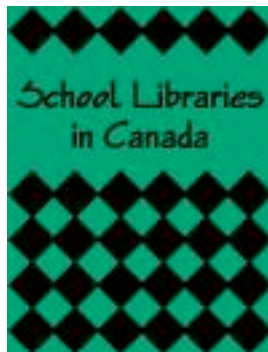


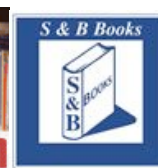
SCHOOL LIBRARIES IN CANADA

A Journal of the Canadian Association for School Libraries (CASL)
A Division of the Canadian Library Association



Building a Diverse Collection

Volume 23 Issue 3



SCHOOL LIBRARIES IN CANADA

About SLIC

School Libraries in Canada (SLIC) Online is a journal of the *Canadian Association for School Libraries*. CASL's mission is to provide national support for the development and maintenance of excellence in Canada's school libraries, media centres, and school library personnel.

Founded in 1980 (Volume 1 Issue 1), SLIC is a national forum for teacher-librarians in Canada and promotes articles of interest on a broad range of topics from collaboration with the classroom teacher to information technology/literacy skills needed to prepare students for life-long learning.

SLIC was published in print format until Volume 23 Issue 2. Since then, SLIC is published as an online journal. Older print copies are available at university libraries across Canada and recent online issues are available in our archives section.

À propos de SLIC

School Libraries in Canada (SLIC) Online est le journal professionnel du *Canadian Association for School Libraries*. La mission de CASL est de fournir un support à l'échelle nationale pour le développement et l'entretien de l'excellence dans les bibliothèques scolaires, centres médiatiques et pour le personnel travaillant dans les bibliothèques scolaires.

Fondé en 1980 (Volume 1 Édition 1), SLIC est un forum pour les professeurs bibliothécaires du Canada et publie des articles d'intérêt sur des sujets variés allant de la collaboration avec l'enseignant en classe aux compétences en alphabétisation et en technologie de l'information qui préparent les étudiants à l'apprentissage pour la durée de leur vie.

SLIC est publié en forme de magazine jusqu'au Volume 23 Édition 2. Depuis ce temps, SLIC est publié en format digital accessible sur l'Internet. De vieilles copies de SLIC sont toujours disponibles dans les bibliothèques universitaires à travers le Canada. Nos vieilles éditions de SLIC en format numériques sont accessibles en cliquant sur [Archives](#).



SCHOOL LIBRARIES IN CANADA

Contribute to SLIC

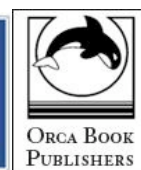
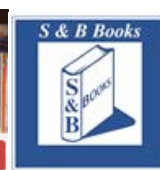
Want to contribute to SLIC Online? Please contact Richard Beaudry for information at CASL or send a manuscript (using [The Publication Manual of the American Psychological Association 5th Edition](#) as a guide for formatting and references) to:

We are always looking for Guest Editors! If you are interested, please contact us.

Contribution à SLIC

Ça vous intéresse de soumettre un article pour la prochaine édition? Contactez **CASL** pour envoyer votre document par courriel ou envoyer votre manuscrit conformément à la 5e édition du [Publication Manual of the American Psychological Association \(2001\)](#) à:

Nous sommes toujours à la recherche de rédacteurs pour travailler sur une édition spécialisée. Contactez-nous s'il-vous-plaît.



SCHOOL LIBRARIES IN CANADA

Welcome to SLIC!

We are always interested in hearing your feedback on our site. If you have questions, comments, or concerns, please do not hesitate to [contact us](#).

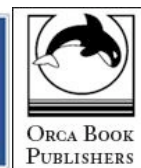
Welcome!

Our first online issue explores the challenges of building a diverse collection that supports the needs of our school community. This collection of articles brings together research and practice about graphic novels, electronic resources, poetry, and more.

Volume 23 Issue 3

Copyright ©2004 Canadian Association for School Libraries | [Privacy Policy](#) | [Contact Us](#)
ISSN 1710-8535 School Libraries in Canada Online

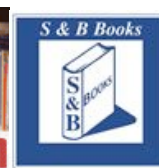
Our Sponsors/Nos Commanditaires



SCHOOL LIBRARIES IN CANADA

Contents

1. A Message from the Guest Editor: School Library Collection Development – Lois Barranoik	Page 6
2. An Ode to a Teacher-librarian: Making your Poetry Section Come Alive – Karen Lindsay	Page 7
3. Build it and they will come: Graphic Novels for your collection – Kerry Ireland	Page 14
4. Great Collection! But is it enough? – Jennifer Ondrack	Page 19
5. Intellectual Freedom and the Internet: Developing Acceptable Use Policies – Joanne Miller	Page 25
6. Online Resources for Acceptable Use Policies (AUPs) – Karen Walliser	Page 31
7. Serving the Needs of Our Students with LD in the School Library – Vida Juozaitis	Page 32
8. Message from the Editor: Understanding Volunteers – Jennifer L. Branch	Page 37
9. CSLA President's Message: Spring is Sprung: Stronger Together, Victoria Conference, and Publications – Marlene Asselin	Page 39



SCHOOL LIBRARIES IN CANADA

A Message from the Guest Editor: School Library Collection Development

Lois Barranoik

Diminishing funds for school and library resources require thoughtful planning and articulation about the criteria used for selection and purchase. During a school-wide 'celebration of learning' a number of recently purchased library books were on display for parents and students to view. The parents expressed interest in how the books were chosen and, as the teacher-librarian, I indicated that all the print and nonprint resources selected for our school library were based on curricular needs. I explained the different curricular areas covered by the nonfiction books as well as the rationale for the selection of novels and picture books. Although there was a general expression of satisfaction with the selection of material, it became apparent to me that assumptions regarding collection development policies and procedures were being made. I was reminded, yet again, of the necessity for a clearly formulated collection development policy and the importance of including teachers and students in the selection process.

I have always been interested in the development of the school library collection and, based on this interest, have enjoyed teaching this course for the University of Alberta's Teacher-Librarianship by Distance Learning. As stated in the overview to the course, School Library Collection Development (ED ES 541) is the study of the principles and practices related to the development of the school's collection of information resources. It is designed to prepare teachers and teacher-librarians to work together, in planning, building, and maintaining information resource collections and resource-sharing systems and in handling the issues and demands that arise related to information resources in schools. The learning outcomes include understanding the basics of collection building; identifying and utilizing appropriate selection tools; selecting appropriate curricular resources; evaluating materials; discussing copyright and censorship issues; and understanding the importance of resource-sharing and networking as part of collection development.

Throughout the course, much emphasis is placed on the sharing of resources with one another. Each completed assignment is posted online for the class to read. Many students have commented on the value of sharing their work as well as having access to the work of their online colleagues. The final assignment for the course is a paper, written in an article format suitable for publication in a school library journal. Students are encouraged to focus on one of two topics: a collection building issue or a collection development policy. The articles included in this issue of SLIC are some of the papers from students who were willing to have them published. They cover both topic areas and provide ideas for further contemplation, discussion and use. I would like to thank these students for being willing to share their ideas and their learning with a 'larger online community.'



SCHOOL LIBRARIES IN CANADA

An Ode to a Teacher-librarian: Making your Poetry Section Come Alive

Karen Lindsay

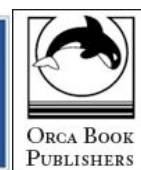
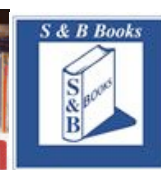
Karen Lindsay is the teacher-librarian at Reynolds Secondary School in Victoria, BC. She has a Masters in Teacher-librarianship from the University of Alberta's Distance Learning program and is out-going vice-president of the Greater Victoria Teacher Librarians' Association. In January 2006, Karen and her daughter will be embarking on a one-year exchange with the teacher-librarian of Narooma High School in NSW, Australia.

My mother was a packrat; I love getting rid of clutter. She never threw anything away in case she might need it. I discard something every time I buy anything new. She might have been a good archivist; I am a teacher-librarian.

Weeding the School Library Collection: An Overview The maintenance of a relevant, attractive, lively school library collection depends on several factors: the acquisition of useful, current, appealing and resources; good cataloguing so that those resources can easily be found by patrons; attractive displays and promotion of resources to staff and students; and rigorous de-selection of resources that no longer suit the requirements of a particular school media centre. (Kogon & Lighthall, 1993) Whereas very few teacher-librarians are faced with the task of acquiring a core collection for a brand new school media centre, and whereas de-selection, or weeding, is a task many librarians put off until "more important" things are done, I surmise that many school libraries are in much greater need of weeding than of any other aspect of collection maintenance. Let's start there.

Why weed?

1. All library users deserve current, accurate, authoritative resources. Because of their youth and inexperience, they will assume that whatever they read in the library is true. If the book is called *The Universe Today* and it says Jupiter has five moons, they will believe that and include it in an assignment despite its 1980's copyright date. Patrons must be able to trust that the information they find in the library is up-to-date (Arizona State Library, 2003).
2. The attractive, current resources you have may be lost amongst the old. Students have neither the patience nor the skill to sort through shelves crowded with musty books in search of the gems that may be there, and teachers simply do not have the time (Doll, 2002). Let your best resources shine by weeding outdated, worn, unattractive volumes.
3. You may have several editions of similar works. Keep only the most recent, getting a duplicate if demand is high. Newer titles tend to circulate more than older ones, even if the contents are the same. Dull covers, yellowed pages and small print do not promote an increase in reading (Carter, 2003), but display a brand new edition of *Macbeth* or *Jane Eyre* and watch it fly. Good resources attract use (Kogon & Lighthall, 1993).
4. A well-weeded collection presents an honest visual reflection of how many useful resources your school library contains, and may attract budget. A library whose shelves are crammed floor to ceiling presents a possibly inaccurate impression of its ability to respond to teaching and learning needs



SCHOOL LIBRARIES IN CANADA

(Kogon & Lighthall, 1993).

Policies and Procedures

If your School District has a Policies and Procedures manual, refer to it. It should contain guidelines on collection assessment, criteria for weeding, practical tips on weeding, how often to weed, how to remove records for de-selected books, how to mark de-selected books, and how to dispose of them. If your district does not have a Policy and Procedures manual, form a committee of teacher-librarians to create one. Having such a manual will standardize and clarify roles and define operations while raising standards and assisting teacher-librarians old and new. Both the process and the product are highly valuable. Furthermore, because weeding can lead to controversy in a school, a clearly written, well-documented policy can assist individual teacher-librarians in explaining its importance. (Arizona State Library, 2003)

Weeding Poetry Because poetry, like all forms of literature, does not lose its currency in the way natural and applied sciences, technology, psychology and geography do, the poetry section of the library presents some unique challenges to the teacher-librarian. Specific guidelines for weeding poetry are few and far between. As a result, the poetry section is often neglected, even in a well-maintained library (Sunlink, 2000).

