most of us realize that husbands give half an ear to the discourse of their wives and vice-versa. (Kaplan)

2. **Judgment as a substitute for comprehension**--One of the major barriers to mutual interpersonal communication is our very natural tendency to judge, to evaluate, to approve (or disapprove) the statement of the other person or the other group. (Rogers and Roethlisberger) To the extent that one is deliberating (mentally criticising, summarizing, concluding, preparing reports, etc.), he is not listening, but formulating his/her own ideas. (Kelly)

3. **Fast thinkers and slow talkers**--As listeners, we think about 500 words per minute while the normal speaking rate is about 125 to 150 words per minute. Thus, it is not surprising that our "minds wander," while listening. Mind wandering can lead to ineffective listening. (Wolvin and Coakely)

4. **Misplaced energy and concentration**--Often people will devote more effort and energy to appear as though they are listening than they do to the listening activity itself. This misplaced focus of our attention can serve as a barrier to effective listening.

5. **Relationship distractors**--A perceived power imbalance in the interpersonal communication relationship can serve as a barrier to effective listening.

6. **Disregard for the speaker**--When the listener does not respect the source of communication, the lack of source credibility can be a barrier to effective listening.

7. **Mismanagement of emotions**--The listener will have difficulty with the acceptance and understanding of what is said to him/her without emotional control. Out of control feelings result in being a major obstacle for effective listening.

8. **Unrealistic expectation(s) of the speaker**--Acceptance and understanding of what is said does not necessarily mean agreement or compliance on the part of the listener. The listener might very well completely understand what is being said by the speaker and choose not to agree or act upon the listening experience.

Ten Suggestions for Being a More Effective Listener

1. The listener must share the responsibility for the process and/or outcomes in the interpersonal communication situation--SHARED RESPONSIBILITY FOR PROCESS AND EFFECTS.

2. The listener should develop the paraphrasing habit--PARAPHRASE.

3. The listener should develop the skill of asking and answering questions--LEARN TO QUESTION.

4. The listener should be aware of nonverbal communication channels and how much meaning comes from nonverbal cues in the listening process--THE SIGNIFICANCE OF NONVERBAL CUES IN LISTENING. (Wolvin and Coakely)

5. The listener needs to nurture his/her sense of humor--LAUGHTER LISTENING. (Paulin. "Laughter and Listening")

6. The listener needs to dare to care about the speaker--EMPATHIC LISTENING REQUIRES US TO CARE ABOUT EACH OTHER.

7. The listener needs to recognize the significance of interpersonal relationship(s) and their impact on listening--RELATIONSHIPS AFFECT LISTENING.

8. The listener needs to be aware of how physical and/or psychological environments impact listening--INTERNAL/EXTERNAL ENVIRONMENT(S) INFLUENCE LISTENING.

9. The listener should not pretend to listen--DON'T FAKE IT!

10. The listener should listen to herself/himself. It's time to listen to ourselves--LISTEN TO SELF! (Canonie and Paulin)

DEVELOPING INDEPENDENT LEARNERS: THE ROLE OF LIBRARY RESOURCE CENTRES IN BRITISH COLUMBIA

by
Patricia Finlay
President
British Columbia Teacher-Librarians' Association

The British Columbia Teacher-Librarians' Association (BCTLA) is the second largest of 28 provincial specialist associations organized through the B.C. Teachers' Federation. As of May, 1991, there are 906 members and 150 subscribers. Funding comes from a grant from the British Columbia Teacher Federation (BCTF) at $16.00 per member. Other income arises from subscriptions, publication sales and conference fees. Our professional association began over 50 years ago in 1939.

Goals

The BCTLA promotes the crucial role of the teacher-librarian and the school library resource centre in the process of life-long learning.

The BCTLA increases the involvement by teacher-librarians in professional development and curriculum development programs through BCTLA activities and publications.

The BCTLA seeks to improve the working and learning conditions in B.C. school library resource centres.

Activities

* sponsorship of conferences and workshops
* publication of a quarterly journal, *The Bookmark*
* production of special publications
* surveys of working and learning conditions of teacher-librarians
* liaison with colleges, universities, the BCTF, the Ministry of Education and other provincial, national and international library organizations
* creation of networks among teacher-librarians with 50 chapters of the BCTLA at the school district level
* advise the universities, the BCTF and the Ministry on matters pertaining to teacher-librarianship

EDUCATIONAL CHANGE IN BRITISH COLUMBIA

In August 1988 a Royal Commission on Education released its report after an extensive study of the British Columbia school system. Government response to the recommendations from the Royal Commission resulted in a new School Act and a document entitled *Year 2000: A Framework for Learning* which sets forth the policy which will form the foundation for all program development, student assessment and evaluation, and reporting activities in B.C.

Mission Statement

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Goals of Education

In keeping with the stated mission for the school system, the Ministry of Education has identified three "goals of education." The British Columbia school system accepts primary responsibility for helping students achieve the first goal, with the support of families and the community. Helping students achieve the second and third goals (through learning experiences and supervised practice) is a responsibility that the school system shares equally with families and the community.

Goal 1: Intellectual Development

to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of

knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression

Goal 2: Human and Social Development
to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others

Goal 3: Career Development
to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace

THE EDUCATED CITIZEN
The educated citizen is seen as someone who is:

* thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
* creative, flexible, self-motivated and who has a positive self-image;
* capable of making independent decisions;
* skilled and who can contribute to society generally, including the world of work;
* productive, who gains satisfaction through achievement and who strives from physical well being;
* cooperative, principled, and respectful of others regardless of differences;
* aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Principles of Schooling in British Columbia
The principles presented here are a summary of those appearing in the *Year 2000: A Curriculum and Assessment Framework for the Future.* These principles about learning and the learner are the basis for the design of curriculum and assessment programs. Together with the Mission Statement, the Goals of Education, and the description of the educated citizen, the principles stated below are the foundation upon which the Curriculum and Assessment Framework stands.

Learning and the Learner
1. Learning requires the active participation of the learner.
2. People learn in a variety of ways and at different rates.
3. Learning is both an individual and a social process.

Curriculum and Assessment
1. Curriculum and assessment should be learner-focussed.
   * developmentally appropriate curriculum and assessment
   * continuous learning
   * self-direction
   * meeting individual needs
   * ensuring relevance

2. Curriculum should provide choices and assessment should help students make informed choices.
   * assessing learning
   * reporting learning
   * consistency in reporting

The Library Resource Centre
"The most basic raw material of all--and one that can never be exhausted--is information, including imagination." (Toffler, 1980).

The role of the library resource centre in British Columbian schools is changing to meet the challenges presented by new technology and the latest research on learning theory and practice.

At a time when information is both expanding at a continually increasing rate and becoming more important than ever before, it is necessary that individuals know where to find and how to access information from diverse formats such as encyclopedias, trade books, special references, indexes, computer

databases, pictures, charts, films, and videos.

Professional teacher-librarians with knowledge of students, curriculum, teaching strategies, and library management provide the means for students to gain information so that the library resource centre becomes much more than just a storehouse. Under the direction of a qualified teacher-librarian, it can, and should, become a workshop or learning centre where students learn how to access and use information to meet their needs.

At the core of the school library resource centre is an extensive collection of learning resources, both fiction and non-fiction, print and non-print. The collection is always evolving and must provide depth and quality in meeting the educational needs of staff and students. To ensure quick, easy, and accurate access, the collection must be organized with all materials accurately catalogued according to accepted library procedures. Qualified teacher-librarians are essential to direct and oversee the development, organization, management, and use of learning resources.

Teacher-librarians, because of their educational qualifications and their experience as classroom teachers, share with their colleagues a common understanding of students and how they learn, and of teachers and how they teach. The responsibilities of teacher-librarians for curriculum development, consultation, and the selection of learning resources from the partnership aspects of their role. With the widespread move toward cooperative planning and teaching, they are increasingly involved in program planning, curriculum implementation, instruction, and evaluation.

Inherent in this concept of cooperative program planning and teaching is the understanding that flexible scheduling of library resource centre time allows responsiveness to the changing needs of staff and students. With flexible scheduling, the skills for using learning resources effectively can be integrated through interdisciplinary studies across the school and across the curriculum. Thus the library resource centre and the teacher-librarian become paramount in equipping students with lifelong learning skills to meet the possibilities of the 21st century.

For further information, see "Reading to Children," "Independent Reading," and "The Importance of Literature" in *Research Base: Research About Teaching and Learning*.

Developing Independent Learners
The Role of the School Library Resource Centre

Statement of Philosophy

An effective school library resource centre program promotes the development of independent, lifelong learners. It emphasizes the collaboration of all participants in education and focusses on resource-based learning, using a wide variety of sources, as essential to education. The school library resource centre program also supports achievement of the educational goals identified by the Ministry of Education, the school district, and the school.

Principles of Program Development

Successful school library resource centre programs are built around a vision of the learning process that can be summarized in three broad principles. These principles and goals, and the resulting programs, are in accord with the directions for the school system as adopted by the British Columbia Ministry of Education.

Principle 1: All children in our schools should have the opportunity to obtain the knowledge, skills, and dispositions which will enable them to become skillful, thoughtful users of information in an information era.

Therefore, an effective school library resource centre program will be designed to

1. provide sequential, developmental instruction in and application of skills such as critical thinking and problem-solving, which are essential to the

successful completion of assignments. Skills experiences are integrated into subject content.

2. assist students to develop their conceptual structure of knowledge, their facility with information skills, and a positive disposition toward learning. All of these are essential for the development of rational thought and successful citizenship.

3. develop in students a positive disposition towards reading, and a knowledge and appreciation of their cultural heritage.

Principle 2: Students learn best when they are actively involved in their own learning, and when the instructional program is adapted to their individual needs, learning styles, and interests.

Therefore, an effective school library resource centre program will be designed to

1. actively involve students in a wide range of learning activities using a variety of learning resources of differing media formats and appropriate difficulty levels.

2. provide repeated opportunities for the development of students' decision-making abilities, with the intent of moving students from dependence on the teacher(s) and/or teacher-librarian(s) to independence.

Principle 3: An integrated, articulated education for students is provided when educators collaborate to ensure that they share common beliefs, goals, and objectives, and design an educational program that is meaningful, well-considered, and related to student needs.

Therefore, an effective school library resource centre program will be designed to

1. foster collaboration on the part of administrators and teachers, including those working at the district level, in the classroom and in specialist functions in the school.

2. incorporate the differing skills and knowledge backgrounds of the classroom teacher(s) and the teacher-librarian(s) into the program, in order to deliver to all students the best educational experiences possible.

3. support, enrich, and implement the curricula of the school through cooperatively planned and taught units of study that address student needs.

PRIMARY PROGRAM 4 years LOCALLY SELECTED PROGRAMS PROVINCIAL PROGRAMS Subjects and Strands are integrated	INTERMEDIATE PROGRAM 7 years LOCALLY SELECTED PROGRAMS PROVINCIAL PROGRAMS Subjects and Strands may be integrated	GRADUATION PROGRAM 2 years LOCALLY SELECTED PROGRAMS PROVINCIAL PROGRAMS General Studies in Humanities, Sciences, Fine Arts and Practical Arts plus a Selected Option (including preparation for post-graduation studies)
Humanities Sciences Fine Arts Practical Arts	Humanities Sciences Fine Arts Practical Arts	

FRAMEWORK FOR LEARNING (KNOWLEDGE, SKILLS AND ATTITUDES)	
GOALS OF EDUCATION	PRINCIPLES OF CURRICULUM AND ASSESSMENT
CHARACTERISTICS OF THE EDUCATED CITIZEN	
MISSION OF THE SCHOOL SYSTEM	PRINCIPLES OF LEARNING

IMPLEMENTING LIBRARY RESOURCE CENTER PROGRAMS: PROVIDING THE PERSONAL TOUCH

by
Liz Austrom
Roberta Kennard
Jo-Anne Naslund
Patricia Shields
British Columbia Teacher-Librarians' Association
Vancouver, British Columbia

All educators, particularly teacher-librarians, are affected by the changing nature of education. The very concept of a school library resource center program came about as a direct result of changes in education. In order to achieve program goals, educators must add to their teaching repertoire methods that emphasize resource-based teaching and process learning. Within effective library resource center programs, the teacher-librarian works directly with teachers and students. Teacher-librarians, teaming with classroom teachers, design instructional experiences that make learning more meaningful through the integration of information skills and the effective use of learning resources. These teaching dyads integrate inquire learning, independent study, individualization, cooperative learning, and critical thinking skills into the everyday teaching and learning environment. In fostering cooperative planning and teaching, teacher-librarians are in a unique position to initiate educational change and plan a role in school improvement.

By examining the research on educational change, teacher-librarians become familiar with the underlying principles related to change and learn how to become more instrumental in bringing it about. However, it should be recognized that no one professional group is singly able to effect wide-spread change. If teacher-librarians are to successfully implement an education innovation such as cooperative program planning and teaching, then teachers and administrators must also understand and recognize that effective instruction requires such a change. With increased understanding they will be in a better position to plan and implement a successful library resource center program. "...the drive for change and improvement must be spearheaded by the principal. But in the long term, it is the classroom teachers who will either accept or reject the notion of teaching exemplified by the school library media program" (Brown, "Changing Teaching...." 1988: 14)

The information and strategies included in this paper are designed to assist teacher-librarians in self-assessment, in evaluating situations, in reflecting on options, and finally in designing effective responses and interventions that recognize the unique nature of individuals and aid in the successful implementation of cooperative program planning and teaching.

Change Process

Research Finding: Educational change is a complex, complicated process which involves learning how to do something new. (Fullan, 1982).

Comments: Educational innovations, such as cooperative planning and teaching, involved changes in beliefs, teaching approaches and use of new and revised materials. The dynamic interrelationships of these three explain why real change is difficult to achieve. "Beliefs guide and are informed by teaching strategies and activities; the effective use of materials depends upon beliefs and teaching approaches" (Fullan, 1982: 33).

Teacher-librarians, teachers and administrators should recognize that developing a cooperative planning and teaching

program is "a difficult personal and social process of unlearning old ways and learning new ones. Deeper meaning and social change must be born over time; one must struggle through ambivalence before one is sure for oneself that the new version is workable and right..." (Fullan, 1982: 62-63). For many teachers, the development of a school library resource center program means that they must learn to use a wide range of curriculum resources, teach with a teacher-librarian, and act as a facilitator rather than a director of learning. Careful examination of these changes in beliefs, teaching approaches and use of materials will aid in self-assessment of the state of the library resource center program, and will suggest areas for action.

What Happens When Change Occurs?

Individuals

Research Finding: Since change directly affects people and their role in the process, individuals must be the focal point when implementing any new program. (Fullan & Park, 1981; Hall & Loucks, 1978; Loucks & Pratt, 1979).

Comments: Since individual teachers and teacher-librarians will determine the success or failure of the implementation of a library resource center program, they must develop the necessary attitudes, understandings and skills. Communication and good relationships are central to planning the change.

Teachers and teacher-librarians will understand cooperative planning and teaching best if operational concerns are addressed and clarified at the outset. Operational concerns may include such questions as: How do you approach a teacher to plan with you? How do you find time for planning? How do you develop learning centers in the library resource center?

Teachers' Concerns

Research Finding: Assumptions about introducing a change often do not adequately consider the concerns of teachers. (Hall & Loucks, 1978; Loucks & Hall, 1979).

Comments: The concerns that teachers may have about resource-based learning, cooperative planning and teaching, integration of information skills and use of library resources must be addressed. These concerns should not be criticized or labelled as evidence of resistance, lack of professionalism or slowness to catch on to a great new idea. Each and every teacher will work through their experience with a teacher-librarian, while weighing up the rewards and costs to them personally. Their concerns may involve the following:

How Will My Students React? Will students enjoy going to the library resource center? Will students become discipline problems in the library environment? Will students be frustrated in finding materials?

What Will I Have to Do? Will I have to meet with the teacher-librarian? How will I teach in the library when I don't know the resources? Will I turn my class over to the teacher-librarian? Will I feel like an extra? Will I be able to get my marking done while the students are in the resource center?

How Much of My Time, Energy, and Skills Will Be Required? How much time will be spent planning? With so little time for basic course content, how can I fit in the library time? How much time will it take me to prepare and organize for the unit? How will I evaluate students' independent reading? What will I need to know in order to work with the teacher-librarian? Will I have more marking?

Can People Control Change?
Teacher

Research Finding: Teacher characteristics such as attitudes, beliefs, experiences, and abilities have a major impact on the outcome of planned change. (Fullan, 1982; McLaughlin & Marsh, 1978; Berman & McLaughlin, 1978).

Comments: "There can be no one recipe for

change, because unlike ingredients for a cake, people are not standard to being with, and the damned thing is that they change as you work with them in response to their experiences and perceptions" (Fullan, 1982: 179). Research on the relationship between teacher characteristics and effective change is inconclusive. Level of education and years of teaching experience do not matter that much (Fullan, 1982: 72). However, more experienced teachers are less inclined to change classroom practice.

It is important for teacher-librarians to capitalize upon the strengths of teachers, and to select as initial planning partners those teachers who share similar attitudes and beliefs about student learning and whose skills and experience are complementary. The teacher-librarian must also recognize individual teaching styles.

The teacher-librarian, in planning with the teacher, must focus upon those tasks which are familiar to the teacher, including activities, student grouping and evaluation. These are tasks which teachers normally perform alone. If the teacher perceives working with a teacher-librarian to be an unwanted and unproductive interruption, then it is unlikely that a long term change in teaching practice will occur.

Teacher-Librarian

Research Finding: Teacher-librarians often do not see themselves as curriculum and instructional leaders and change agents within their schools (Master & Master, 1986).

Comments: Teacher-librarians must see themselves as curriculum and instructional leaders, and feel comfortable in playing a leadership role if an effective library resource center program is to be implemented. "...while district leadership is important, effective program implementation requires someone at the school level to take responsibility for explaining the program. If not the teacher-librarian, then who?" (Haycock, C., 1984: 15). It is possible for a teacher-librarian to be an educational leader without giving inservice programs; but the teacher-librarian must also develop other avenues for influencing peers, such as modeling strong professional relationships. The teacher-librarian must clearly understand the difference between the change and the stages of the change process. It is necessary to be committed to the change, but still flexible in attitude toward the process of change.

Concerns-Based Adoption Model

More often than not, educational change meets with resistance. Teacher-librarians actively engaged in initating, implementing and institutionalizing resource center programs based on cooperative planning and team teaching encounter many frustrations and unfulfilled expectations common to the change process. Nevertheless, we know that successfully implementing a change such as cooperative planning and teaching significantly improves the quantity and quality of student learning. Such motivation keeps us searching for clear, practical approaches which are supported by sound assumptions about change, and focused on the impact of change on the individual.

The Concern. Based Adoption Model (CBAM), developed by researchers at the University of Texas Research and Development Center for Teacher Education, provides an approach, and may assist teacher-librarians in successfully implementing effective resource center programs. This model has been termed *client-centered* and has the following five people-based assumptions undergirding its framework:

1. Since change directly affects people and their roles, individuals must be the focal point.
2. Change is a highly personal experience whereby individuals react differently.
3. Change is best understood if operational concerns, such as time commitments and teaching methodology adjustments, are addressed and clarified at the outset.
4. Throughout the process, the focus should be on individuals and their

context within the innovation rather than on materials and restrictive timelines.

5. Change is a process of professional development and growth in both areas of a person's feeling and skills. As skills improve with more experience in dealing with an innovation, feelings tend to shift as well.

Three aspects of CBAM will be considered so teacher-librarians may examine how best to apply the model when implementing cooperative planning and team teaching. The Innovation Configuration dimension ***defines*** the innovation; the Stages of Concern dimension addresses how the participant ***feels***; and the Levels of Use dimension describes what the participant ***does***.

Innovation Configuration

The first aspect of the model to be considered that will assist teacher-librarians in diagnosing their own needs as well as the needs of their staff is the "Innovation Configuration" dimension. This concept deals with the identification of the different parts of the program. Simply put, "What exactly is cooperative planning and teaching? As change facilitators, teacher-librarians must recognize that there are critical components of a program. For example, look at the component of *cooperative planning*. **The critical aspect is that cooperative planning is in place, although it is not critical that all of the variations be used.** Some of the possible variations might include:

1. scheduled formal planning sessions involving one classroom teacher and the teacher-librarian to develop one unit of study.
2. information planning sessions at recess involving one classroom teacher and the teacher-librarian to develop one unit of study.
3. formal planning sessions involving all Grade 8 English teachers and the teacher-librarian.
4. planning sessions between the classroom teacher and teacher-librarian to develop a unit of study for whole class instruction.
5. planning sessions between the classroom teacher and teacher-librarian to develop a unit of study for small group instruction.
6. planning a unit of study between the classroom teacher and teacher-librarian that integrates library resources, but where the teacher-librarian is not involved in the actual teaching of the unit.

From these examples, teacher-librarians can see how important it is for them to determine:
(1) what exactly they are attempting to implement; (2) the variations that will naturally occur during implementation; and, most importantly, (3) what the innovative practice is, and how the transition can be made from traditional to innovative practice. This information is very useful when assessing how to assist specific teachers. Although everyone will agree and possibly feel some sense of relief that variations within a program exist, it is still important to focus on the critical components of the innovation and then to assess individual stages of concern.

Stages of Concern

Since most teacher-librarians have experienced the effects of implementing an innovative resource center program, we have already faced many anxieties or concerns related to implementation. This second aspect of the Concerns-Based Adoption Model acknowledges and examines the affective dimension, of innovation. In other words, how do teacher feel when they are involved in the process of change? Within this aspect of the model, seven "Stages of Concern" or typical reactions to an innovation are identified. Not only does an individual go through stages in their skill and sophistication of use, but they also ago through stages in their affective orientation to the proposed change. The seven "Stages of Concern" are as follows: 0--Awareness; 1--Informational; 2--Personal; 3--Management; 4--Consequence; 5--Collaboration; 6--Refocusing.

Stages of Concern: Typical Expressions of Concern about the Innovation Concern

0 - Awareness
Little concern about or involvement with the innovation is indicated by the individual

1 - Informational
General awareness of the innovation and interest in learning more detail about it is shown. There is worry expressed about his/her relationship to the innovation. There is selfless interest in substantive aspects of the innovation, such as general characteristics, effects, and requirements for use.

2 - Personal
Individual is uncertain about the demands of the innovation, his/her ability to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structure or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 - Management
Attention is focused on the process and tasks of using the innovation and getting material ready on the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling and time demands are of utmost importance.

4 - Consequence
Attention is focused on impact of the innovation on clients/subjects in the individual's immediate sphere of influence. Focus is on relevance of the innovation for its recipients.

5 - Collaboration
Focus is on coordination and cooperation with others regarding the use of the innovation.

6 - Refocusing
Focus is on exploration of more universal benefits from the innovation, things that would work even including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

Stages of Concern: Teacher-Librarian
During the first stages, individuals have self-oriented concerns; those of an informational and personal nature. As use the innovation occurs, concerns about time, schedules or materials become of uppermost importance. As soon as management concerns are resolved, concerns tend to become focused on the impact of the innovation upon learners, which includes concerns about consequences, collaboration, and refocusing (Loucks & Pratt, 1979; Hord et al, 1987)

By objectively assessing and identifying their own Stage of Concern teacher-librarians can better understand their own feelings, thoughts, and reactions. Obviously, most teacher-librarians who are involved in the change process are also experiencing concerns somewhere along the continuum. The more articulation and networking that occurs among teacher-librarians, the more they can understand and come to terms with concerns relevant to cooperative planning and teaching. Once teacher-librarians have assessed the stage that they are operating at, guidance in the form of suggested interventions can be made. The following sections provide some possible interventions relevant at each Stage of Concern.

Interventions: Teacher Librarians' Concerns

Awareness, Informational and Personal Concerns
If you are operating at Stages 0, 1 and/or 2, the following interventions are appropriate:

* In order to gain appropriate information, attend some of the many workshops on effective resource center programs that are available throughout the province. it may also be appropriate to enroll in post-graduate courses.
* Organize a workshop for your district

by contacting the Continuing Education Chairperson of the British Columbia Teacher-Librarians' Association, who will suggest appropriate workshop leaders.

* Contact other teacher-librarians in your area to discuss an action plan to initiate, and/or promote the implementation of cooperative planning and teaching in your district's resource centers.
* Arrange to order and view the *Fuel for Change* video kit which is available from Image Media Services (12140 Horseshoe Way, Richmond, BC, V7A 4V5).

Management Concerns

If you are operating at Stage 3:

* Arrange visitations to other resource centers and discuss areas of concern with other teacher-librarians who have more experience in these areas. Identify what areas of management are concerning you and prepare a list of specific questions that you can ask. For example, you may wish to know more about how to effectively manage materials relevant to centers or stations.
* Assume that other teacher-librarians are experiencing management concerns an organize a meeting of other teacher-librarians in your area. If you have a district person in charge of library resource centers, encourage this person to organize such a session for interested teacher-librarians. If not, take the initiative and organize it yourself, as collegiality, encouragement and assistance will be your rewards.

Consequence Concerns

If you are operating at Stage 4, at the conclusion of a cooperatively planned and taught unit:

* Spend adequate time with the classroom teacher evaluating the strengths and weaknesses of the unit. Discuss specifically the evaluation procedures designed for the students. Discuss all aspects of student learning to gain insight into improving the unit so it better meets the needs of all the students.
* Design and administer a student survey that will pinpoint areas of strengths and weaknesses in the unit. This feedback will also allow both the teacher-librarian and the classroom teacher to assess the consequences or effects on students learning and refocus or adjust aspects of the unit.

Collaboration Concerns

If you are operating at Stage 5:

* Assess each member of your staff to establish their individual stages of concern. Based on this analysis, initiate cooperative planning and teaching with those most likely to accept it and succeed.

