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ABSTRACT

This resource guide contains worksheets and ideas that can be used to promote reading and library use in a school library setting. The pack provides a framework around which a program of library and information skills training can be built, and suggests activities for reinforcing the lessons learned at each stage of the process. Many of the activities are designed to build confidence, familiarity, and enthusiasm in the use of the library and its resources. The guide is divided into three sections: (1) "Learning To Use the Library: Library Skills"--what is a library, what is the difference between fiction and non-fiction, how are books arranged on shelves, and how to take care of books; (2) "Making the Most of Books: Information Skills"--how to extract the right information from books once they have been located in the library; and (3) "Enjoying Reading"--suggestions for encouraging children to enjoy books and reading. (SWC)

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Promoting Reading and Library Use in your School: A Resource Pack

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of
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Publications

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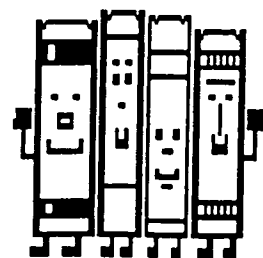
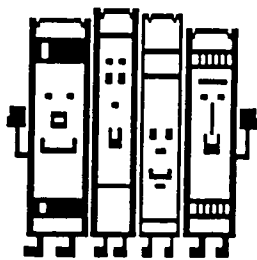
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Promoting Reading and Library Use in Your School

A Resource Pack



Promoting Reading and Library Use in Your School

A Resource Pack

The production of this resource pack was funded by a grant from the Community Project Scheme (CPS). This funding scheme was established by a joint initiative of the British Development Division in the Caribbean (BDDC) and Voluntary Service Overseas (VSO).

Dominica. Ministry of Education and Sports.
Libraries Division. 1994

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Contents

Introduction

Learning to Use the Library - Library Skills

- The library layout
- Differences between fiction and non-fiction
- Alphabetical order
- Classification
- Using a subject index
- Taking care of books

Making the most of books - Information Skills

- Parts of a book
- Using an index
- Dictionaries
- Atlases
- Encyclopedias
- Project planning

Enjoying Reading

- Reading records
- Reading games
- Book reviews
- Writing stories

Introduction

The following pack contains worksheets and ideas which can be used to promote reading and library use in your school.

The pack provides a framework around which a programme of library and information skills training can be built and suggests activities for reinforcing the lessons learned at each stage of the process.

As important as any skill is the students attitude to it. Many of the activities suggested in this pack are designed to build confidence, familiarity and enthusiasm in the use of the library and its resources.

The teaching of library and information skills must be viewed as an integral part of the day to day learning process in any school since such skills are required of children in every part of the school curriculum.

The pack is divided into three sections : -

Library skills - What is a library?; what is the difference between fiction and non-fiction?; how are the books arranged on the shelves?; how to take care of books.

Information or research skills - How to extract the right information from books once they have been located in the library.

Enjoying reading - Suggestions for encouraging children to enjoy books and reading.

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Learning to Use the Library - Library Skills

To be able to make the most of the books in your school library students will first need to understand what a library is for, how the library is arranged and how to find what they need in it.

These skills are usually known as Library Skills

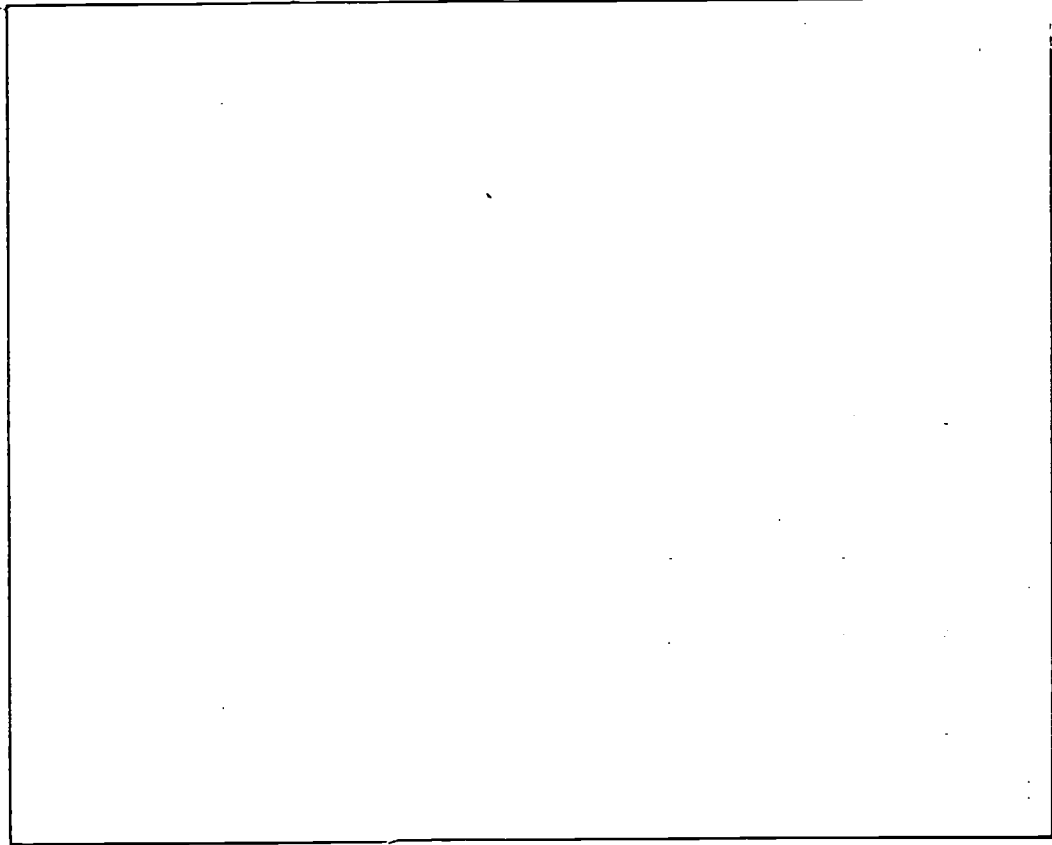
They will need to know:

- The purpose of a library
- What is in the library
- The difference between fiction and non-fiction
- How books are arranged on the shelves
- The purpose of classification
- How to use the subject index
- How to care for books

The following worksheets and exercises give ideas for reinforcing these concepts.

Library Map

Draw a map of your library with the shelves etc. and
A - L on it.



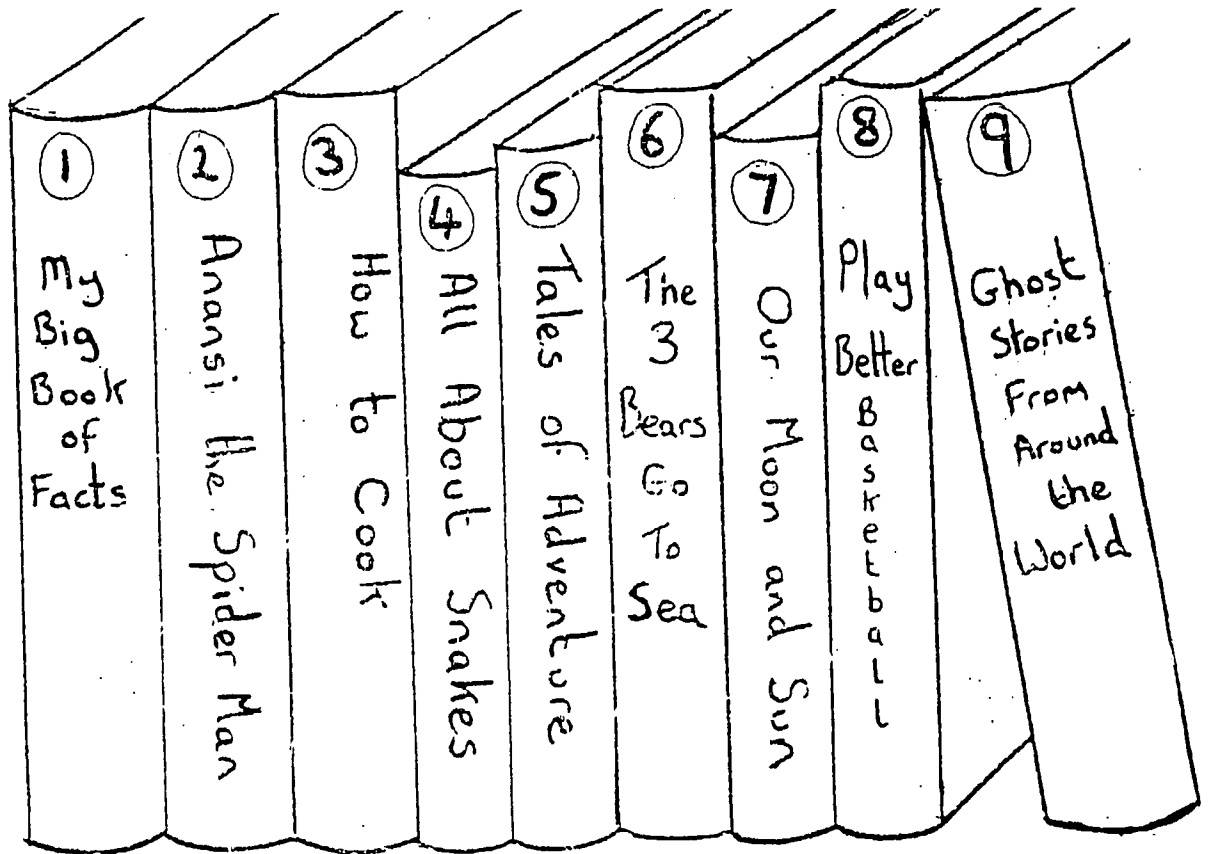
- A. Door
- B. Windows
- C. Tables
- D. Story Books
- E. Information Books
- F. Reference Books

- G. Library Notices
- H. Librarian's Desk
- I. Chairs
- J. Book Displays
- K.
- L.

The list of items to be marked on the map should be amended to suit your particular library and its features.

Sorting Out Fiction From Non-Fiction

1) Which of these books do you think are fiction and which are non-fiction?



List them Below

Fiction

Non-Fiction

2) Put a circle around the word that completes each of these sentences.

Non-Fiction books are stories / imaginary / factual
Fiction books are true / imaginary / factual

Ideas for explaining the differences between fiction and non-fiction.

1. Explain the meaning of the words 'fiction' and 'non-fiction' using lots of alternative words e.g.

Fiction

Story
Unreal
Imaginary
Pretend
Fantasy

Non-Fiction

Information
Real
Factual
Finding out
Fact

2. Mix up a pile of story and information books. Ask the children to call out "story" or "finding out" as you hold up each one.

Put all the story books in one pile and all the information books in another pile and point out the difference between the labels on the two types of book. Repeat the exercise using terms used in school i.e. "story" and "information" or "fiction" and "non-fiction".

3. Split the children into groups each with a small pile of books to divide into fiction and non-fiction. Ask them to explain the reasons for their decisions to the other children in the class.

ALPHABETICAL SURNAMES

8 and up

an activity for the whole class

- Team 1 - surnames beginning A - M } Teacher is referee
- Team 2 - surnames beginning N - Z

"GO!" Teams write first 3 letters of surname on piece of card and file themselves alphabetically.

Mini - Quiz

Fill in the missing letters to complete the following.

Books are written by a __ h __ s. You can borrow books from
l _ _ _ _ r _ _ s. Our school library has some fan _ _ _ t _ _
books. We can borrow them for _ _ _ weeks.

Books with made up stories are called f _ _ _ _ _ n. Books with
true stories and true facts are called n _ _ f _ _ _ _ _ n.

We also call non-fiction books i _ _ _ _ _ m _ _ _ _ on books.

Books like en _ _ _ l _ p _ _ _ _ s, a _ _ _ _ s _ s, and
d _ _ tio _ _ _ ie _ are not allowed to be borrowed. They are
called R _ _ _ r _ _ _ _ B _ _ k _ .

I _ _ _ rm _ _ _ on _ _ _ ks are arranged on the l _ _ _ _ ry
s _ _ _ ves so that all the books on the same s _ _ _ _ ct are
found t _ g _ _ _ er.

Words to help:

fiction, non-fiction, fantastic, authors,
libraries, two, information, atlases, together,
encyclopedias,
subject, dictionaries, shelves, library, books,
Reference.

Understanding the Concept of Classification

The division of the bookstock into fiction and non-fiction is a basic form of classification, i.e. grouping similar things together so that they can be found more easily.

Other examples are putting books about the same subject together, putting magazines of the same title in the same box, putting the reference books together etc.

With the children discuss how things are grouped in, for example,

- a supermarket [foods of the same sort together]
- other shops [similar items together e.g. shoes, hats etc.]
- in school [children of the same age in classes together]

- How could we arrange ourselves into groups or sets?
[by sex/height/favourite food/favourite subject]

Once the concept of sets/groups/classes has been discussed you can then move on to how books are arranged on the shelves.

- Discuss the idea that books are not randomly arranged in the library. How are they grouped?