Leaving dated poetry books on the shelves does not put our patrons at risk of taking home inaccurate information, an issue that most staff members and administrators can understand and appreciate.

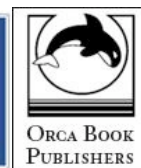
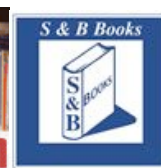
So what, then, is the risk of simply leaving the poetry section un-maintained? The school library risks a loss of readership, and students risk the loss of a certain type of literacy. Poetry expresses feelings and experiences in ways that sometimes bypass cognition and go straight to the heart or gut. This is why so many adolescents write poetry of their own. Good poetry captures part of the essence of its time in imagery. What teacher-librarian would want to deprive students of the potential for that experience?

Where to start renewing this part of a school library?

Begin with a careful reading of the English curriculum or Integrated Resource Package. Take careful note of the learning outcomes and consider how best to bring your poetry collection into alignment with those objectives. For example, The British Columbia English Language Arts 11 and 12 IRP offers the following checklist for the contents of resources:

- works from a variety of Aboriginal writers including from B.C. and other parts of Canada
- works from a variety of British Columbia, Canadian and international writers
- balance of classical and contemporary works
- relevance to students'™ lives and interests
- balanced portrayal of differing points of view (British Columbia Ministry of Education, 2000)

With these guidelines in mind, take a book truck, preferably one with three tiers per side, directly to the stacks. If possible, take a "before" picture. Have a pen and paper with you to record books you need to replace. Put the obvious "weeds" on the bottom tier and those that need closer inspection on the top. The middle row



SCHOOL LIBRARIES IN CANADA

can be used for books that may have resale value, or whose reading level and/or curricular relevance makes it inappropriate to the school library, but that may be appreciated by a poetry fan on staff.

If you think you have some gems with resale value, call a book reseller or check with an Internet book re-seller and ask for an appraisal. Be aware, though, that school markings severely reduce the resale value of books, and be sure you know District policy on reselling library materials.

Once the top row is full, sit down at a table and go through each book to determine its usefulness. Return the keepers to the shelf, the weeds to the bottom, and those that could be of use elsewhere to the middle shelf. Put those books with possible resale value to one side for future investigation.

Take a look at the volumes you are discarding. Note titles and genres that you will want to replace. Once the analytical part of the de-selection process is complete, give the processing portion to a clerk or volunteer if possible. Have him or her delete the record from the circulation software, remove school identifiers if that is part of your district procedures, and stamp the book "Deleted". Take the "gifts" to their recipients, pack up the discards and arrange for their disposal.

What are the indicators of an obvious poetry discard? The CREW method (Boon, 1995) uses the acronym, MUSTIE, to indicate when an item should be removed from the collection. Here is what MUSTIE stands for, followed by illustrations from my own weeding process:

Misleading and/or factually inaccurate: e.g. Mandel, E. (Ed.) (1972). *Poets of contemporary Canada: 1960-1970*. Toronto: McLellan & Stewart.

Ugly (worn out beyond mending or rebinding); e.g. Cohen, L. (1966) *Parasites in heaven*. Toronto: McLellan & Stewart.

Superseded by a new edition or a better source; e.g. *Oxford Book of American verse*. (1950) and (1979). New York: Oxford University Press.

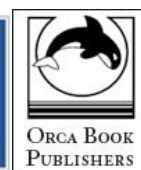
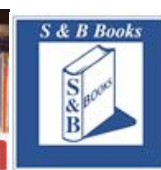
Trivial (of no discernable literary or scientific merit); e.g. Livingstone, M. C. (1982). *A lollygag of limericks*. New York: Anatheum

Irrelevant to the needs and interests of your community; Esbenson, B. J. (1992). *Who shrank my grandmother's house?* New York: HarperCollins.

Elsewhere (the material may be easily borrowed from another source); e.g. Scott, D. (Ed.). (1994). *Discovering poetry -- or other poetry books used in class*.

This one satisfied almost all the criteria! Rothberg, J. (1972). *Shaking the pumpkin: Traditional poetry of the Indian North Americas*. Garden City, N.Y.: Doubleday. Yellowed pages, small print, never circulated.

To this list, add another M, for mis-catalogued. Are there literary criticisms and anthologies mixed in with the volumes of poetry? Are the nationalities of the poets ignored? Now is a good time to clear up these errors and create shelves that assist browsers in finding what they want. As a general rule, anthologies belong in 808.81, North American poetry has a Dewey classification of 811, English poetry is 821, and



SCHOOL LIBRARIES IN CANADA

French poetry is 841.

You may be experiencing some uncomfortable emotions at this point. After all, you didn't become a teacher-librarian in order to destroy books. This is a good time to remind yourself of your purpose here. You are making space for more valuable items, while providing a more appealing, more up-to-date collection that is easier for patrons and staff to use. Your weeding efforts may encourage patrons to handle materials carefully and is certainly giving you feedback on strengths and weaknesses of the collection. Moreover, you are removing the illusion of a well-rounded, well-stocked collection and taking the first step toward reality (Buckingham, 1994).

Stop and admire the attractive books you can now see on the shelves. Check to see how often they have circulated. If not at all or very little, look through them and determine why. Is the reading level too high or too low for your students? Is the subject matter irrelevant to their lives? Is the cover unattractive? No index? No illustrations? If the answer is yes to one or more of these questions, the book may be better elsewhere. If all looks well, turn it out to display the cover using your newly liberated shelf room. Promote high quality, underused resources to the appropriate teachers and display them prominently in the library.

As you weed, take note of topics that you will now need to update. In some cases, you may have adequate numbers of newer resources on the shelves; in others you may have left holes that need filling. Make the latter areas an acquisitions priority. Keep a few of the absolute worst offenders. Take them to a staff meeting to illustrate to your colleagues the need to weed, or to a budget meeting to underscore the library's need for funds. Do so in a way that does not reflect ill on your predecessor.

Acquiring Poetry The process of weeding helps the teacher-librarian to see the real gaps in the collection. Now that you have pulled the weeds, the more pleasant task of acquiring new resources awaits you. However, to keep future mistakes to a minimum, the acquisitions process needs to be informed by knowledge of current curricula and understanding of the school culture as a whole.

Thoughtful acquisitions in this area may afford the opportunity to forge cross-curricular links, so keep your mind open to considerations beyond the English curriculum. A beautiful new volume of Longfellow's *Evangeline* could be used to support the Social Studies curriculum, or *The house of small* by Emily Carr could be read in Art. Promote these connections whenever you can.

It is important that school library users be able to find poetry that reflects their reality. Attractive volumes of poetry of bygone eras have their place in the collection, but this needs to be balanced by poems in which our students can see themselves. This section, as all other parts of the school library media centre, needs to serve current users and their interests, reflect changes in curriculum and in society (Carter, 2003). Seek out some volumes of poems for and by adolescents. Sykes and Monette-Brown (1998) state that, "poetry should present a new perspective or comment on life in dimensions which are meaningful" and offer the following guidelines for purchasing poetry:

- Does the poetry speak to children, rather than at them or about them?
- In what ways is the poetry unique?
- How does (sic) the rhythm, rhyme, imagery, figurative language and shape interrelated (sic) to create and reinforce the meaning of the



SCHOOL LIBRARIES IN CANADA

- poetry?
- What forms (lyrical, narrative, ballad, limerick, free verse, haiku, concrete) are used in the poem/poems?
- What is (sic) the style and medium of illustrations? Are they effective in enhancing the meaning of the poetry? (p. 8)

The following are their criteria for anthologies:

- How many poems or poets are included?
- What types of poems are included? What is their subject matter? Are these selections available elsewhere?
- Is the poetry of consistent quality and well chosen for the intended audience?
- How is the volume arranged? What indexes does it contain? (Sykes & Monette-Brown, 1998, p. 8)

Blending these suggestions with those of the BC Integrated Resource Package for English Language Arts will provide an excellent guideline for Canadian teacher-librarians acquiring new books of poetry. With these considerations in mind, refer to selection tools such as:

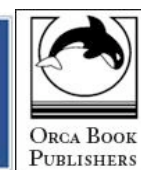
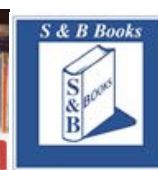
- CM: Canadian review of materials (<http://www.umanitoba.ca/cm/>)
- Outstanding books for the college bound (<http://www.ala.org/ala/yalsa/booklistsawards/outstandingbooks/outstandingbooks.htm>)
- Booklist. (<http://www.ala.org/ala/booklist/booklist.htm>)
- Junior high school library catalog (http://www.hwwilson.com/Databases/mjrhslibcat_e.htm)
- Senior high school library catalog (<http://www.hwwilson.com/print/srhscat.htm>) (Everhart, 1998).

Consult with members of the English department who are passionate about poetry and ask for recommendations. They will be thrilled that you are putting time and money into their area of interest.

Examine the poetry titles available at other schools and at the public library to get ideas for additions to your collection. Be judicious when using this approach, though. Their collection may not be in an ideal state either!

For more ideas, go to poetry awards sites such as the Griffin Prize or the Governor General's Award for Poetry and take their lists to a local bookstore. Check the works of these award-winning poets against your acquisitions criteria.

There is some debate regarding the relative merits of anthologies over collections by a single poet. In one camp we find those who side with anthologies as being efficient, cost-effective ways of updating the poetry collection. In the other are the poetry purists who suggest that the true purpose of poetry is lost in such volumes. McLain Harms and Lettow (1987) assert that the categorization of poetry by themes in anthologies "allows poetry to be mistakenly conceptualized as being about ideas and events rather than responses to experiences" (p. 35). On the other hand, newer anthologies of exemplary poetry from various eras make practical contributions to one's collection. Poet's Corner (n.d.) suggests a balance of both formats, and this is probably an appropriate approach for the school library poetry section. Make sure the anthologies have good indexes. Some are indexed by title, poet, and first line, which make them very easy to use.



SCHOOL LIBRARIES IN CANADA

Another consideration when acquiring new resources for the poetry section might be to include biographical works where possible. McLain Harms and Lettow (1987) believe that readers come to understand more about the nature of poetry when they read about poet's lives. In addition, reading biography represents an excellent extension of literacy skills, and may encourage the reading of non-fiction in girls while validating its use by boys. The author recommends cataloguing biographies by subject so that they can be found right beside the poet's works.