Refocusing Concerns

If you are well on the way to institutionalizing cooperative planning and teaching, and are functioning at Stage 6:

* Consider writing articles that describe your innovative ideas and approaches for teacher-librarian journals like *The Bookmark*, and for subject specialist professional journals. Congratulations!
* Join a team of teacher-librarians who are developing a resource to share with others. This could be at the district level as part of a BCTLA committee, or on a Ministry of Education curriculum project team.
* Continue to assess the stage of concern of each member of your staff, so that you can provide the appropriate support that will assist individuals to move onward in the implementation process.

Stages of Concern: The Teacher

When teacher-librarians are functioning at Stages 4, 5, or 6, they are well into the implementation and institutionalization phases of the resource center program. At this point, it is useful to assess the stage of concern of each member of the staff. Through informal

discussions with staff members, teacher-librarians should be able to identify the stage of concern at which each individual is operating. Once the informal interview process is complete and teacher-librarians have identified specific concerns, then they can work to allay these concern. if teacher-librarians are to work effectively with their staff in assisting them to implement cooperative planning and teaching, it is critical to design relevant interventions that address individual concerns. Included below are examples of possible interventions at each of the stages.

Interventions: Teachers' Concerns

Awareness Concerns

If teachers are operating at Stage 0, the following interventions are appropriate:

If possible, involve the teachers in discussions and decisions about cooperative planning and teaching and its implementation. Share enough information to arouse interest, but not so much that it overwhelms. Acknowledge that a lack of awareness is expected and reasonable, and that any questions expressed about cooperative planning and teaching will be discussed. Encourage less experienced teachers to talk with colleagues who know about cooperative planning and teaching. Take steps to minimize gossip and inaccurate sharing of information about cooperative planning and teaching.

Information Concerns

If teachers are operating at Stage 1, the following interventions are appropriate:

* Provide clear and accurate information about cooperative planning and teaching.
* Use a variety of ways to share information -- verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.
* Have persons who have successfully implemented cooperative planning and teaching in other settings visit the teachers. Visits to user schools could also be arranged.
* Help teachers see how cooperative planning and teaching relates to their current practices, both in regard to similarities and differences.
* Be enthusiastic and enhance the visibility of others who are excited.

Personal Concerns

If teachers are operating at Stage 2, the following interventions are appropriate:

* Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.
* Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
* Connect these teachers with others whose personal concerns have diminished and who will be supportive.
* Show how cooperative planning and team teaching can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.
* Do not force the use of cooperative planning and teaching, but encourage and support it while maintaining expectations.

Management Concerns

If teachers are operating at Stage 3, the following interventions are appropriate:

* Clarify the steps and components of cooperative planning and teaching. Information from the Innovation Configuration will be helpful (see pp. 38-40).
* Provide answers that address the small, specific *how to* issues that are so often the cause of management concerns. For example, how to provide time for planning sessions.
* Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns. For example, arrange with the administration to allow for supervision of classes so planning time between the classroom teacher and the teacher-librarian can be arranged.
* Help teachers sequence specific

activities and set timelines for their units of study during the planning session.

* Attend to the immediate demands of the innovation, not what will be or could be in the future.

Consequence Concerns

If teachers are operating at Stage 4, the following interventions are appropriate:

* Provide these individuals with opportunities to both visit other settings where cooperative planning and teaching is in use and to attend conferences on the topic. Workshops planned jointly for administrators and teacher-librarians, or for classroom teachers and teacher-librarians, are a good place to begin.
* Do not overlook these individuals. Give them positive feedback and support.
* Find opportunities for these persons to share their skills with others. For example, have them involved with less experienced teachers working at the same grade level or in the same subject area.
* Share successful cooperatively planned and taught units of study or programs likely to be of interest to them.

Collaboration Concerns

If teachers are operating at Stage 5, the following interventions are appropriate:

* Provide opportunities to develop those skills necessary for working collaboratively. Initially, these will occur during effective team planning sessions. As these skills become more refined, you might organize classroom teachers to develop cross-grade units though working as part of a larger planning team.
* Bring together those persons, both within and outside the school, who are interested incollaboration. This can be accomplished through the organization of district projects such as a publication on effective evaluation of information skills acquisition.
* Help establish reasonable expectations and guidelines for the collaborative effort. For example, it may be appropriate to involve a Grade 7 teacher and a Grade 8 teacher in a discussion of the information skills (research and study skills) needed for success at the next level of schooling.
* Use these persons to provide technical assistance to others. For example, have a teacher who is adept in the use of audio-visual materials explain how to integrate multi-media resources into a stations approach to a unit of study.
* Encourage the collaborators, but do not attempt to force collaboration on those who are not interested.

Refocusing Concerns

If teachers are operating at Stage 6, the following interventions are appropriate.

* Respect and encourage their interest in finding a better way.
* Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive. For example, ask them to jointly prepare a unit of study for publication in *The Bookmark* or some other appropriate journal.
* Help these people access the resources they may need to refine ideas and to put them into practice. For example, ensure that they have access to exemplary units of study, articles, and research that would be of interest.

In review, the Stages of Concern Component of the Concerns-Based Adoption Model ensures that teacher-librarians will articulate and address their own feelings, reactions and concerns about cooperative planning and teaching. As well, implicit in this model is the need to effectively communicate with administrators and classroom teachers to identify the specific concerns faced as they implement cooperative planning and teaching. How best to intervene and allay their concerns as they progress through the seven stages associated with any innovative educational change is of crucial

importance. Indeed, communication and collaboration with peers are recommended as appropriate and preferred actions and are integral components of this model.

Levels of Use

Levels of Use is the final component of the Concerns-Based Adoption Model. Levels of Use examines what the user of an innovation actually ***does***. This contrasts with the Stages of Concern, which examines only the feelings of the user and not the user's actions. Just as users have differing concerns, they have diverse variations in the degree of use of any innovation. These variations can be attributed to the fact that change is a process that each user experiences personally. The Levels of Use dimension identifies eight levels that an individuals may ***demonstrate***. These levels range from the lowest to highest -- Level 0 -- Non-use; Level 1 -- Orientation; Level II -- Preparation; Level III -- Mechanical; Level IV -- Refinement; Level V -- Integration; and Level VI -- Renewal. The Levels of Use dimension of the model describes the various states of the user's behavior or what the user is actually doing. Teacher-librarians can apply this model to their own staff by matching each Levels of Use description to specific staff member's attributes.

As has been noted in the other two dimensions of the model (Innovation Configuration and Stages of Concern, there are variations and differing degrees to which individuals implement an innovation. Similar variations occur within the Levels of Use component of this model. Once again, through information discussion and observation, the teacher-librarian can determine at what level of use each teacher is operating. After this has been established, teacher-librarians can address individual concerns and plan for effective interventions.

The following figure applies the two dimensions of the model -- the Levels of Use and the Stages of Concern -- to cooperative planning and teaching. It should be pointed out that individuals may not necessarily be progressing through the same level and stage simultaneously. For example, a teacher-librarian may have management of consequence concerns but may be operating at a higher level of use such as refinement or integration. However, it does show the interrelatedness of the two dimensions of CBAM. As was done previously with the Stages of Concern component, suggestions for planned interventions or assistance at each level are included.

"Levels of Use" and "Stages of Concern" Applied to Cooperative Planning and Teaching

Level 0 -- Non-Use/Stage 0 -- Awareness

Individuals are unaware of and not interested in cooperative planning and teaching. **To raise teachers' awareness** of cooperative planning and teaching is the focal point of this level. There may be a legitimate reasons why a teacher has not heard of cooperative planning and teaching and therefore has a lack of awareness. For example, the teacher may be new to the country, new to the province, new to the district, or new to the school.

Sensitize these teachers to the need for their involvement in implementing cooperative planning and teaching and how it can significantly improve their instructional program. Discuss the rationale for implementing the innovative program. Discuss the advantages as well as the challenges of implementing such a program. Distribute a copy of the role of the learning resource center as defined by the new Language Arts Curriculum, which discusses cooperative planning and teaching. Distribute pertinent materials that succinctly define a successful learning resource center program (e.g., *Fuel for Change*). have an informal discussion to obtain feedback and encourage further clarification of the innovation. Hold an orientation session in the learning resource center for all new teachers and administrators to the school. If possible, invite one or two teachers to share and discuss how they are successfully implementing cooperative planning and teaching.

Level 1 -- Orientation / Stage 1 --

Information
Teachers are aware of cooperative planning and teaching but are wanting to explore the values and demands associated with it. **Providing teachers with information** about cooperative planning and teaching is the main focus of this level. Because individuals are expressing interest, ensure the information is pertinent, yet simple. Present it progressively rather than all at once in order to reduce the chance of intimidation.

Provide an accurate and clear overall picture of the innovation. Discuss the need for the integration of information skills, and the components of cooperative planning and teaching. Hold a series of one-hour voluntary study sessions. (Ensure the goodies are outstanding.) At each of these short sessions, discuss one component of cooperative planning and teaching. The *Fuel for Change* video kit would be a useful resource for these sessions. Organize peer coaching teams. Arrange for teachers to come to the library resource center to observe cooperatively planned and taught units in progress. Arrange an after-school *work bee* session where a small group of teachers jointly prepares materials for a cooperatively planned unit.

Level II -- Preparation / Stage 2 -- Personal
Individuals are uncertain if they will be able to implement cooperative planning and teaching. They are also concerned about how it will affect them on a personal level. it will be essential to **establish relationships** at this level. All personal goals, concerns, and fears about cooperative planing and teaching need to be acknowledged, and then addressed and allayed in a non-intimidating, supportive environment.

Provide individual help in developing the necessary skills and confidence to plan and teach cooperatively in the library resource center. Teachers who embark on cooperative planning and teaching need plenty of encouragement, promises of support, and praise. Write personal notes of appreciation, thank-you cards, and congratulations when positive steps are taken.

Arrange release time from classroom teaching responsibilities for the teacher so that both of you may plan a unit of study. Discuss specific features of successful units their colleagues have developed. Ensure the first experience with cooperative and teaching is a positive one. Establish realistic expectations that are achievable, yet challenging. For example, begin with half the class completing three centers in the library resource center, while the other half of the class remains with the classroom teacher working on another jointly planned activity related to the unit. Then the next unit with this teacher might involve all students working on six centers in the library resource center that are planned and taught jointly by the classroom teacher and the teacher-librarian.

Level III -- Mechanical or Routine Use / Stage 3 -- Management
Individuals are now implementing cooperative planning and teaching but are concerned about the amount of time it is taking. Initially, when teachers are learning new strategies, they are not as efficient nor effective as they expect to be. Because implementing the new skills can feel awkward, and take more time, there can be a tendency to revert back to that which the teacher feels is safe and has previously been successful. It will be essential to **demonstrate** how to plan and team teach cooperatively.

Because of the possible feelings of frustration at this stage, these realistic concerns must be promptly resolved so that the implementation process will be sustained. Demonstrate how to organize units of study that have already been cooperatively planned and team taught. At this stage, it may be that the teacher-librarian is contributing more to the partnership than the classroom teacher. This may be necessary until the individual progresses and feels more comfortable with the cooperative planning and teaching processes. Concentrate on diagnosing problems efficiently.

Examine each specific concern with the individual and discuss practical *how to*

strategies. For example, if a teacher who is involved in a literature-based reading program is concerned that some students are having difficulty selecting materials at the appropriate reading level, then you might offer to set aside some time the following day to assist those specific students in the selection process. This concern may seem minor to someone experienced with cooperative planning and teaching, but to the teacher just starting out, this management concern may seem overwhelming and threaten the continuation of the unit.

Another way to follow up concerns with support might be to arrange a group problem-solving meeting with other people who have similar time, resource management, and workload concerns.

Level IV -- Refinement / Stage 4 -- Consequence
Individuals have progressed from personal concerns to concerns about improving instruction to enhance student learning. Now is the time to encourage **experimentation** with a variety of teaching strategies, such as stations, process writing or cooperative learning groups, within the framework of cooperative planning and teaching. Because an acceptable level has been achieved, there is a readiness and need for more information.

Introduce and experiment with new teaching strategies, ensuring that evaluation of the strategy is emphasized. In this way, the teacher begins to adjust and take ownership of cooperative planning and teaching. Make available those published units of study which the teacher may wish to implement. *The Bookmark* is a good resource for teacher-librarians to utilize at this stage. Ensure that you go beyond just sharing this information. Arrange a planning time to adapt the unit so it satisfied the needs of the curriculum, teacher and students. Invite teachers to observe a new strategy that they may be considering using.

Level V -- Integration / Stage 5 -- Collaboration
This is the stage when individuals are interested in working with others to increase the impact of cooperative planning and teaching. It is important to establish **networks** and **professional dialogue** at this level. To facilitate the sharing of information and skills about cooperative planning and teaching, networks are needed. Facilitate networks and sharing of ideas and skills. Assist in implementing ideas gleaned from the networking. Invite teachers to collaborate in the publication of jointly planned and taught units of study. Assist teachers to become involved in "peer coaching" teams. Encourage teachers to join committees to write publications and develop curriculum related to cooperative planning and teaching.

Level VI -- Renewal / Stage 6 Refocusing
The individual is now ready to explore new goals and to re-evaluate cooperative planning and teaching experiences for the purpose of increasing the effectiveness and overall impact of cooperative planning and teaching. It is necessary to facilitate the **renewal** process at this level of use.

By receptive to new ideas. However, ensure that the essential features of cooperative planning and teaching remain intact. A significant shift in the original innovation configuration should not occur. Offer support, but maintain the critical components of cooperative planning and teaching. Initiate and support pilot projects and new directions, ensuring that all participants are involved in a shared decision-making process. For example, consider initiating a school-wide process writing project. Support this project by developing cooperatively planned and taught units of study at each grade level which integrate information skills within process writing.

Draw ideas from other fields and combine them with cooperative planning and teaching. For example, one area that teacher-librarians may wish to explore is linking the philosophy supporting a "whole language" approach and cooperative planning and teaching. Another area is bridging the research on effective classroom management

(Cummings, 1983) with cooperative planning and teaching, or effective lesson design (Hunter, 1980) with cooperative planning and teaching.

The Levels of Use dimension of the Concerns Based Adoption Model has several implications. It allows teacher-librarians to assess how effectively they are implementing cooperative planning and teaching by establishing how effectively their staff members are individually dealing with the change and by minimizing the trauma of change. As well it allows teacher-librarians to objectively assess their own levels of use so they can contact other classroom teachers or teacher-librarians who are at the same level, and work together to advance to the next level. By gaining a greater understanding of their own and the actions of their staff members, teacher-librarians can then personalize interventions and provide staff with the necessary motivation and support. In all the dimensions of the Concerns Based Adoption Model, collaboration and effective communication are central to effective implementation.

Communicating with Different Types of Teachers

Knowing what you want to communicate, knowing how to plan and teach effectively, understanding the need to adapt strategies to different situations, and knowing one's own preferred methods of communicating and interacting are useful communication tools. However, they are not enough. In order to get the most out of any planning session, it is necessary to have some idea of the preferences of the teacher with whom you are working. The following types have been described by Kathleen A. Butler (1982: 61-67). The considerations for teacher-librarians have been developed on the basis of these characteristics in the context of the cooperative planning and teaching model.

Concrete Sequential: preference for order, precision, schedules, physical, hands-on experiences and a product-based effort.

Teachers with this style:

* provide a highly structured classroom, with hands-on projects for students.
* rely on worksheets to reinforce content.
* stress practical lessons.
* work under strict time limits.
* are oriented to results.

Teacher-librarians should consider the following planning strategies:

* scheduling a formal, sit-down planning time.
* having all the materials at hand for the planning session.
* using a formal planning guide in conjunction with the teacher so that the teacher can see that all elements of the unit design are covered.
* having an extensive list of possible products available so that variety is incorporated into the unit design.
* giving the teacher a written copy of everything decided during the planning session.

Teacher-librarians should consider the following elements of the unit plan:

* how they can maximize the effective use of time spent in the library resource centre.
* splitting the class into two groups, one in the library resource centre and one in the classroom, if the teacher is likely to be concerned about the noise level, or selecting a teaching strategy that is structured for quiet activity.
* management strategies that will reduce student confusion, and ease the teacher's stress level that will come from feelings of less control than in the classroom.

Successful implementation with this type of teacher will depend upon the teacher-librarian:

* establishing credibility as a teacher.
* demonstrating flexibility and adaptability to the teacher's instructional style.
* establishing with the teacher a clear delineation of each other's responsibilities.

* carrying out all agreed-upon responsibilities on time.

Abstract Random: preference for emotional sensitivity, physically pleasing environments, strong relationships, flexibility in time, activities and demands.

Teachers with this style:
* offer a personalized class.
* stress high morale, humour and self-expression.
* tend to use a thematic approach to content.
* like to use media and discussion as their primary teaching tools.

Teacher-librarians should consider the following planning strategies:
* brainstorming and webbing to decide upon unit content.
* having a wide range of materials and media at hand for the planning session.
* using a high number of refocusing, redirecting questions.
* ensuring that students have the prerequisite skills and content.
* maintaining an open and reflective pattern of interaction with the teacher.

Teacher-librarians should consider the following elements of the unit plan:
* including a variety of activities suited to individual students.
* building flexible time into the booking schedule in case the unit takes more time than is expected.
* ensuring that ongoing evaluation is linked to the objectives, and that teacher checkpoints clarify expectations.

Successful implementation with this type of teacher will depend upon:
* sensitivity to their need for flexibility.
* adding organizational strength to their creativity in a diplomatic way.

Abstract Sequential: preference for intellectual and vicarious experiences; values logical, theoretical and analytical approaches to the world.

Teachers with this style:
* frequently teach at the high school and college level.
* teach from a base of content expertise.
* enjoy a forum for intellectual debate.
* rely almost exclusively on lecture format, extensive reading assignments, and documented evidence.
* use formal testing for evaluation.

Teacher-librarians should consider the following planning strategies:
* using examples of successful units of study which focus on critical analysis, and which use discussion, debate, and formal essays as key strategies.
* expanding the range of products that students can be involved in before attempting to affect the presentation style of the teacher.
* emphasizing the teacher's knowledge of subject content and the students, and the teacher-librarian's knowledge of materials and information skills.
* persuading the teacher to accord evaluation of information skills an equal weighting with evaluation of content objectives.

Teacher-librarians should consider the following elements of the unit plan:
* teaching process skills to the whole class while the teacher observes so that he or she becomes more aware of the information skills that enable students to handle content objectives and sees the teaching competence of the teacher-librarian.
* selecting carefully specialized resources which support the content area particularly well.
* ensuring that the classroom teacher does the majority of the direct instruction.
* accepting, without dispute, the teacher's evaluation standards as the norm for the unit. If the first unit is successful, then differences of philosophy can be discusses on subsequent units.

Successful implementation with this type of teacher will depend upon the teacher-librarian:

* ensuring that content mastery is given a key place in the objectives and evaluation plan.
* recognizing the teacher's strengths, and working with them.
* continually seeking new resources which will be of value to the teacher's classroom program.
* being willing to take a long-term approach to implementation.

Concrete Random: preference for looking to the physical world as an opportunity to develop and utilize creative and original problem-solving talents; preference for a range of options and independence; and a need to invent new ideas or products--to create the unexpected.

Teachers with this style:

* use a problem-solving approach to the curriculum.
* include games, simulations, critical issues, discovery and experiments in classroom activities, stress the need for students to challenge, to probe, to ask "why."
* insist that children think for themselves.
* frequently answer a child's question by asking the student "What do you think?" or "What do you want to do?"

Teacher-librarians should consider the following planning strategies:

* posing problems that students are experiencing as the focusing question for the planning session.
* approaching planning from a problem-solving stance.
* having a wide array of material available for the planning session, introducing the strength of the materials to the teacher, and pointing out any problems for use that exist, so that the teacher's interest in developing units that incorporate problem-solving strategies is captured.
* building on the teacher's strengths by having him or her structure most of the activities.
* emphasizing a hands-on approach to information skills acquisition.
* suggesting cooperative learning strategies to foster student interaction and independence.

Teacher-librarians should consider the following elements of the unit plan:

* management strategies to reduce confusion and provide sufficient assistance to students.
* including student decision-making and choice of topics and products.
* including student self-assessment as well as teacher and teacher-librarian assessment.
* the use of checkpoints as a management strategy.
* weighting evaluation towards the original and creative, rather than towards such nitty gritty details as punctuation and spelling.

Successful implementation with this type of teacher will depend upon:

* the reactions of the students to the unit, and their enthusiasm for it.
* the teacher's belief that what has happened has been significant to student learning.
* fostering student creativity.

In conclusion the implementation of an effective library resource centre program based upon cooperative planning and teaching is professionally challenging. Teacher-librarians must recognize the concerns they and others have about cooperative planning and teaching and resource based learning. It depends upon the ability of individuals to self-assess, to clarify their understanding of cooperative planning and teaching, to communicate effectively and to provide the personal touch in selecting interventions that will facilitate growth in the use of resource based learning while minimizing the anxiety, discouragement, and trauma that may accompany learning something new.

This paper has directly used information from the book *Implementing Change*. For further information on these topics and more please refer to: *Implementing Change: A Cooperative Approach to Initiating, Implementing and Sustaining Library Resource Centre Programs* by Liz Austrom, Roberta Kennard, Jo-Anne Naslund and Patricia Shields. Edited by Dianne Driscoll. British Columbia Teacher-Librarians' Association, 1989. (Available from the British Columbia Teachers' Federation, Lesson Aids Service, 2235 Burrard Street, Vancouver, B.C. V6J 3H9).

A READING GUIDANCE PROGRAM FOR READING IMPRESSION WRITING BY HIGH SCHOOL STUDENTS: HOW TO ENCOURAGE STUDENTS TO READ

by
Tomoko Kimizuka
Teacher Librarian
Chitosegaoka High School
Tokyo, Japan

Some Historical Retrospects on Education in Japan

After the Second World War, the Japanese people started to build up a democratic country through the promulgation of the new constitution based on the human ideal of world peace and abandoning armaments. Along with the national policy, school teachers also began to grope their way to democratic education, and they thought of school education based on the functions of school libraries as the integral part of the new education. So, they worked together to establish school libraries where the students could learn and develop their independent study skills and democratic personality.

Under extremely adverse postwar circumstances, in which destruction dominated the whole country and it was very difficult to obtain a single book, the teachers with a passion for creating democratic education made superhuman efforts to found a school library in every school.

Parents and teachers launched an active campaign to collect one million signatures for establishing school libraries, and in 1953 School Library Law was enacted for the first time in Japan.

By this law it was made obligatory to set a school library in each school. Since then nearly forty years have passed and the school libraries in Japan have apparently been well equipped and become closely connected with the daily life of students.

However, the fact cannot be overlooked that the postwar education of Japan based on democracy began to take a drastic turn around 1950 when the Korean War broke out. The government's control over education was revitalized. The way of oppression on thoughts and research seen in America in the period of McCarthyism was introduced into Japan; and not only in the field of education, but in every aspect of our society, anti-democratic trends have become more and more remarkable.

The special procurements demand caused by the Korean War stimulated the economic activities in Japan and contributed largely to the high growth of Japan's economy since the middle of the 1950s. Encouraged and strengthened politically by the high economic grown, the business and financial circles of Japan began to interfere in the field of public education with the intention of changing it in their own way. Under such circumstances, the government started to revise the educational institution and the contents of school education. By and by the education of Japan was seen to stray from its course toward democracy pursued during the postwar period. As soon as School Library Law was enacted, it was faced with a situation quite different from the one a short time before.

The style of instruction in which students study their subjects by themselves referring to various sources in school libraries has not been prevalent in Japan. Even in our high school, where the school library is comparatively well used, few teachers encourage their students to study independently with their library as their learning center. Most of the lessons are given by using a textbook and a blackboard. Students are recommended to buy very convenient reference handbooks (published by

textbook publishers) which are made to meet the demands of instruction in classrooms. In other words, lessons are generally given pragmatically, paying no attention to the process of thinking and research on the part of students. As long as such lessons are taught, only a few students will come to school libraries to get information related to the lessons.

In Japan nearly ninety-five percent of the boys and girls who have finished nine years of compulsory education go to high school, and after three years of high school, thirty-seven percent of them go on to university or junior college. The percentage in Tokyo Metropolis amounts to 61.5, and it will be still higher if institutions for professional training are included. (The figures are quoted from the 1990 White Paper on Education published by the Ministry of Education.) Entrance examinations to high schools and to universities are the main factors distorting the education in Japan greatly. The overheated competition to enter prestigious schools or universities has made teachers and students seek for skills to get the maximum information in minimum time. They tend to avoid the way of learning through deep thought or discovering facts and truth by checking original data by themselves, thinking that it is not useful for entrance examinations. However, it has gradually been acknowledged by the people concerned that such a situation of education is not quite sound, and revisions have been made about the methods of university entrance examinations. The introduction of short essay writing and the interview method are efforts to make up for the defects found in a mark-sheet system of entrance examinations for university and colleges.

In view of the above-mentioned reality of school libraries and education in Japan, we librarians are faced with various tasks; for instance, to provide classroom teachers with necessary information, and to recommend to them for use as many library books and materials as possible. Activities to encourage students to visit libraries and to make them familiar with the use of data and books from the library are also important. According to the 1990 survey of students' reading activities completed by the Japan School Library Association, the ratio of high school students who read no books in one month amounted to fifty-five percent. Even in the case of students who read some books, the contents of the books they read proved to be very poor. In other words, books with rich and deep contents that are desirable for high school students are seldom read by them. In order to promote their reading activities, it seems to be necessary to tackle the problem not only through the daily routine of school libraries but also by an organized reading movement throughout the school.