By referring to the colour code guiding and chart:-

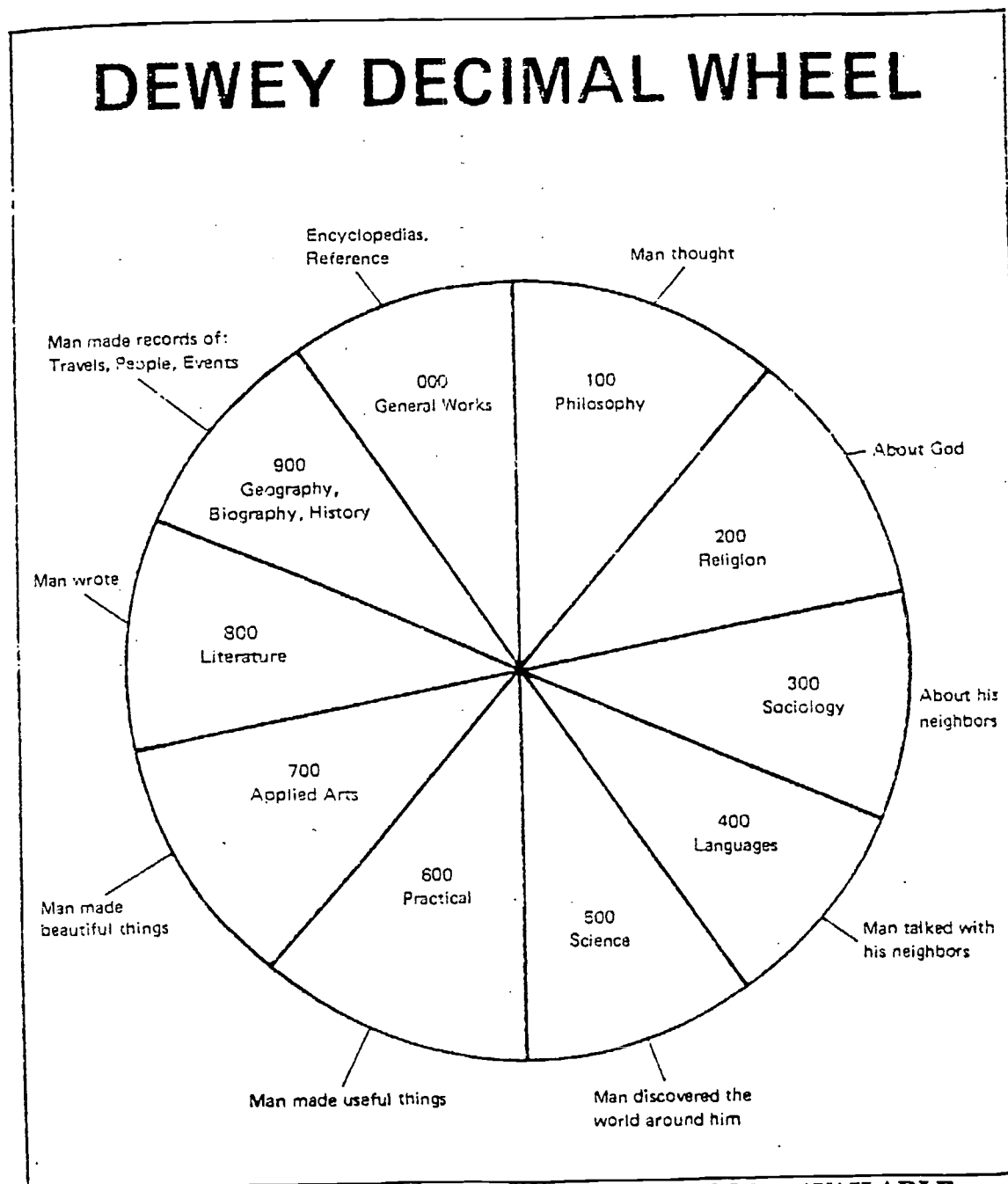
- hold a few books up and ask which colour code label it should have.
- ask pupils to go to the shelves where the "nature" books are etc.
- ask pupils to put books away in the correct place on the shelves
- prepare pieces of paper or flashcards with the names of subjects on them. Each child picks one and attempts to find a book about that subject.
[Be sure to check your books first to make sure you have something on each of the subjects you are going to mention]

Classification By Code Number - The Dewey Decimal System

An understanding of the Dewey Decimal System is probably the most complex skill a student will need to acquire to use the library effectively. Real understanding will only develop if the skill is reinforced on a regular basis through subject work and not seen merely as a game to be played in "library lessons". Once learnt however this is a skill which can be applied outside the school environment, in the public library for example.

Below is a graphic representation of the ten main classes which make up the Dewey Decimal System.

(see booklet 'Your School Library - How it works and how to keep it working' for more details about the system)



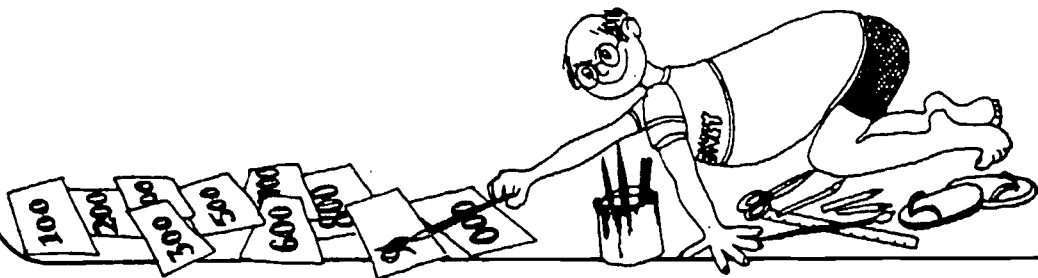
300 On Monday morning Mr Dewey went out to do the weekly shopping. This made him realise that there was more to life than just thinking and believing. There were people, streets and streets full of people, talking, shopping, posting letters, driving in cars and buses, going to work and to school. When he got home, Mr Dewey searched the garage for books on the **Community** — on trade, commerce, politics, government, welfare, education, law and transport. He also remembered how communities record their lore and legends, in fairy tales and folk tales. He loved these books. They made him feel so old, and so young. He was exhausted so he sat in the wheelbarrow, pulled his hat over his eyes and had a snooze. When he woke up he remembered what he had forgotten. He had forgotten there are bad things about communities too. So he hunted for all the books on crime and pollution and warfare and reluctantly made room for them.

400 Mr Dewey loved cooking. Even more than cooking he loved talking. He owned many dictionaries, grammars and thesauri. After the exhausting Monday he has spent moving all the community books, he decided to give himself a treat, taking the whole of Tuesday to move his **Language** books, and giving them their own room so that the words would have lots of room to fly around. He sang antonyms and synonyms softly to himself all day.

500 Mrs Dewey thought he was crazy. "Dewey darling", she said, "if I didn't take you out for rides on my motorbike you'd spend your life talking to yourself in the kitchen! What about the world outside? What about the sea, stars, land, mountains, molehills, volcanoes, rocks and rivers? What about the insects and birds and animals and plants and trees and dinosaurs and reptiles and tuataras and amphibians? What about the laws that govern nature and numbers — **Science**? What about mathematics, astronomy, physics, chemistry, geology, palaeontology, biology, botany, zoology?"



"That's nice, dear," replied Mr Dewey. "They all end in 'ics' or 'y'. I'll keep them all together."



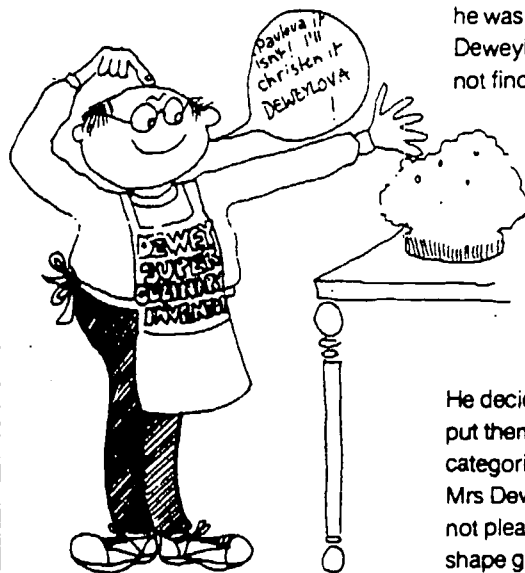
MR DEWEY'S INVENTION

8 and up

Mr and Mrs Dewey loved reading. They loved reading so much that they could not bear the thought of giving away any of their hundreds and hundreds of books. When their ten children grew up and left home, they had even more time for reading and even more room for books. Suddenly there were thousands and thousands of books filling every room, stacked in piles on the stairs, stacked in boxes, stacked under beds, on top of beds, on top of tables, chairs, wardrobes.

Mrs Dewey owned a motorbike and loved nothing more than tinkering and tonkering in the engine with the help of a motorcycle maintenance manual — *when she could find one!* One day Mrs Dewey looked in vain for her favourite book *Nuts and bolts of supercycles*. She hunted high and low through stacks, piles, crates, shelves and boxes of books, up stepladders and down on her hands and knees. She called Mr Dewey from

the kitchen where he was baking Deweylova (he could not find the recipe for Pavlova).



"Dewey dear," said Mrs Dewey, "if you're so good at inventing recipes, why don't you invent a recipe for instant book-finding?"

"What a good idea, dear," said Mr Dewey. And he did!

He decided to clear every book out of the house and put them in the garage while he sorted them into categories or subjects. This took him a whole week. Mrs Dewey had to take over the kitchen duties. This did not please her one little bit! Mr Dewey's plan took shape gradually, and one day it was ready. He borrowed his neighbour's wheelbarrow, and barrowload by barrowload he trundled the books inside again.

100 Mr Dewey was very proud of his shiny bald head, and very proud of the work that went on inside it. He decided that all his books on thinking, on **Philosophy** and **Psychology** and **Information** should go in the first room. By Saturday night the room was full.

200 Mr Dewey found that he owned so many books on people's **Beliefs** and **Religions** and **Mythologies** that they needed a room to themselves. He thought that it was appropriate to move them on Sunday. So he did.

And he did. He got out all his favourite books on singing and dancing and playing the bagpipes, and sang and danced and bagpiped like crazy till the neighbours complained. Then he got out his books on drawing and painting and modelling and making kites and puppets, and he drew and painted and sculpted and crafted and kited and puppeted till his wife complained. "You need to get outside and get some fresh air, Dewey dear," Mrs Dewey exclaimed.

"Yes dear," said Mr Dewey, picking up his rugby books and tennis books and soccer books and golf, skating, mountaineering, skiing, sailing, swimming and surfing books. "Now I won't be bored this weekend, dear."

"That's nice, dear, but will you have time for Shakespeare?" asked Mrs Dewey.

"I'll do him tomorrow," replied Mr Dewey. And he did!

800 On Saturday he shifted Shakespeare, along with plays, poetry and funny verse and he enjoyed himself very much, humming, "lovely lovely **Literature**" under his breath all day.

900 On Sunday he scratched his head and puzzled over the huge pile of books that remained. "Of course ... the rest of the world ... how they live now ... how they lived long ago ...," And into room 9 went **Geography** and **History** and **Biography**.

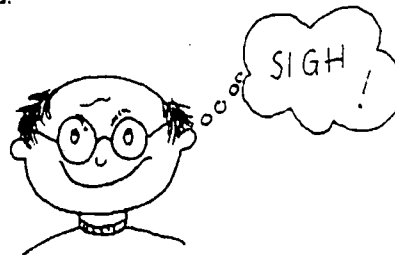
000 "That's all!" Dewey announced proudly to his wife on Sunday night.

"Oh no it isn't," she replied. "There are still great piles of books outside on every topic imaginable, and you've only used nine rooms."

"But that's the problem, Mrs Dewey, dearest," said Mr Dewey. "The books that are left are on every topic imaginable and I don't know what to do with them."

"Dewey, my genius," Mrs Dewey replied, "that's why you need a whole room for books like encyclopaedias which cover lots of subjects and topics. Now hurry along, dear, or you won't have time to make dinner, and I'm going out on my motorbike."

With a big sigh, Dewey did!



And he did, in the fifth room, on Wednesday.

600 "Fair enough, Dewey dear," said Mrs Dewey. "But is all that more important than finding my motorbike manual?"

"No dear," replied Mr Dewey meekly. "You'll have a whole shelf in the next room." And she did! In went technology and mechanical repairs and machines and electronics and that sort of thing.

"Splendid, ducky," said Mrs Dewey, "but don't forget that the human body is the most amazing machine of all."
So in went the books on the human body!

"And now comes MY hobby," said Mr Dewey, "yummy food and scrumptious cooking, and while I'm at I'll shove in all the books on how food is grown and farmed and harvested and processed. In fact, I'll put in anything that is nature adapted by people for their own purposes — even dogs and cats and pets. I'll put in anything that people invent, engineer, grow, manufacture, process, build. I'll call this room **Applied Science and Technology.**"

"Good for you, dear," said Mrs Dewey. "I like that. It has a nice scientific ring to it."

By the time he had worked out the arrangement of the sixth room it was late on Thursday night.

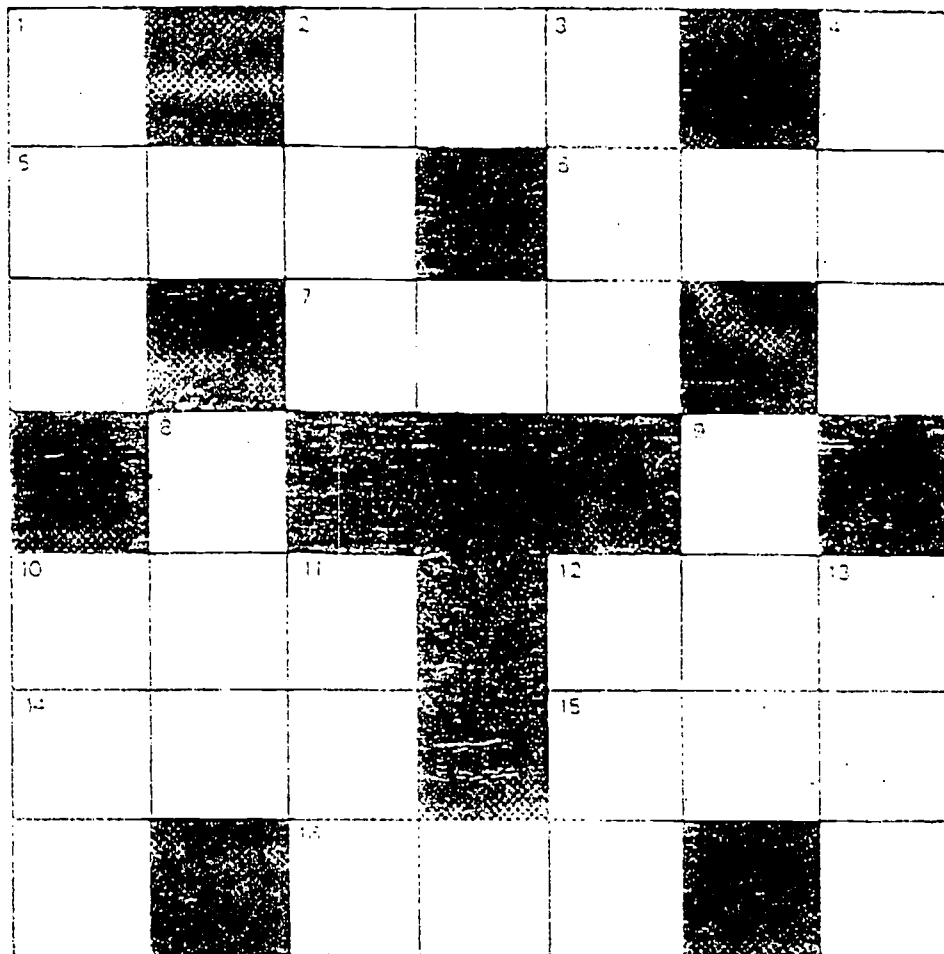
700 "I hope you're not going to work all weekend, Dewey dear," said Mrs Dewey.

"No, dearest," said Mr Dewey. "Tomorrow I'm going to invent **Sport and Recreation.**"



CROSSNUMBER

Look up the clues in the subject index. For each subject you find in the index you will see a subject number. Write each subject number in the right place on the crossnumber grid.



CLUES ACROSS

- 2. Soldiers
- 5. Algebra
- 6. Politics
- 7. Agriculture: crops
- 10. Ancient history
- 12. Indoor games
- 14. Language
- 15. Jokes
- 16. Human behaviour

CLUES DOWN

- 1. Rocks
- 2. Slavery
- 3. Gases
- 4. Inventions
- 8. Sculpture
- 9. Invertebrates
- 10. Italy: history
- 11. General Knowledge
- 12. Music
- 13. Schools

Shelf Order

Put the books in the order they should be on the shelf

| | |
|-------------------------------------|----|
| See Inside a Castle 728 | a) |
| Communication 001.5 | b) |
| POLLUTION 363.7 | c) |
| The Machine Makers 621.8 | d) |
| The Seventies 909 | e) |
| FACTORIES 338 | f) |
| Fun with Felt 746.4 | g) |
| MONEY 332.4 | h) |
| Facts about Kings and Rulers 920 | i) |
| HOUSES 690.8 | j) |

- | | |
|--------|-------|
| 1) - b | 6) - |
| 2) - | 7) - |
| 3) - | 8) - |
| 4) - | 9) - |
| 5) - | 10) - |

Dewey Number Search

Use the subject index to find the Dewey number for each word.