Once the new acquisitions are catalogued and shelved, the newer ones turned out on display, take an 'after' picture. Put the two contrasting photos on the library website if you like. Now that your poetry collection is in good shape, plan to keep it that way. Make poetry a standard part of your renewal cycle. Celebrate your accomplishment in some way, even if it is just to take a moment to gaze and smile at the new life you've given to this formerly dusty, fusty section. Be sure to give your colleagues a tour of the section they helped to renew, and/or check out a few of the new volumes and pop them into their drawers. Or plan something splashy in conjunction with the English Department for National Poetry Month in April. However you celebrate, congratulate yourself on bringing clarity, economy and honesty to the poetry section of your library.

References

American Library Association. (2003). Booklist. Retrieved November 30, 2003, from <http://www.ala.org/ala/booklist/booklist.htm>

American Library Association. (2003). Notable books. Retrieved November 11, 2003, from http://archive.ala.org/rusa/notable_current.html#poetry

Arizona State Library, Archives and Public Records. (2003). Collection development training for Arizona public libraries: Weeding. Retrieved November 07, 2003, from <http://www.dlapr.lib.az.us/cdt/weeding.htm>

Boon, B. (1995). The CREW method: Expanded guidelines for collection evaluation and weeding for small and medium-sized public libraries. Austin: Texas State Library.

British Columbia Ministry of Education. (Revised 2000). Evaluating, selecting and managing learning resources: A guide. Victoria, BC: Author.

British Columbia Ministry of Education. (1996). English and language arts 11 & 12 IRP, Appendix B, pp. B9. Victoria, BC: Author.

Buckingham, B. J. (1994). Weeding the library media center collections. (2nd ed.). Retrieved November 14, 2003, from State of Iowa department of education <http://www.iema-ia.org/IEMA209.html>

Carter, C. (2000). Weeding: Reassessment of library/ media collections. Retrieved November 22, 2003, from <http://sparc5.sparcc.org/www/special/weed.htm>

Doll, C. A., & Barron, P. P. (2002). Managing and analyzing your collection: A practical guide for small libraries and school media centers. Chicago: ALA Editions.



SCHOOL LIBRARIES IN CANADA

Everhart, N. (1998). Evaluating the school media center. Engelwood, CO: Libraries Unlimited.

Florida Department of Education school library media services office. (2000, December). Sunlink weed of the month club: Poetry. Retrieved November 11, 2003, from <http://www.sunlink.ucf.edu/weed/>

Griffin trust for excellence in poetry. (2003). The Griffin poetry prize. Retrieved November 20, 2003, from <http://www.griffinpoetryprize.com/frame-awards.html>

Manitoba Library Association. (2003). CM: Canadian review of materials. Retrieved November 20, 2003, from <http://www.umanitoba.ca/cm/>

McLain Harms, J., & Lettow, L. J. (1987). The cupboard is bare: The need to expand poetry collections. *School Library Journal*, 33(5), 34-35.

Poet's House and Public Libraries (n.d.). PITB sourcebook. Retrieved November 22, 2003, from <http://poetshouse.org/pitbsrcdev.htm>

Strand, M. (2001). Eating poetry. Retrieved November 30, 2003, from <http://www.cs.berkeley.edu/~richie/poetry/html/aupoem52.html>

Sykes, J., & Monette-Brown, C. (1998). Guidelines for the evaluation of learning resources. Calgary, AB: Calgary Board of Education. Retrieved November 22, 2003, from <http://www.cbe.ab.ca/sss/ersg.asp>.

Young Adult Library Services Association. (n.d.). Outstanding books for college bound and lifelong learners "Poetry. Retrieved November 11, 2003, from <http://www.ala.org/ala/yalsa/booklistsawards/outstandingbooks/outstandingbooks.htm>



Build it and they will come: Graphic Novels for your collection

Kerry Ireland

Why build a graphic novel collection? Because kids love them! First of all, what is a graphic novel and how does it differ from a comic strip? Why would a graphic novel be an important addition to a school library collection? How does one go about selecting books in this specialized format? What are some good examples of titles? This article will examine those questions.

Part of the reluctance of librarians to stock their shelves with graphic novels may be based on the mistaken notion that a graphic novel is simply a comic book with a fancier name. This is not meant to suggest that there is something wrong with including comics in a library. There isn't. That topic is simply out of the scope of this article. Comics, while a close cousin to a graphic novel, are different. Sabin (1993) says "The fundamental ingredient of a comic is the strip. This is the narrative in the form of a sequence of pictures "usually but not always, with text" (p. 5). A typical comic in the paper consists of a four-frame strip but strips may vary in length from several frames together to a full-length comic book. They share the same conventions for text and pictures. They are serial in nature and come out weekly, biweekly or monthly. They can be likened to a short story as their story lines can cover more than one issue. They are usually published in flimsy paper as this is cheaper to produce and they are not expected to last. Unfortunately, the poor paper quality has led people to judge their contents as inferior. So what is a graphic novel?

According to Eisner (1985), who initiated the term graphic novels, they are "sequential art, the arrangement of pictures or images and words to narrate a story or dramatise an idea"(p. 5). DeCandito (1990) defines a graphic novel as "a self contained story that uses a combination of text and art to articulate the plot" (p. 50). Simply put, graphic novels rely on a mixture of words and pictures to tell the story.

Graphic novels share with comics the conventions for text and pictures but are not serial in nature. A graphic novel is a complete story and stands alone. It is a novel in the true sense of the word. It is published in book format, on quality paper and as such, is much more durable than a comic book. It can be a series of comic books bound together that tell a complete story. It can be in black or white or in colour. "While fantasy is still a mainstay of the genre, the scope and diversity of the graphic novel has broadened to include much more sophisticated subject matter including non-fiction, biography, and compelling narrative"(St Lifer, 2002, p.9). There is some disagreement about the classification of a graphic novel. Gorman (2002) writes that "Graphic novels are classified into genres: such as superheroes, fantasy, science fiction, historical, action/adventure, realistic fiction, manga (Japanese comics) and humour"(p. 42). Bruggman (1997), on the other hand, suggests that they can be considered a 'format, similar to large print. Within the graphic novel collection, we have three major divisions: fiction, science fiction and non-fiction (the later are considered by industry to be graphic novels, despite the apparent contradiction)' (p. 22).



SCHOOL LIBRARIES IN CANADA

Whether it is considered a genre or a format, there is a place for graphic novels in a junior high library. Some students perceive the plain written word as boring. The idea of reading a two hundred-page novel is an off-putting, insurmountable task. One of the reasons for this reluctance may be that they have not developed a sense of imagination. They do not know how to visualize a written story. When children are first read to, the pictures help them to see the pictures in their mind. As the reading material gets more advanced the pictures are gradually withdrawn.

Indeed, many children are not read to at all. They have learned how to follow a story visually rather than by using words. More and more children watch movies rather than having stories read to them by their parents. Therefore, they have not developed the ability to imagine a story without visual clues. They need visuals to kick-start the process and to add spice to make it interesting. Graphic novels, with the emphasis on both the visual and the written word, help to stimulate their mind into being able to visualize the story.

Pacing of reading is also a problem. What can we expect from a generation that was raised on the quick cuts from scene to scene that started in Sesame Street, continued in cartoons and includes music videos? Today, students can live in a visual world with television, video games and other electronic devices competing for their attention. Indeed, even cell phones have picture capabilities now. The graphic novel delivers a very visual story at a rapid pace, comparable to other forms of visual entertainment popular today.

Graphic novels appeal to the visual sense, which is being highly developed in the above formats. The graphic novel may provide a bridge that fosters imagination from the rapid visual world to the more leisurely print world. De Vos (1999) explains that "readers are actively constructing meaning from the text and illustrations and are sophisticated decoders of the new 'language', which is iconographic narrative!". "The illustrations draw them into the page but in order to fully understand the context; they must decode and internalize the text" (p. 44). There is definitely a place for this new literacy in today's society. It will not exclude, but rather it will augment the acquisition of traditional literacy. Bruggeman (1997) writes,

As Scott McCloud points out in "Comics and the Visual Revolution" (Publishers Weekly, October 11, 1993, pp. 47-53), comics (and one may infer, graphic novels) are a powerful tool for conveying the literary experience to a generation of readers comfortable with television and computers. He argues that there is a new "visual literacy" developing. In my view, graphic novels take advantage of this emerging literacy. The format also works for reluctant readers who take more easily to titles that combine lots of graphics with text (para. 7).

There is justification for any books read for pleasure to be included in a school library with its emphasis on the development of reading skill and literacy. Lavin (1998) proposes that graphic novels should be included in school libraries "to encourage non-readers to develop the reading habit" (p. 31). Numerous students are poor readers, so graphic novels, with their sparse use of language and use of pictures to tell the story, make ideal reading for these poor readers. Mooney agrees. "Some reluctant readers will gladly pick up a graphic novel over a typical novel" (Mooney, 2002, p.18.). Graphic novels illicit much interest and they are contemporary. They do not have the stigma of being literature so students feel that they are pulling a fast one by reading 'comics'. Many students grew up reading



SCHOOL LIBRARIES IN CANADA

comics and the progression to graphic novels is a natural one. If students enjoy what they read, they will begin to think of reading as pleasurable and be more willing to read. This willingness to practice develops better reading skills (and writing skills). Better reading skills translates into better achievement in all subject areas as the student must be able to read to get information in every subject.

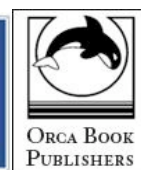
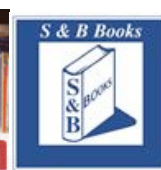
While graphic novels can simply be read for fun, they do have their uses inside the classroom. Graphic novels can be broken down into the normal story elements such as plot, setting, characterization, conflict and theme. They can be studied in the same way as other novels. They can be read, and book reviews can be completed. Personal reflection exercises can be assigned. Graphic novels, with much of their action taking place in the gutters (the space between frames), can be used to develop inference skills which are a higher level of thinking in Bloom's Taxonomy. The interplay between the picture and the word can be analyzed and evaluated. These are also skills found in Bloom's Taxonomy. Because not all graphic novels are fiction, they can be used in other subject areas. For example, historical graphic novels could be used in the Social Studies curriculum.