In the high school where I work, an annual contest of reading impression essay writing has been held successively for the past twenty-eight years. In the following papers, I would like to report on this contest a little more concretely and to make some remarks on the recent trends of reading of Japanese high school students.

Intramural Reading Impression Writing Contest

In order to live soundly in a society flooded by excessive information, it seems to be especially important for students to cultivate the ability to make a sound judgement and to establish their own viewpoint, which will contribute greatly to the development of future society. It goes without saying that reading is one of the most powerful means of cultivating an ability to judge things.

Students get various kinds of knowledge and form their ways of thinking through the lessons of each subject. However, different from the lessons given in classes, reading a whole book, appreciating its contents, and expressing their impressions in essays means a process for the students to formulate their own thoughts. This is the aim of our school's contest.

Voluntary reading is the best indeed. Compulsory reading on the other hand, might not be fruitful in many cases. However, one

book recommended to read might determine someone's course in life and even forced reading might be an incentive to voluntary reading, stimulating the interest in reading a book. According to the 1987 survey on the reading behavior of university students by the National Federation of University Cooperatives, the most moving books for students are the ones read at the age of 17 or 18, and among various motives for their reading, we can see strong influences of instruction at high schools, such as teachers' advice, assignments in certain subjects, and lists of recommended books. This shows that it is important for us to recommend to them as many good books as possible.

As far as our school is concerned, at least three books are required to be read in three years by students who otherwise would finish their high school life without reading any books other than textbooks. To these students, the three books read for the contest might give them the only literary or critical experiences throughout their school life.

Procedures of the Contest

Our high school is one of the liberal arts high schools established by Tokyo Metropolis, consisting of twenty-seven classes with sixty teachers and about one thousand three hundred students.

The contest is conducted as an annual school event and the library staff (three teachers from grade levels, three other teachers, one teacher-librarian, and one assistant librarian) function as a center of the event. All the students are to take part in it. They are assigned a home task for the summer vacation: to select one book from the list of "assigned books" and write an essay on their impression of it. They hand it in to their homeroom teachers on the first day of the second term (the 1st of September).

The criteria for the evaluation of the essays are as follows:

(a) Whether the book is thoroughly read and well appreciated
(b) Whether the student's own impression and his frank opinion are stated
(c) Whether the essay is written with the student's own words
(d) Whether the subject or the theme of the book is analyzed and evaluated from a wide viewpoint
(e) Whether the way of thinking peculiar to high school students is expressed
(f) Whether the student's self-improvement through reading is achieved
(g) Whether the joy of reading is felt from the description

Taking into consideration the above-mentioned items, the teacher in charge of each homeroom selects about five comparatively excellent essays in his/her class. The essays from all homerooms are brought together to the library. The eight members of the library staff judge 120-140 essays, and about thirty writings (ten writings for each grade respectively) are left for the evaluation by all the teachers. Taking their opinions into account, the final decisions is made by the library staff, and prizes are given to about eighteen excellent writers. Besides, we give "unique prizes" to about three students who have challenged very long pieces or have shown unique talents or sensibilities although their essays are not considered to fulfill the above mentioned criteria.

The prize-winning essays and the other essays which were left for the final evaluation are printed and distributed to all students of our school. Student assistants bind all the manuscripts into books which are made available in the library all the time.

How the "Assigned Books" are Selected

For students with poor experience in reading, it is difficult to select good books in the flood of publications at the present time. In order to help them to find proper books to read and to show them a standard for distinguishing a good book, "assigned books" are selected by all the teachers and the library staff.

In the selection of the "assigned books," priority is given to the following books:

(a) Books which induce students to think further
(b) Books which are to be read in high school days
(c) Books on current topics of interdisciplinary fields which tend to be left off in the ordinary school curriculum
(d) Books on important and urgent problems facing human beings, such as disruption of the global environment, war and peace, etc.

The books proposed by individual teachers are again checked by all the teachers and finally forty to fifty books are decided by the library staff. Sometimes, we listen to the opinions of the student assistants. As is already mentioned, students are required to read one from the list of assigned books and write an essay as the home task for the summer vacation.

How the "Assigned Books" are Read

The history of democracy in Japan is still very short. It is only forty-five years since Japan changed its course from militarism to democracy. It is evident that a democratic society can be supported and have a sound function only through the efforts of the people who have their own opinions and are able to think and behave independently. In Japanese society today, however, democracy has not been deeply rooted in the minds of people and still seems to be vulnerable to totalitarianism.

It is for this very reason that we desire our students to grow to be citizens who are able to look at the state of the world critically without being influenced by other people. Reading books and acquiring the habit of thinking creatively will be powerful help to them in their efforts to become such persons.

In our school we are trying to take every opportunity to encourage our students to read books. We also think it necessary to give them chances to express themselves through writing their impressions of the books they have read. In most cases, we can see that they have succeeded in developing their own thoughts and ideas by means of describing their experiences with books with rich contents.

Several examples of such cases are shown below:

Damals war es Friedrich, by Hans Peter Richter (translation into Japanese)

This is a juvenile story about childrens' friendship ending in miserable results under the domination of German fascism, and it describes how the German people were driven into a state of madness under the rising power of Nazism.

A student who read this book describes her impressions as follows:

"I think that we always have to look on social conditions with a critical eye and must have the courage to ask whether the situation is socially right or unjust even under the domination of a certain fraction." Thus pointing out the danger of leaving oneself to the currents of the time, the student further remarks that she realized how many social tragedies have been caused by "our indifference to the national politics."

A Report on the Earth Environment, by Hiroyuki Ishi

A student who read the above book which handles the problems concerning the disruption of the earth environment such as the destruction of ozonosphere by fluorocarbon, the soil contamination by chemical synthetics, the greenhouse effect caused by carbon dioxide which is produced to a large extent by the heavy and chemical industries, describes his impression after reading as follows:

"I am surprised at the fact that the disruption of the environment has not only become a grave problem in advanced countries, but also is progressing in many developing countries. Faced with the disruption of the environment on a global scale, we ourselves have to know more extensively and deeply the reality of the situation.

To a large extent, advanced countries have been responsible for the disruption of the

environment at the present time. In connection with this point, it cannot be overlooked that especially Japan has much concern with the excessive exploitation of developing countries."

In view of the responsibility of advanced countries for the global disruption of the environment, the student continues: "Japan's aid to developing countries should change in its contents if only the interests of aid-receiving countries and the interest of the whole world are taken into consideration. Being regarded as an economically big country, Japan's behavior in the international arena is watched by the whole world with keenest interest. I think Japan should be the very country for leading activities to tackle the environmental disruption on a global scale."

The Mind of Africa, by Tetsu Tsuchiya
This book is a short history of Africa which handles various African problems during the long period from the ancient time up to the present by quoting numerous entertaining folk stories. A student who read this book with little knowledge of the continent says that, "I could deepen my understanding on various African affairs about which I had been doubtful. And I could know a number of Negro thinkers and leaders of the Negro movement." And he expresses his determination enthusiastically saying that, "I should like to learn from the way of life of these African people who are proud of belonging to the colored race and have been fighting against the segregation policy."

The Summer Never Comes Back, by Otohiko Kaga
This work by Otohiki Kaga is a novel which involves a sharp criticism of the war responsibility and the Japanese militarism. A hero of the novel whose name is Shohji enters the junior high school for army officers during the war and after being trained as a purely military-minded boy, he meets the day of defeat, August 15th, 1945. Shohji, who has no doubt to die for the Emperor, without regarding the day of defeat as a day of liberation, puts an end to his own life in order to die with the Emperor. However, he fails to follow the Emperor to the grave.

A student who read this novel criticized grown-up persons in the wartime and the post-war period as follows:
"Who would blame Shohji who believed and was compelled to believe that the Emperor is God and Japan is a divine country and that it is his duty to fight for the Emperor to the end. Everything was true and clear for him."
"Could it be allowed," the student continues, "that some of the leaders of the war have survived the war as leaders of the post-war democracy? Many of the persons who talk about the war saying they were victims of the war, were in reality to a large extent war co-operators during the war and had rejected and oppressed those who joined with the anti-war thought. Don't the grown-ups intend to hush up the history of war which they made themselves? All the war-experienced should carefully consider this point."

Thus criticizing sharply the unthorough inquiry into the war responsibility in post-war Japan, the student summarizes his impression as follows:
"All the war-experienced have to impart the true facts of war to the young being aware that they themselves participated in the war. For my own interest, I would like to catch their words firmly in order never to commit a fault again."

Summary

This contest has been carried out successively, adapting to the conditions of students and changing from time to time. The whole school worked together to make it successful; all persons concerned gave advice to one another.

I should like to conclude my report quoting some of the opinions of the contest from both teachers and students, based on a questionnaire taken in 1990.

Teachers opinions are as follows:
"It is hard work for the teacher in charge of the class to have all students' description of

impression submitted. However, considering the importance of reading a book, I have been trying beforehand to make students better understand the significance of reading."

"The contest is a good chance to induce those students to read a book who are never willing to read."

"Although participation of all students in the contest gives an impression of compulsory character, it can conversely be said to be a valuable chance in view of the fact that students have apparently tended to break away from the habit of reading. I think the students will gain much just through reading itself, even he or she cannot write an excellent essay."

"Though the contest is hard work necessitating cooperation of all teachers, it seems to me that the system of participation by all teachers had better be retained."

"The heavy burden of work for the teacher in charge of a class should be alleviated."

Opinions of the teacher are thus generally favorable to the contest. However, it cannot be overlooked that some opinion pointed out a great mental stress on the teachers in charge of a class who are responsible for the reading impression writing of the class students.

How did the students respond to the contest? Following are main answers to a questionnaire taken recently from two hundred students selected by random sampling among four hundred students graduated last March 1991.

"It did my heart good to have been able to submit my reading impression writing for three years. I have realized that I still have much to learn. It has been a valuable experience that, through reading I was able to talk together with many friends of mine. It did my heart really good to find the pleasure of reading in this school. I will continue reading through my life."

"I hope the contest will continue to remain, because I seldom read a book."

"The contest had better be continued as long as it will do something for us students."

"I realized what reading really means."

Though the majority of the students' opinions on the contest were thus affirmative, some of them were discontented with the compulsory nature of the "assigned books." For instance, those students said that:

"In case of 'assigned books,' we have to read even an uninteresting book. It is not a pleasure..."

"I like to read a book. But I don't like to read an 'assigned book'."

A number of students are willing to read, but seem to dislike the troublesome work to write an essay. However, generally speaking, most of the students seem to have an understanding that the contest constitutes a necessary part of their learning.

* * * * *

Listening to the above answers from both teachers and students, we, members of the library staff, are now very busy preparing for the 1991 annual contest of the reading impression writing.

Selected Assigned Books for the Annual Contest, 1988-1990

Environmental and Nuclear Problems

Woods in Danger. (N H K)
My Minamata. (Michiko Ishimure)
Travelling along the Rivers in Japan. (Tomosuke Noda)
High-tech Contamination. (Fumikazu Yoshida)
Walking Without a Compass. (Muneaki Tajiri)
Why the Nuclear Power Generation Is Fearful. (Shu Ono)
Why the Nuclear Power Generation Is Dangerous. (Mitsuhiko Tanaka)
Welcome Nuclear Power Generation in Tokyo.

(Takashi Hirose)
Radioactive Rays and Our Life. (Tai Ryuh)

To Think Over the Problems of War and Peace
The 6th of August, 1945. (Soh Itoh)
The Constitution for Peace. (Yasuo Sugihara)
Reader of Constitution. (Yasuo Sugihara)
Criticizing SDI. (Toshiyuki Toyoda)
Our Army. Tetsuo Maeda)
The West-Class of Second School Grade, the Second Girls' Middle School of the Hiroshima Prefecture.
Living Through the War. (Etsuko Mashio)

To Think over the Problems of Developing Countries--Notably the Neighboring Countries in Asia
Women in Asia. (Yayori Matsui)
Electric Light Has Come to the Village. (Katsuyuki Hayashi)
A Journey in Asian Foods. (Jiro Ohmura)
A Historical Story of Korea. (Kim Ryouki)
Shrimps and the Japanese. (Yoshinori Murai)
La Cite de la Joie. (Dominique Lapiere)
The Mind of Africa. (Tetsu Tsuchiya)
Burning Central and South America. (Chihiro Satoh)
La Aventura de Miguel Littin Clandestino en Chile. (Garcia Marquez)
Food Problems and You. (Takehiko Yoshida)

Novels and Poems

Japanese Works
The Mind. (Souseki Natsume)
Shayoh. (Osamu Dazai)
The Tower of Medical Treatment. (Kenzaburoh Ohe)
A River of Fire Flies. (Teru Miyamoto)

Okuni from Izumo. (Sawako Ariyoshi)
A River Without a Bridge. (Sue Sumii)
Embarkation of Gulliver. (Kenjiroh Haitani)
Snow Flowers. AkiraYoshimura)
The River Shimanto. (Kyuhzoh Sasayama)
COO from a Distant Sea. (Tamio Kageyama)
The Summer Never Comes Back. (Otohiko Kaga)
For Kayako. (Rie Kaisei)
Twenty-Four Eyes. (Sakae Tsuboi)

Works of Foreign Countries (Translation into Japanese)
The Catcher in the Rye. (J.D. Salinger)
Nineteen Eighty-Four. (G. Orwell)
Martin Eden. (Jack London)
Lord of the Flies. (William Golding)
The Millstone. (Margaret Drabble)
The Great Gatsby. (F. Scott Fitzgerald;
East of Eden. (John Steinbeck)
Bright Light, Big City. (J. McInerney)
The Planet of Junior Brown. (Virginia Hamilton)
Jane Eyre. (Charlotte Bronte)
The Lord of the Rings. (J. J. Tolkien)
The Road from Home. (David Kherdian)
Das Schloss. (Franz Kafka)
Die Verwandlung. (Franz Kafka)
Unterm Rad. (Hermann Hesse)
Mondjager. (Sicrid Heuk)
Damals war es Friedrich. (Hans Peter Richter)
Leben des Galilei. (Bertolt Brecht)
Vol de nuit. (Antoine de Saint-Exupery)
Les Thibault. (Martin du'Gard)
Prestuplenie i. Nakazanie. (Dostoevskij)
Untouchable. (Mulk Raj Anand)
Poems by Selma Meerbaum-Eisinger. (Selma)

Others
The Way to an Emperor as a Symbol. (Masanori Nakamura)
Lady, Female, Woman--A Question from a History of Woman. (Masanao Kano)
Emperor System and the Constitution. (Kousuke Kobayashi)
Giant Enterprises in Japan. (Takatoshi Nakamura)
Discovery of a Soft Individualism. (Masakazu Yamazaki)

DON'T JUST TRY KING AND ANDREWS: LEARNING TO TOLERATE HORROR LITERATURE A BASIS FOR DISCUSSION

by
Cosette Kies
Chair and Professor
Department of Library and Information Studies
Northern Illinois University
DeKalb, Illinois

Librarians have known for some years now that the two most popular authors for teens in the US are Stephen King and V.C. (short for Virginia Cleo) Andrews. This has not been cause for celebration or jubilation on the part of librarians, even though both authors are considered primarily writers for adult readers and produce fat tomes full of vocabulary-stretching words. The dismay some librarians feel about the King/Andrews popularity with teens is due primarily to the fact that their books fall into the horror genre, probably the least favorite reading area for librarians.

Stephen King has often been referred to as a publishing phenomena, for less than twenty years after his first book *Carrie* was published in 1972 he has written many books and countless short stories; he has seen his books turned into movies, and he has become such a cult figure he seldom makes public appearances any more. King, best known for his horror titles such as *It*, *Pet Sematary*, *The Shining*, and *Dead Zone*, also has written science fiction, including *The Stand*, a lengthy armageddon-style epic. In recent years King has written more mainstream fiction, such as *Misery*.

V.C. Andrews, who died in late 1986, was not feted as royally as King during her lifetime, partly because of her brief period as a published author (her first book *Petals in the Attic* was published in 1979), and partly because of her own lifestyle, limited by a crippling accident while she was still a teenager. Her gothic tales of passionate incest and soap opera angst are lurid and almost silly, but they create a magical world where love and passion are of paramount concern to the major characters whose lives are described in books running about five titles per series. Books are still being published under her name, written by a ghost writer rumored to be Andrew Neidermann, himself a horror author, probably following plot outlines prepared by Andrews herself before her death of cancer. For the sake of simplicity throughout this paper, Andrews will be referred to as a "living," at least still-producing author.

The Popularity of King and Andrews

The popularity of these two authors with teens cannot be easily analyzed. Probably more boys like Stephen King, and probably more girls like V.C. Andrews. But girls also enjoy King, and the boys who watch soap operas on television (and there are many) also like to read Andrews. The writing styles of King and Andrews are very different; King being credited by the critics as being fairly literate, while Andrews's first published effort was labeled by one critic as the worst book he'd ever read. The popularity of these two writers does not lie with their writing skill, nor lack thereof, rather it seems to rest with the authors's ability to tell a ripsnorting story, the kind that keep the readers turning the pages breathlessly to see what happens next. King's plots center on dramatic events, including wild psychic tales, cataclysmic evil designs, and perils from outer space. His language is often considered crude, but its raw power is undeniable in telling a fast-paced tale. Andrews, on the other hand, focuses on the lives of women and their families, women who seem perversely cursed by fate with weird family backgrounds and selfish, conniving lovers and relatives. But her stories, too, are full of events and rapid action; these women lead pretty exciting lives

compared to most of us.

A more subtle reason for the popularity of these two authors, not only with teens but all readers, may lie with their own backgrounds. Both King and Andrews came from working-class homes. King's mother supported her two sons by working n a series of low-paying menial jobs, and Andrews's father was a tool-and-die maker. King made it to college (the University of Maine), majoring in English, but Andrews's formal education ended with high school in Portsmouth, Virginia. King and Andrews understand and lived life in the slower lane as kids, and although Andrews writes yearningly of wealth and luxury, it is plain both authors understand well what it means to be "real working people." Certainly, both King and Andrews tell wonderful stories; it may well be that their talent as storytellers for real folks is the real key to their popularity with adults as well as teens.

Librarians and Horror Literature

As stated earlier, most librarians don't like the horror genre very much. It is true that much of the genre is not well written, and it's hard to find a lot of social redeeming value in books that deal with supernatural beasts, demonic evil, and the like. The books are often full of sex and violence, and only too many horror books end on a note of hopeless doom. Adults tend to get pretty depressed reading stuff like this, and they don't understand why teens seem to like it so much.

The major ingredient we tend to forget with horror literature is that it's really fun if you don't take it to heart, and it's not meant to be taken seriously. Teenagers know this; they love thrills and chills at the movies and in the books they read. Kids have enough sense not to take all this at face value and appear to have a good perspective about their favorite leisure-time reading.

Librarians, parents, and teachers, however, are older and tend to be disturbed by the changes in society around us, particularly increases in crime and violence. We wonder why anyone would voluntarily use precious recreational time for reading about blood, guts, and cruelty. Perhaps we have lived through and understand too clearly about the real horrors of life, and teens only view it as unexperienced excitement.

On a personal level I can understand this, although I have always viewed horror literature as fun and a valid type of genre literature. What I find more puzzling than disliking the horror genre is the hottest new shelf down at local bookstore, true crime books. In a recent class I taught on the reading interests of adults, two bright, articulate and well-read students were firm in their views that horror fiction is junky trash, but both emphatically admitted to loving true crime books; one because of the explorations of psychotic minds discussed in the books; the other because of the cautionary elements regarding relationships with deviant personalities. Yet most true crime books are superficial; rushed to press to capitalize on publicity regarding recent crimes, are generally poorly researched, and are usually not well written. I frankly find this taste less understandable and defensible than my own for horror books. Give me a furry occult werewolf any old time. I don't get much enjoyment in reading about front-page serial killers, but a mossy mummy is usually good for a laugh or two. It may be, however, that true crime is given added literary status just because it is based on factual events, rather than what appears to be imitations of Edgar Allan Poe-type drug-induced visions. I still prefer my scares to be imaginary. I don't like to think about a real boogeyman in my closet.

It is obviously not just the sex and violence that repel librarians away from horror fiction. There must be other reasons, probably complex reasons, that turn many adult readers away from horror books. There has been little solid research done about why people like, or don't like, horror literature. This is, in a way, curious, since it is the genre which seems to inspire the most focused feelings one way or the other. In fact, I have long thought that one factor in the appeal of horror fiction and films

for teens is that so many adults do dislike it. Any self-respecting teenager is going to delight in reading a book or attend a movie which makes parents, teachers, and librarians shudder and say, "Oh, ugh, I can't understand why you like that terrible stuff."

Almost as good as getting the "oh, ugh" reaction from adults is getting them into a martyr posture. Perhaps you are one of the librarians who says (probably in order to defend buying library books by King, Andrews, and the like), "Well, at least they're reading **something**! Maybe next week I can get them into Jane Austen and Jorge Amado." It's always fun to tantalize adults that way.

Another exciting way to get a rise out of adults is to sport interest in satanism. A black t-shirt with a pentagram is all it takes, and reading a few books about horror, going to the latest slice and dice movie, and looking at a librarian cross-eyed all add to the general effect. I do not subscribe to the theory that today's teens are turning en masse to satanism. Most are simply emulating clothing styles and language of rock stars. A few may dabble in occult rites in the woods, getting the local police and media upset. Only a few unhappy kids; high on drugs, confused about life, and with deep-seated psychotic problems, may profess to being followers of satan. You may disagree with me, of course, but these are areas where there is little real proof, one way or the other, and being a highly emotional, scary subject, generally is blown out of proportion.

All these notions, and others, are the things that make us leery about horror literature, and probably contribute in large part to the dislike and distrust of the genre. We seldom accuse the mystery genre of turning people into hardened criminals, and westerns don't inspire many teenage boys to run away from home to become cowboys. Why, then, do we credit horror literature with so much persuasive power? In my opinion, a far better case can be made for the dangers of romance literature which create fantasy dreams of love and romance that so few teenage girls ever find in reality. Alas, we are more likely to be criticized for selecting a nasty horror book for the library that the latest Sweet Valley High title.

Reading Horror Fiction

As librarians we feel a duty about horror literature, nevertheless. It is often a grim, teeth-clenching duty. As librarians we feel it is necessary to have a good background in our collections; we need to appreciate the tastes of our readers, and we feel the need to read in the various genres available. The means, oh ugh, reading horror books. And since Stephen King and V.C. Andrews are the most popular writers with teens, that's the place to start, right? Not necessarily.

In the first place, most librarians already have a bias against horror literature. Some may not have ever read a horror book, others may have tried only a few. In a number of cases, the dislike for horror books may be so strong that just the usual paperback cover (often featuring a die cut with a screaming mouth and/or terrified eyes) will guarantee that it won't get read by a librarian any time soon.

As a result of this dislike, many librarians have become ignorant of the genre. This is a most unfortunate development, because librarians are then not able to talk intelligently to teens about horror books, without a doubt one of their favorites. Even those librarians who have forced themselves to read a few horror titles cannot talk about the books with any great enjoyment or appreciation. Teens sense this, and they may see this as patronizing to them and their reading tastes.

So, what's the solution? A number of approaches are possible. Do not despair, for it's easy to understand more about the horror genre, even read a few of the books, without vomiting, and discuss them cheerfully with teens.

Understanding the Genre

It is important to remember (how can we

forget?) that genre writing of all types is full of uneven literary quality. In other words, a lot of hack writers do turn out junk. But some of these hack writers are just starting out, and some of them may develop into fine writers, or at least competent ones. A very few may even show literary flair and talent, along with ably describing bloody fangs and rotting human flesh.

Also, remember that not all horror, despite the covers and the jacket blurbs, are full of sex and violence. Some are, to be sure, but not every single one. If you've never read the original novel of *Psycho*, do so. Robert Bloch, the author was inspired to write the book after some of the details involving the crimes of Ed Gein came to light. (The actual story--for lovers of true crime--is really disgusting, and beats just about anything you've ever read.) Yet the horror is implicit. Bloch is a plain, direct writer and the famous Hitchcock film based on the book follows the same approach. Both Bloch and Hitchcock were fully aware of the value of leaving some things to the imagination.

Another feature of the horror genre which is useful to know, is that horror, similar to other genres, has different subgenres. You may love cozy English mysteries, for example, and hate hard boiled detective tales. You may discover within horror that there is a subgenre which you may not actually like, but at least can tolerate. There has already been mention of true crime stories, and there are many horror books which are based on real criminal activities or seek to delve into the minds and emotions of criminals. Psycho/thrillers are particularly popular right now, as evidenced by the books and movies like *The Silence of the Lambs*.

Other horror books take on an erotic, almost hazy, aura. Books by Anne Rice and Chelsea Quinn Yarbro fit this classification of horror. Because of the dreamy quality in their books, the violence does not seem as blatant and cruel. Also, these authors seek to understand the monsters. In fact, Yarbro's vampire books have the very solid message that vampires are not the real monsters of history, humans are the true beasts. You will find that very often women horror writers have a different approach to the genre, one which is more sensitive and even sometimes borders on gothic romances.

Some particular monsters have spawned their own subgenres, with vampires being the most popular. Vampires are very sexy. As one enthused teen said to me avidly when the Frank Langella version of *Dracula* was released some years ago, "He can suck on my neck any time!" Zombies are hot at the moment, too, and there seems to be a trend back to Salem-style witchcraft.

Keep in mind that writers of horror literature do not always do careful, if any, research on occult subjects before cranking out another original paperback. Encourage the kids who are interested in some of the historical background and anthropological aspects to read accurate, nonfiction material. Let them find out more about history, sociology and psychology. Teens often become intrigued by subjects they first read about in novels. This means buying such material for your libraries, and making judgements in selection that are informed. Don't get nervous about these materials turning teens into budding little Aleister Crowleys--I doubt that they will.