Search for that number among the numbers in the grid and when you find it draw a circle around it.

The numbers can go in any direction.

The first one has been done for you.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 9 |
| 2 | 5 | 7 | 4 | 1 | 3 | 1 | 9 | 1 | 6 |
| 1 | 3 | 5 | 7 | 9 | 1 | 2 | 5 | 6 | 4 |
| 2 | 7 | 4 | 1 | 0 | 4 | 6 | 2 | 2 | 6 |
| 3 | 6 | 9 | 4 | 2 | 0 | 9 | 4 | 9 | 2 |
| 4 | 8 | 3 | 4 | 2 | 8 | 1 | 4 | 5 | 8 |
| 5 | 7 | 7 | 3 | 3 | 3 | 5 | 5 | 5 | 7 |
| 8 | 0 | 1 | 6 | 0 | 9 | 3 | 9 | 2 | 9 |
| 6 | 6 | 3 | 1 | 4 | 2 | 1 | 2 | 3 | 4 |
| 1 | 9 | 2 | 2 | 3 | 4 | 5 | 0 | 0 | 6 |

Rocks
Atlases
Museums
Inventions

Coal Mining
Human Body
Art
Science

Drawing
Health
Nature

CROSSNUMBER

Look up the clues in the subject index. For each subject you find in the index you will see a subject number. Write each subject number in the right place on the crossnumber grid.

| | | | | | | | |
|---|--|--|---|--|---|--|---|
| 1 | | | 2 | | 3 | | 4 |
| 5 | | | | | 6 | | |
| | | | 7 | | | | |

Across

- 2. History
- 5. Post Offices
- 6. Music
- 7. Religion

Down

- 1. Light
- 2. Pyramids
- 3. Newspapers
- 4. Science

BOOKS ARE YOUR FRIENDS!

Friends don't like to be:-

* splattered with food and drink

* wiped with greasy fingers

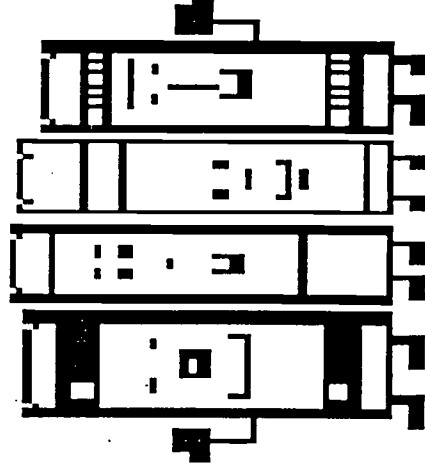
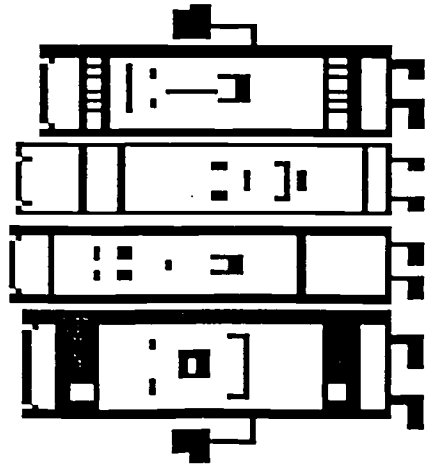
* bent backwards

* left in the rain

* scribbled on

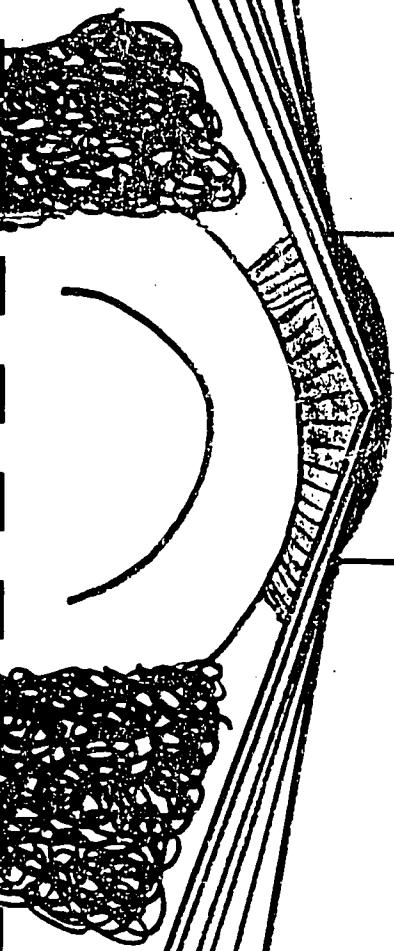
or

* torn

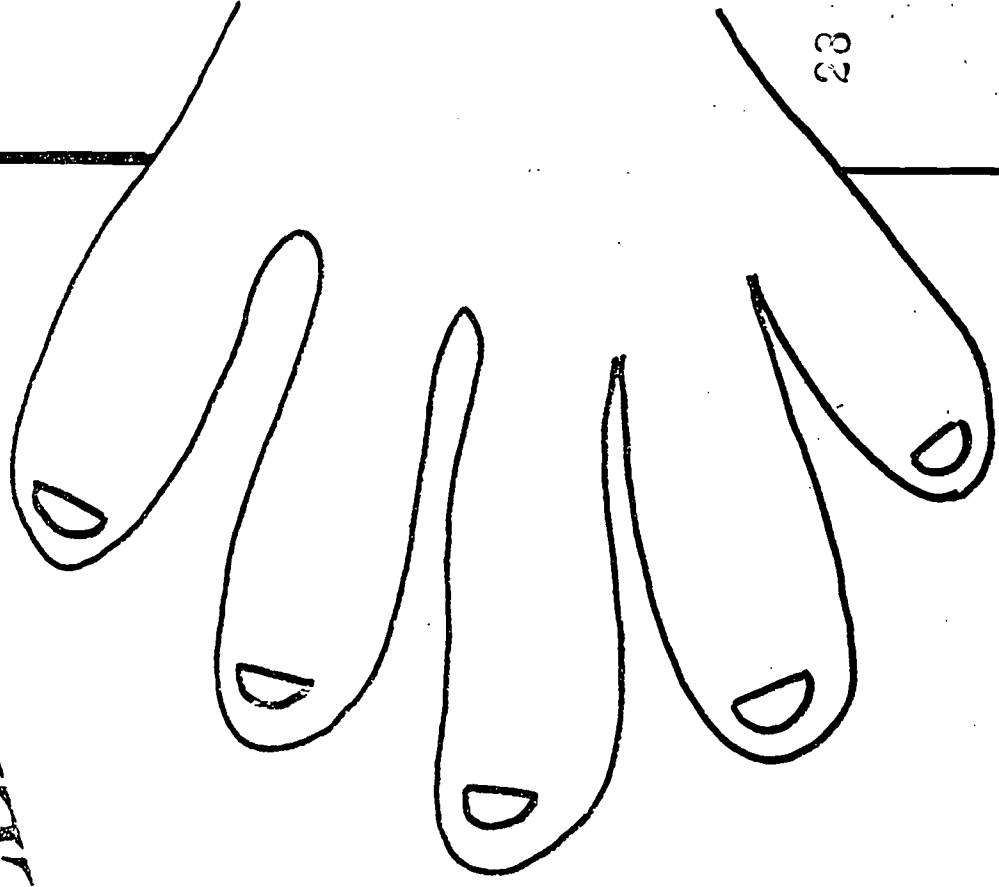
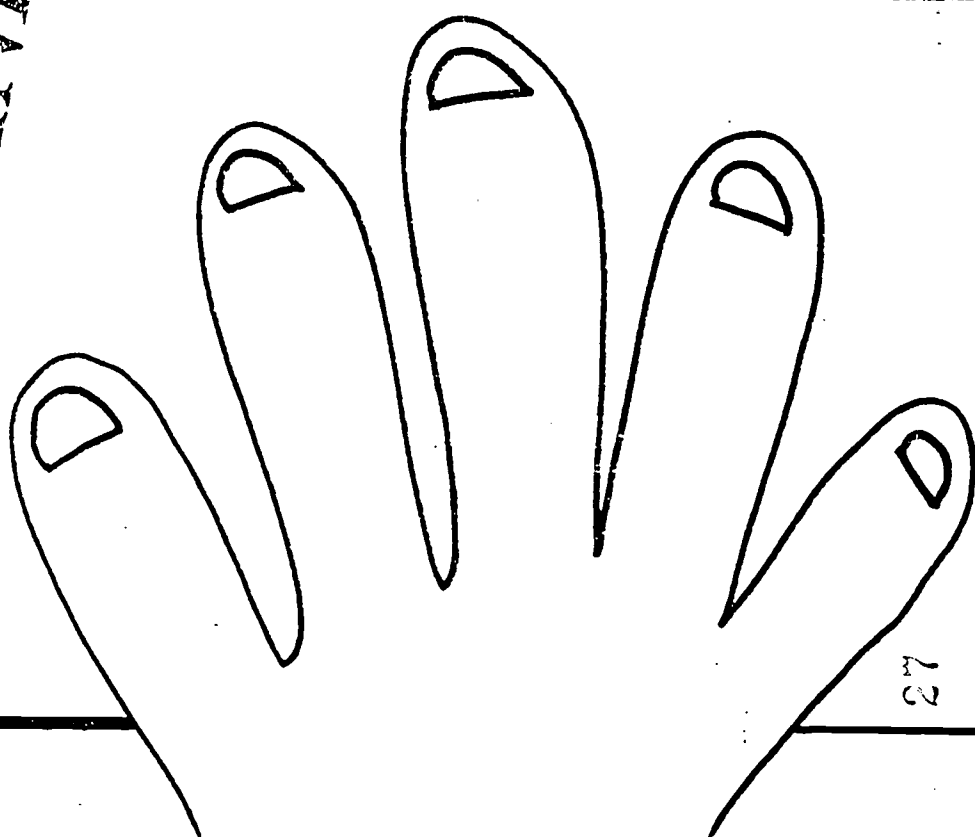


Treat books like friends,

with care and love.



CLEAN HANDS CLEAN BOOKS



Parts of a book

It will not be necessary to discuss in detail all parts of a book. For the needs of most students discussion of just the main sections of a book will be adequate and detailed descriptions of copyright and publishing particulars etc. will be unnecessary.

The parts of a book can best be divided into three sections:-

- A) The outside, i.e. the spine and the cover
- B) Inside before the main text
- C) Inside after the main text.

A) The Outside

The front cover of a book will usually tell you the following information:

- the author
- the illustrator
- the title

The spine will usually show:

- the author
- the illustrator
- the title
- the publisher
- the code labels for the library
(colours and/or numbers)

Children will need to understand:

- What the **publisher** is
- The difference between an **author** and the **publisher**
- What an **illustrator** is
- Where the **spine** of the book is.

Other things to discuss could include:-

The differences between **paperback** and **hardback** books.
The different information to be found on the **back** of book covers.

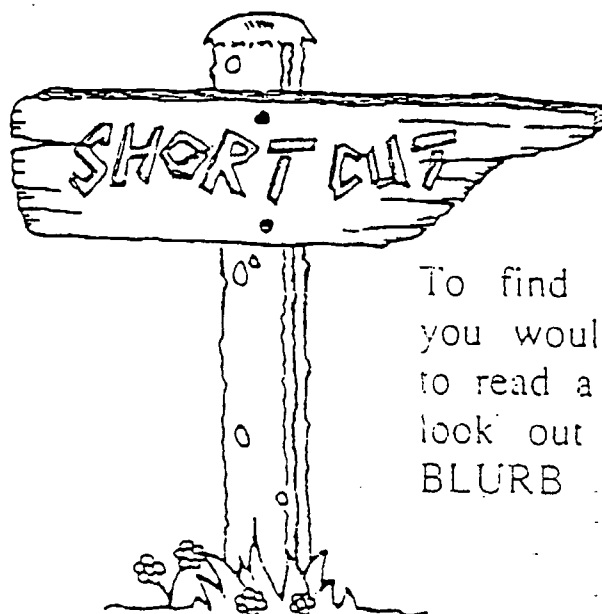
Making the most of books - Information Skills

As important as understanding how the library is arranged (as covered in the last chapter) is the ability to extract information from the actual books once they have been taken from the shelves.

Students will need to know about:

- The different parts of a book
- Using an index
- Using specific kinds of reference books such as atlases, dictionaries, encyclopaedias
- Project planning

The Blurb



A quick way to find out if you would like to read a book is to look at the **BLURB**

The Blurb is usually just inside the book cover or on the back of the cover.

In a story book it tells you a little bit about the story so that you have some idea of what the book is about.

In an information book the blurb tells you what subject the book is about.

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B) The Inside (before the text)

Before the main body of the text the book will usually have the following information in the order shown here:

Blurb - a summary of the contents of the book

Title page - gives the full title of the book, the author, illustrator and sometimes the publisher

Contents - a list of the chapter headings and their page numbers.

Some books might also include a foreword, an introduction, a list of illustrations, a dedication, acknowledgements. For the needs of most children it would not be necessary to go into details about what all of these sections are for.

C) The Inside (after the text)

Following the main part of the text there are up to four main sections. Not all of them will necessarily be present in information books and in story books there will almost certainly be none.

Appendix - additional information that was left out of the main part of the text (sometimes called a supplement or postscript) often containing information such as tables of statistics, list of dates etc.

Glossary - a list of words or phrases taken from the text giving their definitions - a mini dictionary in effect.

Bibliography - a list of books that the author used in the preparation of the book which would provide useful additional information for the reader.