Personal recommendation from teachers and the students play a role in purchasing but they are not the only consideration. In order to make an informed choice, the books that are bought for the library must be bought using a variety of selection tools. There are numerous resources available for choosing graphic novels. **101 Best Graphic Novels** by Stephen Wiener is a great starting point for collection development as he does comprehensive reviews on all novels mentioned. Many of the standard selection guides such as *Booklist*, *School Library Journal*, *Horn Book Magazine*, and *Publishers Weekly* review graphic novels. *VOYA (Voice of Youth Advocates)* features bi-monthly reviews. Even the mainstream entertainment magazine *Entertainment Weekly* has monthly, in-depth, unbiased reviews. There are specific resources that strictly review comic books and graphic novels. They include the weekly newspaper *Comic Buyer's Guide*, and the monthly fan magazines *Previews* and *Wizard*. A great website that reviews graphic novels is the *Graphic Novels in Libraries'* site at www.angelfire.com/com/gnlib/index.html.

Collection Development policies often include selection criteria such as *Novels equal representation of gender role models, age appropriateness, and lack of race, age and gender biases.* Graphic novels can easily fit these criteria. There are two major awards given to graphic novels every year. They are the *Eisners* and the *Harveys*. Both *Will Eisner* and *Harvey Kurtzman* are author/illustrators in this genre. *Maus*, a graphic novel written by *Art Spiegelman*, won the *Pulitzer Prize* in 1992.

What specific things should you look for in a graphic novel? One of the fears of a librarian is that the book may be challenged because comics, and by extension graphic novels, are 'just not suitable'. According to DeVos (1999) there are ten factors one must consider when buying graphic novels for the teen market. This list offers security in dealing with the selection process. They include:

- Is the book physically well produced and attractive?
- Is the storyline coherent, imaginative, interesting and well written?
- Is the language accessible and appropriate?
- Do the illustrations provide a subtle commentary on the printed word and move the story forward?
- Are the illustrations of high standard, both artistically and technically?
- Does the cover illustration do justice to the material inside?
- Are the words and pictures interdependent?
- Does the book treat race, gender, and social class positively?



SCHOOL LIBRARIES IN CANADA

- Is violence part of the nature of the story or is it gratuitous?
- Is the text legible or is it obscured by illustrative matter, making it difficult to read? (p. 44).

This list is very specific but can be tailored to suit a specific library's needs.

One must also take into consideration the students' ages and interests in your library. Most school districts' mandates are that student achievement is paramount and in order to improve the students' overall achievement, their reading skills must be fostered. Because money is tight, the selection of reading materials must serve many purposes - to kill two birds with one stone so to speak. Generally a school library's development policy stipulates that materials must support curriculum. Every book in the school library should be bought to meet the curriculum but because part of the Language Arts curriculum is reading for pleasure, many books fall under this category.

The following are the graphic novels that should be in a junior high school library although the suggestions do have universal appeal. They are included along with the justification for the choices as pertaining to Alberta curriculum but should fit into other provincial/territorial curricula as well.

1. Spiegelman, A. Complete Maus: includes A Survivor's Tale and My Father Bleeds History (1986) Pantheon New York Recommended by St.Lifer, E. (2002,). This two-book set deals with the Holocaust. The Nazi's are portrayed as cats and the Polish Jews are the mice. The story tells both how the parents survived and the son had to deal with the repercussions in his life. It is truly a masterful work. It fits the Alberta Grade 7 Multiculturalism unit and is perfect for a multi-ethnic student population.
2. Talbot, Bryan. The Tale of One Bad Rat. 1995. Dark Horse Comics. Recommended by Kan (2003). This is very clever book that combines the story of a homeless, sexually abused girl with Beatrix Potter's Tale Oâ€™ One Bad Mice. The girl runs from London to the Lake District where Beatrix Potter grew up. She meets caring, wonderful people and, through her interaction with them, she and comes to terms with her sexual abuse. Her subsequent healing is very powerful. It would fit Theme V: Sex Education of the Health Curriculum.
3. Winnick, J. (2000) The Adventures of Barry Weins Boy Genius. Henry Holt and Company. Recommended by author. This is the first in a series of three graphic novels starring the very brilliant Barry and his buddy Jeremy. It is arguably the funniest book out there. The text and pictures work in complete harmony. Students will love the antics of the two characters as they wince in recognition of their problems. It fulfils the enjoyment part of the LA curriculum.
4. Gonnick, L. (2002) The Cartoon History of the Universe, Doubleday and Company. New York. Recommended by Raiteri (2002) This seven volume set is hilarious and, at the same time, very informative. It starts with the Big Bang Theory and goes up to explain the evolution of everything he deems important. It is wacky, irreverent and awe-inspiring in the way it combines pictures and humour. It fits both the Social curriculum and the Language Arts curriculum.
5. Medley, L (2000) Castle Waiting: the Lucky Road Cartoon Books Portland OR Castle Waiting is her âœƒfavourite comic series of all timeâœƒ. DeVos (1999, 44). This is the first book in the series. It examines the story of Sleeping Beauty after the fairy tale ending of they lived happily ever after. It is full of delightful humour in both the words and the pictures. Loaded with literary references, it is a fun departure from the standard fairy tale. Because of this,



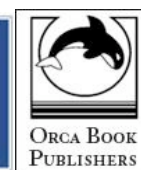
SCHOOL LIBRARIES IN CANADA

is excellent for the Language Arts curriculum. Also, it is one of the few graphic novels to feature a female protagonist. .

Graphic novels have a place in school libraries because they are an alternative to the traditional novel. They can perhaps capture the interest of unenthusiastic readers while they enchant the more experienced reader. They help provide visual images and bridge the divide between books with pictures and those without. They are entertaining. They grapple with contemporary problems and, because of this, help get the students reading. The ability to read well is the basis of education. It is the beginning of the road to written self-expression. The school library functions to help with the students' education. Graphic novels must be included in the library. Why include them? Include them because junior high school students will read them.

References

- Bruggeman, L. (1997). Zap! whoosh! kerplow! Building high-quality graphic novel collections with impact. *School Library Journal* 43(1), 22-7. Retrieved October 30, 2003, from Academic Search Premier
- DeCandido, K. (1990). Picture this: Graphic novels in libraries. *Library Journal*, 115. Retrieved October 30, 2003, from Library and Information Science Literature Fulltext
- DeVos, G. (1998). Graphic novels in the library. *Teacher-Librarian Today*, 4(1), 10-12.
- DeVos, G. (1999). How to choose graphic novels. *Quill and Quire*, 65(1), 44. Retrieved October 30, 2003 from CPI.Q
- Eisner, W. (1985) *Comics and sequential art*, expanded edition. Tamarack, FL: Poorhouse Press.
- Gorman, M. (2002). What teens want: Thirty graphic novels you can't live without. *School Library Journal*, 40(8), 42-46. Retrieved October 30, 2003, from Academic Search Premier
- Kan, K. (2003, April/May). Getting graphic at the school library. *Library Media Connection*, 21(7), 14. Retrieved October 30, 2003, from Academic Search Premier
- Lavin, M.(1998). Comic books and graphic novels for libraries: What to buy. *Serials Review*, 24(2), 31-46. Retrieved October 30, 2003, from Academic Search Premier
- Mooney, M. (2002). Graphic novels: How they can work in libraries. *Book Report*, 21(3), 18-19. Retrieved October 30 from Academic Search Premier database
- Raiteri, S. (2002). Graphic novels. *Library Journal*, 127(18), 64-68. Retrieved October 30, 2003, from Academic Search Premier database
- Sabin, R. (1993). *Adult comics: An introduction*. London: Routledge.
- St. Lifer, E. (2002). Graphic novels seriously: Why this emerging genre belongs in both public and school libraries. *School library Journal*, 48(8), 9. Retrieved October 30, 2003 from Expanded Academic ASAP database
- St. Lifer, E. (2002). A core collection of graphic novels. *School library Journal*, 48(8), 44-47. Retrieved October 30 2003, from Expanded Academic ASAP database



SCHOOL LIBRARIES IN CANADA

Great Collection! But is it enough?

Jennifer Ondrack

Have you ever had someone walk into your library and say, "What a wonderful collection!" Even if the complimenter knew what he was talking about and not just admiring the full shelves and shiny displays, does having a great collection guarantee its use by the staff and students?

Is it possible to have an outstanding collection that does not meet the curriculum needs of your school? Unfortunately, yes.

What the Research Says About Collection Development

Early on, in the history of school libraries, the goal of having a library collection was to centralize the resources so that staff would have more access to the school's collection. As time went on the goal of having a library changed to program support and a core collection was developed. The next step was to develop the collection around instructional units and now, with a new focus on learning, the collection has to not only support the curriculum (Guidelines for collection renewal, 2002) but also provide diversity as students study in greater depth and follow their own paths (Stripling, 1996). The collection does not necessarily have to be large to achieve these objectives (Shantz-Keresztes, 2002) but must be selected to fit the unique needs of the school population (Asselin, Branch and Oberg, 2003; Kachel, 1997).

Collection development is one of the least understood of a Teacher-Librarian's (TL) jobs by teachers and yet teacher involvement in developing the collection is necessary for producing a well-used collection (Doiron, 2002). A lack of teacher assistance decreases the chances of the collection being able to support instruction and student needs (Hopkins, 1999). Collaborative collection development between TLs and classroom teachers helps to ensure that the resulting collection will not only be a great collection but also a useful collection (Asselin et al., 2003). This paper will describe how a school library collection can contribute to student achievement through resource based learning, the advantages of teacher involvement in collection development and suggest ways in which the TL can involve teachers in improving the collection in the library.

It has been shown that students in schools with a strong library program achieve greater results on standardized tests than those in schools with a weak library program (Hamilton-Pennell, Lance, Rodney and Hainer, 2000). Lance (2002) has determined that when the TL and library staff spend more time on developing the collection and have collaborative relationships with teachers then student achievement will increase and it has also been shown that, "the development of student competence in information skills is most effective when integrated with classroom instruction through cooperative program planning and team teaching by the teacher-librarian and the classroom teacher as two equal partners," (Ontario School Library Association, 1999, p. 6). Haycock (2002) states that library-based learning not only leads to a development of skills and knowledge but also to peer interaction, student motivation and a growing independence. One way in which the TL and classroom teacher can collaboratively make use of the library collection is



SCHOOL LIBRARIES IN CANADA

through Resource Based Learning.

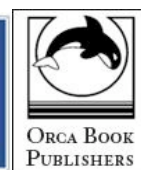
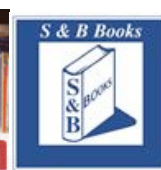
Resource Based Learning (RBL) could not happen without resources. A library program based on RBL is, "designed to involve students actively in the use of a wide range of print, nonprint and human resources in order that they develop the understandings, skills and strategies essential to independent learning, effective problem solving, and critical thinking," (Oberg, 1993, p. 20). Resource based learning also:

- encourages learning on a topic through interaction with multiple resources;
- enables the construction of meaning through active participation with information resources;
- promotes the development of thinking skills such as problem solving, reasoning, and critical evaluation through information handling and independent research;
- improves student and teacher attitudes towards course content and academic achievement;
- improves research skills and fosters self-confidence in finding information by integrating library skills as part of subject curriculum; and,
- increases academic achievement in subject content, attitudes, and critical thinking through use of a variety of resources in learning. (Benefits of resource based learning, 1999, p. 1).