Try viewing a few movies in the horror genre. Sometimes they're easier to take. If you can't admire more violent films for their special effects (and a lot of teens do), go for gentler selections, such as *Stand by Me*, the very fine Rob Reiner film based on a Stephen King novella, or the romantically morbid film version of V.C. Andrews's *Flowers in the Attic*. In any event, remember that the horror genre in literature today is currently tied closely to the horror genre in films.

Old fashioned ghost stories still have their place, and some, such as Henry James's *The Turning of the Screw* are considered literary treasures. Admittedly, Henry James isn't going to win any late-blooming popularity awards, but a few teens might be willing to

tackle this title. Peter Straub's *Ghost Story* is a modern example of this subgenre, and could be fun for a number of today's teens to read.

One of the most controversial subgenres of horror literature, and certainly the newest, is splatterpunk, born in 1984 and espoused primarily by young, male writers in the genre. There are obvious parallels between this subgenre in horror with the cyberpunk movement in science fiction. Most of the writers once associated with splatterpunk have since denied their allegiance to this subgenre saying that it is too limiting to be categorized in this way. Probably, most librarians would not select this subgenre as a favorite.

Much of mainstream of horror literature can be placed in the classification of dark fantasy. Most horror writers, certainly the successful ones like Stephen King, place themselves in this category. They follow in the traditions established by Poe and later H.P. Lovecraft. They describe terror (who can ever forget Lovecraft's short story, "The Rats in the Wall") and focus far more on human feelings and the true nature of evil. Evil may be Ancient Ones as termed by Lovecraft, or the devil himself as described by British author, Dennis Wheatley. Evil is not necessarily defined clearly; evil may be just this thing, or presence, that's out to get people--and generally succeeds.

One of the most difficult pieces of advice for you to follow is to keep up with the horror genre by reading periodical literature. The horror genre has its share of fanzines, newsletters, and even professional journals of criticism, but they tend to be very ephemeral and short-lived. I have learned not to mention any of them by name in reviewing horror titles for *Voice of Youth Advocates*, for every time I do the periodical concerned seems to go out of business almost immediately. At present there is no one periodical for me to recommend to you, since one I like a great deal, *Blood Review*, doesn't seem to be publishing at present. There are two good ones in England which cover both horror books and films, *Fear* and *Skeleton Crew*. Do encourage the general reviewing media to include horror titles so you will be able to make informed selection decisions.

Conclusion

In closing, let me stress the importance of learning about horror books, reading some of them, enjoying them without expecting them to be great literature, just recreational fun, and being able to talk with teens about them in an enthusiastic way. More importantly, continue to increase your own tolerance for all kinds of books and the kids who read them. Both deserve our respect.

Prior to our discussion of horror literature, I hope you will fill out the following questionnaire. It will serve two purposes. (1) If you would kindly hand it in at the end of the session, it will give me some valuable research data. (2) It will help you to focus on some aspects of horror literature that will, I hope, prove to stimulate and sharpen our discussion.

1. What is the scariest book you've ever read? Why?

2. When (date read and your age then) did you read it?

3. Did you like the book? Why?

4. Do you read horror books now?

5. If you read horror books, what's your all-time favorite? Why?

6. What's the scariest movie you've ever seen? Why?

7. Do you like feeling scared? Why, or why not?

Please check:

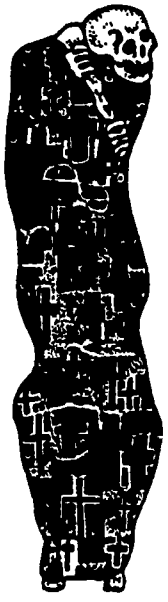
Your age category now--
___20-30 ___31-40
___41-50 ___51-60
___61-70 ___Over 70

Are you a school librarian?
___Yes ___No
If not, what? _____
Ages of the kids you work with--
___5-8 ___8-12 ___13-15
___16-18 ___Other _____

THANKS!

DISCUSSION QUESTIONS

1. Why do teens like horror books and movies?
2. Do you? If not, why?
3. Who are the favorite horror authors teens prefer? Why?
4. Who are your favorite horror authors? Why?
5. Do you buy horror books for your library?
6. How do you select them?
7. Have you had complaints about them from parents, teachers, administrators, etc.? How do you respond?
8. Do you believe that reading horror books will turn you into a slavering, disgusting, totally unprofessional monster?



THE TEACHER-LIBRARIAN AND WHOLE LANGUAGE PROGRAMS

by
Mary Ann Paulin
School Library Media Specialist
Negaunee Public Schools
Negaunee, Michigan

The ten elements of a whole language program according to Butler's *The Elements of the Whole Language Program* are: 1)reading to children, 2)shared book experiences, 3)sustained silent reading, 4)guided reading, 5)individualized reading, 6)language experience, 7)children's writing, 8)modeled writing, 9)opportunities for sharing, and 10)content area reading and writing. This paper will share ideas of how the teacher-librarian can help teachers involved with the whole language movement as well as their students. The term teacher-librarian will be used throughout this paper as a synonym for school librarian or school library/media specialist.

Reading to Children

When newspaperman Jim Trelease visited American classrooms and asked students about the books they had read, he noted a decline in the 1960's but by 1979 he noticed that students cited their textbooks as recent reading materials. Trelease wrote editions of *The Read-Aloud Handbook* in 1982 and 1983 and has given speeches all over the world to convince parents, teachers, and librarians the importance of reading aloud to children. *The New Read-Aloud Handbook* appeared in 1989. In 1982, the index to my *Creative Uses of Children's Literature*, page 725, listed 59 page numbers containing information on reading aloud. Techniques for reading aloud appear on pages 30-38. Editions of Kimmel and Segel's *For Reading Out Loud!* appeared in 1983 and 1988. According to page 23 of Anderson's 1985 report, *Becoming a Nation of Readers: The Report of the Commission on Reading*, "The single most important activity for building the knowledge required for eventual success in reading is **reading aloud** to children." The theme for the American Library Association's April 17, 1991 celebration was "The Great American Read-Aloud" or the "Night of a Thousand Stars" in which celebrities read aloud to listeners in school and public libraries across the United States.

Shared Book Experiences

Teacher-librarians constantly share books with students through storytelling, reading aloud from big books and regular-sized books, puppet shows, booktalks, and bibliographies. The teacher-librarian can also help students to create a computer database of books which have been annotated by the students so they can share their favorites with others. The teacher-librarian can organize students into groups or panels who to give booktalks to classes. Instructions for peer book panels appear on pp. 29-30 of my *Creative Uses of Children's Literature*.

One example of sharing new books is occurring in the Negaunee Public Schools through our "Gifted and Talented Newbery Project." Twenty-five students were selected by myself from recommendations made by teachers in grades four through eight to take part in a project in which they will learn to evaluate books and read over a hundred books published during 1991. The final project will be to make recommendations about which of these books are worthy of being the 1992 Newbery Medal winner or Newbery Honor Books. Since I am one of the 15 members of the 1992 Newbery Medal committee, I chose to share the new books with these special students in ten voluntary after school sessions. Because all of the students are avid readers, they are an ideal class. As part of the project, students will be preparing a bibliography of books they want their classmates to read as well as will present booktalks and panels to other students.

Sustained Silent Reading

Other names for silent reading are USSR (Uninterrupted sustained silent reading) and DEAR (Drop everything and read). The theory behind giving children time to read is that if "practice makes perfect," then practice in reading will improve reading. Children who begin reading exciting literature as part of SSR will hopefully continue reading that reading material on their own. Teacher-librarians play a vital role in SSR when they provide reading guidance for students who are selecting books to read during SSR. By providing "the right book at the right time," the teacher-librarian can help to ensure that the student will continue reading that book and others like it. Teacher-librarians can capitalize on the need for students to have a book to read for SSR and circulation can increase. Chapter 9 of Trelease's *The New Read-Aloud Handbook* is "SSR: Read Aloud's Natural Partner."

On April 17, 1991, all students in the Negaunee Public Schools (1 high school, 1 middle school, and two elementary schools) simultaneously engaged in SSR as part of our National Library Week Celebration. The high school and middle school students read for a whole class period of 50 minutes while the elementary students read for 30 minutes. Each classroom had a guest who came to read with them. The teacher introduced the guest to the class and the guest told what they were reading and why. One middle school counselor, who is also a coach, told how he enjoys reading sports biographies. A Northern Michigan University varsity hockey player from the team that just won the National College Athletic Association's Hockey Championship explained that he was a student first and that reading was important so he was reading a college assignment. A teacher aide who is housing one of the 30 exchange students form the Soviet Union explained that she was reading books about the Soviet Union so she knew more about the country from which her guest came. Other guests included cooks, custodians, administrators, school board members, teacher aides, counselors, library staff, the school nurse, the city librarian, the mayor, the city manager, a local policeman, 9 hockey players and 7 basketball players from the university. The librarians in each building worked together to match guests with classrooms and sent a letter with instructions to each guest and teacher. The SSR began with a taped message from the Superintendent of Schools which came over the public address system in each building and ended "Get ready, get set, read and enjoy!" Articles explaining the project appeared in the newsletter sent to taxpayers before and after the project. Because one of the guest readers was a newspaper reporter who lives in the district, we received newspaper coverage as well.

Guided Reading

Teachers help students to improve their reading by guiding and monitoring their reading. Guided reading can be reading in the content area for class work or personal reading. The teacher-librarian can help supply books in both these categories.

Teacher-librarians can guide the reading of teachers by maintaining a professional library which can provide teachers with materials that can be shared on the Whole Language method are Goodman's *What's Whole in Whole Language?* and *Whole Language Evaluation Book*; Butler's *Whole Language: A Framework for Thinking* and *The Elements of the Whole Language Program*; Edelsky's *Whole Language: What's the Difference*; the December, 1990 issue of *Language Arts* published by the National Council of Teachers of English and whose theme was "Literature in Language Arts Learning and Teaching;" and the November, 1989 issue of *The Elementary School Journal* which contains nine articles about Whole Language and is published by the University of Chicago.

There are many books specifically on literature-based reading that can be provided to teachers by the teacher-librarian: Rudman's *Children's Literature: Resource for the Classroom*; Stewig and Sebesta's *Using Literature in the Elementary Classroom*; Huck, et al's *Children's Literature in the Elementary School*; Hickman and Cullinan's *Children's*

Literature in the Classroom: Weaving Charlotte's Web; Lamme's *Learning to Love Literature*; Hancock and Hill's *Literature Based Reading Programs at Work*; Thomas and Perry's *Into Books, 101 Literature Activities in the Classroom*; Johnson and Louis' *Literacy Through Literature*; Laughlin and Swisher's *Literature-Based Reading*; and a book and video by Kulleseid and Strickland called *Literature, Literacy, and Learning: Classroom Teacher, Library Media Specialists, and the Literature-Based Curriculum.*

Individualized Reading
The teacher-librarian plays a vital role in the individualized reading program in the school by providing individual reading guidance, bibliographies, and booktalks so that students have a variety of books from which to choose for their own personal reading. No one else in the school has the special training to accomplish these tasks and schools without a teacher-librarian deprive students of an important resource. Check item #3, sustained silent reading, because information listed there applies to individualized reading also.

Provide teachers with Veatch's *How to Teach Reading With Children's Books* for information about this teaching technique.

Language Experience
When students have a shared experience and the whole class writes about it together on the chalk board, an overhead transparency, or on a flip chart, they are engaging in language experience. The big books of New Zealand and Australia came from this concept. The commercial big books available today provide an experience in which the whole class can participate. When students and the teacher take a book and write a parody or pattern another book after it with the help of the entire class, they are also engaging in Language experience.

Teacher-librarians can provide teachers with pattern books and big books. A variety of big books from many companies are shared in my book, *More Creative Uses of Children's Literature, Vol. 2.* The books made by the classes could be catalogued and placed in the school library.

Children's Writing
The teacher-librarian is involved in the writing process if there is real integration of researching, reading and writing. Through integrated library instruction, the teachers and teacher-librarians cooperatively plan projects so that students gain background for writing stories, themes, and reports.

Modeled Writing
There is a theory that when people are exposed to good writing, their own writing will improve. On page 2 of her book *Gates of Excellence*, Katherine Paterson says "By the time I got to college I had apparently read enough so that it was beginning to rub off a bit on my work. Indeed, an English professor once noted my chameleonic tendency to adopt the style of whatever literary figure I happened to be doing a paper on. I am grateful that he encouraged me to write papers on only the best. An apprenticeship imitating the masters of the English language was bound to have a beneficial effect. Paterson won the National Book Award in 1977 and 1979 and the Newbery Medal in 1978 and 1981 as well as received a Newbery Honor Book in 1979.

Phyllis Reynolds Naylor has written about 30 books and over 200 short stories. On page 119 of *How I Came to Be a Writer*, Naylor says "Various writers have different ways for staying motivated...Some are motivated by reading great books by other authors, which seems to stimulate their own creative process."

Teacher-librarians can provide high quality children's books such as those by Paterson and Naylor to children so they can be exposed to the best literature possible. Teacher-librarians can also help teachers find "pattern" books so that teachers in primary grades can use these books to help a class of children create a similar book. These books have lots of repetition.

The idea behind literature-based reading is that children will learn to read by

being exposed to quality literature and the more students read, the better they will become. This means reading exciting children's literature, not basal readers. Those who integrate reading and writing in the whole language approach, often incorporate literature-based reading into their philosophy.

Opportunities for Sharing

Teacher-librarians can become involved in the "Young Author" movement in which students write and publish their own books. Each year in May, 3,000 students from Marquette and Alger counties attend a "Young Author's Conference" at Northern Michigan University. All year the teachers attend sessions and share techniques for helping their students write books. At the conference, students have a chance to share their books and participate in sessions of storytelling, puppetry, and literature. During the day, students have a chance to meet and work with a nationally known author. Although students want to keep their own books, duplicates of the best books could be made and catalogued in the school library. Naturally the library contains books about the history of papermaking, printing, and bookmaking as well as about the importance and function of libraries. The teacher-librarian shares these books with students and with teachers.

Content Area Reading and Writing

Teachers and teacher-librarians can work cooperatively to provide meaningful projects in which students can learn the skills of research, reading, writing, listening, and speaking. Library instruction should never be isolated but must be integrated into classroom work. The teacher-librarian provides the techniques and materials so the class can research topics studied in the classroom. The students read the materials and with the guidance of the teacher, they write their report in either paragraph or outline form. When students present their reports to the class using their outline, the giver of the report learns techniques of speaking before a group and the other students sharpen their listening skills, especially if they are asked to take notes on the presentation.

The teacher-librarian uses unique skills to provide the materials for these reports: sources and criteria for selecting children's books; the techniques for locating types of materials through special indexes for poetry, short story, quotations, storytelling, multimedia, and magazines; the breadth of knowledge of children's books which allows them to link similar themes in literature or types of literature together; skills in locating and selecting various types of literature (novels, short stories, poetry, plays, essays, biography, folk tales, periodical articles); creating bibliographies; compiling materials for project units; sharing fiction and nonfiction; incorporating science and math concepts; integrating storytelling, fingerplays, puppetry, and creative dramatics into lessons; sharing picture books which contain various art techniques; sharing books in poetry and song; booktalking; incorporating multimedia and mass media (filmstrips, 16mm films, audio cassettes, videocassettes, study prints, vertical files, microforms, compact disks, and computer programs) into units; networking with other libraries to obtain materials through interlibrary loans; purchasing materials at the lowest prices possible; cataloging, organizing, advertising, and circulating materials once they arrive.

Bibliography

Anderson, Richard C., Elfrieda H. Hiebert, Judith A. Scott, and Ian Wilkinson. *Becoming a Nation of Readers: The Report of the Comission on Reading.* Champaign-Urbana, IL: Center for the Study of Reading, 1985.

Butler, Andrea. *The Elements of the Whole Language Program.* Crystal Lake, IL: Rigby, n.d.

_____. *Whole Language: A Framework for Thinking.* Rigby, n.d.

Edelsky, Carole, Bess Atwerger, and Barbara Flores. Portsmouth, NH: Heinemann, 1991

Elementary School Journal. November, 1989, Vol. 90, No. 2. Chicago: University of Chicago. Issue Theme: "Whole Language."

Goodman, Ken. *What's Whole in Whole Language?* Portsmouth, NH: Heinemann, 1986.

_____, Yetta Goodman, and Wendy Hood. *Whole Language Evaluation Book.* Heinemann, 1989.

Hancock, Jeelie and Susan Hill. *Literature Based Reading Programs at Work.* Heinemann, 1987.

Hickman, Janet and Bernice Cullinen. *Children's Literature in the Classroom: Weaving Charlotte's Web.* Needham Heights, MA: Christopher Gordon, 1989.

Huck, Charlotte, Janet Hickman, and Susan Helper. *Children's Literature in the Elementary School,* 4th edition. New York: Holt, 1987.

Johnson, Terry D. and Daphne R. Louis. *Literacy through Literature.* Melbourne, Australia: Methuen, 1985.

Kimmel, Margaret Mary and Elizabeth Segel. *For Reading Out Loud!* New York: Delacorte, 1983, 1988. Dell pb.

Kulleseid, Eleanor and Dorothy Strickland. *Literature, Literacy, and Learning: Classroom Teacher, Library Media Specialists, and the Literature-Based Curriculum.* Chicago: American Library Association, 1989. Video recording also available.

Language Arts. November, 1990. Vol. 67, No.4. Urbana, IL: National Council of Teachers of English. Issue Theme: "Libraries and the Language Arts."

Laughlin, Mildred K. and Claudia L. Swisher. *Literature-Based Reading: Children's Books and Activities to Enrich the K-5 Curriculum.* Phoenix, AZ: Oryz, 1990.

Naylor, Phyllis Naylor. *How I Came to Be a Writer.* New York: Atheneum, 1978.

Paterson, Katherine. *Gates of Excellence: On Reading and Writing Books for Children.* New York: Elsevier/Nelson, 1981.

Paulin, Mary Ann. *Creative Uses of Children's Literature.* Hamden, CT: Library Professional Publications, 1982.

_____. *More Creative Uses of Children's Literature, Vol.1.* Library Professional Publications, 1991.

_____. *More Creative Uses of Children's Literature, Vol.2.* Library Professional Publications, 1992.

Rudman, Marcia. *Children's Literature: Resources for the Classroom.* CG Publishers, 1989.

Stewig, John Warren and Sam L. Sebesta. *Using Literature in the Elementary Classroom.* Champaign, IL: National Council of Teachers of English, 1978, 1989.

Thomas, Ron and Andrew Perry. *Into Books: 101 Literature Activities in the Classroom.* Melbourne, Australia: Oxford, 1984.

Trelease, Jim. *The New Read-Aloud Handbook.* New York: Viking Penguin, 1989.

_____. *The Read-Aloud Handbook.* Viking Penguin, 1982, 1985.

Veatch, Jeannette. *How to Teach Reading with Children's Books.* New York: Owne, 1985.

IT'S ABOUT TIME

by
Susan Falk Fowells
Media Specialist
Covington Junior High
Evergreen School District
Vancouver, Washington

Introduction

Have you ever wished you had more time? Have you misplaced a paper only to find it hours, days, or weeks later? Do you feel like you're drowning in paper work? Using hints from time management experts can free up hours of time and enable you to accomplish more. In this paper, the term "time management skills" refers to organizing time and space to be more efficient and effective.

History

In the 1970s pioneers R. Alex MacKenzie and Alan Lakein developed models of organizational skills. Some of their ideas were too rigid for many readers. Time management techniques have evolved over the years; current theory is more attuned to the fact different individuals have different organizational needs and styles. What works for one individual does not necessarily meet the needs of another.

An Organizing Audit

An organizing audit such as the one written by Stephanie Winston in *The Organized Executive: New Ways to Manage Time, Paper and People* is a good place to start. This audit is taken from her book; comments in italics are mine.

1. Can you retrieve any paper from your desk-top within one minute?
2. Can your secretary (*or assistant, parent or student volunteer*) retrieve papers from the office files within five minutes of your request?
3. When you walk into your office in the morning, do you know what your two or three primary tasks are?
4. Do you usually accomplish those tasks by the end of the day?
5. Do you meet daily with your secretary? Weekly with your staff? (*Post notes or a bulletin board and have student assistants initial the notes when they have read them.*)
6. Does your staff (*including volunteers*) typically receive clear-cut assignments that outline the range of their authority, the overall purpose, and the due date?
7. Do you always monitor staff to ensure that tasks are completed on time?
8. Are there some materials on your desk that you haven't looked through for a week or more?
9. During the last three months have you failed to reply to an important letter because it got lost on your desk?
10. Do you regularly receive letters or calls that begin: "You haven't gotten back to me yet, so...?"
11. Within the last three months have you forgotten any scheduled appointment or meeting, or any special date that you wanted to acknowledge?
12. Do you carry home a loaded briefcase more than once a week?
13. Are you harassed by frequent interruptions--whether phone calls or visitors--that affect your ability to concentrate? (*This question realistically can't apply to most school librarians' time during the school day but can pertain to time before and after school and at home.*)
14. Do you frequently procrastinate on an assignment until it becomes an emergency or panic situation?
15. Do you receive long reports from which you have to extract a few key points?
16. Do your own reports tend to be wordy or excessively detailed?
17. Do magazines and newspapers pile up unread?

18. Do you often wind up doing a little bit of your staff's jobs in addition to your own?
19. Are you so busy with details that you are ignoring opportunities for new business or promotional activities?

Score questions 1-7: one point for each no
Score questions 8-19: one point for each yes

Score of 1-5	You are well organized.
Score of 6-8	Pick from the audit the most critical "wrong" answer and work on this problem. (More on this later.) Then continue this process until each problem has been solved.
Score of 9-12	Try the nine-step process in the book.
Score of 13-19	You are seriously disorganized. Full-fledged reorganization is needed. Pull yourself out of the mire. (23-28)

Problems With the Use of Time and Space
In her book *How to Be Organized in Spite of Yourself*, Sunny Schlenger suggests: "After years of working as a personal-systems designer, with a background in psychology and counseling, I have seen again and again that people have different organizational needs" (2). People need to adapt the basic principles of time and space management to their own personal style.

Schlenger writes that five time wasting personalities include:
Hopper. They like to have lots of irons in the fire and work on several tasks simultaneously, but they constantly jump from task to task without ever completing any of them.

Perfectionist Plus. They think they can do anything but they get so involved in trying to do everything right that they often can't get projects done on time. Even when they finish a job, they're seldom really satisfied with the results.

Allergic to Detail. They'd much rather formulate plans than carry them out, so after they start a project they're weak on follow-through.

Fence Sitter. They leave everything to chance because they have trouble making decisions and worry whether or not they will make the right one.

Cliff Hanger. They thrive on excitement, delay everything to the last minute, and usually need outside time pressure to complete a task.

People who waste space fall into one of these categories:
Everything Out. They work best when everything they need is out in front of them and feel it's a waste of time to put things away in drawers and closets when they're going to use them again.

Nothing Out. They hate to see clutter, so having a clear desk and hiding things from sight makes them feel as though they're in control.

Right Angler. They confuse neatness with organization and believe they're getting organized when they straighten things up and arrange piles with perfectly straight edges.

Pack Rat. They have a compulsion to save because something might come in handy someday, someone else might have a use for it, or they don't know what else to do with it.

Total Slob. They are totally disorganized and believe that they have more important and creative things to do with their lives than stay neat (4-5).

Action Plan
Having decided to make a change, the next step is to start an action plan. Research shows that if you use an idea within 24 hours of hearing it, you are more likely to integrate it permanently. When you hear or read an idea

you would like to use, write it down. (See Action Plan Sheet at the end of this paper.) When you return to your school/work, hang it where you can see it. This technique will help you put your plan into action. Don't let a good idea get away.

Time Log

I found it essential to keep a daily time log when I began trying to improve my skills. I still occasionally keep a log for a day or two to see to how I'm doing. One style of time log can be found with other forms at the end of this paper.

1. Record your activities every 15 or 30 minutes.
2. At the end of the day, evaluate each activity's importance in working toward your goals.
3. Analyze which activities could have been done in a more efficient way.
4. Write your goals for the following day prioritizing each A, B, or C.
5. Keep a log for one week. Has your efficiency improved during the week?

General Suggestions

Jeffrey Mayer has written a practical book titled *If you Haven't Got the Time to Do It Right, When Will You Find the Time to Do It Over?* He describes disorganized "offices that look as if they'd gone through the spin cycle of a washing machine, or as if a dump truck had backed up and dropped its load" (19-21). It is important to keep a master list of the things that need to be done and clear the desk. Hints collected from a variety of sources may prove helpful in improving your time and space management.