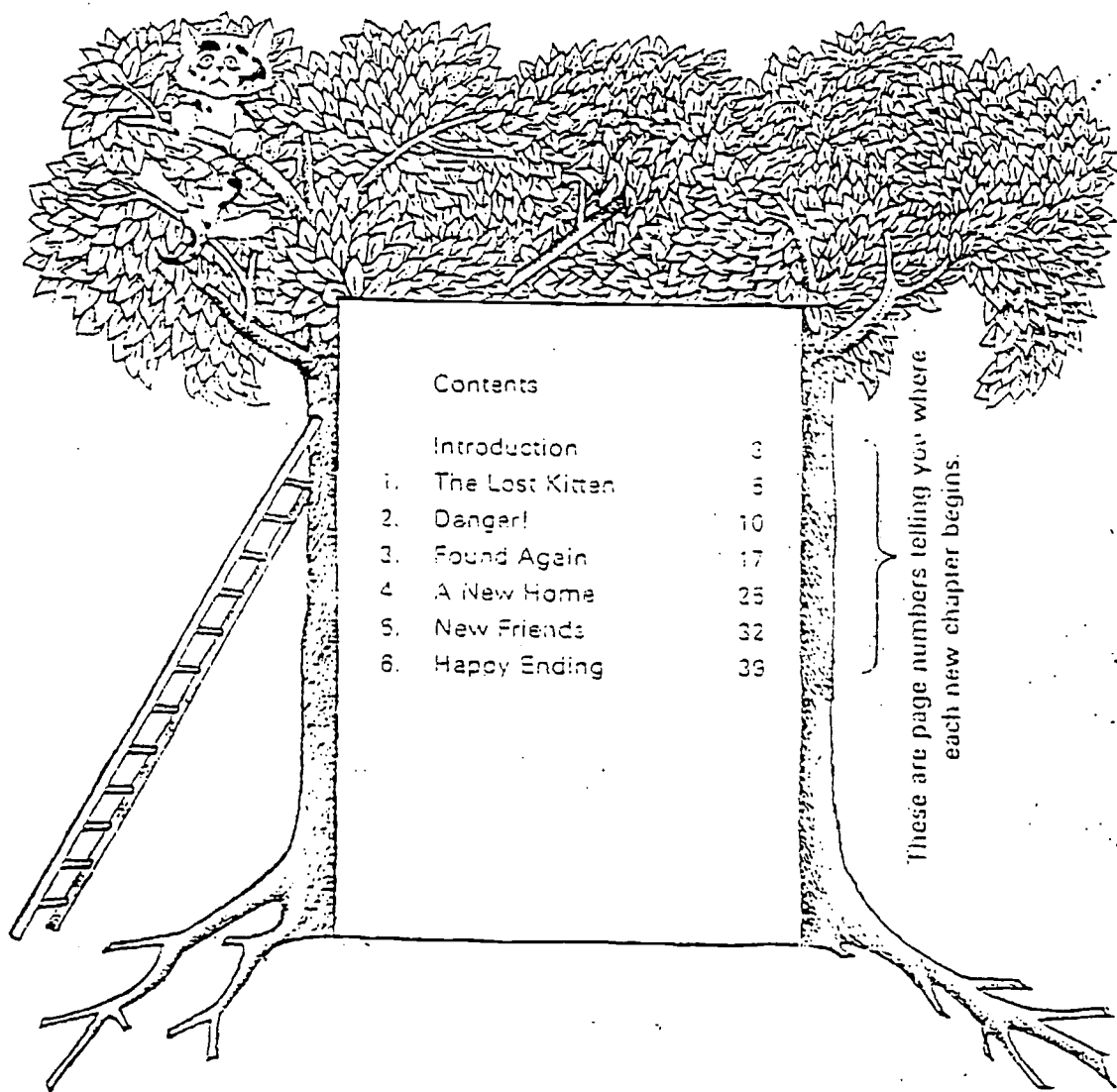
Index - a list of all the subjects to be found in the book giving the page numbers where each one can be found.

Contents

Near the beginning of a book you will find a useful section, the list of CONTENTS.

This a list of some of the things you will find in the book. In a story book the contents page will tell you the titles of all the chapters in the order they appear in the book. It might also tell you the number of the page on which each chapter starts. It can help you decide if you want to read the book right through.

Here is the contents page from a story book



1. Can you make up a title for this book?
2. On which page does the introduction begin?
3. What is the first chapter about?
4. Do you think chapter 5 is a happy one?
5. Does the book have a happy ending?

PARTS OF A BOOK

Book Covers and their Information

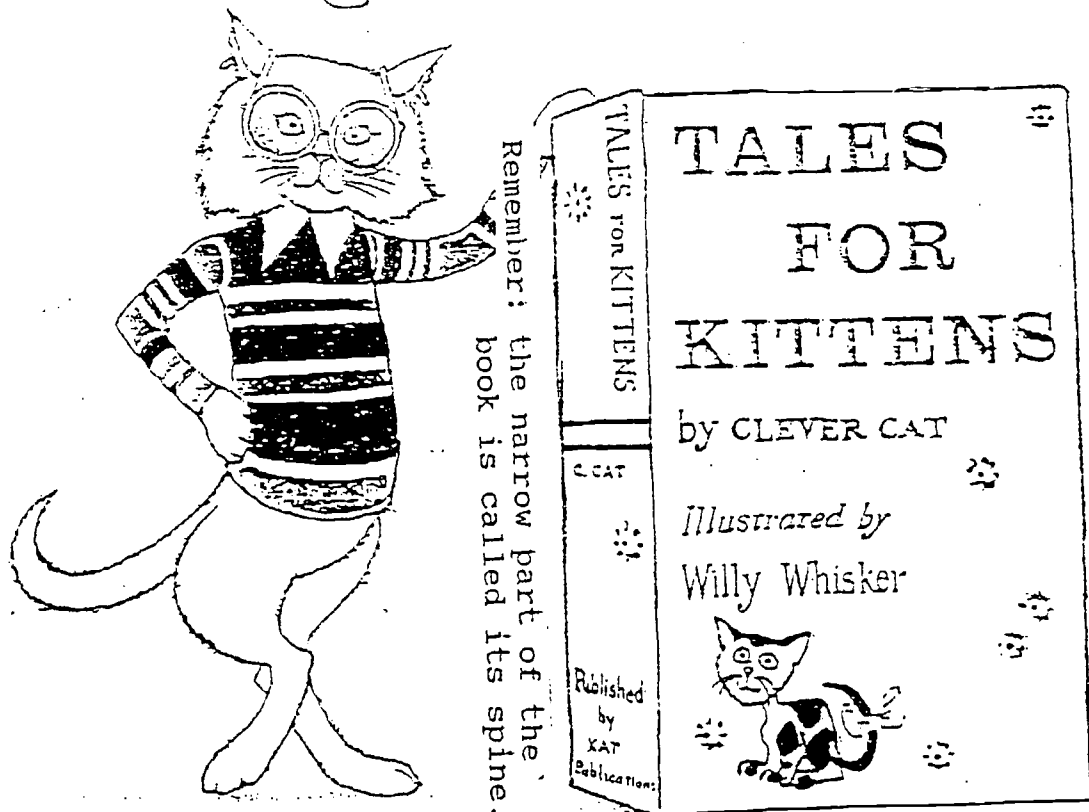
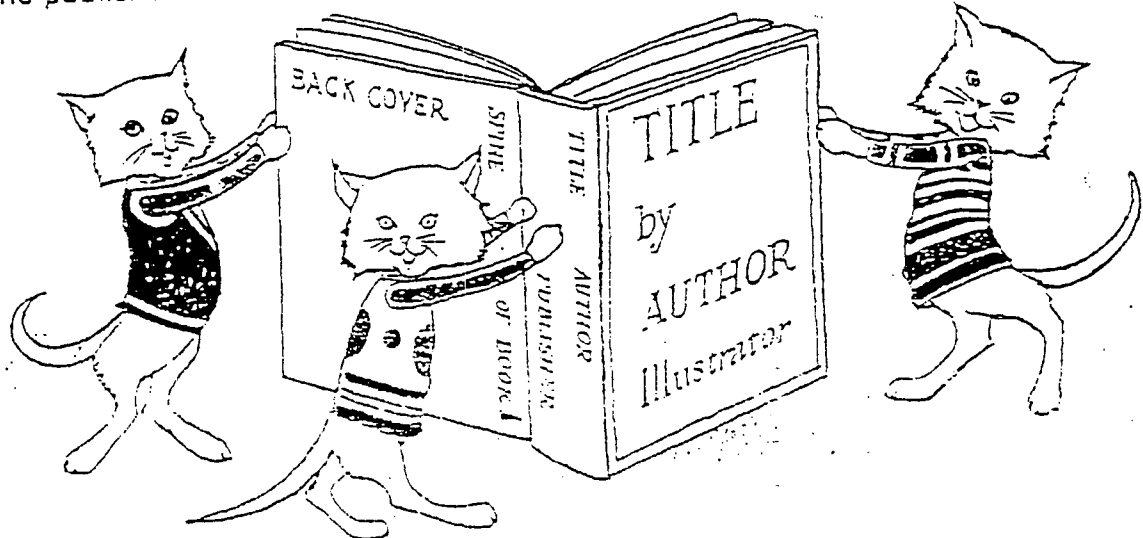
On the front of a book you often find its name, which is called the **TITLE**.

The **AUTHOR** is the person who wrote it.

The **ILLUSTRATOR** is the person who did the pictures.

The **PUBLISHER** is the company who arranged for the book to be printed.

The publisher's name is often shown on the **SPINE** of the book.



1. What is the title of this book?
2. Who is the author?
3. Who is the illustrator?
4. Which company published the book?
5. On which part of the book are the title, the author, and the publisher shown together?

Index

The **INDEX** is one of the most important parts of an information book.

It is a list of all the subjects or topics to be found in the book. The list is in alphabetical order. It is at the back of the book.

Beside each subject or topic listed is a page number to tell you exactly where to look in the book to find the information.

Like this:

| SUBJECT | PAGE | What does it mean? |
|---------|---------|---|
| cats | 6 | there is information about cats on page 6 |
| dogs | 7,8 | there is information about dogs on pages 7 and 8 |
| pigs | 15 - 20 | there is information about pigs on pages 15,16,17,18,19 and 20. |

A story book probably wont have an index. Can you think why not?

An information book should have an index. Why is it such an important part of the book?

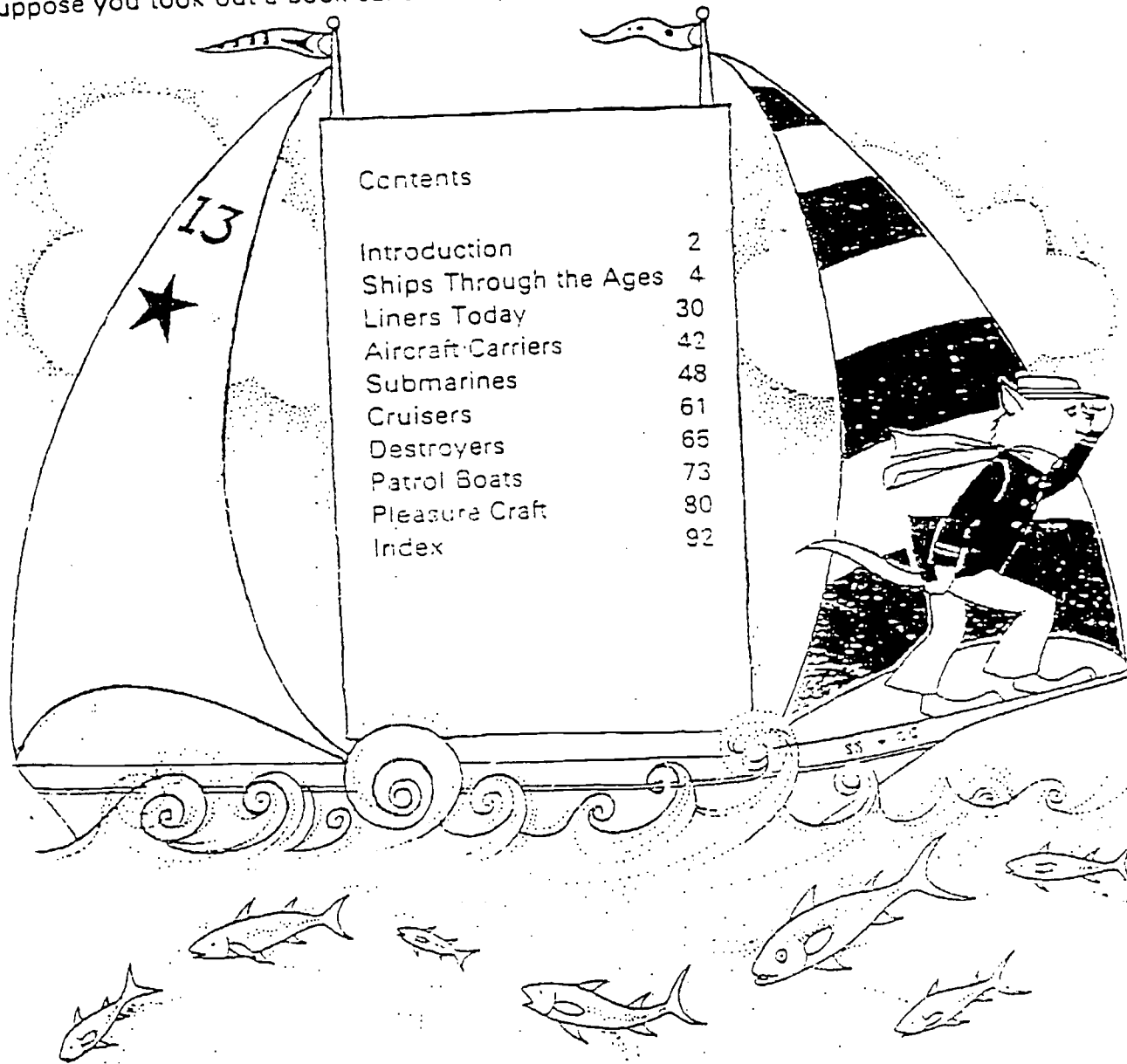
If you are doing a project or any research be sure to use the index. Do not judge a book by its cover or the title.

Look in the index to see if the topic you are interested in is listed.

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If you were using a book to give you information, the contents table is even more important, because it tells you a little of what is in the book and this helps you to decide if it has the facts that you need. It will also help you to turn to the correct page for your information.

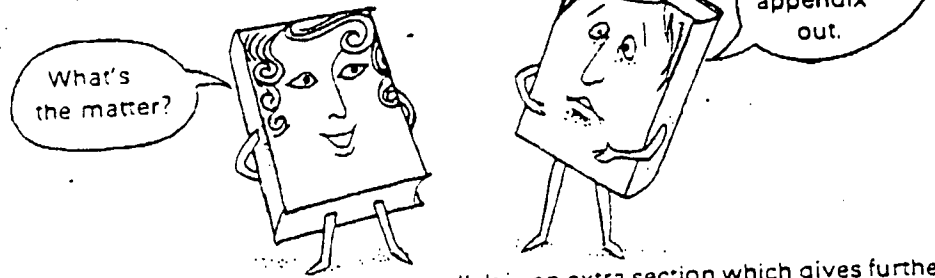
Suppose you took out a book called "Ships". The contents table might look like this:



- 1 On which page does the introduction begin?
- 2 If you were doing a project on the history of ships, which chapter would you turn to?
- 3 For your history project, how many pages would you have to read in this book?
- 4 If you were studying underwater exploration, which chapter might give you some information?
- 5 Which is the shortest chapter?
- 6 If you were writing about yachting as a sport, which chapter would you read?
- 7 Which page begins the chapter about liners?
- 8 The *Ark Royal* was a famous aircraft carrier. To which page would you turn for a chapter which might give you some details about this ship?
- 9 Which is the longest chapter?
- 10 On which page does the index begin?