In order to facilitate student achievement through RBL, the library needs to be stocked with appropriate resources. If the library does not supply enough resources to meet learning and teaching needs then the library will not be deemed a central part of the teaching process (Asselin et al., 2003). Resource selection must take into account the curriculum, courses offered at the school, programs, recommendations from teachers and students and student needs (Shantz-Keresztes, 2002). A well-planned library collection also needs to be guided by a person with library training and educational expertise who will find collaborative ways to involve teachers in materials selection (Doiron, 2002; Oberg, 1993; Resourcing new schools, 2002). According to Kogon and Whalen (1980), "in order to suit the library's service to the needs and preferences of the clientele and to give the customers a stake in the library through helping in collection-building, the librarian should be very sensitive to users' requests" (p. 4).

Imagine this: you as a Teacher-Librarian are ready to start on your book order. There are many new books available and some old favorites. But what to order? Even the most savvy TL will need the input of the school's teachers in order to align the library resources to the curriculum and thus increase the success of resource based teaching (Lowe, 2001). Sure, the TL could just look in the curriculum guides to determine what to order, however, do you know what parts of the curriculum are being emphasized in each course in your school? Teachers are the experts in their areas. Teachers also know the individual strengths and needs of their students What a TL might think of as a great resource, a teacher might not use because it is at too high or too low of a level for her students. A TL cannot work in isolation. A good collection can only be created by working with the classroom teachers.

Although teacher involvement in collection development is important, traditionally there has been little of it (Hopkins, 1999) and, if there was some sort of participation, it tended to be teachers in only a few of the possible departments (Callison, 1990, p. 5). Schools thus had good collections that were not very well used by teachers or students due to the lack of a connection between the collection and what was being taught (Hopkins, 1999). Once the TL is able to involve teachers



SCHOOL LIBRARIES IN CANADA

in developing the collection then the teachers are able to visualize the resources, find the connection to their programs (Doiron, 2002) and thus increase their usage of the library collection (Oberg, 1989). As Doiron (2002) has said, "it takes a teacher to be able to find the best learning resource that best facilitates particular learning outcomes. It takes a Teacher-Librarian to connect the school library collection to the school's learning program" (p. 19). Together, the teacher and TL can create the most useful collection for their school.

One way in which collaborative collection development has been shown to improve Teacher-Librarian and classroom teacher connections is through the Library Power program (Hopkins, 1999, p. 9). Library Power is an initiative in the United States designed to, 'revitalize elementary and middle school libraries and make them the center of teaching and learning. Library Power provides for the physical renovation of library space, purchase of new books and other materials to update collections, and ongoing staff development for teachers, librarians and administrators' (California Department of Education, 2002, p. 1). Schools with Library Power have been shown to have increased usage of the library collection in instruction, an increase in TL and teacher collaboration, flexible access to the library, and an increase of student library use. With Library Power, collections were developed to support instruction and it was mentioned that some principals believed that, "teaching and instruction had improved significantly, noting that collaboration had generally brought forth a wealth of creative ideas and the expanded use of teaching materials and tools in ways that were more meaningful to students" (Hopkins, 1999, p. 12). Librarians in the schools stated that without the proper materials collaboration was not possible and one librarian believed that the curriculum had improved as the collection improved (Hopkins, 1999). Some librarians also believed that being able to order year-round gave teachers the opportunity to create curriculum. Finally, the collection was deemed to be necessary to Resource-based teaching (Hopkins, 1999). In general the improved collections were found to: support frequent library use, set the stage for collaboration and offer instruction-friendly materials (Hopkins, 1999).

Besides ensuring that the collection fits the needs of the school, collaborative collection development has several other advantages.

1. The stereotype of the library collection being the sole domain of the Teacher-Librarian can be countered as teachers and students start to see the collection as belonging to the whole school (Greenan, 2002; Hopkins, 1999).
2. Teacher-Librarians are also better able to see the gaps in the collection as (s)he works with the teacher to plan lessons and units (Shantz-Keresztes, 2002).
3. With more budget cuts it is imperative for the TL to make sound buying decisions. Working with teachers will help facilitate the purchase of optimal resources (Doll, 1997).

Having a collection development plan that includes teachers has the following benefits:

- having a school focus
- giving a sense of shared ownership of the library's resources
- creating greater access and use of the library
- organizing and planning for future purchases (Greenan, 2002).



SCHOOL LIBRARIES IN CANADA

Although it is a common misconception that access to the Internet means that library collections are no longer necessary (Woolls, 2002), a Teacher-Librarian is still an important partner for finding relevant websites, CD-ROMs and Internet available programs which then become part of the library's collection. Also, without guidance in Internet use, many students cannot locate relevant information or make the best use of what they do find which leads to, "a waste of their education" (Woolls, 2002, p.7).

So now you are probably thinking, Wow! This is amazing! How can I get my teachers to participate in collaborative collection development?

1. Develop relationships with your teachers.
2. Tls hiding in the library will often be mistaken for people who only check out books.
3. Get out there!
4. Find the teachers and convince them that you exist to work with them.
5. Tls can meet with teachers, department heads and curriculum coordinators to find out what the current topics are (Calgary Board of Education, 1998).
6. Make sure that your collection development priorities are focused on curriculum support, the teachers' instructional emphases, and student needs.
7. Tls can also find professional development activities that are related to the library program and entice staff into the library to help with weeding and selecting new materials (Canadian School Library Association, 1992).
8. A canny TL can suspend the "no-food" rule and throw a weeding party for the staff (Guidelines for collection renewal, 2002).
9. Once they know what does not support their instruction, it is easier to get suggestions on what would.
10. Bring a few catalogues and reviews to the party to get the ideas flowing.
11. TL also needs to be able to extend the collection into cyberspace.
12. Show your teachers that you can take over the computer part of the lesson or unit!
13. Having the backing of the principal is also a must. Principals that support the library program can advocate for collaboration and resource-based learning and perhaps provide some planning time (Hopkins, 1999).
14. Principals are also able to help weed and should spend time in the library to show support for the library program.
15. It is also important to make sure your principal realizes how a strong library collection contributes to the library program (Doiron, 2002) and student achievement, so tell him!
16. Overall, it is imperative to make aligning the collection to your school instruction the number one priority (Hopkins, 1999).

Collaborative collection development is not a new idea yet it is an overlooked area of instructional support. When school libraries were just starting to happen, collection development might not have been as important, however, as we move closer to resource based learning it becomes more and more necessary to have a strong collection that supports instruction and the needs of the students. What is good for one school library may not fit another school library and the Teacher-Librarian must be aware of not only what resources would fit the curriculum but also the levels and the topics focused on in his/her school. There are many ways in which Tls can advocate for collaborative collection development, including enticing teachers into the library and gaining support from the principal.



SCHOOL LIBRARIES IN CANADA

Once the school population understands that their Teacher-Librarian is there to support the teachers and students and not jealously guard the collection then it is possible to have an outstanding collection that is not only wonderful to look at yet also easy to incorporate into the school's instructional paths. With collaborative collection development, the next time someone walks into your library and says, "Wow, what a wonderful collection!" you can smile and respond, "Thank you, I know!"

References

Asselin, M., Branch, J., & Oberg, D., (Eds.). (2003). *Achieving information literacy: Standards for school library programs in Canada*. Ottawa, ON: The Canadian School Library Association & The Association for Teacher-Librarianship in Canada.

Baskin, K. (2003, January). *Teacher/librarian collaboration: What literature has to tell us*. *Library Media Connection*, 24-28.

Benefits of resource-based learning. (1999). Retrieved December 8, 2003, from <http://stauffer.queensu.ca/inforef/tutorials/rbl/rblben.htm>

Calgary Board of Education. (1998). *Collection development plan*. In *Teacher-librarian resource manual*, Revised ed. Calgary, AB: Author.

California Department of Education. (2002). *National library power program: A major initiative of the DeWitt Wallace-Reader's Digest Fund*. Retrieved December 8, 2003, from <http://www.cde.ca.gov/library/librarypower.html>

Callison, D. (1990). *A review of the research related to school library media collections: Part I*. *School Library Media Quarterly*, 19(1), Retrieved December 8, 2003, from http://archive.ala.org/aasl/SLMR/slmr_resources/select_callison2.html.

Canadian School Library Association. (1992). *Guidelines for effective school library programs: Key roles in the school library program*. *School Libraries in Canada*, 12(1), 8-11.

Doiron, R. (2002). *An administrator's guide to collection development*. *School Libraries in Canada*, 21(4), 18-21.

Doll, C. A. (1997). *Quality and elementary school library media collections*. *School Library Media Quarterly*, 25(2), 95-102.

Greenan, E. (2002). *Walking the talk: A collaborative collection development project*. *School Libraries in Canada*, 21(4), 12-14.

Guidelines for collection renewal in school library resource centers. (2002). *School Libraries in Canada*, 21(4), 35-36.

Hamilton-Pennell, C., Lance, K.C., Rodney, M.J., & Hainer, E. (2000). *Dick and Jane go to the head of the class*. *School Library Journal*, 46(4), 44-47.

Haycock, K. (2002). *Clear goals and indicators for learning*. *Teacher Librarian*, 30(1), Retrieved December 8, 2003, from http://www.teacherlibrarian.com/tltoolkit/what_works/works_v30_1.html



SCHOOL LIBRARIES IN CANADA

Hopkins, D. (1999). The school library collection: An essential building block to teaching and learning. *School Libraries Worldwide*, 5(2), 1-15.

Kachel, D. E. (1997). *Collection assessment and management for school libraries: Preparing for cooperative collection development*. Westport, CT: Greenwood Press.

Kogon, M. H., & Whalen, G. (1980). *Organizing the school library: A Canadian handbook*. Toronto, ON: McGraw-Hill Ryerson.

Kuhlthau, C. C. (1995). The process of learning from information. *School Libraries Worldwide*, 1(1), 1-12.

Lance, K. C. (2002). Impact of school library media programs on academic achievement. *Teacher Librarian*, 29(3), 29-34.

Lowe, K. R. (2001). Resource alignment: Providing curriculum support in the school library media center. *Knowledge Quest*, 30(2), 27.

Oberg, D. (1993). Guidelines for effective school library programs: The school library program. *School Libraries in Canada*, 13(3), 20-21.