1. Emphasize the important; eliminate the unimportant. Both Mackenzie and Lakein emphasize the importance of the 80/20 rule: If all items are arranged in order of value, 80 percent of the value comes from only 20 percent of the items. If most of the magazine overdues are from 20 percent of the students, consider limiting the magazine privileges of the habitually tardy students.
2. Use your most productive time to do your most productive work. R. Alex Mackenzie suggests "one of the myths of time management is that the harder one works, the more he [or she] gets done. No direct relationship can be assumed between hard work and positive accomplishment...Work smarter, not harder" (10-11).
3. When starting a new project, ask yourself, "What is the best use of my time now?"
4. Break down projects and decisions into small steps.
5. Delegate. Putting a higher value on your time will help. You can never have time to do everything yourself. if you are a perfectionist you may feel you can do a better job on a specific task, but perhaps there is a better use for your time. I have used parent and student volunteers for many years. Do not underestimate the ability of students. Some 9 year olds are better at shelving nonfiction than 13 and 14 year olds. Be sure to say thanks for a job done well.
6. Take a break if long jobs become too tiring. Get up and move around or work on another high priority job for a few minutes. When working at the computer take a 30 second or minute break every 20 minutes or so.
7. Reward yourself after the completion of a large or unpleasant job.
8. Keep a Daily To Do list and a Master or Long Term To Do list. Keep the daily list visible so you can refer to it during the day. You will feel a sense of accomplishment when you cross off an item. If you have an item that you did not complete that day, put it on the list for the following day with a dot to show it has been on the list for two days. Add another dot the next day. If you haven't finished the task within four days, reconsider its value. Is it really a top priority item for the following day or should it be put into a Good Ideas file for future consideration?
9. Mayer believes the reason for cluttered

desktops and piles of files is because we think that out of sight is out of mind. "We're afraid to put anything away, because we know we'll never find it again, or we'll forget about it. By leaving everything out, we can see all our unfinished w[illegible] Unfortunately, everybody else c[illegible]ee it, too" (19-20). He suggests scheduling an appointment with yourself...allow no interruptions. Sort the piles of papers or use a large waste basket to get rid of unnecessary things. When you transform the piles of files you will feel more in control.

10. Use a basic sorting tray system for mail and other papers. You might include these categories: Incoming, Outgoing, Pending, To File, To Do and To Read. Be sure the Pending file does not become a long term storage basket. Try to handle each piece of paper only once (ideal) or twice (more realistic).
11. Before you go home in the evening, look at your To Do list for the following day. Mark the two or three most important things to do on the list.
12. Keep a file by the dates of the months. This is a helpful way to remind yourself what needs to be done. Slip meeting notices and things you will need for that day into the files.
13. Keep a file by names of the months. If you have an idea during June that would be useful when school resumes in the fall, the idea filed in an August folder will be easy to find later.
14. Color code file folders. Either buy colored folders, use press-on dots or a colored marking pen. (I keep pending items in a red file. My regular office files are blue and the file folders for my student aides are yellow.)
15. Mark the date when a paper or catalog can be discarded on the top page. This makes it easy to clear files.
16. When you or an assistant file a catalog, throw away the older catalog if the updated version is the same thing. (Don't accidently toss the main catalog when you receive a catalog supplement or a promotional flyer.)
17. Use calendars and rotary address and telephone card systems to keep track of details. Bates is the brand name of a rotary type revolving card file with the plastic covers (sleeves) for business cards.
18. Stick a Post-it note on the cover of a magazine to note something of special interest. Put it in the To Read folder or plastic sorter.
19. Develop and use an inventory card system to make ordering and reordering of supplies easier. This will prevent running out of materials at the end of the budget year.
20. Set deadlines. I often set them for a couple of days before the project is due to allow for last minute problems.

Summary

Try the ideas that seem relevant to your personal work style and your job. Obviously, we can not put out a Do Not Disturb sign when we have lots to do. In a school the needs of your staff and students come first.

Keep a positive attitude as you change and develop new habits to become a good time manager. Be patient with yourself. It takes time to replace old habits with more effective ones. Don't expect to make a total change overnight. Remember, all good things take time.

Reward yourself as you become an effective and efficient time and space manager. This will reinforce your newly acquired good habits. Remember, the more organized your office, the more you can accomplish, and the more successful you will be.

Things I Do Not Want to Be Without

* computer next to my desk
* hanging files
* colored file folders or manilla folders with color-edged labels
* traditional rotary type flip card phone/address file with plastic covers or sleeves to hold cards. Bates is the brand name of a rotary type which

comes with plastic covers for business cards.

* colored felt tip pen - Use on the index of the computer manual and other equipment manuals to refer to pages often used if you are the only one using the manual.
* permanent marking pens - Write model number and serial number on outside of equipment. You can also write on plastic bags.
* portable labeling machine - I use the Kroy DuraType 200 for labeling shelves an magazine filer because the labels look better and stay on longer than embossed plastic labels.
* carbonless paper - Have forms printed on this paper if you need multiple copies.
* Post-it notes
* fluorescent labels with school name for front of magazines and books
* coil pen attached to the phone
* good quality three hoe punch
* three ring binders for memos
* good quality stapler, staples, staple remover (staples take less room in files than paper clips and don't off)
* pocket chart for notes to student helpers and/or adult volunteers

---

Take a Minute:
Look at Your Goals
Look at Your Performance
See If Your Behavior Matches Your Goals

Blanchard. The One Minute Manager p. 74.

Bibliography

Blanchard, Kenneth. *The One Minute Manager.* New York: Morrow, 1982. 74.

Burka, Jane. *Procrastination: Why You Do It: What To Do About It.* Reading: Addison Wesley, 1983.

Cornyn-Selby, Alyce. *Procrastinatinor's Success Kit.* Eugene: Beynch Press, 1986. 100.

Covey, Stephen R. *The Seven Habits of Highly Effective People.* New York: Simon & Schuster, 1989. 11,25.

Hedrick, Lucy H. *Five Days To An Organized Life.* New York: Dell, 1990.

Hemphill, Barbara. *Taming the Paper Tiger: Organizing the Paper in Your Life.* New York: Dodd, Mead, 1988. 10-13, 33.

Lakein, Alan. *How to Get Control of Your Time and Your Life.* New York: New American Library, 1973. 71.

Lew, Irvina Siegel. *You Can't Do It All: Ideas That Work For Mothers Who Work.* New York: Atheneum, 1986.

Mackenzie, R. Alex. *The Time Trap.* American Management Association, 1972. 10-11.

Mayer, Jeffrey J. *If You Haven't Got the Time To Do It Right, When Will You Find the Time To Do It Over?* New York: Simon and Schuster, 1990. 19-21.

Schlenger, Sunny. *How To Be Organized In Spite of Yourself.* New York: Signet, 1990. 2-5.

Shipman, Neil J. *Effective Time-Management Techniques For School Administrators.* Englewood Cliffs: Prentice-Hall. 1983.

Winston, Stephanie. *The Organized Executive: New Ways To Manage Time, Paper and People.* New York: Warner, 1983. 23-28.

ACTION PLAN

Having decided to make a change, the next step is to start an action plan. Research shows that if you use an idea within 24 hours of hearing it, you are more likely to integrate it permanently. When you hear or read an idea you would like to use, write it down on this page immediately. When you return to your school/work, hang it where you can see it. This technique will help you put your plan into action. Don't let a good idea get away.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

TIME LOG SHEET

Time	Activity (delegated?)	Action Needed	Priority (A,B,C)	Improvement

ETC* FORM

Program _____

Date _____ Next Meeting _____

PRESENT:

_____ _____

_____ _____

_____ ABSENT:

_____ _____

_____ _____

_____ _____

CONCERN	PROCEDURE/ACTION	BY WHEN	MAJOR RESPONSIBILITY	DISPOSITION/ COMMENTS

178

186

187

TASK _____ PAGE ____ OF ____

DESCRIPTION OF TASK	PERSON RESPONSIBLE	PERSON TO CONTACT	DATE DUE	DATE COMPLETED	COMMENTS

LEARNING TO BE A TEACHER-LIBRARIAN: A RESEARCH REPORT

by
Dianne Oberg
Department of Elementary Education
University of Alberta
Edmonton, Alberta

Learning to be a teacher-librarian is a complex process that involves much more than academic preparation. In the literature of school librarianship, however, there is little that acknowledges or explores the process. This contrasts sharply with the literature related to the education of those professionals with whom teacher-librarians mostly work, classroom teachers and principals. This difference can be seen by examining the results of a sample literature search related to new or beginning teachers, principals, and teacher-librarians. Full-text searching of CD-ROM versions of the *ERIC* and *Library Literature* databases for the period 1986-1990 provided 624 records related to new or beginning teachers and 49 related to new or beginning principals but not one related to new or beginning teacher-librarians.

This paper reports research that was carried out during the first year of work of two novice teacher-librarians in Alberta, Canada. They agreed to share their thoughts and experiences over the 1989-1990 school year with two researchers from the University of Alberta, Dianne Oberg and Linda LaRocque. Oberg teaches in the school libraries program in the Department of Elementary Education; LaRocque in the Department of Educational Administration. The research discussed in this paper was supported by a United Library Services Research Grant, awarded by the Learning Resources Council of the Alberta Teacher's Association.

Context of the Study

It is important to be aware of the context within which the research was carried out. The school library program model recommended by the provincial ministry of education is an instructional program integrated with the curriculum. The means by which the program is delivered is through cooperative planning and implementation, that is, through the collaborative planning, teaching, and evaluation activities of the teacher-librarian, classroom teachers, and principal. This approach often means considerable changes in the way that a school organizes and thinks about teaching and learning. Teacher-librarians are expected to provide informal leadership in the school related to the program. Not all schools or school districts in Alberta have teacher-librarians in their schools; where there is no teacher-librarian, the implementation of the instructional program is the responsibility of the principal and classroom teachers.

The large urban district in Alberta within which the novice teacher-librarians in this study work serves approximately 30,000 students in over 80 schools. The instructional role of the school library program is not a regular feature of the schools in the district. The hiring of two new teacher-librarians, the first in many years, was greeted with delight within the local school library community, and out of the discussion of the challenges they would soon be facing came the inspiration for this study. Both of the novice teacher-librarians were experienced teachers who had recently completed their Diploma in School Libraries. Their experiences provided the researchers with a unique opportunity to understand the process of learning to be a teacher-librarian; without their openness and generosity, this study would not have been possible.

Research Methodology

The two teacher-librarians were interviewed on three occasions throughout their first year. A semi-structured interview approach was used, that is, the interviewers had established with

the teacher-librarians the general topics an direction of the interviews but the specific questions arose from the description of their experiences and their reflection on those experiences. Each of the interviews was tape recorded and transcribed. After the teacher-librarians reviewed the transcripts, they clarified and elaborated upon their earlier comments and the interviewers asked questions that arose from the transcripts and from the discussion based on the transcripts. Each of the transcripts was studied by the two researchers to discover categories and themes in the discussion. The categories and themes outlined in this paper have been reviewed by the teacher-librarians to ensure the trustworthiness of the analysis.

Findings of the Study: Five Themes

The learning of a new professional role is often a painful process and one often regarded as best forgotten, as quickly as possible. First year experiences are rarely shared openly with other colleagues, at the time or later in one's professional career, except in the most superficial ways. It is part of the expectations within most school systems that neophytes take on the same roles and responsibilities as their experienced colleagues, from the first day of the school year, and that they do this in a self-reliant and private manner. These expectations make the process through which a classroom teacher learns to be a teacher-librarian more difficult because it seems that the individual is alone in the struggle to learn. In addition, the feelings of uncertainty and frustration, which are an inevitable and necessary part of any significantly new learning experience, are generally not acknowledged. By allowing others to share in their experiences, these novice teacher-librarians make an important contribution to the field of school librarianship, one that few would be prepared to make.

Five themes, that is, five ways of learning to be a teacher-librarian, were discovered in the transcripts: academic preparation, classroom teaching experience; other personal experience; consulting the experts; and first-year experience as a teacher-librarian.

Theme 1: Academic Preparation

Their academic preparation, eight courses in school librarianship, children's and young adult literature, and educational technology, was successful in providing them with an image of the work of the teacher-librarian. In terms of Alberta's model of the integrated library program, *Focus on Learning* (Alberta Education, 1985), they had developed an understanding of the instruction, management, and development components of the library program. They understood the need to balance the more traditional literature appreciation aspects of the program with the newer emphasis on teaching the research process. They knew that the program would best be implemented through working with the classroom teachers, through cooperative planning and teaching. Flexible scheduling was viewed as critical to the success of the program as was minimizing the clerical and technical aspects of operating the program. In general, their academic preparation had given this novice teacher-librarians a clear image of the program model recommended by Alberta Education and by other experts in the school library field (see, for example, Canadian School Library Association, 1988; Haycock, 1981).

Their academic work was much less successful in preparing the novice teacher-librarians for the work of translating this image of the program into practice. At the beginning of their first year, they were largely unaware of what problems would face them in implementing a new program in a school. They were not expecting the difficulties inherent in developing a school-wide program such as the need to acquire broad curriculum knowledge and the need to work with a wide variety of students and teachers. Worst of all, they had no specific, concrete strategies for introducing the program or their role to the school. During the third interview session, one teacher-librarian, laughing ruefully at her naivete, said that she had expectations of

> the teachers coming to us and asking us to do this or to do that with them--

> You know, them coming in to us and saying "would you help us with this and would you help with that and would you like to sit down and plan that?"--I expected more of them-to-approach-us kind of thing, and that was a disappointment.

The other commented, also in the third interview, that although she had some expectations about what she could do, she had no idea of what she in fact would be doing as a teacher-librarian.

> I knew all summer I had the job and people would say, "Oh, you must be busy planning," and I didn't know what to plan. I didn't have a clue where I was even going to start.

These candid comments reveal clearly the difficulty of getting a realistic view of what their new roles as teacher-librarians would involve. The roles were new and they had no models or mentors to help them develop a clear view of work that lay ahead. Until they had experienced something of the role, it is very difficult for them to think of ways in which they could address such concerns as long range planning, which would have to be carried out, given the demands of an integrated cooperatively planned program, in different ways from those they had used as classroom teachers.

Theme 2: Classroom Teaching Experience
Because their teacher-librarian training had provided them with few practical strategies for developing the program, the novice teacher-librarians turned to their extensive experience as classroom teachers. It is important to note here a very large difference between learning to be a teacher and learning to be a teacher-librarian. Teachers have generally developed a clear image of what it is to be a teacher long before they enter teacher training; they have been students in classrooms observing their own teachers. The same is not true for most individuals entering teacher-librarian training; they have rarely seen teacher-librarians working in an instructional role when they were students in school nor have they experienced this as practicing teachers. This was the case for our novice teacher-librarians. Neither had experienced schools, as students or as classroom teachers, where there were teacher-librarians.

In Alberta, experience as a classroom teacher is a requirement for both training and employment as a teacher-librarian. This experience proved to be a mixed blessing for the novice teacher-librarians. The experience worked for them in that it gave them a real understanding of teaching and learning from a classroom teacher's point of view and it gave them strategies for determining the content and organization of instruction. For example, the teacher-librarians utilized their knowledge of learning centers and group learning in their library programs. They had both worked in team teaching situations and had enjoyed the sense of partnership that they were not looking forward to in their new role.

On the other hand, and very significantly, their classroom experience had shaped them in ways that made their new role very difficult indeed. As classroom teachers, they had taught primarily at the lower elementary level and they felt uncertain about working with much older children, particularly junior high students. They were accustomed to working in an intensive way over a year with one group of children, getting to know these children very well. As teacher-librarians, they missed one of the greatest rewards of teaching--the psychic rewards (Lortie, 1975) of affiliation with children (Leithwood & MacDonald, 1981).

A deeper and more pervasive difficulty was that presented by the philosophical basis of teaching that underlies both resource-based learning and cooperative teaching. The novice teacher-librarians had prepared themselves to work with other teachers to develop opportunities for children to learn from a wide range of materials and to give children an increasing control of their own learning. However, their efforts to bring this about were constrained by a view of teaching and learning that is symbolized by the closed classroom door

(Jackson, 1968). They and their colleagues had been trained to teach in isolation, as masters of the classroom.

The teacher-librarians had difficulty discarding the view of teaching that holds that one is teaching only if one is performing in front of a class; they felt guilty about their role as "teachers without a class" and uncomfortable about taking time during the school day to think and to plan. They had internalized the rules of the traditional culture of classroom teaching, including those of privacy and self-reliance (Lieberman & Miller, 1984). They were uneasy about any activity that might be seen as interfering with another teacher's domain. This continued to be a concern for them even though the members of the school staff with whom they worked were accustomed to doing grade-level planning and even though they themselves had had experience as team teachers.

At first glance, team teaching might seem an excellent introduction to cooperative planning and implementation, and it had certainly resulted in the teacher-librarians having a positive attitude toward collaboration. Much of their team teaching experience, however, had involved alternating responsibilities for class activities rather than shared or joint teaching. They had experienced team teaching that was primarily supportive, but not collaborative, in nature.

Theme 3: Other Personal Experience

Other personal experience shaped their understanding of the role of the teacher-librarian. Both novice teacher-librarians had worked briefly as library technicians. From this experience they had learned some of the technical and managerial aspects of library work; they also had experienced a considerable amount of frustration with this role, having to accept the limitations of non-teaching position and imagining what they could be doing as teacher-librarians. They had come to value the contributions that teacher-librarians can make to students' learning. This conviction had come not only from their teacher-librarian training but also from reflection upon their undergraduate university years when they had not really known how to use libraries effectively and could have benefitted from instruction in library research strategies. They also mentioned that their experience as parents, helping their children research and write school reports, had made them more aware of the importance of effective school library programs.

Theme 4: Consulting the Experts

While these factors--academic preparation, classroom teaching experience, and other personal experiences--had important influences on their development as teacher-librarians, certainly the most critical learning experiences were those they encountered during their first year on the job. They consulted others who in some sense played expert roles. One of the teacher-librarians asked a friend who had had experience working with a teacher-librarian to describe what her teacher-librarian did within her school. Although both novice teacher-librarians thought about going to visit other schools to talk to experienced teacher-librarians and some initial contacts had been made, neither had made a school visit of this kind by the end of their first year. (There are indications, however, that in their second year of practice they are more actively seeking these collegial exchanges. It should be noted that networking, while very valuable, is often difficult to initiate. For these teacher-librarians, it involves developing contacts with teacher-librarians in other school districts.) During their first year, the teacher-librarians participated in some other professional development activities. They went to inservices for teachers which provided ideas related to program content and resources, and they went to inservices for teacher-librarians which provided the opportunity to learn more about their role and to affirm what they were attempting in their programs.

Theme 5: First Year as Teacher-Librarians

From their initial experiences, the teacher-librarians learned very clearly that being a teacher-librarian is different from being a classroom teacher. They were playing a new

role, one that they were not clear about how to carry out in the beginning and one that called upon their resources in new and challenging ways. What they learned from this first year of experience might be categorized in terms of new attitudes, new understandings, and future plans.

A major attitudinal change was the realization that becoming a teacher-librarian is a growing process. They accepted that it was okay to feel like new teachers again, that feeling that way was to be expected. They tried to emphasize their successes and to learn from their mistakes; they realized that flexibility and an optimistic attitude would stand them in good stead.

The teacher-librarians began to understand that their role involved working with students and teachers in new ways. They had to accept that they would never be as close and intimate with students, now that they had to work with 600 students instead of thirty. They began to understand that teachers work from very different philosophical bases or "platforms" (A. Oberg, 1986), which complicates the task of collaboration. The teacher-librarian attempted to accommodate such differences in belief and practice between themselves and the classroom teachers with whom they worked, but never did they initiate an explicit sharing or examination of these differing platforms. They were uncertain how to negotiate expectations with teachers as they planned and taught cooperatively; standards for student work were especially difficult to agree upon.

The teacher-librarians recognized that, in order to be effective in working with the teachers, they would have to be familiar with the entire school program. During their first year, they expanded their instructional knowledge, getting to know the curriculum requirements for all the grade levels, learning new approaches such as whole language, and learning how to use organizational strategies such as centers and stations within the library program.

Fourth, they realized that both they and the staff with whom they worked would need to continue to learn and to plan together to make the program an effective one for both teachers and students. They realized that long-range planning of the program is essential for the best use of teacher-librarian time as well as for ensuring that all students and teachers have access to the program. They realized that the success of the program is dependent upon teachers learning about and becoming involved in the program. At present, the teachers with whom they work do not have clear expectations for the teacher-librarians and the program; this can be addressed in the future through school-based professional development activities.

Implications

While the experiences that this research has explored come from the world of only two novice teacher-librarians, there appear to be embedded in their experiences some issues with broader implications.

1. Schools and/or districts implementing an instructional program in their school libraries need to recognized and provide for the learning about the program for all those involved in implementing the program, particularly classroom teachers and administrators who are unfamiliar with the program.

Meaningful change requires an investment of time. It is not enough to create a new position and make some money available for inservice. The people involved in the new program must be given the time and opportunity to develop and internalize an understanding of the program and the new ways of thinking and doing that the program entails. In the case of the school library program, the teachers and the teacher-librarian must learn how to work together in different ways and how to work with their students in new ways. These changes challenge some of our basic assumptions about the nature of teaching (D. Oberg, 1990). The new program also affects the role of the principal. He or she needs to think about how this program fits in with school goals and with

other school programs, and what changes in decision-making, budgeting and scheduling are needed to support the program (LaRocque & Oberg, in press).

2. New teacher-librarians need to be aware of how their own experiences as classroom teachers may help and/or hinder them in their new role.

The transition from teacher to teacher-librarian means that the nature of interactions with colleagues and with students will change. The impact of this will be particularly profound during the first year as the teacher-librarians are trying out new interaction patterns. Giving up the teacher role can be accompanied by feelings of loss, dislocation, and uncertainty. Awareness and acknowledgement of these feelings will go a long way in helping the novice teacher-librarians deal with the challenges of their new role; in fact, such discomfort may be an indication that a real and necessary transformation is occurring. Being able to observe and talk with experienced teacher-librarians can provide both encouragement and affirmation for novice teacher-librarians as they experience this transformation.

3. Education for teacher-librarianship should not ignore or minimize the real challenges of implementing a program that is new to the school and/or district.

Clearly, implementation of the school library program involves more than education of the teacher-librarian. However, the academic preparation of teacher-librarians should help them to develop realistic expectations related to program implementation and should prepare them to convey these expectations to their colleagues. This is especially critical in situations where novice teacher-librarians are in introducing the program to the school and where neither they nor their colleagues have had practical experience with the program. They will be developing their own understanding of the program at the same time as they are helping other staff members learn about it. This can be an exciting and rewarding experience but it is demanding of staff time, effort, and commitment.

Impact of the Research Project

The impact of the research often seems very indirect and long term to researchers as well as to practitioners. However, the research process and the research findings, in this case, have made an immediate and very real impact.

The novice teacher-librarians have benefitted from analyzing and reflecting upon their practice through the interview process. They have been able to use their new understandings by making changes in the ways that they carry out and continue to learn about their role as teacher librarians. For example, as mentioned earlier, both have begun to access opportunities for continued learning through the workshops and networks of the local school library community. In addition and most importantly, they are beginning to communicate their role more effectively to the principals and teachers with whom they work.

Another immediate effect of this study has been major changes in the teaching of two courses taught at the University of Alberta, related to the implementation of the instructional aspect of school library programs. There has been more emphasis on providing students with a clearer understanding of the complexities of implementing school library programs. This understanding is developed by analyzing the school library program as a multi-faceted innovation that involves significant changes in the ways we have traditionally organized and thought about teaching and learning. Practical experience is provided in cooperative planning of resource-based units and school-wide program guides. Because the development of effective school library programs continues to be heavily dependent on the expertise of teacher-librarians, developing self-knowledge is an important theme of both the courses. Through journal writing, self-analysis activities, and collaborative assignments, students are encouraged to identify and develop the qualities and skills that will be important in

order to meet and manage the challenges of implementing the kind of school library program envisioned by Alberta Education policy and the Focus on Learning Model.

The researchers are continuing to follow the two teacher-librarians into their second and third years of "learning to be a teacher-librarian" and will use this three-year study as a basis for developing further research projects. Through the study, for example, questions have arise related to the role of the principal in supporting the school library program and to the effect of school norms on the work of the teacher-librarian.

References

Alberta Education. Focus on Learning: *An Integrated Program Model for Alberta School Libraries.* Edmonton, AB: Author, 1985.

Canadian School Library Association. Guidelines for Effective School Library Programs: Rationale. *School Libraries in Canada* 8, no. 4 (Summer, 1988), 30.

Haycock, Ken. The Role of the School Librarian as Professional Teacher: A Position Paper. *Emergency Librarian* 8, no. 5 (May-June, 1981), 4-11.

Jackson, P. *Life in Classrooms.* New York: Holt, Rinehart & Winston, 1968.

LaRocque, Linda, and Dianne Oberg. Building Bridges Between the Library and the Principal's Office. *The Canadian School Executive* (in press).

Leithwood, K. A., and R. A. MacDonald. Reasons Given by Teachers for Their Curriculum Choices. *Canadian Journal of Education* 6, no. 1 (1981), 103-116.

Lieberman, Ann, and Lynne Miller. *Teachers, Their World, and Their Work: Implications for School Improvement.* Alexandria, VA: Association for Supervision and Curriculum Improvement, 1984.

Lortie, D. *Schoolteacher: A Sociological Study.* Chicago: University of Chicago Press, 1975.

Oberg, Antoinette. The School Librarian and the Classroom Teacher: Partners in Curriculum Planning. *Emergency Librarian* 14, no. 1 (September-October, 1986), 9-14.

Oberg, Dianne. The School Library Program and the Culture of the School. *Emergency Librarian* 18, no. 1, (September-October, 1990), 9-16.

THE PLIGHT OF SCHOOL LIBRARIES IN AFRICA: PROVIDING A PERSONAL TOUCH

by
Felix K. Tawete
University of Swaziland
Kwaluseni, Swaziland

Mr. Tawete was unable to attend the IASL 20th Annual Conference. However, his paper had been accepted for presentation at the conference and is included as part of these proceedings.

Introduction

Many reports have been written about the deterioration of educational facilities in developing countries. These reports have associated these deteriorating conditions with the impact of the worsening economic conditions the world over.

One area that has been singled out for great concern is the bad situation regarding reading materials and the absence of libraries in schools--both primary and secondary schools.

In this paper an attempt will be made to discuss the problems and issues affecting school library programs in Africa. It is hoped that the understanding of the real nature of the problems will help to suggest solutions.