Appendix

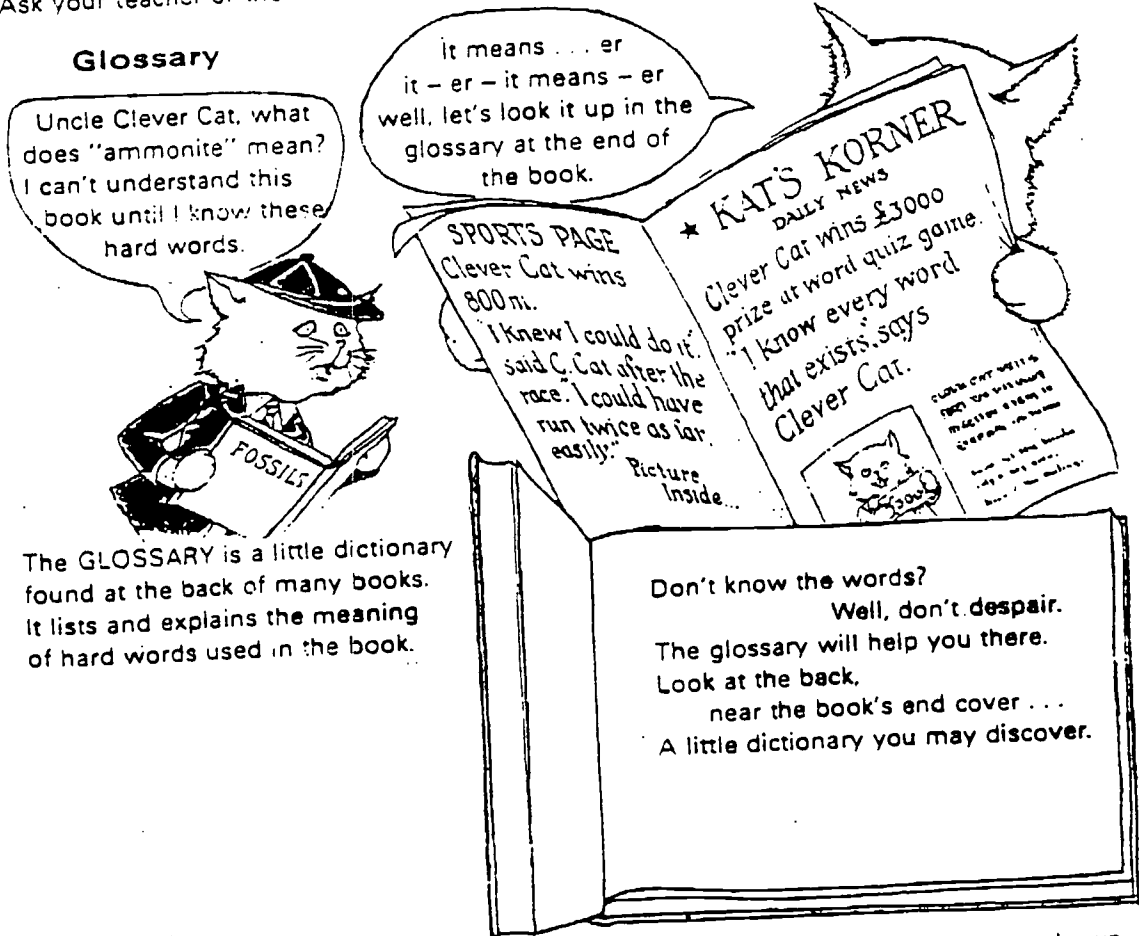
Now we come to the parts of the book found at the back.



An APPENDIX is only found in some books — not all. It is an extra section which gives further information on the subject which the book is about. For example, lists of dates may be given in an appendix to a history book.

Ask your teacher or the librarian to show you an appendix in a book.

Glossary



As a glossary is a little dictionary, it has guide words, meanings and pronunciations shown, just as in an ordinary dictionary. Any exercises you do about dictionaries can also be applied to glossaries.

Ask your teacher or the librarian to show you a book with a glossary. Look carefully at the list of words. In what order are the words arranged?

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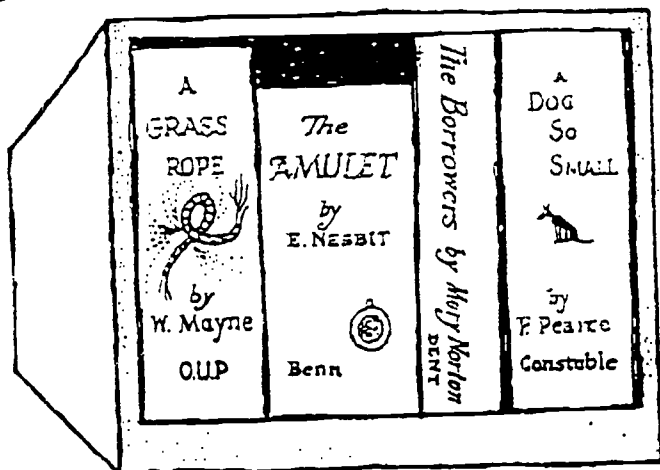
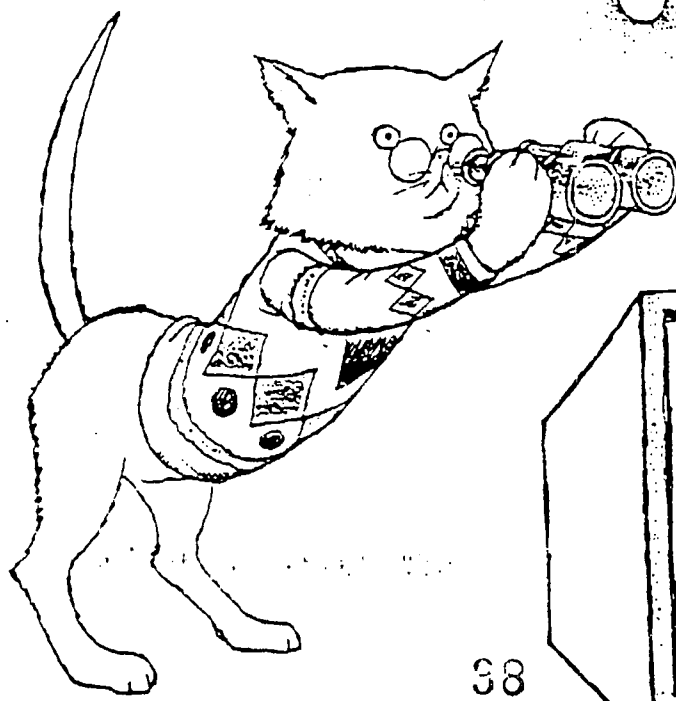
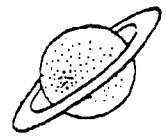
Here is part of an index:

| | |
|----------------|---------------------|
| air | 5 |
| astronauts | 6-8 |
| Earth | 4 |
| Jupiter | 9 |
| laboratories | 11, 17 |
| manned flights | 8, 18-28 |
| orbits | 30 |
| Skylab | 17, 32-34 |
| space | 4, 6, 12, 33, 35-41 |

Sometimes, only one sentence is given on the page.
Sometimes a lot of facts are presented.
Sometimes many pages explain about the subject.

Find the answers to these questions by looking at the index above.

- On which page could you read about Jupiter?
- Which pages will give you information about astronauts?
- Is there any fact given about the Earth?
- Is there any fact given about Mars?
- Which subject has the most information?
- Including all the numbers of pages given, how many pages tell about Skylab?
- If you wanted to know how far away Jupiter was from the Earth, which page would you turn to?
- If you wanted a lot of information about Skylab, which pages would you read?
- Could you use this book to help you write a project about clouds?
- The subjects are listed in order. What kind of order?
- Can you suggest a good title for a book with this index?
- Is it an imaginative story book, or a true book of facts?



Finding an information book and parts of a book

Find a book about

What is the title?

Who is the author?

What colour spine label does it have?

Are the illustrations in black & white or in colour?

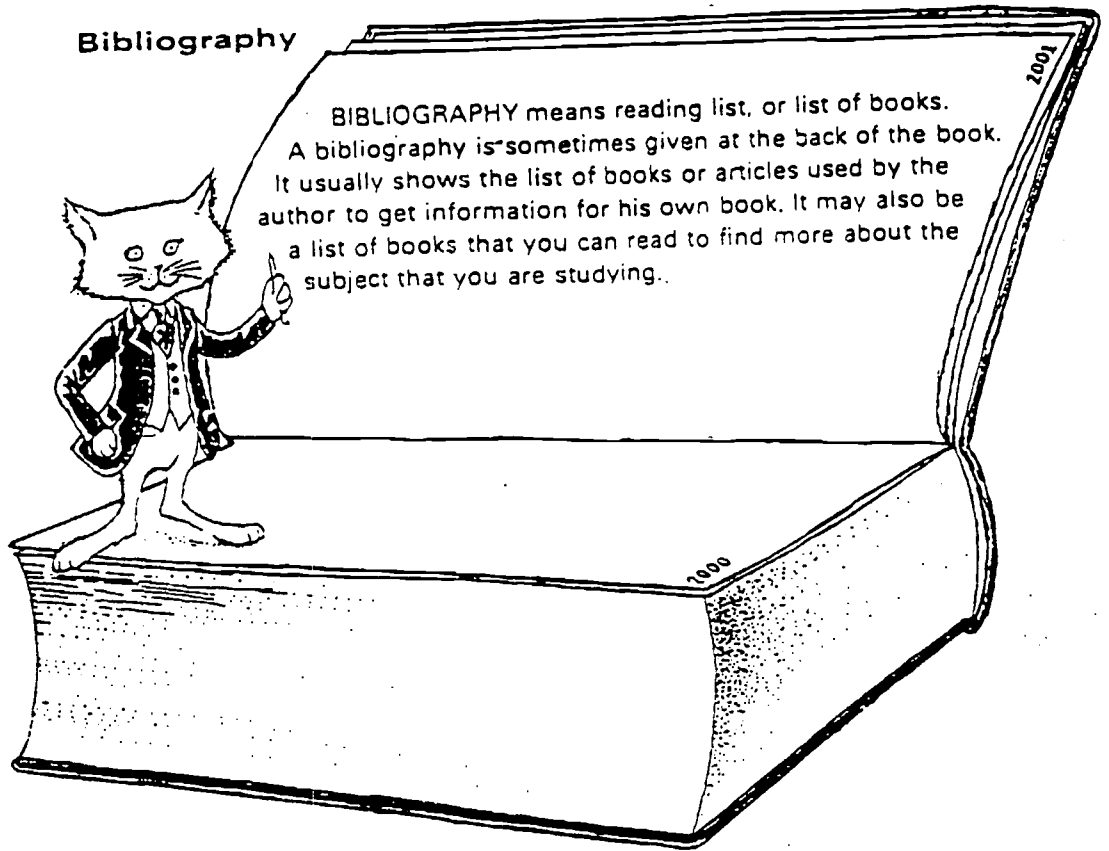
How many pages are there?

Is there an index?

How is the index arranged

Is there a glossary?

Bibliography



When you prepare a project for your teacher, you should make a list of the books that you have used, writing down:

author(s) title publisher date of publication

Here is a bibliography of four books used by a student when she was preparing a project. What do you think the project was about?

| | |
|--------------|---|
| Knowe, U. | All There is to Know About Fish Published by Finns, 1970 |
| Shark, Ida | Ocean Dwellers Jaws Publications, 1972 |
| Swimm, Y. | Scales and Gills Waterman's, 1968 |
| Thare, U. R. | Denizens of the Deep Dark's, 1971 |

.....

Ask your teacher or the librarian to give you a bibliography of ten good books that you should read.

Atlases

[Always turn to the index first]

- 1) *How many cities in the World are called Birmingham?*
- 2) *How many mountain ranges are called Sierra Nevada?
Which countries are they in?*
- 3) *How much rain falls in the middle of Dominica every year?*
- 4) *What country is Mount Kilimanjaro in? How high is it?*
- 5) *If you sailed north from the Falkland Islands which country
would you reach first?*
- 6) *Which is the largest country in South America?*
- 7) *Draw the map symbols for these features:*
 - an airport*
 - a swamp*
 - a mountain peak*
 - a capital city*
- 8) *What is the name of the sea that lies between Sudan and
Saudi Arabia?*

Atlases

Far from being merely a collection of maps the atlas is a rich source of information on a wide variety of topics. Most atlases will provide information about population, climate, vegetation, agriculture, industry and commerce and many other topics of a geographical or sociological nature.

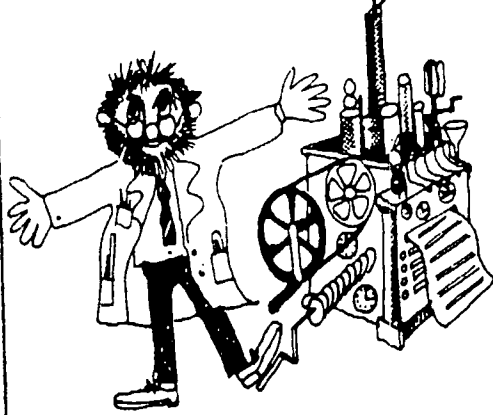
The maps in an atlas are usually arranged in an order that may not be immediately apparent to the user e.g. they might be grouped according to region rather than in a straight alphabetical order. This means that for an atlas to be used effectively its index has to be consulted. Although most school atlases will give page references in the index often the user will also need to understand how to use co-ordinates of longitude and latitude to be able to locate a particular feature on a large map.

The following worksheet gives some examples of questions to provide practice in using an atlas and its index.

The questions are based on the Macmillan Caribbean Atlas but they should be answerable using another standard school atlas or a complete, adult world atlas.

inventor's inventory

research activity



USING ENCYCLOPAEDIAS, NON-FICTION BOOKS PERIODICALS etc CHOOSE ANY INVENTION (TELEPHONE, PRINTING PRESS, CHEWING GUM) AND COMPLETE THIS INVENTOR'S INVENTORY.

IF LOTS OF YOUR FRIENDS DO IT YOU CAN STAPLE THE INVENTORIES TOGETHER AND MAKE A BOOK FOR THE LIBRARY, CLASSIFYING IT AT 608 (DEWEY NO. FOR INVENTORS AND INVENTIONS)

NAME OF INVENTION : _____

NAME OF INVENTOR : _____

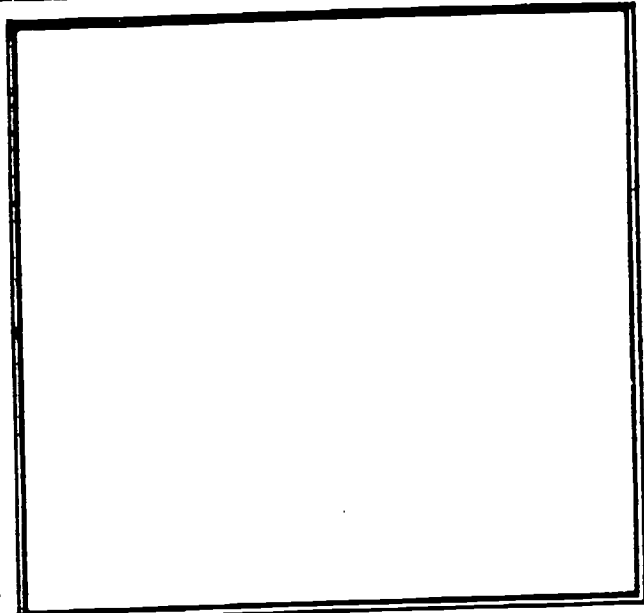
DATE OF INVENTION : _____

PLACE OF INVENTION : _____

PURPOSE OF INVENTION : _____

HOW IT WORKED : _____

TECHNICAL SPECIFICATIONS : _____



DRAWING OF INVENTION WITH CAPTION

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Dictionaries

Look up the meaning of the words in a dictionary.