Oberg, D. (1989). The teacher as partner in school library programs. *The Bookmark*, 103-113.

Ontario School Library Association. (1999). Role of teachers and teacher-librarians. retrieved December 8, 2003, from: http://www.accessola.org/action/positions/info_studies/html/intro.html#e

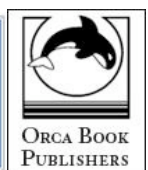
Ontario School Library Association. (2001). Information studies: K-12. *School Libraries in Canada*, 21(2), 29.

Resourcing new schools. (2002). *School Libraries in Canada*, 21(4), 37.

Shantz-Keresztes, L. (2002). School library collections: From here to eternity. *School Libraries in Canada*, 21(4), 9-11.

Stripling, B. K. (1996). Quality in school library media programs: Focus on learning. *Library trends*, 44(3), 631-56.

Woolls, B. (2002). Collection development: Our assignment through history. *School Libraries in Canada*, 21(4), 7-8.



Intellectual Freedom and the Internet: Developing Acceptable Use Policies

Joan Miller

Introduction School libraries have traditionally housed print and non-print materials that have been consciously chosen for their curricular connections, age appropriateness, and reliability. Unfortunately, teacher-librarians cannot exert this kind of quality control over digital resources. While the Internet can provide students with unique and exciting learning opportunities, it can also expose them to dangerous situations and erroneous information. How, then, can teacher-librarians reconcile their belief in intellectual freedom with their anxieties about the darker side of the Internet? What steps can be taken to address issues such as pornography, privacy, and copyright infringement as they relate to online access for children and adolescents?

School systems have tried to protect their students from the evils of the Internet in various ways. - Solutions include blocking out access to any and all chat rooms, subscribing to online curriculum services targeted exclusively for students, limiting Web use to age-appropriate educational sites, and purchasing online filtering products and services such as Bess (www.n2h2.com), CyberPatrol (www.cyberpatrol.com) or Net Nanny (www.netnanny.com)" (Dyrli, 2000, p. 20). Unfortunately, such measures often prevent legitimate information from being accessed, thus adding fuel to the censorship debate.

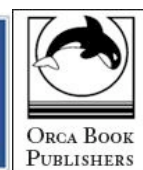
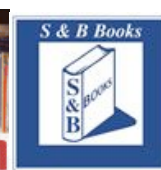
For many educators, teaching students to be responsible users of technology is more palatable than the imposition of external controls. Young people who critically evaluate the information they retrieve, respect intellectual property, and monitor their own online behaviour are better able to function as conscientious citizens in the modern world. Therefore, many schools are adopting locally-developed Acceptable Use Policies which put the onus for ethical Internet use on the individual.

What Is an Acceptable Use Policy?

An Acceptable Use Policy, commonly known as an AUP, is a legal document that sets standards for responsible use of computer technology. 'At the school level, an AUP acts as a written contract between administrators, teachers, parents and students. It outlines the terms and conditions for Internet use by defining access privileges, rules of online behaviour, and the consequences for violating those rules' (Media Awareness Network, 2003). In addition, an AUP provides parameters for use of the school's Intranet, which may include licensed databases, the school library's online catalogue, and classroom networks (University of Delaware, 2003).

How Is an AUP Developed?

The way in which an AUP is developed will depend on the school's culture. In some cases, the policy is drafted by an individual, such as the principal or technology coordinator. In others, the document is the work of a committee comprised of key stakeholders, such as administrators, teachers, parents, and students (Carter, 1998). Ideally, a team approach should be employed, either at the drafting or redrafting stage, as each individual brings a unique perspective on technology to the



SCHOOL LIBRARIES IN CANADA

process. Those who have played an active role in the AUP's development can also 'be strong partners in communicating and enforcing the final policy' (Crystal, 2000, p. 26).

Preparation for writing an AUP should include a review of existing AUPs, many of which can be found on the Internet itself. While another school's AUP can be used as a template, it should not be copied in its entirety. Rather, content should be modified to reflect individual circumstances and to meet local needs (Virginia Department of Education, 2003).

Because an AUP is an official agreement requiring signatures from parents and students, the school district's legal counsel should be consulted during its development. Legal counsel should also peruse the end product, 'with the final document being approved by the school board' (Crystal, 2000, p. 26).

Once an AUP has been adopted, its development should not be considered complete. Because a school's situation can change and because the Internet is constantly evolving, the policy should undergo periodic review and revision. An AUP is therefore a fluid document that is modified when necessary to meet to the needs of the school and its clientele.

What Are the Components of an AUP?

In its online Acceptable Use Policies Handbook, the Virginia Department of Education (2003) states that most AUPs include the following components:

A description of the instructional philosophies and strategies to be supported by Internet access in schools.

- A statement on the educational uses and advantages of the Internet in your school or division.
- A list of the responsibilities of educators, parents, and students for using the Internet.
- A code of conduct governing behaviour on the Internet.
- A description of the consequences of violating the AUP.
- A description of what constitutes acceptable and unacceptable use of the Internet.
- A disclaimer absolving the school division, under specific circumstances, from responsibility.
- A statement reminding users that Internet access and the use of computer networks is a privilege.
- A statement that the AUP is in compliance with state and national telecommunication rules and regulations.
- A signature form for teachers, parents, and students indicating their intent to abide by the AUP (para. 10).

In most cases, an AUP is comprised of five sections. The first section defines the Internet and provides a rationale for implementing an AUP. This is followed by a description of appropriate online behaviour commonly known as Netiquette. 'The specific do's and don'ts are the heart of the AUP' (Carter, 1998, p. 19) and provide users with rules and guidelines associated with legal and ethical issues.

Repercussions for violating the policy and procedures for reporting inappropriate use are also clearly stated. Finally, a form is appended for parents and students to sign indicating they have read, understood and agree to the terms of the AUP.



SCHOOL LIBRARIES IN CANADA

How Is an AUP Communicated and Enforced?

“The most challenging aspect of the Acceptable Use Policy is its enforcement” (Crystal, 2000, p. 27). It is therefore critical that the AUP be effectively communicated to all members of the school community. The first step in this process takes place when parents and students read and sign the policy. ‘And to keep the issues prominent in each school, students and parents should sign the policies at the start of each school year’ (Dyrli, 2000, p. 29).

Ultimately, teachers are most responsible for the implementation and enforcement of a school’s Acceptable Use Policy. Their compliance with and understanding of the policy are essential if they are to effectively guide their students (Carter, 1998). In some schools, a ‘sponsoring’ teacher’s signature is required on the AUP. This formalizes the teacher’s responsibility and implies that he or she will provide students with specific instruction. Teacher-librarians, media coordinators, and other professionals are also qualified to sponsor student Internet use (Kinnaman, 2003).

Many schools provide orientation sessions for students, parents, teachers, and community members. These sessions discuss issues addressed in the AUP and give basic instructions for the use of online accounts. In some cases, students are only issued an account login name and password after they have attended an orientation and received appropriate training (Kinnaman, 2003).

Effective AUPs are concise, clear, and written from a positive perspective. ‘As a legal document, however, ‘the AUP’s language may be difficult for kids (and even adults) to understand. One of the most powerful tools for communicating an AUP is the creation of a kid friendly version that concretely outlines rules and consequences’ (Crystal, 2000, p. 27). Rules that are posted in classrooms, labs, and libraries or printed in school handbooks, agendas, and brochures can convey the essence of an AUP to students.

Crystal (2000) asserts that an AUP that is diligently communicated and enforced can have a lasting impact on user attitudes.

In the final analysis, the strength of any particular Acceptable Use Policy is not measured by the words printed on the page. The strength comes from how the document is used as an actual guide for decisions regarding technology usage. If an organization puts forward the effort to create, structure, communicate, and enforce its policy, then that effort will be rewarded through the creation of a new culture of enlightened, responsible technology use (p. 27).

Acceptable Use Policy

Rationale

The Internet is a global computer infrastructure that is accessible to millions of people in many countries. Originally developed for the U.S. military, the Internet has evolved to include government, academic, and commercial networks that use a common language to communicate with one another. The educational value of the Internet lies in the vast amounts of information it makes available and in the telecommunication opportunities it offers. Unfortunately, the Internet can also expose children and adolescents to dangerous situations, inappropriate material,



SCHOOL LIBRARIES IN CANADA

and erroneous information. _____ School is committed to preparing its students for life in the twenty-first century. This Acceptable Use Policy provides rules for Internet use that place the onus for appropriate online behaviour on the individual. Students who critically evaluate the information they retrieve, respect intellectual property, and monitor their own technology use are well on their way to becoming responsible citizens in the Information Age.

Online Citizenship

1. Users will not use insulting, threatening, rude, offensive, hateful, or disrespectful language on the computer.
2. Users will not use the computer to harm other people or their work.
3. Users will not commit plagiarism by claiming someone else's work as their own. The source of the information will be cited when appropriate.
4. Users will not use copyrighted material without the permission of the author or creator.

Personal Safety and Privacy

1. Users will not give out personal information about themselves, their families, or their school without the permission of an adult. This includes names, addresses, telephone numbers, e-mail addresses, credit card numbers, and photographs.
2. Users will not arrange to meet anyone they have become acquainted with on the Internet.
3. Users will not respond to any message that makes them uncomfortable and will show it to an adult immediately.
4. Users will not share their login names or passwords with other students or friends.

Inappropriate Material

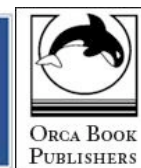
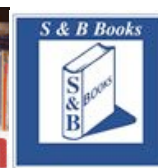
1. Users will not deliberately access inappropriate material or sites. Pornography, gambling, dating, and shopping sites are off limits.
2. Users will tell an adult immediately if they accidentally access inappropriate material.
3. Users will not believe everything they read on the Internet. They will always check the source of the information to determine its reliability.

Network Resources

1. Users will not download large files without the permission of an adult.
2. Users will only use the network for school-related activities.
3. Users will not print without the permission of an adult.
4. Users will not open suspicious e-mails, files, links, pictures, or games as these may contain viruses.
5. Users will not install illegal software, shareware, or freeware.

Illegal Activities

1. Users will not use the Internet to buy, sell, or advertise a service or product.
2. Users will not try to gain unauthorized access to any file, computer or server.
3. Users will not do anything on the Internet that breaks the law.



Disciplinary Procedures

1. Access to _____ School's network or the Internet is a privilege, not a right. Any misuse will result in disciplinary action.
2. Users who violate the Acceptable Use Policy will have an opportunity to provide an explanation to a school administrator.
3. Disciplinary action will be consistent with the nature of the offence.
4. Serious violations may result in the restriction or suspension of network privileges.
5. Legal authorities will be notified if illegal activities are suspected.