It would be presumptuous indeed to attempt in this paper to do better than just take a glimpse at the nature of the most common problems affecting school libraries in the continent. Indeed, it will be unfair for this author to assume that the problems which affect school libraries in Tanzania or Swaziland apply to Nigeria or Zaire. However, one common denominator is true--and that is most African countries operate under the conditions of "poverty" no matter how diversified their political, social and economic ideologies are.

Information for this paper is based on the author's personal experience of school libraries in Tanzania and Swaziland and on readings of literature on school library programs in general and Africa in particular.

Rationale and the Role of School Libraries in Africa

There has been a general belief among the Third World societies that education is the central force to development, especially economic development. As a result various education expansion programs have taken place in African countries since attaining their independence. Nothingham (1979: 69) notes that most African countries spend between a quarter and a third of their annual government budget on education. The larger part of these funds is devoted to teaching the basic skills of reading and writing to as many people as possible. This faith on education is due to: (a) political leaders essentially seeing education as the key to economic developing, (b) the masses, especially parents, view education as the most effective instrument for social and economic advancement of their children, and (c) the Third World countries believe that the development which has happened in Europe and America has been due to education.

The argument of whether it is true that there is a positive correlation between education and development is not the purpose of this paper. However, when we think of education we immediately have an image of a book in our mind's eye in the hands of a child. It is difficult to conceive education today without books. The question now is, "If books have become a modern need in education, what of libraries, the special homes of books?"

In the process of relating books to education, and in the process of developing and expanding education, various African governments and educational authorities have found themselves either directly or indirectly developing also "school libraries." For example, in 1964 the government of Tanzania requested UNESCO for funds to develop "model school

libraries" for secondary school. This project which began in 1967 and ended in 1971 with the establishment of three model school libraries in three different regions of Tanzania. As model school libraries, they were to act as demonstration centers for:

(a) Purpose built library designed to house stock adequately with room for class groups, space for private study and facilities for effective display.
(b) Well selected stock to support the school curriculum and contribute to the recreational, social and cultural needs of school's community.
(c) Good library organization along the simplest lines which would ensure the most effective use of library resources.
(d) Furniture and equipment purposely designed which can be obtained or fairly easily copied locally.

Following the recommendations of the UNESCO expert at the end of this project, all secondary schools in Tanzania are now required to have either a purposely built library building or a room specially renovated for library purpose.

On the other hand, the Swaziland Ministry of Education Primary School objectives expect that at the completion of primary education, children should be: (a) able to select and locate library books, (b) able to ask librarians for help, (c) able to identify appropriate sources of specialized information and, (d) able to do library research and evaluate what they read. Admittedly these are too high objectives for a developing country with meager resources to meet. However, it is encouraging to note that they come from a government Ministry. There are many other examples of various African governments trying to develop school libraries.

In the same spirit of developing school libraries for better education, other institutions, both non-government and professional associations, have found themselves helping educational institutions in one way or the other. The best examples are the efforts made by various Boards of Public Libraries. These Boards have engaged themselves in the preparation of School Library Manuals or have directly gone to the schools and assisted them in the establishment of their libraries. In Nigeria, the efforts made by the Abadina Media Resource Center at the University of Ibadan are part of the efforts made outside government in the development of school libraries in Africa. In Swaziland, FUNDZA, which is a non-governmental organization, is involved with the organization of school libraries in the country. FUNDZA solicits books from organizations such as CODE (Canadian Organization for Development through Education), processes and sends them to the schools as well as running workshops for school library personnel.

These few examples have been mentioned here to show that we, in Africa, believe in the important role played by school libraries. That school libraries can contribute to the country's educational needs and social development is an accepted fact. A well-stocked, well organized school library with quality library programs can do much to stimulate curiosity and a quest for knowledge which is an inquiring mind. With support and encouragement from the teaching staff and the school librarian, students can be led to find the library not only a source of information and knowledge, but as a stimulus to thought and experience. It can develop in the student self-reliant study and thinking habits so that, after leaving school, the pupil will be capable of handling and evaluating new information ideas and will have embarked, without perhaps realizing it, on lifelong education. The school library is synonymous with a learning laboratory. Its purpose is to widen, deepen and intensify learning. Nyerere (1967:7) writes that school classes can do no more than provide the tools of learning, and an understanding that the world's knowledge can be tapped by sharing ideas through discussion, through listening to the radio and through books. Unfortunately, the various efforts reported above are very misleading. They give an impression that the standard of school libraries in Africa is comparable to that found in North America or Europe. The situation of school

libraries in most African countries is very discouraging. Very few schools in Africa can offer the facilities of an ideal school library with adequate stock, good organization and the services of trained library personnel. From Zambia, Lungu (1984:6) writes that the situation of school libraries is in very bad shape. In Tanzania even the model school libraries created by UNESCO are dead. In fact, one school has turned the model school library building into classrooms. The important question here is what has happened to the enthusiasm which African governments and other educational authorities had on school libraries at the early stages of independence? We now turn to the problems and issues which affect school libraries in Africa.

Problems and issues affecting school libraries in Africa

Common problems found in literature which are believed to be impeding school library programs in Africa include: Inadequacy of funds to support the level of library services required; lack of properly trained personnel to develop effective library resources; absence of adequate and relevant stock and poor accommodation. While accepting these as genuine problems, this author feels that there are other problems which perhaps are more serious than the above-mentioned. These are: (a) the absence of government policy to guide the development of school libraries, (b) the educational system does not encourage the use of resources other than textbooks, (c) negative attitude by the society towards books, and (d) the lack of publishing houses to publish books with an African touch. From these problem areas, a corresponding set of issues are derived. A better understanding of these issues will help us to understand better the problems of school libraries in Africa--hence come out with solutions.

1. Whose responsibility is it to develop a policy for school library programs?
2. Why is the educational system a problem to library programs in Africa?
3. Is it true that the African oral tradition is a critical component in the development of school libraries? If yes, whose responsibility is it to inculcate the book culture to the children?
4. How far is it true that the absence of publishers with African touch contributes to the relapse of school libraries in Africa?
5. Is professional direction a critical component of effective school library programs?

The relationship between some of these issues and the overall problem of inadequate provision of library services in African schools is illustrated in Figure 1.

Is the Educational System a Problem to the Development of School Libraries in Africa

Gathedi (1981) points out that the general lack of school libraries in Africa must be considered in the context of the grave educational problems that still exist through the continent. A substantial proportion of school age children are still without schools. The dropout rate among those enrolled is high; there is a serious shortage of trained teachers and adequate school library buildings; and the schools continue to rely heavily on textbooks geared to outmoded or unsuitable curriculum.

Nyerere (1967):16) on the other hand criticizes the educational system and says:

> "The curriculum and school syllabus ar geared to the examinations set. A teacher who is trying to help pupils often studies the examination papers of past years and judges what questions are likely to be asked next time; he then concentrates his teaching on those matters, knowing that by so doing he is giving the children the best chance of getting through to secondary school, college or University."

Apart from the problem of school buildings and the curriculum, the educators (teachers) themselves are a problem to the school library development. Hardly do teachers discuss about their school library and the important role it can play to education. If they do ask questions about the library, it will be about the supply of textbooks. The librarian's role is viewed as a passive one, i.e., one devoted to housekeeping,

to getting materials quickly and making them accessible with efficiency, to being able when needed for answering questions of opening and closing hours of the library--where it exists.

What does one expect from teachers whose background is more or less similar to that of the students. Most of the teachers come from a background where the use of the library was either limited or nil. The only time they had experienced a better library service (if there was one) was at the time when they themselves were at the Teacher Training College or University. In this case, it is difficult to convince them that the school library is the heart of learning/teaching. It is only the heart if it can provide textbooks. This author first though that the problem of teachers not being convinced of the important role of school libraries was only to be found in Africa. He (author) is happy to note that Pender (1987:97) observes the following from Britain:

> "One unmistakable factor that impeded the development of school libraries n Britain was that many educators still remained unconvinced of the value of such a central agency in the school."

Against these backgrounds it appears that effective school library service can be achieved only as an integral part of far-reaching educational reform. This author suggests that educational system in Africa should be reformed to include the use of more than just the prescribed textbooks. Dependency on textbooks and classroom teaching alone does not bring a better value of the money spent on education. To prepare children for self reliance, African governments must aim at giving them (children) more reading materials beyond the textbooks. However, an educational reform which will include libraries cannot come without a guiding policy. This then brings us to the other issue.

Whose Responsibility Is It to Develop Policy Guidelines for School Libraries?

The prerequisites for quality school library programs include: a collection that meets the needs of the curricula, well-trained school library personnel to plan, develop and administer the library programs, and cooperation between class teachers and the library staff for the implementation of the library programs. To achieve this, there is a need for policy directions. The school library policy should include, among other things: (a) the role of the school library, (b) the development, improvement and evaluation of the school library programs, (c) the inclusion in the curriculum guides of the use of library resources more than just a textbook, (d) the provision of national standards for the efficient operation of school library programs, and (e) the relationship between school libraries and other types of libraries/information systems existing in the country.

Unfortunately most African countries do not have such policies as they have for public or national library services. Governments in Africa spend more money on the bricks to build places in schools to put books than on the books themselves. The development of school libraries is left on the individual initiatives of either a school head or teacher. Very often these programs die with the departure of the individual. In fact, the death of the model school libraries in Tanzania was because the Minister of Education who initiated the program was removed from the Ministry. We feel, therefore, it is dangerous, especially in developing countries where libraries are a newcomer, to leave the development of school libraries on the whims and initiatives of individuals.

It has been mentioned earlier that certain institutions in Africa, e.g., Public Library Boards have prepared School Library Manuals or standards. We commend such efforts. Unfortunately manuals/standards are one thing. Another problem of the school library standards appearing in Africa is that they are made without the involvement of the Ministry officials. As a result, these documents are not considered as official documents which have to be followed. One has to understand that, in Africa, most schools are owned and run by government, and public libraries are parastatal organizations. In Tanzania, for example, schools will not and cannot be

directed by the Director of the Tanzania Library Services unless that directive has the signature of either the Minister or Principal Secretary of the Ministry of Education.

As a solution, it is, therefore, recommended that School Library Policies in Africa should be developed (possibly by legislation) by government. This will ensure that school library programs are not dependent on individual initiatives. It will also ensure uniformity. Public Library Boards, library associations, and other institutions should prepare the manuals or standards after the existence of a legal Parliamentary Act to develop school libraries. Heads of schools, teachers, and school library personnel should ensure that the policy directions are implemented.

Is Professional Direction a Critical Component of an Effective School Library Program?

The relapse of many established school libraries in Africa is due partly to the lack of properly trained staff who could design, plan, and coordinate effective library programs.

The question of school personnel may be considered from either an idealistic and theoretical point of view or from a very realistic and practical situation. Ideally, Africa would wish to think of every school library as being under the charge of a trained teacher-librarian. With the shortage of teachers in Africa, it will take a long time to reach this gaol. Mwathi and Ng'ang'a (1984:3) notes:

> "Attempts to produce teacher-librarians in Africa have been marginally successful because teacher-librarians are assigned such a heavy teaching load that they cannot afford to spend much time in the library and they end up neglecting the library and concentrating on their teaching duties."

In practical terms, African governments cannot afford to employ a full-time teacher exclusively for library duties. There is so much shortage of teachers that some countries have resolved to use high school graduates with no teacher educator to teach. From Calgary (Canada), Jansen (1987:A5) writes:

> "When a teacher employed as a librarian, a resource person or consultant is away the school can function, but try running a school without a classroom teacher.

Mr. Jansen is not underrating the role of a school library. On the contrary, he is trying to emphasize the reality of the situation. It will be difficult for a head of a school to convince the parents and the society at large that teacher should be used for library work and neglect teaching.

As a solution to the problem of library staff, it is suggested that library assistants should be used for school libraries. With proper support from classroom teachers, they could do a better job than probably the teacher/librarian who has to teach history or math 30 hours a week and also library work. All we need in Africa is a change of library education for library assistants who are earmarked to work as school librarians. School library programs should be part of the library education curriculum for the library assistants. This author does not wish to provoke the emotions of conference participants, but our question is, "Why a teacher-librarian in schools and not a doctor-librarian in medical libraries, or even a teacher-librarian for college and university libraries?

Is It True That the Oral Tradition Is a Critical Problem to the Development of School Libraries in Africa? If Yes, Whose Responsibility Is It to Inculcate the Book Culture to the Children?

Writing a final report for the Government of Tanzania, the Kent State University Library Consultant, Dr. L.E. Palmieri (1966:2) noted, "The majority of students in Tanzania approach books with psychological fear and insecurity." There are many reports on the problem of the oral tradition to library development.

Admittedly, Africans are predominantly an oral society. A lot of communication was traditionally done orally in Africa, and reading is a new concept which basically is associated with going to school. Africans tell and listen to stories, they do not write or read them. It is

an historical fact that, wherever books are first introduced to an oral society, there has been a negative reaction to their wide dissemination, because literacy threatens the habits of thought, as well as the cohesive structure of traditional life.

But schools and education have been in Africa for more than a century now. Is it still true that the book culture and libraries are a new concept? Who should change this attitude and remove the psychological fear?

The most influential people in the school lives of children are the classroom teachers. These are the people who interact with 40 or more personalities every school day, meet with parents, write report cards, go out on playground's supervision, sort out problems for other people's children, and so on. These are better change agents that any other person in the life of a child. A suggestion that there should be more library instruction programs does not work in Africa where the libraries do not have the resources. But classroom teachers can introduce children to books other than the textbook and then recommend these books to be bought.

An alternative to the shortage of books is the introduction of oral librarianship. In such a situation, information could be recorded on cassette records and have them listened in the library room. It should be realized that information seeking behavior is not necessarily a universal appetite. Doob (1961:292) observes that when Africans acquire a desire to keep informed, and especially if they live in relatively inaccessible areas, they usually depend upon radio and not printed media for the latest news, or rather, the latest tidbits of news. School radio programs are very popular among children in Tanzania.

Does the Absence of Literature in Local Languages Have an Impact in the Development of School Libraries?

About 90 percent of the book stock found in libraries of all types in Africa is in foreign languages, e.g., English or French. And in most cases, the publications would also have foreign themes. Unfortunately, the majority of primary school children are taught in the local languages, e.g., Kiswahili or siSwati. English is taught as a second language (in some cases third language) thus giving the child no proper competence to read the literature. It should also be realized that the policies of foreign publishers who either operate or are represented in Africa are governed by stringent commercial and profit considerations--hence they would publish very little for African consumption. This situation leaves the shelves of our libraries empty. The result then is that the libraries become monuments which are only useful to provide sitting spaces for children who come to do their assignments.

Part of the solution is to try and publish in local languages. Tanzania and Swaziland are doing that. Unfortunately, for various reasons, the books produced in the local languages are not suitable for new literates. Very often these books are badly designed, hastily written, lack originality, and badly produced. In other words, they are better than nothing.

Establishment of national publishing houses to deal with non-fiction books could be another alternative. Unfortunately, state publishing houses, such as the Tanzania Publishing House in Africa, take also the place of commercial publishers who are always reluctant to embark on issuing documents, whatever their content, due to the fact that they have limited appeal to make profit.

In some countries, e.g., Tanzania, Ministries of Education have taken it upon themselves as publishers for textbooks. The assumption is that, if the Ministries print their own textbooks, it will be chapter than getting a commercial publisher to produce them. Although this may be true, unfortunately because of the expenses, the Ministries produce nothing else besides textbooks. Another danger is that, when Ministries begin to involve themselves in publishing industries, they eventually restrict schools from buying books other than those published by the Ministry. As a result, children are limited

from reading books other than textbooks. A little learning is a dangerous thing because it only gives children limited techniques of learning skills.

This author would like to encourage the existence of foreign publishers in Africa. However, we would like to recommend that foreign publishers should whenever possible try to run courses on authorship and publishing to encourage the publication of literature with African touch. Macmillan is doing this in the BOLESWA countries, i.e., Botswana, Lesotho, and Swaziland. To encourage local authorship, Macmillan BOLESWA, as it is known, runs courses as well as writing competitions whereby the best author gets a financial reward.

Finally, a comment for donor agencies and charitable organizations who wish to help us with books. Overseas donating agencies often appear to be of the opinion that, in a country struggling towards literacy, any book is better than no book. While we encourage and thank these agencies for their assistance, we request that they give us a chance to select the books which are relevant to our needs.

Conclusion

This paper intended to outline some of the problems we, school libraries, face in Africa. We believe these problems will be more easily solved if we understand their real nature.

Problems withstanding, our determination is to grope forward towards the ultimate truth and a better life for our people through school libraries. In the words of Julius Nyerere, first President of Tanzania, we say:

> "We in Tanganyika, do not believe that mankind has yet discovered ultimate truth in any field. We do not wish to act as if we did have such a belief. We wish to contribute to Man's development if we can, but we do not claim to have any 'solution.' Our only claim is that we intend to grope forward in the dark, towards a goal so distant that even the real understanding of it is beyond us--towards, in other words, the best that man can become!"

References

1. Alberta Education. *A Position Paper on School Libraries in Alberta*, prepared by an inter-branch committee of Alberta Education under the auspices of the Curriculum Branch. Edmonton: Alberta Education, 1983.

2. Amadi, Adolphie O. *African Librarians: Western Tradition and Colonial Brainwashing*. Metuchen, N.J.: Scarecrow Press, 1981.

3. Doob, Leonard. *Communication in Africa: A Search for Boundaries*. New Haven: YaleUniversity Press, 1961.

4. Fadero, J.O. "The Problem of Unused Books in Nigerian Schools." *Library Association Records*, 72:5 (1970) 204-205.

5. Frost, Emma. *School Libraries in Tanzania: May 1968 - December 1970*. Paris: UNESCO,1971.

6. Gathegi, J.N. "On Developing School Library Systems in Kenya." *Maktaba*, 6:2 (1981) 70-83.

7. Jansen, E.N. "Teachers Could Be Better Used." *Calgary Herald*, Tuesday, July 14, 1987.

8. Lungu, Charles. "Report on the Results of a Survey of School Libraries on the Copperbelt, Zambia, 1982. *COMLA Newsletter No. 45* (1984) 6-7.

9. Malambika, T. "Few Teachers Bother to Read Books." *Daily News*, April 2, 1981.

10. Mwathi, P.G. and Ng'ang'a, D.G. *School Libraries in Africa: An Overview*. A paper presented to the IFLA Section on School Libraries meeting, Kenya Polytechnic, Nairobi, August 21, 1984 (unpublished).

11. Palmieri, L.E. *Report on the*

Establishment of Teacher Training College Libraries in Tanzania. Dar Es Salaam: USAID/Kent State University, 1966.

12. Pender, Kevin. "Some Aspects of School Library Development in England and Wales: An English School Librarian's Point of View." *School Library Media Quarterly*, 15:2 (1987) 96-98.

13. Nottingham, J.C. "Too Many Readers Chasing Too Few Books." In Thairu, R.W. (ed). *The Development of Information: An African Approach. Proceedings of the 3rd SCECSAL Conference.* Nairobi: Kenya Library Association, 1979.

14. Nyerere, Julius K. *Education for Self-Reliance.* Dar Es Salaam: Government printer, 1967.

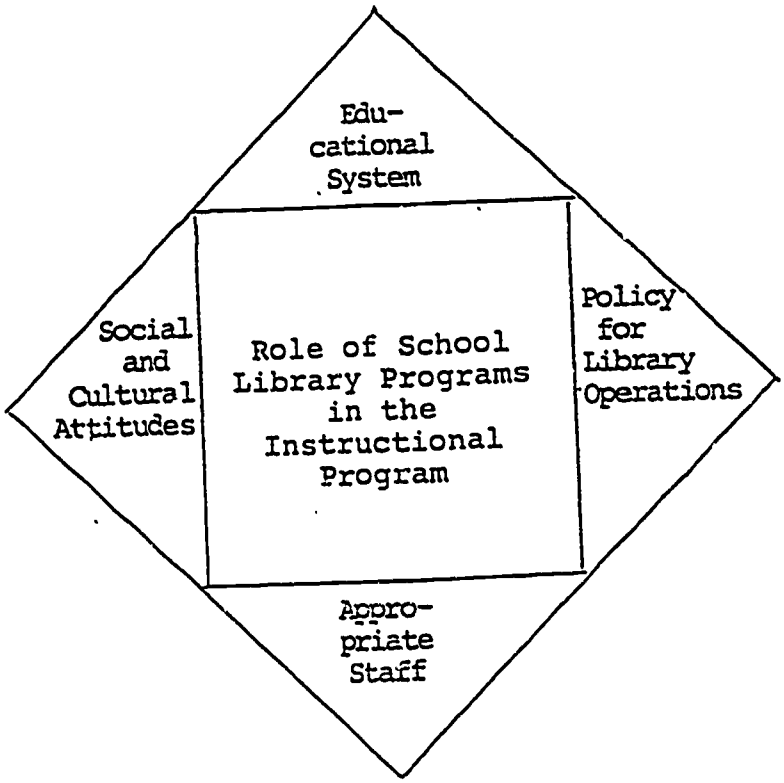
15. Ogunsheye, E.A. (ed). *Manual for Nigerian School Libraries.* Ibadan: Abadina Media Resource Center, University of Ibadan, 1978.

16. Swaziland. Ministry of Education. Primary Curriculum Unit. *Primary School Outcomes.* Manzini: PCU, 1976.

17. Tawete, Felix K. "The Challenge of Libraries in the Third World." *Libri*, 38: 4 (1988) 330-339.

Figure 1.

Interrelationships of Major Issues Facing School Libraries in Tanzania



Adopted from the Alberta Position Paper on School Libraries (1983), p. 3.

INFORMATION LITERACY IN A DIVERSE WORLD: A VISION FOR THE FUTURE

by
Margaret Chisholm
Director of the Graduate School of Library and Information Science
University of Washington
Seattle, Washington

President Lucille Thomas, Board Members, Chair of the Conference Doris Olsen, Founder Jean Lowrie; Distinguished Members and Guests.

It is a great honor and pleasure for me to be with you today. I do hope you enjoyed this past week in our great Northwest and that you will come back again soon.

Congratulations on all of your accomplishments and successes of the past week. I know many friendships have started and many friendships and working relationships have been strengthened. It is thrilling to see all of you, colleagues and friends, gathered from all over the world. When I think of all that you have accomplished professionally, both individually and collectively, it is truly inspiring.

Now please think back to last night on our most enjoyable trip to Tillicum Village on Blake Island. There was no wind, no rain, no clouds, and a full moon. That coalescence of perfection has happened in this area only one other time in the past 500 years. So don't any of you doubt about whether Chair of the Conference Doris Olsen has the proper connections with those in control of weather, moon and tides.

As I planned for today, I thought deeply about what I might add to your already rich week.

If we had time, I would ask each of you to identify what you believe is the most critical challenge to our profession for the next 20 years. Unfortunately, there isn't time for that so I'll describe for you what I have been thinking through and see if I can convince you to accept this challenge as important for our profession and for us each personally.

It was clear to me that I must present to you the challenge for the future--that of information literacy, particularly as it relates to diversity.

We are all very much aware of the heartbreaking tragedies of illiteracy. We know that for a person to be unable to read and write impacts a personal life, family life, and certainly the capacity to work productively. We are all aware of the heartbreaking stories of mothers and fathers who cannot read to their children or find employment because they are illiterate. But now there are organized efforts to eradicate illiteracy. It may take a long time and many of us will play a part in this effort.

However, I believe the single greatest concern to our profession is for us to understand and address the challenge of information literacy.

What is information literacy?

Information literacy is an essential skill that all people must possess in the 21st century. To be able to locate information in a variety of formats, to be able to sort that information to find what is most appropriate to meet one's needs and then evaluate the information, to assess if it meets the intended purpose, are the skills that form the basic elements of information literacy.

For individuals to function successfully in the rapidly changing demands of this the information age, they must develop skills and knowledge which will enable them to

understand and master information in much the same way individuals in the industrial age sought to understand and master the goals of industry and manufacturing. Every business, every community, and every nation must be composed of individuals who possess such skills if important social and commercial institutions are to survive and thrive in the information age.

Information literacy, then, could be considered the sum total of the skills and knowledge necessary for individuals and organizations to flourish in the information age. Eileen Trauth of Northeastern University provides this definition: (1)

"Information literacy is the ability to identify, gain access to , manipulate and use effectively the information that is necessary for success in one's endeavors in life, whether personal or work-related. Included in this is the ability to evaluate critically the quality of information, to know when information is incorrect, inaccurate or incomplete. An information-literate person is able to work with information regardless of the form in which it arrives or the means by which it is processed."

While information literacy includes the skills of both traditional literacy (being able to read and write) and other literacies, such as computer literacy, it adds new dimensions to these concepts. Information literacy is a tool which empowers individuals, enabling them: 1) to know when they need information to solve a problem: 2) to select appropriate information sources for consultation: 3) to determine what information from those sources is relevant to their problem; 4) then, to use effectively that information to solve their problem.

Widespread information literacy is simply not a reality in even the most technologically advanced nations, despite the fact that our world is in the midst of an information revolution whose impact on our daily lives easily rivals that of the industrial revolution of the past. Tragically and ironically, many of the most information-dependent segments of society--government, industry, education--have failed to recognize that, unless aggressive steps are undertaken immediately at all levels to ensure that all people develop information literacy skills, our social, political and economic systems will certainly become ineffective. In fact, these systems may be jeopardized by citizens' inability to attain even a basic degree of information literacy. Information literacy is so central and so vital to survival and success in the global information age that nations are risking their very existence by failing to pursue aggressively a policy of information literacy for all people. And **you must be a part of this endeavor.**

It is important to note that if information literacy is an essential concept and a goal to be achieved by technologically advanced nations then it is very logical and easily understood that developing nations must place an even higher priority on achieving this goal. For developing nations, their very existence is dependent upon persons who can make knowledgeable decisions in industry, in business, in government. Their economy depends on informed decisions and their participation in world trade is equally dependent on information.