Each word has more than one meaning.

Draw two pictures for each word to show two of the different things the word can mean.

Picture 1

Picture 2

| | | |
|---------|--|--|
| Cricket | | |
| Calf | | |
| Crane | | |
| Vessel | | |
| File | | |
| Train | | |

Research skills

LOOKING



You won't always be able to find a book that is exactly about the subject you are interested in.

Sometimes the information you need might be 'hidden' in a book on a more general subject.

For instance, information about **thunder and lightning** might only be found in a book about **weather** in general.

it
up

For each subject below try to think of a more general subject that is connected to it.

SUBJECT

MORE GENERAL SUBJECTS

Thunder

Weather/storms

Jupiter

Potatoes

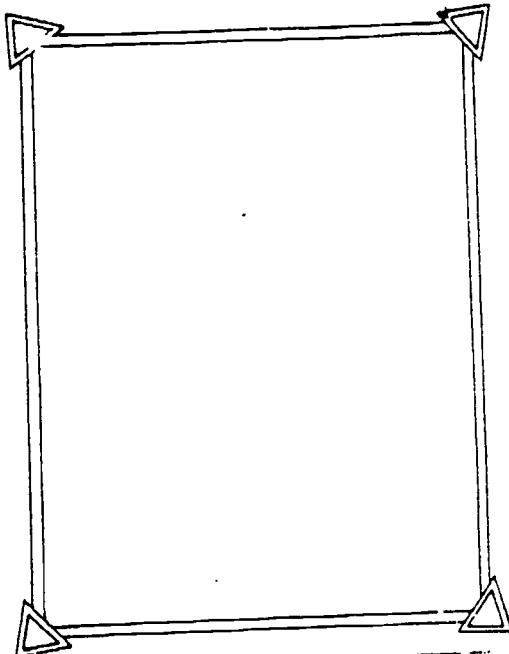
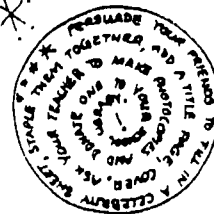
Chairs

Iguanas

Ice-cream

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celebrity spot



CAPTION: _____

NAME: _____

DATE OF BIRTH: _____

PLACE OF BIRTH: _____

PLACE OF RESIDENCE: _____

OCCUPATION: _____

MARRIED/SINGLE/FAMILY: _____

CLAIM TO FAME: _____

MAIN EVENTS IN RISE TO FAME (chronological order) _____

SOURCES OF INFORMATION: _____

CHOOSE SOMEONE FAMOUS - POP STAR, SPORT STAR, ANIME YOU ADMIRE. FILL IN THIS BIOGRAPHY CHART USING BOOKS, PEOPLE, ENCYCLOPEDIAS, RECORD JACKETS, MAGAZINES, COMICS - ANY SOURCE OF INFORMATION. STICK IN A PICTURE OR DRAW A PORTRAIT OF THE CELEBRITY. WHEN YOU LIST YOUR SOURCES PUT AUTHOR/TITLE/PAGE IF IT IS A BOOK, NAME OF JOURNAL/VOLUME/DATE/PAGE IF IT IS A MAGAZINE OR PERIODICAL, OR PERSON INTERVIEWED/INTERVIEWER/DATE/PLACE IF A PERSON.

PROJECT PLANNING - 1

OUTLINE

* What is the general topic of your project?

* Which aspects are you most interested in?

You probably can't cover everything - underline the aspect you are going to concentrate on for your project.

* Make up a title

* What do you already know about your topic? -

Make some notes

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Research and Project Planning

A vital part of the research process is also the one which is most often overlooked, the planning stage.

Before starting to search for information it is crucial that the student has a clear idea firstly of what they need to find out in order to answer the questions asked and secondly what they do not need.

Often students can be quite adept at finding information broadly related to their chosen topic but are then unable to distinguish between what is relevant and what isn't from the mass of information in front of them. They copy out articles word for word from encyclopaedias and so then drift away from the original topic in whatever direction the article goes.

The following activities provide a few ideas for tackling these problems in developing research skills.

The Project Planning activity is designed to be used as a form to be filled in by the student prior to embarking on research for a particular project. It aims to direct the student into thinking more systematically about what they need to find out. It also introduces the concept of Key Words, the principal terms which sum up the basic subject of the project and which can be searched for when scanning indexes or pages of text for relevant information.

'On the Information Trail: Search reading' outlines the steps to follow when searching for material in reference or information books. As with the Project Planning activity it employs the concept of using Key Words to find the relevant portions of text in an information book.

'Planets of Knowledge' is another project planning activity which aims to help the student to think around their project and draw together different areas of knowledge under one broad subject heading such as 'The Sea'.

PROJECT PLANNING 2

PLAN

- * Look at the title you have chosen and what you already know. What else do you want to find out for your project?
Write down some questions to help you find the information.

Underline the most important words or phrases in each question - these are the KEYWORDS for your project.

CHECK

- * Discuss what you have written with your teacher or other people in the class.
- * If you have missed anything interesting add another question or questions to your plan now.

Now you are ready to begin your search for information.

On the Information Trail: Search Reading

PLAN First decide what you are looking for - write down the **KEYWORDS** from your project plan.

SKIM Choose a book that you think might be helpful and **SKIM** through the index and the contents pages to see if there is any useful information - always look out for those **KEYWORDS**.

SCAN Read quickly to find your **KEYWORDS** in the text.

READ Read slowly and carefully when you find a paragraph that has some useful information.

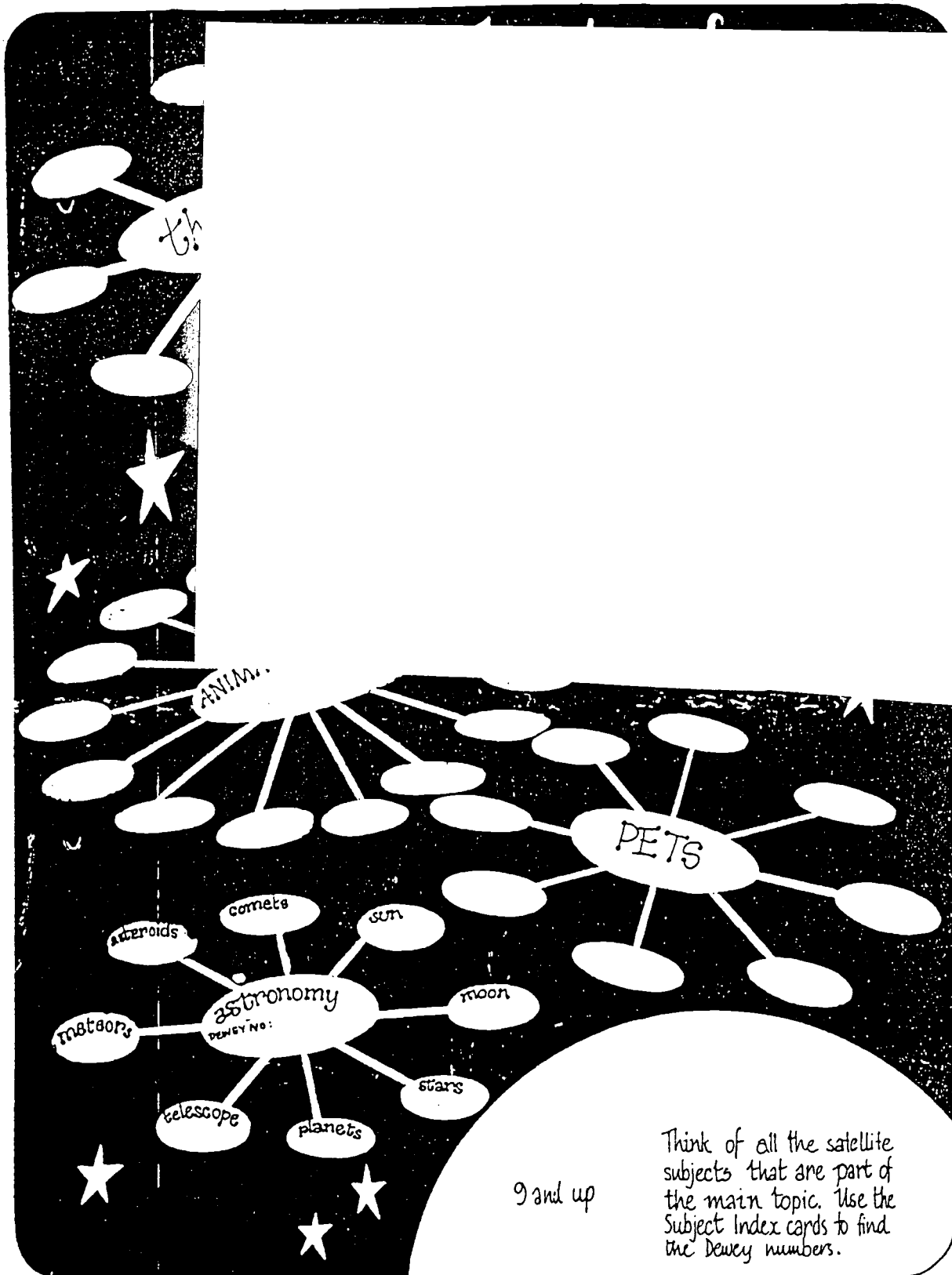
MAKE NOTES Make notes of any useful information.

USE YOUR PROJECT PLAN TO ASK YOURSELF

"Do I have enough information? Have I answered all of my questions?"

If the answer is "No" to either question go back and follow the trail again using another book.

Based On:
Williams, D. and Herring, J.E. **Keywords and Learning**. RGIT, SLIS, 1987



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Enjoying Reading

One of the main aims of any school library must be to instill in children the notion that reading can be fun.

The following is just a small collection of ideas to promote the concept of reading for pleasure among children of any age.

A useful spin-off to many of these activities is that the finished work can be used to make displays to brighten up and stimulate the library or classroom environment.

STUDENT VIEW OF READING : QUESTIONNAIRE

NAME _____ CLASS _____



I think reading is important / I do not think reading is important because _____

I enjoy reading / I do not enjoy reading because _____

I read a lot / I read very little because _____

I prefer reading fiction / I prefer reading non-fiction / I like reading both because _____

Why read? What purpose does reading serve?

To _____

To _____

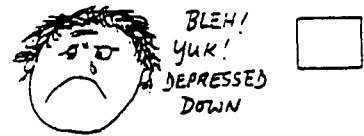
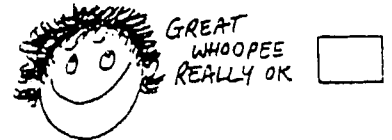
To _____

To _____

Do you like stories which:

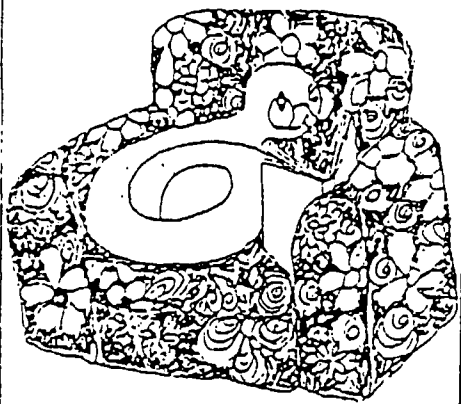
- Make you laugh? Yes/No
- Make you cry? Yes/No
- Make you think hard? Yes/No
- Make you feel like the book character? Yes/No
- Are about people like you and their problems? Yes/No
- Are about everyday life? Yes/No
- Are about friends? Yes/No
- Are set in other countries? Yes/No
- Are set in the past? Yes/No
- Are about animals, not people? Yes/No
- Are about real people? Yes/No
- Are about space, aliens, the future? Yes/No

How do you feel about yourself as a reader? [Tick box]



BOOK POSTERS

DRAW A POSTER USING ONE OF THESE CAPTIONS, OR MAKE UP YOUR OWN



CURL UP WITH A GOOD BOOK

- BLOW YOUR MIND WITH A GOOD BOOK
- GRIND INTO GEAR WITH A GOOD BOOK
- PLANT YOUR ROOTS IN A GOOD BOOK
- SOAK IN A GOOD BOOK
- COOK UP SOME FUN WITH A GOOD BOOK
- PUT THE MAGIC BACK INTO YOUR LIFE WITH A GOOD BOOK
- BURY YOUR NOSE IN A GOOD BOOK
- ANCHOR YOURSELF IN A GOOD BOOK
- CUT YOUR TEETH ON A GOOD BOOK

DESIGN A SPACE-AGE LIBRARY

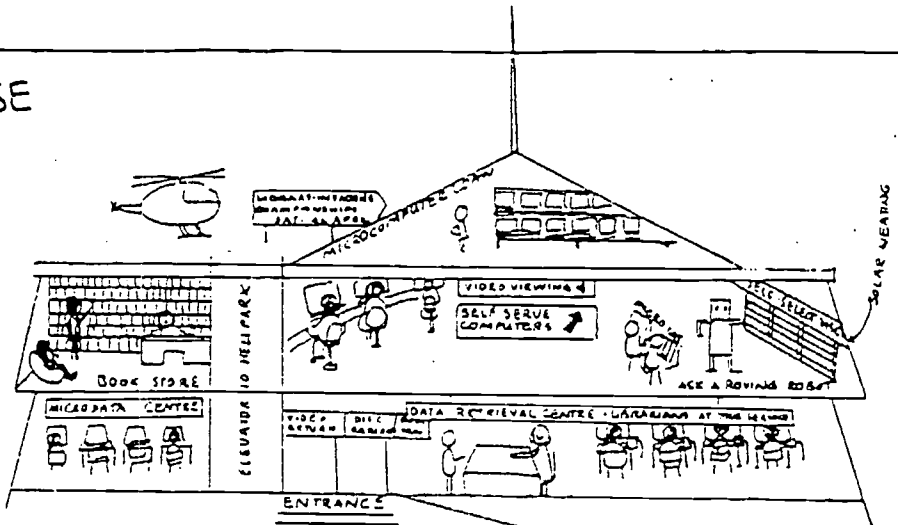
11 and up

DISCUSS WITH YOUR TEACHER THE IMPACT OF COMPUTERS ON INFORMATION STORAGE

- WILL HOME COMPUTERS SUPERSEDE LIBRARIES?
- WILL ROBOTS REPLACE LIBRARIANS?
- WILL MICROFICHE, MICROFILM, VIDEO, COMPUTER DISC REPLACE PAPER?

Choose:

DRAW A PLAN / MAKE A MODEL OR DiorAMA / WRITE A USER-GUIDE TO THE NEWAGE LIBRARY

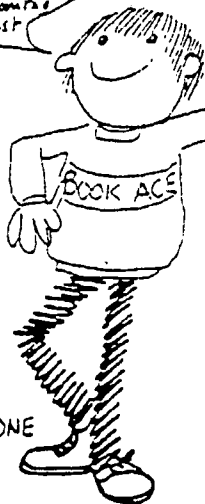


AUTHORS' TOP TEN

8 and up

ONCE A TERM THE CLASS DISC JOCKEY TAKES VOTES ON THE CURRENT TOP TEN AUTHORS. THE DJ SELECTS TEN HELPERS. EACH TAKES ONE AUTHOR AND, USING THE FICTION AUTHOR FILE OF THE LIBRARY CATALOGUE, LISTS THE TITLES WRITTEN BY THAT AUTHOR THAT THE SCHOOL LIBRARY OWNS.