User Access Agreement _____ School

Student Section: Student Name (please print):

Grade: _____

Room Number: _____

I have participated in an orientation session on the acceptable use of technology and the Internet. I agree to follow the Acceptable Use Policy developed by _____ School and understand that failure to comply with its terms and conditions may result in the restriction or suspension of network privileges.

Student Signature _____

Date _____

Parent/Guardian Section: I have read and understand the Acceptable Use Policy developed by _____ School and will encourage my child to abide by its terms and conditions. I realize there are inherent risks associated with Internet use and that access to inappropriate material or receipt of inappropriate e-mail cannot be eliminated. Therefore, I will not hold the school or its staff responsible if my child is exposed to situations of the kind.

Parent/Guardian _____

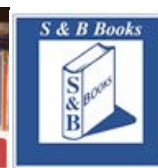
Signature _____

Date _____

References

Carter, K. (1998). How to teach students the rules of the online road. *Technology & Learning*, (18) 7, 18-20, 22.

Crystal, J. (2000). Empowering your acceptable use policy. *Technology & Learning*, 21(4), 26-27.



SCHOOL LIBRARIES IN CANADA

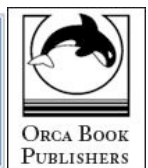
Dyrli, O. E. (2000). Is your acceptable use policy acceptable? *Curriculum Administrator*, 36 (8), 29.

Kinnaman, D. (2003). Critiquing acceptable use policies. Retrieved November 19, 2003, from <http://www.io.com/~kinnaman/aupessay.html>

Media Awareness Network. (2003). Acceptable use policies for Internet use. Retrieved November 15, 2003, from http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/ba_ckgrounders/acceptable_use.cfm

University of Delaware. (2003). Writing an acceptable use policy (AUP). Retrieved November 15, 2003, from <http://www.ash.udel.edu/ash/teacher/AUP.html>

Virginia Department of Education. (2003). Acceptable use policies: A handbook. Retrieved November 18, 2003, from <http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml>



SCHOOL LIBRARIES IN CANADA

Online Resources for Acceptable Use Policies (AUPs)

Karen Walliser

Karen Walliser is the Coordinator of Technology & Resources for the Prince Albert Catholic School Division #6. She is also the President of the Saskatchewan School Library Association.

There are a number of exceptional examples of AUPs for student and teacher access to the Internet. The list below is by no means an exhaustive one but it is a good place to start exploring.

- [Acceptable Use Policies--A Handbook](#) ...a well-done overview of the creation of an AUP including links to pages containing components, samples, and templates.
- [Canadian Internet Codes and Guidelines - Overview](#) An overview of the codes followed by Canadian Internet service providers
- [Indiana Department of Education Acceptable Use policies and Guidelines](#)
- [Mankato Schools' Internet Use Guidelines](#) A sample of guidelines that are implemented with the Acceptable Use Policy for Mankato school district.
- [MCCSC's Acceptable Use Policy](#) In Bloomington, Indiana, the Monroe County Community School Corporation's AUP includes a Student/Parent/School Agreement that the student, parent and school personnel must sign before the student will be issued a network account.
- [Needham Acceptable Use Policy Contract](#)
- [Owen J. Roberts School District](#) This school district outlines the rights and responsibilities of Internet users and network personnel.
- [Prince Albert Catholic School Division #6](#) An AUP that also includes permission to publish students' work on the Internet.
- [Public School Internet AUP](#) State requirements for all schools for AUPs.
- [Regina Catholic Schools' Internet Acceptable Use Policy](#)
- [School District #43, Coquitlam, British Columbia - Internet Acceptable Use Policy](#)
- [Toronto Catholic District School Board Acceptable Use Policy](#)
- [Toronto District School Board's Code of On-Line Conduct](#)

As students continue to surf the Internet for educational purposes, the concept of making access to the Internet a safe and educational haven will be a challenge for educators. Expectations of the students must be outlined and policies must be created. Students must be encouraged to seek truth as critical learners and to become active in their own education. School divisions need to support the opportunity for students and teachers to access, evaluate and produce information through the use of the Internet by developing an Acceptable Use Policy.



SCHOOL LIBRARIES IN CANADA

Serving the Needs of Our Students with LD in the School Library

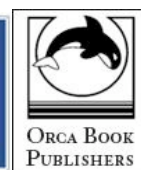
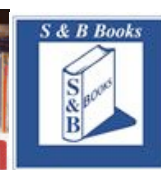
Vida Juozaitis

“Would you happen to have a book on the Canadian parliamentary system at a grade 5 or 6 reading level that doesn’t look too juvenile?” one of our high school special education teachers asked me. Thankfully I found some chapters in suitable books from the Canadian history section in the 900’s. I began to wonder how many times other classroom or special education teachers had come to the library looking for resources for their students with special needs and walked away empty handed?

This encounter precipitated a discussion about the role of the library in providing suitable resources, in a more systemized fashion, for our students identified with a learning disability (LD). Could we anticipate from previous experience what resources should be made available and in what subject areas? Should we be looking at the core subjects these students have to take, the curriculum standards for those subjects and their Individual Education Plans (IEP)? What resource-based learning topics would students with LD be assigned or choose? Although the needs of the student with learning difficulties are sometimes difficult to predict “[t]eachers who are committed to providing curricular accommodations and enhancing instruction for students with mild disabilities are like carpenters” and need a “toolbox full of tools and supplies that are used to craft customized learning objects for their students” (Gardner, 2002, p. 9).

Teacher-librarians need to be briefed about the IEP’s for our LD-identified students soon after they are written in order to anticipate how we can accommodate their resource needs ahead of time. If students need to complete Independent Study Projects and will be coming into the library for research with their class, we need to know this information in advance. While we might be informed about students with exceptionalities when the teacher books the library for class research, it is very difficult if not impossible to provide good suitable resources for students with LD on short notice. Teacher-librarians also need to have a well-stocked toolbox with ‘customized learning objects’ and that requires collaboration and pre-planning with the classroom and special education teacher.

Over the years I tried to purchase materials at a variety of reading levels since many identified students with LD have reading difficulty. Gormon (1997) states that. 80% of those individuals with LD have reading difficulties. However, this approach to collection development proved unsatisfactory to meet the needs of many of our special students. It serves the needs of the students whose teachers regularly book the library to use specifically purchased library materials for resource-based units. What about students with LD whose teachers use the library less frequently or with newly developed assignments? What is there in the school library for their information needs? What about reaching out to the other students who have a LD and do not ordinarily come to the library on their own? Another group to consider is the approximately 15% of our population that might not be formally identified (but actually have an undiagnosed LD) and that could make use of materials more readily accessible to them? There is a great need to address the learning needs of LD students because if left unaccommodated, students encounter failure that can lead to more disastrous social and economic consequences.



SCHOOL LIBRARIES IN CANADA

Clearly for Ontario's teacher-librarians the directive from the Ontario Ministry of Education's Individual Education Plans Document (2000) states that they are to partner with teachers to develop strategies and accommodations for our exceptional students. Furthermore, the Ontario School Library Association document entitled Statement of Purpose for Ontario's School Library Information Centres (1996) under the section called Collaborative Program Planning and Teaching, states that the teacher-librarian will support learning for special needs students. Thus far there is little formal direction to help implement these policies. The teaching staffs in some schools are not aware of these Ministry expectations. In fact, a recently published book on teaching adolescent students with behavioural difficulties recommends using the children's section of the local public library to help students remediate background knowledge using resources that are more easily understood with no mention of the school library (Corcos, 2003). In an otherwise excellent article entitled 'Choosing the Right Books for Struggling Readers,' Johnson (2003) states that ideally elementary students struggling with reading need access to 500 books split between narrative and informational in each classroom. These should be collected by teachers and stored in a central location for sharing but not the library since the school library collections are often viewed as inadequate. I wonder why? Perhaps purchasing and storing 500 books outside the school library might have something to do with such a negative view of the collection. Teacher-librarian letters to the editor were very vocal in their condemnation of such a view yet the perception is there amongst our colleagues.

The research on the successful integration of students with special needs indicates that a school wide effort is needed where all the staff is involved in helping students achieve a standards-based education. 'The existence of a school wide or whole school philosophy that values the achievement and participation of all students has been shown to be integral to the success of students with disabilities within general educational curricula' (Stodden, 2003, p. 7).

Where and how does the teacher-librarian begin to change these perceptions and communicate that we are also responsible for the learning of all our students? Firstly, teacher-librarians need to better understand what LD is. Then we can better determine what kinds of instruction and materials are suitable for the student with LD in a school library. Two highly recommended sites to learn more about LD are the National Center for Learning Disabilities (www.ld.org/index.html) and LDOnline (www.ldonline.org). When students with LD are directed to appropriate materials for their information needs we need to assist them to understand and extract the information they have selected.

On the American Library Association's Roads to Learning (1998) site there is a general description for people with learning disabilities and their reading needs. They require short bulleted information (i.e. PowerPoint or overheads for instructions) short sentences, white space, larger clear print, simple typeface, numbering, breaking into smaller segments or sections and printed items in audio or digital formats. "[M]any of the students need visuals or sound to help them understand concepts for the key is to think about engaging as many senses as possible. Then you increase your chances of hitting the right channel" (Gorman, 1999, p. 3). For example, the library staff at the District of Columbia Public Library learned

to slow down and take their time, to break up a long string of directions into smaller bits. They began to speak more clearly. And - they learned to show



SCHOOL LIBRARIES IN CANADA

students exactly where the books are located on shelves, rather than send them off in any direction or just point. (Gorman, 1999, p. 3)

Teacher-librarians need to know who our students with LD are if we are to help them. There has to be more exchange of information between the Special Education and classroom teachers, and the teacher-librarian to better serve the needs of these students, especially since the library's classification system can more easily discourage our LD students than the others.

In high school the need for resources that are suitable for adolescents but at a lower reading level are easier to find in fiction whereas sources and selection tools for high interest/low vocabulary for non-fiction is a more difficult task. Children on the cover or in the illustrations are too obvious, indicating the lower reading level that is a blow to their self-esteem. Where do we find age appropriate non-fiction secondary resources for high interest/low vocabulary?