It is gratifying to note that a number of countries are beginning to understand this current and pressing need and are implementing programs at the national level. One example is the Netherlands (2). There, a national policy has been established that information literacy must be a part of the education of all students in secondary education. An appropriate curriculum has been produced in cooperation with 100 schools. As a consequence of this national policy, the emphasis is now on comprehensive curriculum development that will incorporate information literacy into all school subjects.

This is a program which could serve as a model for many other countries. Other countries are also developing programs that are exemplary, but on a smaller scale.

The same need for information literacy

is true for an individual as for a country. If we as individuals are going to deal effectively in a culturally diverse world and have open, trusting relationships with people of other cultures we must be informed about their backgrounds. We must know something about their language, their history, their traditions, their food, their legends, their current literature, their economy, their country's industries. And, of course, it would be extremely helpful if they knew similar things about us.

And so my claim is that information literacy is of ultimate importance in this world of diversity. Good, productive relationships flourish where there is a sound basis for people of one nation and one culture to understand and be informed about persons from another culture. This comes basically through information made accessible for all.

How can we achieve this overwhelming challenge of information literacy for each person?

Each segment of society has a responsibility to do all it can to advance information literacy, whether at the individual, community, or national level. The first and perhaps most obvious segment is education, whose charge has long been to equip a nation's citizens with the knowledge and skills necessary to live productive, fulfilling and socially responsible lives. But the demands of the information age have dramatically altered both the character and scope of what students must be taught. According to Patricia Senn Breivik, (3) "Quality education in an information society must include skills related to the accessing and evaluating of pertinent information for problem-solving."

"Beginning in preschool, continuing through the primary level and secondary levels, and ending with the university level, students must be taught to distinguish between those sources of information which are likely to be reliable and those which are likely to be unreliable," according to John Passmore, an advocate for information literacy. (4) Thus, students can develop and practice the skills of critical thinking which form the foundations for the ability to evaluate the accuracy, plausibility and completeness of the information they encounter not just during their schooldays, but over the entire course of their work and personal lives as well.

School and university librarians, in connection with teachers, can play an equally essential role in the advancement of information literacy. As George Haslerud (5) asserts, "The modern school that makes a 'resource center' the very heart of the educational process allows the child to see very early how he or she can amplify his personal resources and experiences by learning how to retrieve and, as important, how to determine the relative value of what is thus made available."

As the "University of the People," public libraries can foster the development of information literacy skills throughout the community by providing citizens access to and training in the use of microcomputers, databases and other information-handling technologies and also by serving as a vital part of the continuum of information resources and guidance which begins in the schools.

Business and industry, because they, perhaps more than any other sector, stand either to gain or lose from the existence or absence of an informationally literate populace, should endeavor to support all information literacy efforts. Publishing, in particular, has a unique opportunity--and obligation--to assist information literacy efforts by promoting texts and other publications designed to publicize and teach the important skills of information literacy.

Ultimately, however, local and national governments must demonstrate a very serious commitment to undertake all actions necessary to ensure that all citizens attain a basic level of information literacy. According to Royston Brown (6), the public sector--government--has an obligation to "ensure the provision of adequate educational and training programs designed to equip the population with an

awareness of information resources and a facility in the skills necessary to enable access to and effective use of them."

Governments that evade this key responsibility of the information age, Brown asserts, do so at their own considerable social, political, and economic peril. (7) "Such education and training," he writes, "are essential features of an informed society, and are a vital prerequisite to the effective operation of the democratic process.

In the NASSP (National Association of Secondary School Principals) Bulletin of May, 1991, Patricia Senn Breivik states: (8)

> "One acknowledged common problem in all these concerns is an awareness of the rapidly changing requirements for information for a productive, healthy, and satisfying life. The second equally important problem is the overwhelming amount of existing information that confronts everyone on a daily basis. It bombards us on every side, and to make matters worse, it comes in a bewildering variety of formats.
>
> In addition to books, paperbacks, and magazines, there are newspapers, television, videotapes, CD-ROMS, on-line databases, and interactive videodiscs. Moreover, today's overly rich information environment requires everyone not only to be able to read but also to understand pictures, signs, graphs, and statistics as well."

Those persons working to develop and implement this program of information literacy have claimed that this must be a national agenda. I am here to present to you today the challenge to make this an international agenda.

This responsibility is of utmost importance for countries who have sophisticated technology--and this is even more important for developing countries.

To develop markets for agricultural products, to develop profitable manufacturing businesses, to understand world markets and the related economy, all require information. Citizens of developing countries desperately need to know how to locate and evaluate information.

We must get large responsible groups together to address this problem. Librarians, librarians' organizations, teachers' organizations, publishers' organizations, must all work cooperatively to meet this need--the most important in the information age.

With all the responsibilities you all currently have, why am I presenting you with this new and demanding challenge? Some people are critical--they say that librarians shouldn't even talk about this--as they can't accomplish any part of such a program. I disagree.

My philosophy is that if anyone recognizes a serious problem and they have the capability of doing something about it--and they do nothing--that is true failure. To try and only succeed partially--even that is success--and so we must try and do our best to succeed.

You as library media specialists are the right and appropriate persons to take on this responsibility. You are working with children and young adults. This is where the program must start. You are sophisticated in understanding this need and the challenge it entails.

Education for meeting the information needs of the 21st century must begin in elementary school, continue through high school and college. Adults must not be neglected but must be encouraged to use information-seeking skills throughout their lives. Breivik encourages life-long learning and recommends that emphasis be placed on resource-based learning. This means that learning must be based on "real world" resources and learning should be active and integrated.

Breivik states (9) "It is clear that

teaching youngsters facts is a poor substitute for teaching them to learn and think for themselves. In other words, they must have the ability to locate, evaluate, and use information effectively. It is the information society's equivalent to the adage: 'Give a person a fish and you have fed him for a day. Teach him how to fish and you have fed him for a lifetime.'"

You as library media specialists know the contents of the collections in your schools. You also know how to contact and secure information from external sources. We know that sophisticated technology is now, or soon will be available for use. Automated systems are now used for implementing circulation, acquisition and on-line catalogs. It will not be long until new configurations of technology will be common and make interactive computer-based learning systems available for individualizing instructions. Satellite telecommunication systems are already available in a number of library media centers and will become readily available in the foreseeable future.

Marilyn Miller states: "The school library media specialist's knowledge and abilities to evaluate and recommend media for use by teachers and students are transferable to the evaluation and recommendation of interactive resources, databases, television and video." (10)

This is a serious topic, so I haven't told any stories as I usually do--but I can't end without telling a story that I told at the school library media conference in Australia, in Hobart, Tasmania. It has to do with taking responsibility.

There was a very devout Catholic lady who had two parrots. They behaved very badly and were constantly screaming, "We are wild, wild sexy women." The owner of the parrots was terribly worried that the parish priest might come to visit and be shocked by the parrots' screams.

Her worst fears were realized and the priest did come to visit. When he heard the parrots, he wasn't too shocked, but offered to take a responsibility for reforming them.

He said, "At my parish house, I have two very well-behaved male parrots. they stay in their cages al day long and say their prayers. They push their rosary beads along with their beaks and do nothing but pray. If you will let me take your two female parrots to my parish house, perhaps they will learn from my two male parrots how to behave better!"

So the priest took the two female parrots with him and as he walked into the house, they screamed, "We're wild, wild sexy women."

The one male parrot turned to the other and said, "Throw away your beads, Joe, Our prayers have been answered."

That was one frivolous example of someone accepting responsibility. On a more serious note, we, too, must take responsibility for these challenges.

Remember, without information, everything is a guess, with information, everything is an informed decision. Also remember--you heard this challenge at your International Association of School Librarianship Conference in 1991. **We must face the challenge of the need for information literacy at the national and international levels.**

We must take the responsibility to get large groups together to address the problem. Librarians must take the lead, and get library organizations, teachers' organizations, publishers' organizations to work together cooperatively to meet this need. You--can implement an information literacy program. You--can tell others about this goal. Then together we can respond to this need -- the most challenging yet necessary in this information age.

Footnotes

1. Eileen M. Trauth, "A College Curriculum for Information Literacy," *Education and Computing* 2 (1986): 254.

2. Ard P. Hartsuijker, "Curriculum Development of Computer and Information Literacy in the Netherlands," *Education and Computing* 2 (1986): 89.

3. Patricia Senn Breivik, "The Role of Libraries in the Search for Educational Excellence," *School Library Media Quarterly* 16 (Fall, 1987): 45.

4. John Passmore, *The Philosophy of Teaching*, (Cambridge, Mass.: Harvard University Press, 1980), p. 76.

5. George M. Haslerud, *Transfer, Memory and Creativity*, (Minneapolis, Minn.: University of Minnesota Press, 1972), pp. 36-37.

6. Royston Brown, "The Role of the Public Sector in the Provision of Library and Information Science," *Bulletin of the American Society for Information Science*, (February/March 1988) p. 19.

7. Ibid.

8. Patricia Senn Breivik, "A Signal for the Need to Restructure the Learning Process," *NASSP Bulletin*, (May, 1991) p. 1-7.

9. Ibid.

10. Marilyn L. Miller, "School Library Media Professionals Working for the Information Age," *NASSP Bulletin*, (May, 1991, p. 43-48.

SCHOOL LIBRARY ASSOCIATION OF QUEENSLAND

PO Box 997, Toowong, 4066 Queensland Australia

1991 IASL Commendation Award

Acceptance speech for TeleSLAQ, a continuing education and management project of the School Library Association of Queensland.

Lucille Thomas, IASL President, Sigrun Hannesdottir, Vice-president, IASL Councillors and fellow delegates to the Everett Conference.

Members of the School Library Association of Queensland thank the International Association of School Librarianship for the honour associated with the presentation of this Commendation Award. In one word, our reaction was "Bonzer!" This Aussie slang translates as wonderful, amazing, stupendous, thrilling. As you have probably worked out by now, we are quite pleased. The initials of the School Library Association of Queensland spell out S-L-A-Q, which is affectionately pronounced "slack". However, this award vindicates our actions, which are normally anything but slack!

For those who were not present at 1990's IASL Conference in Umea, Sweden, TeleSLAQ may be a rather odd "acronym." It stands for a series of audio and video interactive teleconferences, begun in 1983, that provide professional development opportunities for teachers and teacher-librarians across the length and breadth of our large state in Australia. The TeleSLAQ model of delivery has been recognised nationally, and now internationally, as an innovation in the area of continuing professional education. These teleconferences are organised by a committee of the School Library Association of Queensland.

The philosophy behind TeleSLAQ recognisess two important considerations for professional associations. Firstly, it is necessary to provide maximum opportunities for members to be as involved in their association as possible. Regular teleconferences enable SLAQ to link members for interactive inservice activities and meetings. Secondly, teleconferences provide equitable opportunities for involvement and leadership. Any member with access to a telephone can become a resource person or contributor. The last nine years of programs in Queensland have served to unite and empower the membership of SLAQ and promote the Association nationally.

The birth of TeleSLAQ was due to the pioneering work of Dr. Roy Lundin and Dr. Anne Russell of Brisbane, Queensland. Its childhood development is being guided by Paul Lupton and a hardworking committee of SLAQ. Recognition must go to these people and all the other volunteers whose work contributes to the success of the programs.

SLAQ commends this effective and inexpensive approach to communication to all other professional associations present. As we have participated in international audioteleconferences in the past, we extend an invitation to countries around the world to commence warming up their phones. Our Fax number is +617 864 3988.

We'd love to hear from you.

MINUTES OF THE IASL ANNUAL GENERAL MEETING
EVERETT, WASHINGTON
JULY 25, 1991

The meeting was called to order by President Lucille Thomas. She introduced Lynette Bradwell who brought greetings from WCOTP. She particularly mentioned their efforts to expand program and service into the Eastern Europe countries, the growing membership of WCOTP itself and its concerns with teacher welfare.

President Thomas then presented her report, a copy of which is attached.

The minutes of the 1990 Annual General Meeting were accepted as previously distributed. Moved by Dawn Heller, seconded by Edith Doyle. Carried.

The Executive Secretary (Jean Lowrie) read highlights from her report to the board. Accomplishments of IASL during its 20 year existence include its continuing existence as a fully international association with a revised Mission Statement and by-laws and objectives for future growth; a continual program of publications with an outstanding Newsletter; programs for assisting persons and libraries in developing countries, e.g., IASL/Unesco books, Support a Friend, Leadership Development Grant; the granting of Honorary Membership to M.s. Suzanne Mubarek, First Lady of Egypt; a slide tape and video on IASL and what it is; grants from SIRS and World Book International to support special projects for membership visibility. Future needs included expanded membership retention efforts, contact with Eastern European countries; revitalized research program and closer working relationship with other international NGOs; invitations for future conference sites.

The treasurer's report was presented by Don Adcock. He pointed out that a large percentage of the budget goes for communication. A drop in membership necessitated a very conservative budget for 1991-92 (attached).

Moved by Sue Hegarty, seconded by Beatrice Anderson that the treasurer's report be received.

President Thomas announced the following tellers for the election: Floy Lattimer, Evelyn Staton, and Gail Mathews.

The report of the nominating coordinators was given by Mieko Nagakura:

Vice President:	Sigrun Klara Hannesdottir (Iceland)
	Mieko Nagakura (Japan)
Directors:	Gunilla Janlert (European area)
	Fay Nicholsen (Australia)
	Gloria Hall (Latin America)
	David Elaturoti (Africa #2)

Ballots were distributed.

The Association Assembly report was given by Vice President Hannesdottir. Twenty-eight persons representing nine associations attended this year's assembly meetings. Several items were brought to the attention of all members: IASL role in library education, need for research, need for strengthen IASL's voice in local groups, need to reach people in developing countries needing more specific assistance. (1990-91 report attached.)

The newly created IASL/SIRS International commendation award was presented by the Vice President to the Queensland Australia School Library Association for their Tela SLAQ program. The plaque and check were accepted by the Australia board member, Fay Nicholson, who read a letter from Paul Upton, SLAQ.

An Honorary Membership was presented to John Wright, Edmonton, Alberta, for his long and gracious service to IASL. A former vice president, he established the Association Assembly, helped in the recent revision of the By-laws, served as a mentor to many an IASL member and was among the group in Jamaica in 1971 to help establish IASL.

In honor of the 20th birthday of IASL, persons who were charter members and have been continuing members for 20 years were honored:

Takako Akaboshi
Dorothy Diewald
Edith Doyle
Roberta Kauskey
Betty Minemier
Margaret Norton
Rosary College Library
Anne Elise Shafer
Ruth Waldrop
Mildred Winslow
Patricia Beilke
Valerie Downs
Joyce Fardell
Jean Lowrie
Margot Nilson
Amy Robertson
Jacqueline Rosevear
Mary Sones
John Ward
John Wright

Gladys Caywood reported that this year's book raffle for the IASL/Unesco fund totaled $345, bringing the current amount available to $3,187.

The World Book International grant for the 1991 conference was used to organize a one-day seminar on Leadership and the Change Process. The coordinator for this was Gerald Brown (Canada). His report of a highly successful effort is attached.

Mr. Ahmed Kamrul Hasan, Library Development Officer of Bangladesh, was this year's Leadership Development grantee. He thanked IASL for the honor and spoke feelingly of the assistance of the United States and other countries during the recent disaster in his country.

President Thomas announced that John Wright would serve as Nominating Coordinator for 1992. The following offices become vacant in 1992: President, Directors for North America, Africa, and the Caribbean.

It was announced that Sigrun Klara Hannesdottir had been elected vice president and the following directors: Elaturati, Hall, Janlert, and Nicholson.

The 1992 conference will be held in Belfast, North Ireland at the Queen's University July 20-24. The theme is "Toward's the 21st Century" and among the speakers will be Peggy Heeks, Aidan Chambers and George Nicholson. The president extended an invitation to all participants to attend.

Respectfully submitted,

Jean E. Lowrie
Executive Secretary

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP PRESIDENT'S REPORT 1990-1991

Lucille C. Thomas
Everett, Washington

During 1990-1991 many global changes have taken place. These changes have affected our school libraries and our educational systems. Nevertheless, the International Association of School Librarianship (IASL) has continued to grow. The officers and committees have continued to work to achieve the mission of the organization. Details of their accomplishments will be reported by the committee chairs. However, I will mention some of the activities.

The 1991 IASL Annual Conference marks the 20th Anniversary of this organization. Doris, Olsen, Director of the conference and the local arrangements committee, have worked untiringly to make this a memorable occasion.

IASL Honors Mrs. Mubarek (Egypt)
The International Association of School Librarianship conferred an Honorary Membership on Mrs. Suzanne Mubarek, First Lady of Egypt, during the International Board on Books of Young People (IBBY) Conference in Williamsburgh, Virginia on September 2, 1990.

Mrs. Mubarek is well known for her leadership in library service to children. She is the founder and chairperson of the Integrated Care Society for Primary School Children which has helped 33 schools to establish libraries in cities all over Egypt, and the Friends of the Children's Library which has set up 12 children's public libraries in low income communities. She has helped establish the Egyptian Children's Literature Centre for Documentation, Resources and Information, the first of its kind in the Arab region and is honorary chair of the Egyptian National Section of IBBY.

Participation in IBBY Conference
IASL was represented by Jean Lowerie, IASL Executive Secretary, and Lucille Thomas, IASL President, at the 1990 IBBY Conference. The theme was "Literacy Through Literature: Children's Books Make a Difference."

SIRS Grant for IASL Commendation Award
IASL is the recipient of a grant from SIRS (Social Issues Resource Services) which will support the new International Commendation Award. The award is designed to promote innovative programs, projects, plans by school library media centers or systems which would serve as a model for other library centers. The project is submitted through a school library association, district, or national which is a member of IASL. The award is administered by the Vice-President of IASL and the Association Assembly.

According to SIRS, the concept of an international award which recognizes creativity in promoting the use of library resources as a means of enriching understanding among students of all countries is a concept that they fully endorse. The recipient of the 1991 award will be announced by Sigrun Klara Hannesdottir, IASL Vice-President.

Pre-Conference Institute (1991)
IASL is sponsoring a pre-conference institute on the theme "Leadership and the Change Process" in Everett, Washington. Gerald Brown (Canada) is the coordinator. Wold Book International is underwriting the institute. Thanks to Michael Cooke, immediate past president of IASL.

IASL/UNESCO Book Program
The IASL/UNESCO Book Program provides grants to school libraries in developing countries for books. Grants have been given to schools in Kenya, South America, Jamaica, the Philippines, Sierra Leone and others. We are indebted to IASL members and friends for their contributions to the fund, especially to the Altrusa Club of Kalamazoo, Michigan.

IASL Leadership Development Grant
Ahmed Kamrul Hasan, Library Development Officer, Directorate of Secondary and Higher Education of Bangladesh, Dhaka is the recipient of the 1991 IASL Leadership Development Grant. This is a US$ 1,000 grant designed to assist a person from a developing Third World country to attend an IASL Annual Conference.

IASL Represented at IRA Conference
Sue Hegarty conducted a workshop at the annual conference of the International Reading Association.

International Forum
Lucille Thomas represented IASL at a one-day symposium hosted by the White House Conference (U.S.) which focused on the international dimensions of library and information services. Dr. Edward Wenk summed up the importance of the international component of information policy, "...events anywhere exert effect everywhere."

White House Conference U.S.
Lucille Thomas represented IASL at the White House Conference on Library and Information Services which was held July 9-13 in Washington, D.C. (U.S.). Literacy, Productivity and Democracy were the three themes addressed by the delegates. Delegates finalized and adopted recommendations that will be delivered to the Congress and to the President of the United States. The recommendation on Youth Services--school libraries, children's and young adult services--is at the head of the list.

Newsletter
Peter Genco, editor of *IASL Newsletter*. continues to expand the scope and coverage of the newsletter.

World Conference on Education for All Follow-up
Lucille Thomas participated with division and unit representatives of the American Library Association (ALA) in San Diego, California (U.S.) in March 1991 to draft a document, "Libraries as Partners in Meeting Basic Learning Needs." This document, approved by the ALA Executive Board and Council, will be presented to the IFLA Council in Moscow. IASL members will have an opportunity to comment on the contents.

Programs and Activities at UNICEF and the UN
Lucille Thomas has been an active participant at the United Nations and UNICEF, especially on the NGO Education Committee. She chairs a subcommittee on indigenous literature.

Special Thanks to ...
The American Association of School Librarians of the American Library Association contributed one thousand dollars (US$1,000) to the 1991 IASL Conference.

Social Issues Resource Services (SIRS) has given a grant to support the IASL International Commendation Award.

Kudos to all the members of IASL.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
REPORT OF THE VICE-PRESIDENT
1990-1991

1. Opening Ceremony at the 19th Annual Conference

It has become a tradition to recognize all association members who are present at the Annual Conference. This is the case for both national, state, and provincial school library associations. Furthermore, representatives from all foreign countries, whether they are members of an association or not, are recognized during this session. This has been a very appropriate introduction to IASL as an international association and created the right atmosphere.

At the opening ceremony in Umea, there were 15 nations represented and association representatives from five other associations. The national flags were posted in a special wooden base which had been created for the occasion.

2. Association Assembly

The 10th IASL Assembly of Associations met at Umea, Sweden, on July 8th 1990. The meeting was delayed because of the IASL auction and when the Assembly could finally convene the time was very short since we had to evacuate the building in 30 minutes after we met.

Present were altogether 27 people, 13 representatives from associations and 12 observers, in addition to the Vice-President, Sigrun Klara Hannesdottir and IASL Director for Australasia, Lalita Bond, who served as secretary. The meeting format had to be changed because of the late beginning and in consequence the association reports were not presented. Only six associations submitted written reports.

The topics discussed during this meeting were the following:

1 Should IASL offer a Leadership Award and who should be eligible? Opinions were divided on the Leadership Award. Some argued that a person receiving such an award should be a member of IASL; others felt it was unnecessary. Several people volunteered to send models from their home countries for the criteria for such awards. (However, as of today none has done so.) Draft criteria has been created.

2. The Vice-President gave a progress report on the eight project areas which had been identified in a brainstorming session in 1989 as valuable areas for IASL to be involved in. Of these eight project areas, four had been acted upon by IASL.

* The IASL Commendation Award was to be given for the first time in 1990. The Commendation Award goes to an innovative/original plan or project identified and nominated by an association that is a member of IASL.

* Idea bank. A book of ideas on school library services and promotion of books and reading is being developed by the Fiji Library Association with support from IASL.

* Gerald R. Brown, IASL Director of North America, submitted a proposal in 1990 to identify currently available learning resource material, evaluate the material and prepare a bibliography. The bibliography will serve as the basis for instructional packages for librarianship training to meet the needs of school librarians in developing countries. The project is to be developed with the assistance of IASL Board members. The project will serve as the basis for two of the project areas that had been proposed by the Assembly, i.e., the development of elementary training material and a bibliography of available training resource material.

The other projects, such as the talent bank; a brochure on how to start a school library association; lists of training institutions and their courses throughout the world with information on possible grants and financial assistance to students; list of demonstration schools to visitors; as well as an update of the Directory of national School Library Associations, have not yet received direct action

3. Contact with WCOTP

The Vice-President attended the WCOTP's (World Confederation of the Organizations of the Teaching Profession) 16th European Conference which took place in Reykjavik, Iceland, October 12-15, 1990.

The agenda of the conference contained two major policy documents:

* A recommendation on Education in Europe in the year 2000;

* Resolution on Europe 1992: Special Aspects, Education and Trade Union Action.

The conference was attended by 132 members rom 42 European teachers' organizations from 22 out of 25 member countries. The WCOTP international president, Mary Futrell, attended the conference and addressed the assembly.

The recommendation on Guidelines on Education in Europe in the Year 2000 contains 47 articles, and the Resolution of Europe 1992: Social Aspects, Education and Trade Union Action includes 43 paragraphs and in scanning through it could not see any mention of school libraries at all.

My suggestion is that the IASL Directors in each region make an effort to contact the WCOTP secretariats and offer their expert advice on such issues as school librarianship. It might be possible to influence the creation of such policy documents as the European one if school librarians are involved from the beginning.

4. IASL Commendation Award

The IASL Commendation Award was presented for the first time in 1990. Two nominations were submitted. One was called "Networking in the North Downunder" submitted by School Library Association of the Northern Territory, Australia. This is a computer network that links together primary and secondary schools in the Northern Territory into one system and offers on-line access to bibliographic utilities, specialist information databases and other services. The other was called "Resource-Based Learning and the Classroom Teacher: A Training Program" submitted by the Saskatchewan School Library Association of Canada. The project has trained teacher/teacher librarian teams in working together on many aspects of resource-based learning. A committee was appointed at the Board meeting and it was agreed to give the award to both projects which were innovative and could well serve as models for other school libraries around the world.

The award diploma was designed for IASL by an Icelandic artist, Porvaldur Jonasson. Each diploma was inscribed with the proper commendation and presented at special occasions in the home country.

The nominations for the Commendation Award of 1991 were submitted before June 1, 1991. Three projects were submitted. One project called "The Kinds on Cable Show" was a personal submission and therefore not eligible. Two projects were submitted from the same association, The School Library Association of Queensland, Australia: "Project Parent: Assignments--Control or Chaos" and "TeleSLAQ."

The project TeleSLAQ has been selected as the recipient of the 1991 Commendation Award. TeleSLAQ is a program of interactive audio and video teleconferences which the School Library Association had been using since 1983 to enable members and other educators to take part in professional development and the decision-making processes of the Association irrespective of their location in the state of Queensland. Members are able to participate by being connected into interactive audio or video teleconferences.