Right Kids, Hitchcock's been knocked out of fifth place by Scuss, Cleary's still the favourite, with million out of the running and Hoban comes on fast.



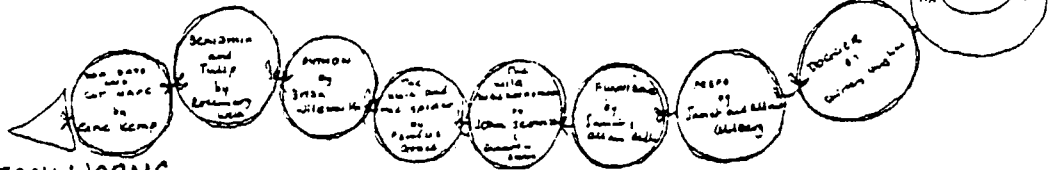
| AUTHOR | RATING | TITLES IN SCHOOL LIBRARY |
|----------------|--------|--|
| Beverly CLEARY | 1 | Henry Huggins / Ramona the 1st / Annie and her adventures |
| Ronald DAHL | 2 | Charlie & the great glass elevator |
| Willard PRICE | 3 | Chromosomes / Elements of civilization / Chromosomes to the rescue |
| Bill PEET | 4 | March / March to the rescue |
| Dr SEUSS | 5 | Cat in the hat |
| Ben G.G.s | 6 | Mad as a hatter / Through the looking glass |
| J. FITZGERALD | 7 | The Great Gatsby |
| E.B. WHITE | 8 | Charlotte's web |
| D. SOBOL | 9 | Granddaddy Brown |
| C.S. LEWIS | 10 | Chronicles of Narnia |

PS Good opportunity to visit the Public library to see if they have any more titles by these authors.

DPS Write to school library Service to ask if they have any more titles.

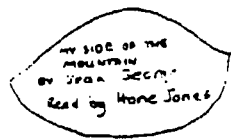
THERE ARE MANY MORE SIMPLE IDEAS FOR CLASS READING RECORDS

including



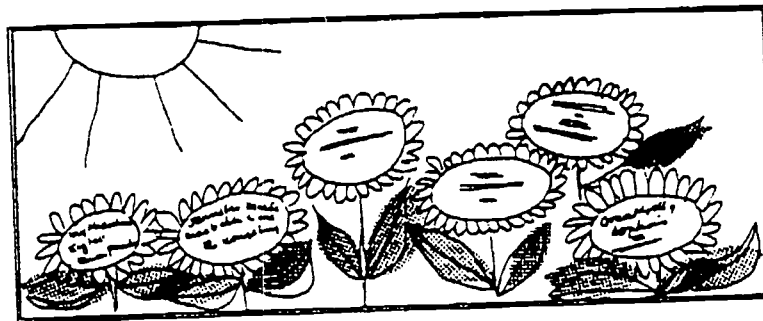
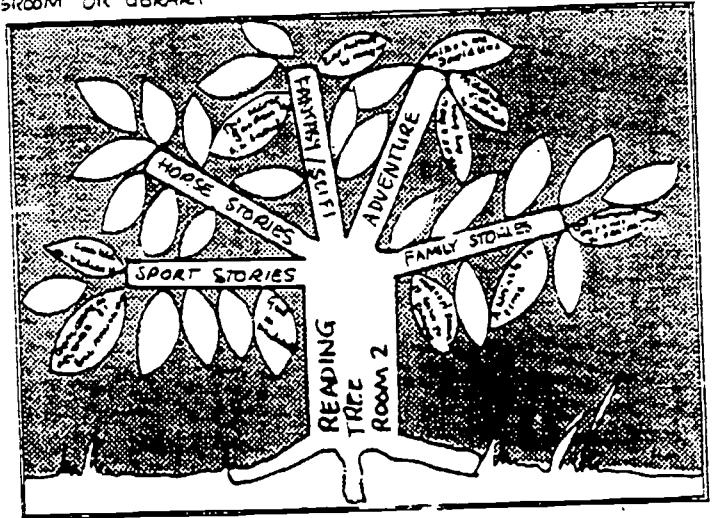
BOOK WORMS

WHICH CAN BE LOOPED ROUND THE CLASSROOM OR LIBRARY



READING TREES

EACH BRANCH REPRESENTING ONE TYPE OF STORY, EACH LEAF ONE BOOK

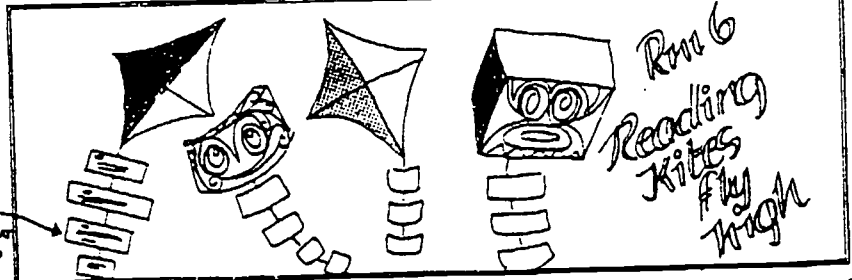


READING GARDENS

MAKE COLLAGE SUNFLOWERS ON A BRIGHT BLUE BACKGROUND, USING BROWN PAPER CIRCLES AND YELLOW CREPE PAPER PETALS. WRITE AUTHORS, TITLES ON FLOWER CENTRES. MAKE COLLAGE SUN.

READING KITES

THE CLASS RESEARCHES BOOKS ON KITES, ESPECIALLY CHINESE KITES. EACH PUPIL DESIGNS OWN KITE, ATTACHES NAMES OF BOOKS READ ON STREAMER AND MOUNTS THE KITE AGAINST A BRIGHT BLUE BACKGROUND AS A CLASSROOM OR LIBRARY DISPLAY.



AUTHORS 8 and up

COMPLETE THIS AUTHOR PROFILE FOR YOUR FAVOURITE AUTHOR:

AUTHOR'S NAME _____

TITLES OF BOOKS
IN SCHOOL LIBRARY _____

TITLES BORROWED FROM
SCHOOL LIBRARY SERVICE/
PUBLIC LIBRARY / FRIENDS _____

ABOUT THE AUTHOR'S LIFE:

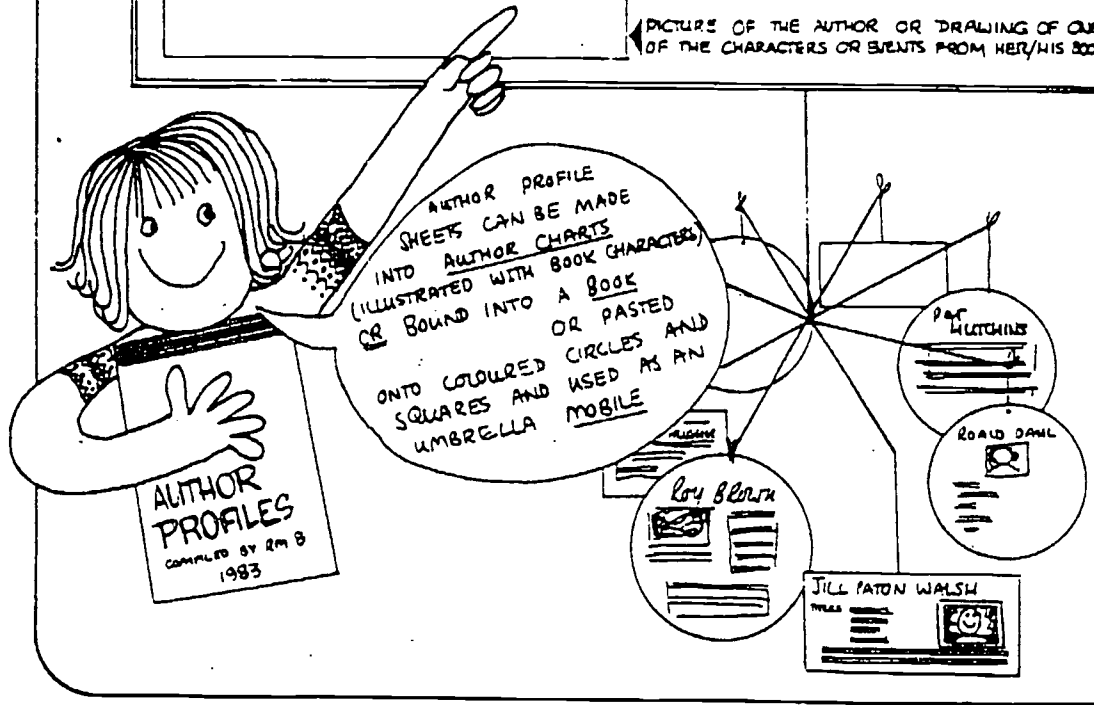
BORN WHEN? _____ WHERE? _____

MARRIED? _____ CHILDREN? _____

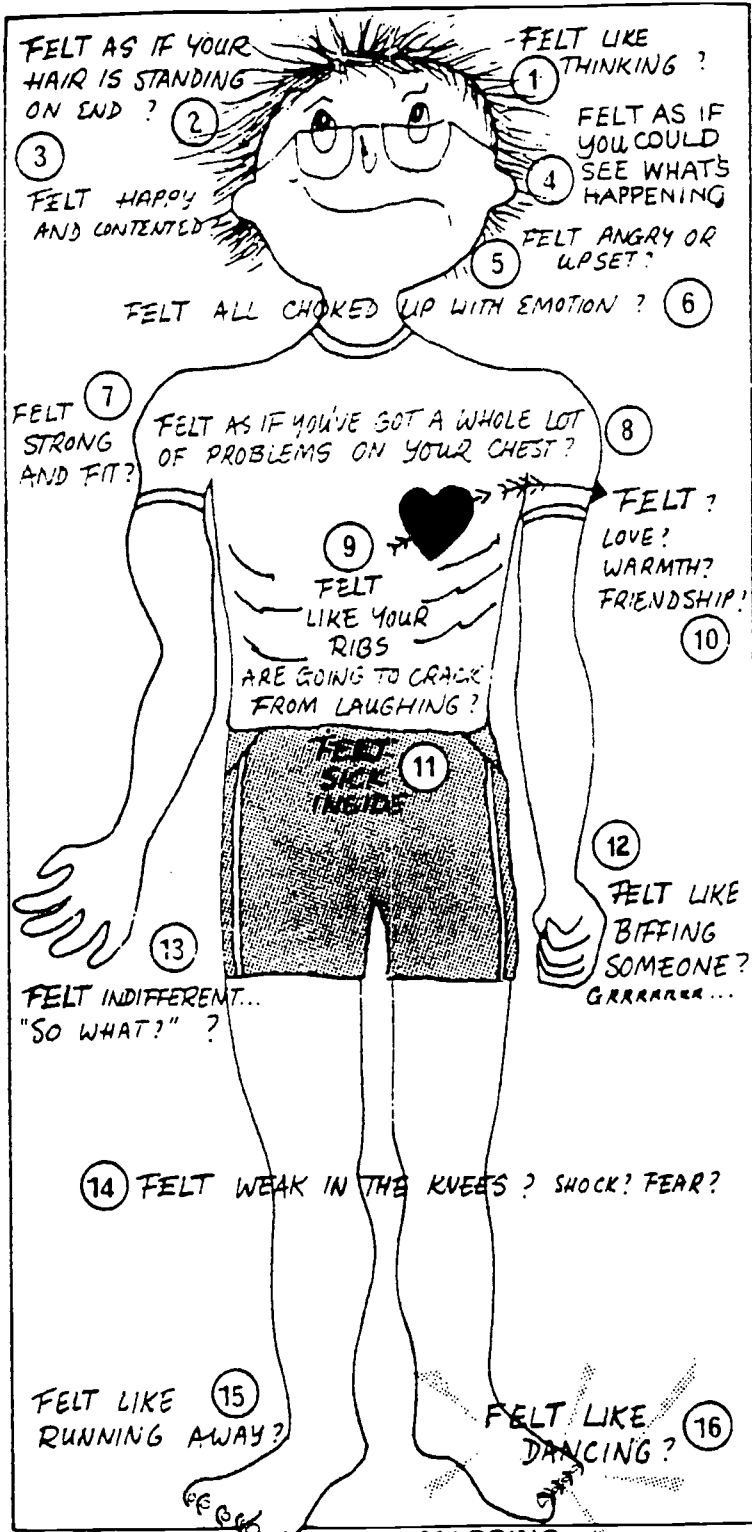
HAS SHE/HE ALWAYS BEEN AN AUTHOR? OTHER JOBS? _____

REMARKS: _____

PICTURE OF THE AUTHOR OR DRAWING OF ONE
OF THE CHARACTERS OR EVENTS FROM HER/HIS BOOKS



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EMOTIONAL MAPPING

reading IS feeling

NAME: _____

When I read _____

by _____

I felt when _____

I felt when _____

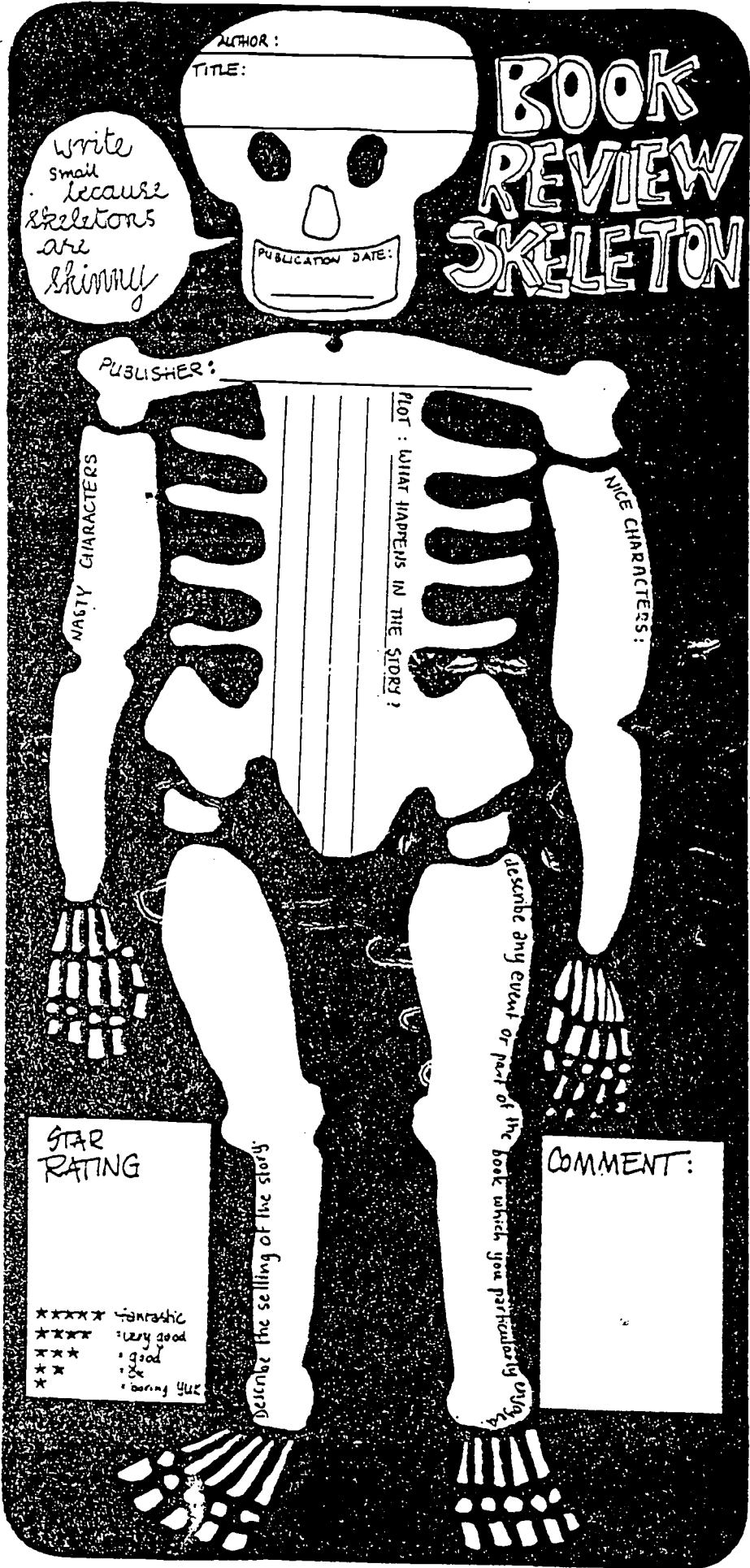
I felt when _____

I felt when _____

I felt when _____

I felt when _____

IF YOU FELT ANY OF THE EMOTIONS SHOWN ON THE MAP, FILL IN THE NUMBER IN THE ABOVE AND SAY WHEN.