The IASL Commendation Award and the award-winning projects have received considerable news coverage and this has given very good publicity to IASL. The Commendation Award will now be changed and is to become a joint award given by IASL and SIRS (Social Issues Resources Series, Inc.). SIRS will now give a financial award of 600 dollars to go with the award. SIRS will also be in charge of printing the appropriate brochures to advertise the Award as well as financing the plaque. The application forms will continue to be available from the IASL Secretariat.

Sigrun Klara Hannesdottir
IASL Vice-President
July 1991

IASL EXECUTIVE SECRETARY'S ANNUAL REPORT
1990-1991

"...to keep something burning,
to carry the light as best we can
forward into darkness and the wind...
is the apotheosis of librarianship"
Jesse Shera
The Compleat Librarian

As we enter our third decade of work as an international association, there are many things which stand out as accomplishments, and conversely there are weaknesses to which we need to attend. I'd like to give some in depth consideration to both of these aspects as we think about "carrying on the light" during the nest decade.

* The first, I think, is our very existence! Being an international association is not an easy accomplishment, but it certainly is challenging. IASL is completing twenty years and has maintained its numerical membership though not its cumulative one. Soliciting volunteers from many countries necessitates planning for mail delays and sometimes accepting ideological differences. It means allowing time for sharing long distance and planning new projects. It means fostering a sense of community among many countries and school library associations. Most of all, it means a great deal of continuous support from many people who believe in the objectives and goals of IASL. A revised Mission Statement and bylaws and objectives speak well for future growth.

* Secondly, a continual program of publications beginning with the Newsletter has been accomplished. "Persons to Contact..." has been a good seller. The conference proceedings, *Getting Started*, *Books and Borrowers*, *Indicators of Quality for School Library Media Programs*, et al. have brought in revenue and given visibility worldwide. Publications by Scarecrow Press, with royalties returning to IASL, include *School Libraries: International Developments* (a new edition available this summer), and *Voices from Around the World* (ed. by Phil Hauck). The Newsletter editor, Peter Genco, has been experimenting with new layouts, etc. With the changes in printers and computers many more things can be tried and content should expand internationally to make it even more meaningful to all readers.

* A third significant program relates to assistance to persons and libraries in developing countries. The **IASL/UNESCO Book Program** began around 1974 when IASL was approached by Unesco to develop with them a program which would make *unums* available for purchasing books for school library collections in developing countries. Now countries in Africa, Asia and Latin American are assisted through the money raised for this fund. **Support A Friend** makes it possible for the secretariat to assist persons in developing countries who cannot get money out of their country to maintain a membership in IASL. In this way contact has been established on a continuing basis in such countries as Ethiopia, Nepal. and Sierre Leone.

  The **Leadership Development Fund** provides an incentive grant to assist a leader in school librarianship in a developing country to attend an IASL conference. The opportunity for them to mix with librarianship leaders from other countries, to attend seminars and ask questions or obtain material is proving to be a beneficial effort. Grants have been offered to Papua New Guinea, India, Tanzania and Bangladesh. Transportation costs have been the greatest deterrent to a full use of this fund.

* In 1990 and 1991 IASL received grants from two outside sources to support special projects. World Book International is giving an annual grant of $2,000 to promote an "exceptional extra" at the annual conference. SIRS is underwriting the expense of the **International Commendation Award** and presenting a plaque and check to the winners. We are most grateful for these indications of interest in our work.

* Public relations and membership have been a bit erratic but this year has been a high point. The Commendation Award given for the first time last year produced some excellent publicity in Canada and Australia. It is hoped that this can be carried on to stimulate much more interest in IASL. A highlight in September was the presentation of an Honorary Membership Mrs. Suzanne Mubarek, First Lady of Egypt. President Thomas gave her the certificate at the IBBY conference in Williamsburg, Virginia

We have had many more requests from other countries about IASL and have developed a packet of materials which we send out i response. Several board members have really pushed visibility in regional periodicals and at local and area conferences. Our PR chair sent letters to all library education institutions telling about our new student membership rates. Results of this are not yet visible. Joe Hallein and Lynn Bishop have developed a slide-tape presentation which will be unveiled at the Everett conference and which hopefully can be used in many places to sell IASL. The membership brochure has been translated into German and Spanish and more languages are being considered (Hungarian, Arabic, and French).

Nee. 3e Considered

A birtn..y should also make us consider where we are going, what areas should be emphasized, even what things should be changed or stopped. Are we really on the cutting edge? Should IASL do a study to determine real interests and needs of members? Are we offering papers at the conferences which should be circulated more widely, perhaps as separate, inexpensive publications? Should we consider expanding the size of the Newsletter after considering costs? What about our perennial membership problem--join for one or three years and then no renewal. What are we doing wrong or not doing well?

* A basic need now is for a chair of the Publications program. "Persons to Contact..." needs revising. Should it be combined with a National School Library Association list? AASL is doing a survey of US model school libraries for visitations. Could we tie into that? Lists from other countries? The index to conference proceedings needs updating. The Instructional Materials packet has apparently hit a dead end. Can we revitalize this arm of our association? It used to be one of the basic financial supports. Should it be?

* The research emphasis shou'd receive a new direction under Anne Clyde. However, this may require money, participants, etc. little is being done at the international level and IASL should be prepared to be a leader here ready to support new directions, better communication.

* Membership retention is undoubtedly one of our greatest concerns. Do we need to rethink the concept of regional groups/meeting/get-togethers to that we do not lose people if they cannot immediately get to another conference? Wong has recommended that the Malaysian membership experiment be discontinued. A lack of interest after a couple of Years! What can we do about the African situation. Our directors there feel frustrated. Money for memberships is a real problem yet there are many countries out there eager to participate or to, at least, receive the newsletter, publications and counseling on how to develop their programs.

A propos of changes and needs, the countries of Eastern Europe are in much the same state

and we need to consider how we can assist there. How do we discover their needs and how much can we really do? More international schools are contacting the secretariat; some are well-organized as in Europe, some are almost alone. Here is another group with which we can work. They, in turn, could be brought into helping the indigenous librarians. Perhaps we should look for outside financial support to assist here, especially for translation needs of materials, newsletter, etc.

* Exciting as it was to receive outside financial assistance this year, I must emphasize again that this must be pursued more vigorously. IASL cannot undertake many of these proposals or answer these needs without special financial assistance. Unfortunately, this year neither the Asia Foundation or USIS gave us any assistance to bring people to the conference. Such sources are cutting back so all board members must be alerted to any possibilities for outside financial help from any country. The possibility of closer cooperation with other agencies such as WCOPT, IS, IFLA, etc. should be explored in depth. Liaison work needs to be strengthened.

Miscellaneous

There have been several requests for articles about IASL this past year to appear in various annuals, directories, etc. In addition, our PR mailing seems to be appearing in more newsletters and periodicals. Board members received copies of these and should use them in their regions.

A change of secretaries took place again this year. Donna was promoted to a very fine position in the university but it necessitated her arranging for another person to take her place. Linda Doremus, who works in the same area, is now working with Donna "learning the ropes" and is doing a fine job. We are most fortunate in having both of these people to assist in the many strands which make up the secretariat's work.

A special work of commendation should be given to Doris Olsen and her committee for picking up the responsibility of the 1991 conference at a late date and carrying through with great vigor.

1992 will see us in Belfast but 1993 is still in a state of uncertainty due to calendar problems. We do not want to lose contact with our Australian members so we may need to make some concessions. This must be decided at this board meeting. We also need invitations for 1994 and 1995. 1996 will be our 25th so hopefully some country will decide to take this up as an opportunity to really splash IASL all over the world!

I could not end this report without a special thank you to all the committee chairs who have worked so hard this year to carry our their responsibilities and especially to Lucille, Don and Sigrun without whom IASL would certainly flounder! Everyone on the Board has a special contribution to make and this support is immeasurable. Thank you one and all.

Respectfully submitted,
Jean E. Lowrie
Executive Secretary

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF CURRENT RESOURCES
(BALANCE AS OF JUNE 30, 1991)

Checking Balance	$ 5,295.15
Development Fund	$18,546.11
Certificate of Deposit (Old Kent Bank)	$10,000.00

Total Currenct Resources, June 30, 1991	$33,841.26

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF CASH
(BALANCE AS OF JUNE 30, 1991)

CHECKING

Balance July 1, 1990	6,891.40
Revenues	15,755.15
Expenses	(17,351.40)
Balance June 30, 1991	**5,295.15**

DEVELOPMENT FUND

Savings Account

Balance July 1, 1990	2,805.88
Interest Certificate of Deposit	1,089.74
Donations	1,390.00
Interest Savings Account	260.49
Balance June 30, 1991	5,546.11

Certificates of Deposit

Center Bank (2007)	5,000.00
Firststar DuPage Bank	3,000.00
Firststar DuPage Bank	5,000.00
	13,000.00
Develpment Fund Total	**18,546.11**

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF REVENUES & EXPENSES
(YEAR ENDED JUNE 30, 1991)

REVENUES

Membership	
Association	555.00
Individual/Institution	7,460.00
Support A Friend	150.00
Sale of Publications	2,020.50
Other Sales	584.14
Contributions	103.00
IASL/UNESCO Book Project	265.00
Conference	1,057.38
Interest	1,055.13
Leadership Development Fund	55.00
Other (World Book Project)	2,450.00
TOTAL	**15,755.15**

EXPENSES

Executive Board	444.01
Secritariate	4,014.53
Newsletter	4,285.34
Membership Promotion	680.97
IASL/UNESCO Book Project	265.00
Conference	1,000.00
Publications	4,797.78
Leadership Development	55.00
Awards	536.00
Projects (Totes, Pins, World Book)	1,182.77
TOTAL	**17,351.40**
REVNUES OVER EXPENSES	**(1,596.25)**

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

STATEMENT OF BUDGETED REVENUE & EXPENSES
(YEAR ENDED JUNE 30, 1991)

REVENUES	PROPOSED 1990-91	ACTUAL 1990-91	(OVER/ UNDER)
Membership			
Association	1,100.00	555.00	(545.00)
Individual/Institution	10,500.00	7,460.00	(3,040.00)
Support A Friend	200.00	150.00	(50.00)
Sale of Publications	1,500.00	2,020.50	520.50
Contributions	300.00	103.00	(197.00)
Other Sales	200.00	584.1..	384.14
Conference Income	1,000.00	1,057.38	57.38
Interest Income	1,000.00	1,055.13	55.13
Other	200.00	2,450.00	2,250.00
	16,000.00	15,435.15	(564.85)
EXPENSES			
Secretariate	4,900.00	4,,104.53	(795.47)
Executive Board	200.00	444.01	244.01
Newsletter	4,000.00	4,285.34	285.34
Membership Promotion	1,000.00	680.97	(319.03)
Conference	1,000.00	1,000.00	.00
Publications	4,100.00	4,797.78	697.78
Awards	.00	536.00	536.00
Projects (Totebags, Pins,etc)	.00	1182.77	1,182.77
	15,200.00	17,031.40	1,831.40

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
BUDGET (1991-1992)

REVENUES

Membership		
Association		700.00
Individual/Institution		9,000.00
Support A Friend		200.00
Sale of Publications		1,500.00
Contributions		150.00
Other Sales		500.00
Conference Income		1,000.00
Interest Income		1,000.00
Other		200.00
		12,750.00

EXPENSES

Secretariate		4,900.00
Executive Board		200.00
Newsletter		4,000.00
Committees		1,200.00
Research	300.00	
Membership	100.00	
Conference		1,000.00
Publications		1,300.00
Projects		150.00
		12,750.00

IASL CONFERENCE PARTICIPANTS

NAME	ADDRESS		COUNTRY
Nicholson, Fay	11 Coolgardie Ave.	East Valvern, Victoria, 3145	Australia
Al-Amin	32, Gopi Mohon Boshak Lane	Dhaka-1100	Bangladesh
Alamgir, Mohammad	32, Gopi Mohon Boshak Lane	Dhaka-1100	Bangladesh
Chakma, Johan	32, Gopi Mohon Boshak Lane	Dhaka-1100	Bangladesh
Golam, Maula Prodhan	32, Gopi Mohon Boshak Lane	Dhaka-1100	Bangladesh
Hasan, Ahmed Kamrul	Uttara, G-3 Circuit House Road	Kakrail, Dhaka-1000	Bangladesh
Hall, Gloria	ACS c/o US Embassy	La Paz, 792042	Bolivia
Brown, Gerald	3403-55 Nassau Stn	Winnepeg, Manitoba, R3L2G8	Canada
Doyle, Edith E.	81-905 Corydon Ave.	Winnepeg, Manitoba, R3M 3S3	Canada
Farquharson, Michele	c/o Emergency Lib., P.O. Box 46258	Station G, Vancouver, B.C, V6R 4G6	Canada
Finlay, Patricia	5649 Carson St.	Burnaby, B.C., V5J 2Z4	Canada
Forgay, Art	2715 McCallum Ave.	Regina, Sask, S4S 0P8	Canada
Hamboyan, Sarkis	15 Greening Dr.	Antigonish, NS, B2G 1R1	Canada
Jobe, Dr. Ronald A.	Dept. of Lang., Univ. of British Columbia	Vancouver, B.C. V67 1Z5	Canada
Naslund, Jo-Anne	c7, 3545 - E 43rd Ave.	Vancouver, B.C. V5R 5X5	Canada
Oberg, Dianne	Dept. of Elem. Ed., 551 Educ. So.	Univ. of Alb., Edmonton, AB, T6G 2GS	Canada
Steward, Kathryn L. (Kaye)	4, 4403 Riverbend Road	Edmonton, AB, T6H 5S9	Canada
Turcotte, Monique	401-100 Niakwa Rd.	Winnipeg, Manitobe, R2M 0Y7	Canada
Wright, John G.	9130 116 St.	Edmonton, AB, T6G2P9	Canada
Rainey, Melvyn D.	Box 1168 USP Library	Suva	Fiji
Clyde, Dr. L. Anne	Soc. Sci. Faculty, Univ. of Iceland	101 Reykjavik	Iceland
Hannesdottir, (Dr.) Sigrun Klara	Univ. of Iceland	Reykjavik	Iceland
Anderson, Beatrice	10 Millsborough Ave.	Kingston 6	Jamaica
Anderson, Raymond	10 Millsborough Ave.	Kingston 6	Jamaica
Hay, Joan	Jamaica Library Service	Kingston 6	Jamaica
Kelly, Norma Dorothy	Heart Trust, 4, Park Blvd.	Kingston, 5	Jamaica
Marshall, Eileen V.	Knutsford Manor, Apt. 301	19 Oxford Road, Kingston	Jamaica
White, (Dr.) Adlyn	Church Teacher's College	Mandeville Rd, Manchester	Jamaica

Hiroi, Noriki	1-4-37-201 Hagiyama-cho	Higashimurayama-shi, Tokyo	Japan
Horiuchi, Yeun	1-11-11 Chiyogaka, Aso-ku	Kawasaki-shi, Kanagawa-ken	Japan
Kimizuka, Tomoko	3-30-5-203 Sakura Setagaya-ku	Tokyo, 156	Japan
Matsumoto, Takeshi	1-16-21-Seta, Setagaya-ku	Tokyo, 158	Japan
Murakami, Kouhei	6-28-2 Ikuta, Tama-ku	Kawasaki-shi, Kanagawa-ken 214	Japan
Murofushi, Takeshi	2-5-8 Moridai, Atsugi-shi	Kanagawa-ken 243	Japan
Nagakura, Meiko	#925, 139-8 Kamisakunobe	Takatsu-ku, Kawasaki 213	Japan
Sagae, Ikuko	3-7-8-514 Nakamachi	Musashino-shi, Tokyo 180	Japan
Sakaguchi, Yasumichi Charles	8-25-10 Ikegami	Ota-ku, Tokyo 146	Japan
Suzuki, Kiyoshi	2-8-12 Omorinaka, Otaku	Tokyo, 143	Japan
Uda, Sachiko	2.2-10- Gakuenhigashi-cho	Kodaira-shi, Tokyo	Japan
Peik, Walter	115 Jefferson St., #409; c/o Erwin Peik	Hutchinson, MN 55350 (USA)	Korea
Singh, Dilkit	187 Crenshaw Ct., Apt. 2	Tallahasee, FL, 32310 (USA)	Maylaysia
Abegunde, Woya	Univ. of Ibadan Library	G.P.O. Box 17679, Ibadan, Oyo State	Nigeria
Adeotan, Babatunde	Univ. of Ibadan Library	G.P.O. Box 17679, Ibadan, Oyo State	Nigeria
Akinsanmi, Seun	Univ. of Ibadan Library	G.P.O. Box 17679, Ibadan, Oyo State	Nigeria
Dike, Virginia W.	Dept. of L. S., U. of Nigeria	Nsukka	Nigeria
Walmsness, Oddvar	Askerjordet 58 1370	Asker	Norway
Tawette, Felix K.	c/o Univ. of Swaziland	P/Bag 4, Kwaluseni	Swaziland
Ageberg, Elsa Marianne	Centralvagen 9	703 65 Orebro	Sweden
Janlert, Gunilla	Skolbiblioteks centralen, Box 1007	S-90 16 33 31, Umea	Sweden
Hargreaves, Marjorie	53 Broad Oak Lane, Penwortham	Preston, Lancashire, England	U.K. England
Cooke, Joy L.	Aeron House LLangeitho	Tregaron Dyfed, Wales, SY25 6SU	U.K. Wales
Cooke, Michael John	Aeron House LLangeitho	Tregaron Dyfed, Wales, SY25 6SU	U.K. Wales
Adcock, Donald	363 Windsor Ave.	Glen Ellyn, IL, 60137	USA
Baker, Susan	304 White Pine Dr.	Bremerton, WA, 98301	USA
Barth, Edward W. (Dr.)	13802 Loree Lane	Rockville, MD, 20853	USA
Beilke, Patricia F.	Dept. of Sec. Ed., Ball State Univ.	Muncie, IN	USA
Birkeland, Beverly	Box 55	Faith, SD, 57626	USA
Birt, Cherridine C.	1103 Montezuma Dr.	Ft. Washington, MD, 20744	USA
Bishop, W. Lynn	1711 Westminster Way	Annapolis, MD, 21401	USA
Braybrook, Diane	23 Highland Trail	Denville, NJ, 07834	USA

Braybrook, Ron	23 Highland Trail	Denville, NJ, 07834	USA
Bueler, Roy	920 15th Ave. S.W.	Puyallup, WA, 98371	USA
Cady, Ruth	9482 Alderbury St.	Cypress, AA, 90630	USA
Candioglos, Marianne	13705 110th Ave. Court E.	Puyallup, WA , 98374	USA
Carrick, Yvonne I.	1621 Holly Vista Dr.	Snohomish, WA, 98290	USA
Caywood, Gladys R.	382 B Deputy Lane	Newport News, VA, 23602	USA
Cerini-Lopis, Elizabeth (Nan)	12460 S.E. 60th St.	Bellevue, WA	USA
Chastain, Lenore	9015 Cascadia Ave.	Everett, WA, 98208	USA
Cox, Barbara	422 Carol Lane	Midland, TX, 79705	USA
Dearman, Marvene	1471 Chevell Dr.	Baton Rouge, LA, 70806	USA
Delgado, Gloria	4938 Rocklin Drive	Union City, CA	USA
Doll, Carol	Suzzalo Lib. FM-30, GSLIS, U of W	Seattle, WA, 98195	USA
Downes, (Dr.) Valerie J.	4170 Marine Dr.	Chicago, IL, 60613	USA
Dussel, Stanislawa J.	70 Passaic Street, Apt. 3	Passaic, NJ, 07035	USA
Eisele, Jean G.	Rt. 3, Box 3275	Montpelier, VT, 05602	USA
Farmer, Lesley S.J.	135 Golden Hind Passage	Corte Madera, CA, 94925	USA
Fowells, Susan	5916 Texas Drive	Vancouver, WA, 98661	USA
Genco, Peter	519 Linwood Ave.	Buffalo, NY 14209	USA
Golladay, Carolyn	395C Deputy Lane	Newport News, VA, 23602	USA
Goodson, Mildred C.	11054 S. Shoshoni Dr.	Phoenix, AZ	USA
Gootee, Phyllis E.	12787 Woodside La	Newport News, VA, 23602	USA
Hall, Howard	620 West Balboa Blvd	Balboa, CA. 92661	USA
Hall, Kathleen M.	620 West Balboa Blvd	Balboa, CA, 92661	USA
Hardy, Jane L	17843 Lochness Circle	Olney, MD 20832	USA
Hegarty, Sue	176 D'Lane Dr.	Newport News, VA, 23602	USA
Higgins, (Dr.) Judith	83 Greenridge Ave.	White Plains, NY, 10604	USA
Johnson, Glenn	R.R. #1, Box 498	Centre Hall, PA, 16828	USA
Johnson, June C.	204 Rockgreen Place	Santa Rosa, CA, 95409	USA
Jones, Chambers (Mary)	3215 S.W. Scholls Ferry Ct.	Portland, OR, 97221	USA
Jones, Sally L.	1219 Mountain Aire Way S.E.	Olympia, WA, 98503	USA
Keller, Dawn	516 S. Ashland Ave.	La Grange, IL	USA
Kemp, Betty	2609 172nd St. N.E.	Arlington, WA, 98223	USA
Kies, Cosette	Northern Illinois Univ.	De Kalb, IL, 60115	USA
Kitterer, Carolyn	Rt. 1, Box 45	Fullerton, NE, 68638	USA
Korpela, Betty	Rt. 3, Box 255	Astoria, OR, 97103	USA
Kosulandich, Roseann	28952 Canyon Lake Drive	Trabuco Canyon, CA, 92679	USA
Latimer, Floy M.	29 Briarcliff Rd.	Montgomery, IL, 60538	USA
Lowrie, (Dr.) Jean E.	1006 Westmoreland	Kalamazoo, MI	USA
Luce, Louise W[illegible]er	5360-232 Ave. S.E.	Issaquah, WA, 98027-9231	USA
Margo, Roberta	301/2 1st Street South	Virginia, MN, 55792	USA

Mathews, Mary (Gail)	12423 Larah Lane	Bowie, MD, 20715	USA
Mauerer, Joann	90 Reservoir Ave.	Butler, NJ, 07405	USA
McDowell, (Dr.) Darlene	1543 Avalon	Wooster, OH, 44691	USA
McDowell, (Dr.) Noel	1543 Avalon	Wooster, OH, 44691	USA
McLemore, Janice Lea	P.O. Box 1192	Silverdale, WA, 98383	USA
McNally, Crystal	119 S. Estelle	Wichita, KS, 67211-2006	USA
Meder, (Dr.) Marylouise D.	2005 Greenbriar Dr.	Emporia, KS, 66801	USA
Montgomery, Paula	17 E. Henrietta Street	Baltimore, MD, 21230	USA
Motomatsu, Nancy	5225 Matsu St. N.W.	Olympia, WA, 98502	USA
Nelson, Alice R.	2404 Belair Dr.	Bowie, MD, 20715	USA
O'Hara, Catherine	32 Cannon St.	Norwalk, CT, 06851	USA
Olsen, Doris	920 Grand Ave.	Everett, WA, 98201	USA
Paulin, Dr. Kenneth	1205 Joliet	Marquette, MI, 49855	USA
Paulin, Mary Ann	1205 Joliet	Marquette, MI, 49855	USA
Robien, Eleanor (Kek)	649 Chip Court	Gurnee, IL, 60031	USA
Rowe, Mercedes L.	501 Webster Ave.	New Rochelle, NY, 10801	USA
Running, Aris	3302 56th St. S.W.	Everett, WA, 98203	USA
Schwindaman, Jean (after 6/28)	2670 E. Otvio Pl., Apt. 5	Littleton, CO, 80122	USA
Shafer, Anne Elise	1585 Ridge Ave. , Apt. 301	Evanston, IL, 60201	USA
Smith, Mary Ellen	5903 Arbor Road	Lakewood, CA, 90713	USA
Staton, Evelyn V.	130 Bridgeview Dr.	San Francisco, CA, 94124	USA
Svehla, Donald J.	24581 Ladera Dr.	Mission Viego, CA, 92691	USA
Thomas, Lucille C.	1184 Union St.	Brooklyn, NY, 11225	USA
Twogood, A. Elaine	2539 56th Ave. N.E.	Tacoma, WA, 98422	USA
Vogt, Robert	433 S.E. Gilham	Portl[illegible], OR, 97215	USA
Waldrop, Ruth	165 North 22nd St. (Fox Run)	Tuscaloosa, AL, 35406	USA
Wallace, Barbara	70 Poplar	Wyandotte, MI, 48192	USA
White, Helen	1007 N. Main	Wheaton, IL, 60187	USA
Wood, Arline	11 Deshon Ave.	Bronxville, NY, 10708	USA
Woolls, Blanche	270 Tennyson Ave.	Pittsburgh, PA	USA
Young, E. Lorene	P.O. Box 6	Leavenworth, WA, 98826	USA
Parks, Linda K.	Anglo-Amer. School, c/o U.S. Embassy	APO NY 09862, Moscow	USSR

IR 054 189

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE
(Specific Document)

ERIC

I. DOCUMENT IDENTIFICATION:

Title.	
Author(s):	
Corporate Source:	Publication Date

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☐ ← **Sample sticker to be affixed to document**

Check here
Permitting microfiche (4"x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 1

Sample sticker to be affixed to document →

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 2

☐

or here
Permitting reproduction in other than paper copy

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Position
Printed Name:	Organization:
Address:	Telephone Number: ( )
	Date:

OVER

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder

Name

Address

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse
030 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
U.S.A.