Write small because skeletons are skinny

BOOK REVIEW SKELETON

AUTHOR: _____
 TITLE: _____
 PUBLICATION DATE: _____

PUBLISHER: _____

NASTY CHARACTERS: _____

PLOT: WHAT HAPPENS IN THE STORY? _____

NICE CHARACTERS: _____

STAR RATING

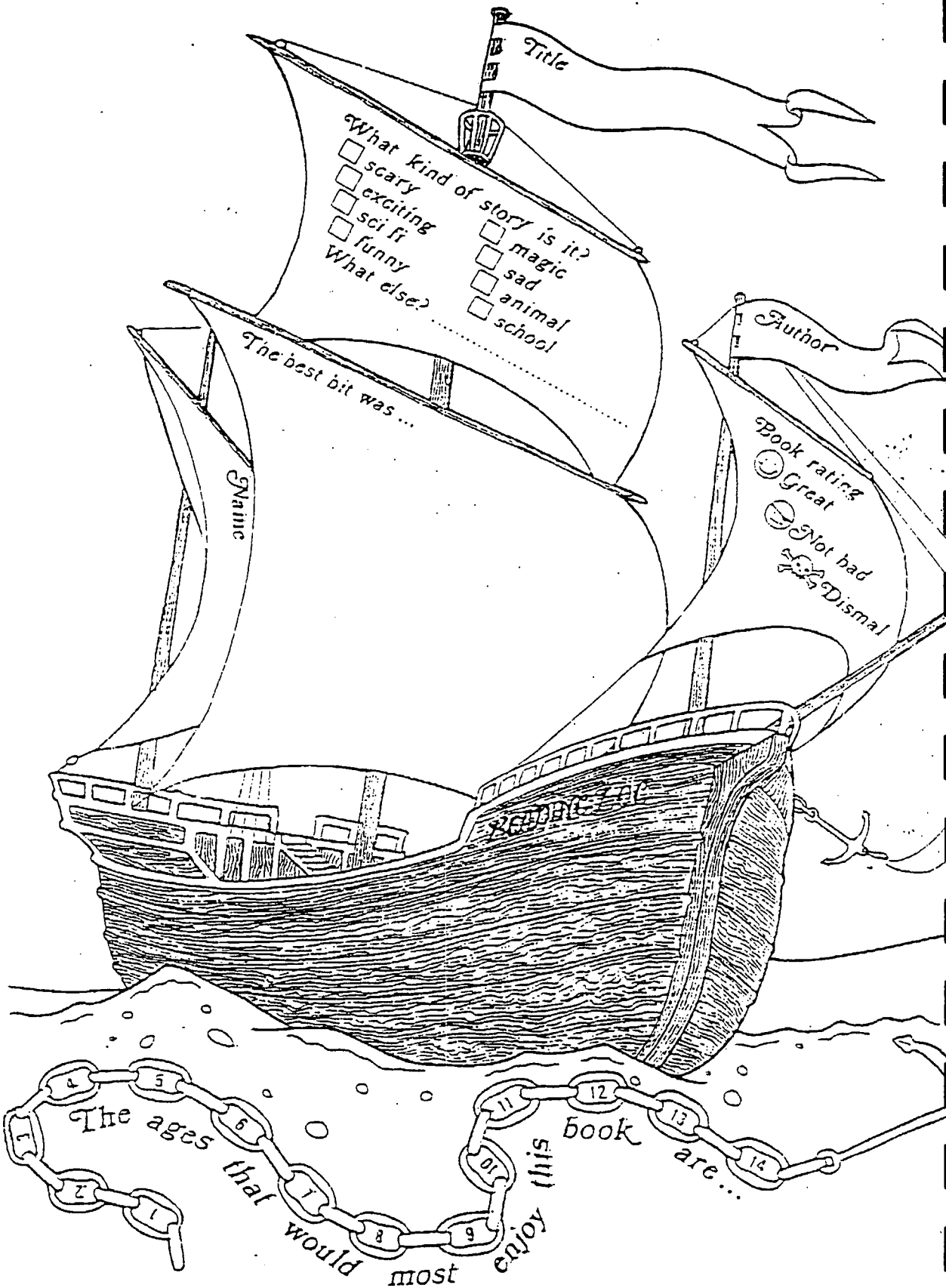
★★★★★ fantastic
 ★★★★ very good
 ★★★ good
 ★★ ok
 ★ boring huh

Describe the selling of the story:

Describe any event or part of the book which you particularly enjoyed:

COMMENT: _____

THIS SKELETON CAN BE PHOTOCOPIED AND IF EACH PUPIL COMPLETES ONE AND MOUNTS IT ON CARD, IT CAN BE MADE INTO A MOST EFFECTIVE GHOSTLY REVIEW MOBILE



LOADS MORE IDEAS

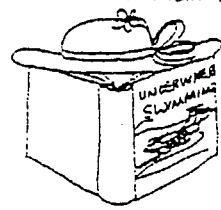
TEACHER'S 3-MIN. DAILY READING SLOT

IN ADDITION TO NORMAL READALoud PROGRAMME, OF COURSE

- Monday | Aesop's fable
- Tuesday | funny poem from Spike Milligan or Michael Rosen
- Wednesday | newspaper item
- Thursday | item from Guinness Book of Records
- Friday | 3 elephant jokes

STAFF CHOICE

TEACHERS CHOOSE A FAVOURITE BOOK FROM THE LIBRARY TO DISPLAY UNDER ONE OF THEIR HATS eg



variation on the baby photo or teddy bear theme

PUPILS COMPLETE 'GUESS WHO' COMPETITION FORMS

PAPERBACK SWAP SHOPS
SWAPPERS BRING BOOKS OF INTEREST
GET TOKENS (5 FOR GOOD QUALITY, 10 FOR POPULAR TITLE, 1 FOR GOOD ILLUSTRATION, 1-5 TOKENS) IN A BAG
ANY MAGAZINES TREATED AS BOOKS.

STORYTELLING WORKSHOP
Small groups of children 6-12 work on telling the stories of well-known picture books with suitable dramatic gestures and perform in assembly classes

CHRISTMAS BOOKLIST

BY VISITING A FRIENDLY LOCAL BOOKSHOP IN SMALL GROUPS, PUPILS CAN COMPILE A SUGGESTIONS FOR CHRISTMAS PRESENTS BOOKLIST FOR PARENTS (CONCENTRATING ON PICTURE BOOKS, PAPERBACKS ETC) WITH SHORT, DESCRIPTIVE ANNOTATIONS

BEHIND THE EYES BEHIND THE REAR
Authors
Illustrations
Publishers
Booksellers

TELL THEM HOW THEY FEEL
EMPOWER THEM
WHILE THEY WORK
GOOD
TREATMENT
BOOKS HAVE BEEN READ IN MY CLASS
NEW COPY OF
BEING READ

Book of the Month

Taking turns to write short, lively book review **BOOK OF THE MONTH** for the local newspaper
TEACHER MAKES PRIOR ARRANGEMENT WITH EDITOR

MAKING TAPED BOOKS OF ORIGINAL GHOST STORIES
BALLOONS
'MORAL' TALES
TALL TALES
LIMERICKS ETC



Hand up

ZIG ZAG CRAZY STORIES

UNFOLD THIS THRILLING TALE →

Once upon a time there lived a mouse called MRS FRISBY

Mrs Frisby was invited to DINNER AT ALBERTA'S

There was another guest wearing a black cloak and pointed hat - BADJELLY THE WITCH

"If you don't stop looking at me through those beady little mouse eyes you'll end up like PLAT STANLEY" said BJ

"You're kidding" squeaked CHARLIE in the CHOCOLATE FACTORY

BAD BRUCE who lives with DANNY BUNN and ENCYCLOPAEDIA BROWN and ...

"Will you bring the DARK SILVER SWORD and stab your DOGSBODY there?"

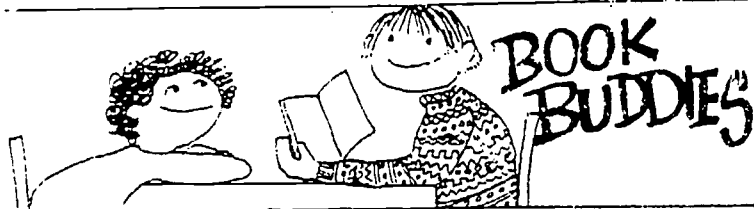
"No?" While the THUNDER AND LIGHTNING were roaring and the rain was falling

"I shall draw my sword and you introduce me to the other DOWNSTAIRS."

GOOD END OF TERM TREAT.

SMALL GROUPS POOL TITLES RECORDED IN THEIR LIBRARY LOGS FOR THE TERM AND PUT THEM TOGETHER TO MAKE A ZIG-ZAG STORY ON FOLDED PAPER. READ ALOUD AND CLASS VOTES FOR THE BEST ONE!

USING A 'BUDDY SYSTEM' OLDER READERS HAVE REGULAR TIMES FOR READING TO YOUNGER BUDDY. READING GRANNIES AND GRANDPAS FROM THE COMMUNITY ARE ANOTHER GOOD IDEA.



FICTION COMIC STRIPS

REDUCING A FICTION BOOK TO COMIC STRIP FORMAT IS A FUN CHALLENGING OCCASIONAL ACTIVITY

MY SIDE OF THE MOUNTAIN
BY JEAN GEORGE

MONTH 1/2 MAY/JUNE
SAM GRIBLEY LEAVES HOME TO FIND THE OLD FAMILY HOME IN THE CATSKILL MOUNTAINS

MONTH 3/4
SAM GRIBLEY HOLDS IN HOWLERS. HE FISHES AND LEARNS TO TRAP HIS FRIENDS ANIMALS

MONTH 5/6

MONTH 7/8

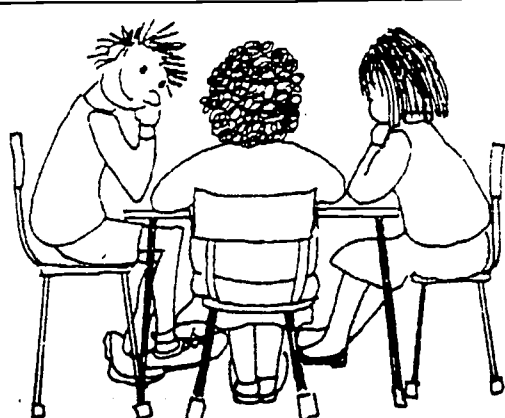
MONTH 9/10

MONTH 11

MONTH 12

MON: - 3

END



taped group tales

PUPILS WORK IN SMALL GROUPS WITH TAPE RECORDER. EACH GROUP IS GIVEN THE TITLE OF A STORY, EG 'THE NIGHT THE DOOR CREAKED OPEN'. THEY HAVE APPROX. 1/2 HOUR TO WORK TOGETHER TO MAKE UP THE BEGINNING OF THE STORY. ONE PUPIL TRANSCRIBES IT. IT IS TYPED AND REPRODUCED. EACH MEMBER OF THE GROUP THEN HAS TO MAKE UP AN INDIVIDUAL ENDING FOR THE STORY. SUCCESSFUL ATTEMPTS CAN BE MADE INTO BOOKS FOR THE SCHOOL LIBRARY.

ACKNOWLEDGEMENTS

VSO would like to extend their appreciation and gratitude to the following people who have made this series of publications possible:

- British Development Division (BDDC) for providing the funding for this series of publications
- Volunteers and local colleagues contributing to production of publications.
- Organisation of Caribbean Overseas Development (OCOD) for assisting in the reproduction of these publications

Other publications in this series include:

Maths and Science

1. A Practical Workbook for CXC Biology
2. Data Analysis Questions for Science Subjects. A Resource Booklet
3. Exercises and Activities in Basic Number Work
4. Fractions. Activities and Exercises for Teaching Fractions in Secondary Schools
5. Lower School Maths. Lesson Plans and Activities for Ages 7 -9 Years.
6. Maths and Science Booklet
7. Teaching Directed Numbers at Secondary School Level
8. Teachers' Resource Material for Integrated Science. Ideas for Teaching Integrated Science in Secondary Schools.
9. Upper School Maths Lesson Plans and Activities for Ages 9 -11 Years

Special Needs

10. An Introduction to Children with Special Needs for Teachers in Mainstream Education
11. The Alpha Centre: A Special School for Special Children. A Curriculum Checklist for Special Educational Needs.

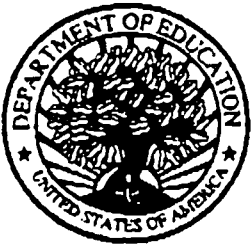
English Language and Literacy

12. Language and Learning. A Practical Guide to Help with Planning your Early Childhood Programme.
13. Promoting Reading and Library Use in your School: A Resource Pack.
14. Strategies for Improving Language Across the Curriculum. Ideas and Activities for Every Classroom.
15. Your School Library. How it Works and How to Keep it Working.

Other

16. Beekeeping. A practical Guide to Beekeeping.
17. Caribbean Copy Art. A Resource Book for Teachers to Copy.
18. Methodology in Music Education.
19. Organising Workshops. A Practical Guide.

Many of these publications derive from projects or workshops funded through **VSO's Community Project Scheme** - an initiative also funded by grant from British Development Division, Caribbean.



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OVER