The following is a list of web resources. A particularly good site to recommend is the Scholastic Reading Counts site (<http://src.scholastic.com/ecatalog/readingcounts/index.htm>). One is able to go to Search Collections in their database under high school non-fiction and have access to valuable information on hundreds of books that include reading and interest level as well as short descriptions of content. The Jamestown Education catalogue published by McGraw-Hill (<http://www.glencoe.com/gln/jamestown/catalog/index.php>) has non-fiction titles with reading and interest levels provided, however they are predominantly American materials. National Book Service (<http://www.nbs.com>) has suitable resources but does not provide a separate list for high school non-fiction with low vocabulary. One has to search for the words 'high interest' or search individual listings by the reading level. XYZ, a small Canadian company, publishes the recommended Quest series on famous Canadians with high interest, low reading levels. Don Johnston's Gold Library - Start to Finish Books' (<http://www.donjohnston.com/catalog/stffrm.htm>) have a Shakespeare Series as well as other resources in a package that includes book, audio, and CD format at a grade 2/3-readability level with quizzes that track student progress.

A highly recommended source to select easy-to-read books for adults is called Children's nonfiction for adult information needs: An annotated bibliography by Riechel (1998). The bibliography lists 175 books by their titles and groups them into 15 different subjects such as art and music, history and geography, medicine and health. Another publication entitled High-Low handbook: Encouraging literacy in the 1990s (LiBretto, 1998) lists 400 recommended fiction and non-fiction materials such as books, magazines and software. Each annotated entry lists the reading and interest levels. Most of the other annotated bibliographies of this nature are too outdated to be useful.

The Internet can be a great source of suitable information for our students with LD. Sites can be colourful, full of visuals and sounds as well as interactive. Yet the Internet can also be text based where students may encounter complex directions to follow links and pages dense with images and information not always clearly presented. 'When there is no real structure to a Web based activity or activities/objectives are not tied to specific Web pages, students tend to jump carelessly from link to link searching for information. Before long they become lost in cyberspace, moving to or through Web sites that provide little direct information' (Gardner, 2002, p. 2). Bookmark web sites for students to use that are easy to navigate, specific to the topic, and interactive. If those kinds of web sites are not



SCHOOL LIBRARIES IN CANADA

available, students need scaffolding. This may be accomplished through either the use of teacher-developed worksheets or an established sequence and order for the students to view the sites since they need to know the exact learning activities to be completed. Teachers need to choose exact sites (not the home page) with clear instructions, readable text and uncluttered pages. Specific learning tasks require very specific resources. Track Star (<http://trackstar.hprtec.org>) is a free, recommended online tool that helps teachers organize a student's web search so that after students access the selected web page a track takes over and structures a sequence of learning activities for students to follow. The multimedia features of the Internet allow those students who have difficulty with print and lecture to gather information successfully when a structure is provided and appropriate sites are pre-selected.

Although the material selected is relevant and at a suitable reading level, some students experience difficulty deciphering the text. What technical assistance can school libraries provide to create an inclusive environment for all students so that they can remain in the school library and engage in the use of the information?

There are all kinds of text-to-speech software available that easily transforms the written word into audio with the use of scanners. One is called Text Aloud MP3, a commercial product with excellent voice properties. Another one, available for free on the Internet, does not provide as natural a voice as Text Aloud. It's called Read Please and it is available at <http://readplease.com/>. What a wonderful service Project Gutenberg provides with 6267 e-books available online that our students who struggle with reading can access with this software. Other adaptive devices to facilitate reading may include large print displays, sound effects or bright colours on the screen. Software programs that prompt words from fragments, have been used with success by students with LD. This is a very short list of the technology now available to assist our students who would ordinarily avoid the frustrating experience of deciphering difficult text.

Besides the resources and technology available for our students with LD, teacher-librarians need to continuously inform our colleagues of the services the school library can provide and to invite them to collaborate with us to serve the needs of all our students. Our communications with staff and our forms for booking the library must always underline the need to provide all our students, especially our exceptional students, with the support they need to succeed at school so that in the future they may be productive and contributing citizens. References

American Library Association. (1998). Roads to learning: General programming tips. Retrieved November 20, 2003, from http://www.ala.org/ala/olos/outreachresource/roadstolearning/program_tips.pdf

Corcos, E. (2003). Teaching children & adolescents with behavioral difficulties: an educational approach (2nd ed.). Toronto, ON, Canada: Tigress Publications.

Eisenberg, M. (2003). The Big6 skills. In A Big6 skills overview. Retrieved December 9, 2003, from Big6 Associates Web site: <http://www.big6.com/showarticle.php?id=16>

Gardner, J., & Wissick, C. A. (2002). Enhancing thematic units using the World Wide Web: tools and strategies for students with mild disabilities [Electronic version]. *Journal of Special Education Technology*, 17(1), 27-38. Retrieved March 30, 2004, from <http://jset.unlv.edu/17.1/gardner/first.html>



SCHOOL LIBRARIES IN CANADA

Gorman, A. J. (1997). The 15% solution: Libraries and learning disabilities. *American Libraries*, 27(1). Retrieved November 20, 2003, from Academic Search Premier

Gorman, A. J. (1999). Start making sense: Libraries don't have to be confusing places for kids with reading disabilities [Electronic version]. *School Library Journal*, 45(7), 22-25. Retrieved March 30, 2004, from <http://www.schoollibraryjournal.com/index.asp?layout=articleArchive&articleid=C A153020>

Johnson, D. (2003). Choosing the right books for struggling readers. *Learning and Leading with Technology*, 31(1), 22-24, 26-27.

LiBretto, E. V. (Ed.). (1998). *High Low handbook: Encouraging literacy in the 1990s* (3rd ed.). Westport, CT: Libraries Unlimited.

Ontario Ministry of Education. (2000). *Individual education plans*. Toronto, ON, Canada: Author. Retrieved March 30, 2004, from <http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html#10>

Ontario School Library Association. (1996). *Statement of purpose for Ontario's school library information centres*. Toronto, ON, Canada: Author. Retrieved March 30, 2004, from http://www.accessola.com/osla/advocacy/statement_policy.htm

Riechel, R. (1998). *Children's non-fiction for adult information needs: An annotated bibliography*. North Haven, CT: Linnet Professional Publications.

Stodden, R. A., Galloway, L. M., & Stodden, N. J. (2003). Secondary school curricula issues: Impact on postsecondary students with disabilities [Electronic version]. *Exceptional Children*, 70(1), 9-25. Retrieved March 30, 2004, from ProQuest Education Journals.



SCHOOL LIBRARIES IN CANADA

Message from the Editor: Understanding Volunteers

Jennifer L. Branch

Dr. Jennifer Branch is the Coordinator of the Teacher-Librarianship by Distance Learning program. She took up the position in July of 2001 after a year in the School of Information Science and Policy at SUNY Albany and after completing her PhD at the University of Alberta in the School of Library and Information Studies. Jennifer's areas of research are information-seeking processes, information literacy education, electronic reference sources, and teacher-librarian education. Jennifer and her husband Dr. Martin Mueller are expecting their first child in November.

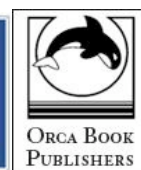
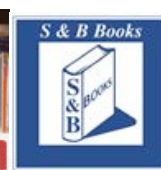
Welcome to the first online-only issue of School Libraries in Canada, also known as SLIC Online. SLIC has a long history of providing affordable access to the best of what Canada and the world has to offer teacher-librarians. Unfortunately, this affordable access comes at a high cost in terms of time - volunteer time.

What does it mean to be a volunteer in 2004? In *Caring Canadians, Involved Canadians: Highlights from the National Survey of Giving, Volunteering and Participating*, one of the most interesting statistics for me is that 7% of Canadians do almost 75% of the volunteering (an average of 471 hours a year). See <http://www.statcan.ca/english/freepub/71-542-XIE/71-542-XIE00001.pdf> for the complete report.

For more than 5 years, SLIC has been coming to your 'door' at little or no cost to you. That is because of the incredible volunteer efforts of John Caldwell, Lillian Carefoot, and Donald Hamilton. They spent countless hours talking, cajoling, convincing, and supporting contributors, writing and editing for each issue, selling subscriptions, finding advertising, creating 'print-ready' pages, and getting each print issue of School Libraries in Canada to you and me and about 5000 other people. John, Lillian, and Don have given generously of their time, talent, and expertise as leading advocates for the important role of teacher-librarians and school libraries in the life of Canadians.

We, at the Canadian School Library Association, would have loved to continue to bring to you a print version of School Libraries in Canada. Unfortunately, we were unable to find the kind of dedicated volunteers able to take over for John, Lillian, and Donald. Deciding to move the journal to an online format was a very difficult decision for all of us and only time will tell if it was the right one. For the time being, we move forward, and hope that SLIC Online finds its way.

After 4 months of working on SLIC Online, I am just beginning to appreciate the volunteer time and effort it takes to put together an issue. Of course, my life as a new editor has been relatively easy - no 471 hours for me quite yet (mind you it is only March 26th as I write this). Donald Hamilton is still helping behind the scenes with the transition and answering all of my questions - and there are still many more to be asked. I have a wonderful technical support person (Mack Male) who does a lot of the hard work - developing the website and maintaining the archives.



SCHOOL LIBRARIES IN CANADA

On a daily basis, I see leadership and volunteerism in action from Marlene Asselin, president of CSLA. Marlene and Gloria Hersak, leader, volunteer, and President of the Association for Teacher-Librarianship in Canada, are committed to creating one national association and they have been working tirelessly for over a year to make this happen. I look forward to June in Victoria and to working with my colleagues in ATLC to advocate for school libraries across the country.

For some people, the question when thinking about joining an organization like the Canadian School Library Association is "What can this association do for me?" John, Lillian, Don, Marlene and Gloria are living proof that there are people who instead ask, "What can I do for this association?" How lucky I am to know them!



SCHOOL LIBRARIES IN CANADA

CSLA President's Message: Spring is Sprung: Stronger Together, Victoria Conference, and Publications

Marlene Asselin

Co-President, Canadian Association for School Libraries. She can be reached at phone: 604-822-5733; web: <http://www.lled.educ.ubc.ca>; email: marlene.asselin@ubc.ca

Welcome to spring where ever you are in the country. Although spring debuts differently across the country, April inevitably promises new life. In this column, I will update you on three major projects that are revitalizing the Canadian school library community this spring: (a) the merge between ATLC and CSLA; (b) the annual national conference in Victoria in June; and (c) publications.

Stronger Together: Towards a New National School Library Association CSLA executive is pleased to ensure you that the vision of 'stronger together' continues to become more real each month. Numerous conversations between ATLC and CSLA executives led to agreement about the conditions that would need to be in place to effect unification of the two associations. These conditions relate to reduced membership fees, and to conference timing. In December, a document was presented to CLA explaining these conditions. CLA promptly responded with a supportive proposal that was then unanimously passed by CLA executive in January. I am confident that CLA fully understands the critical place of school libraries in the larger library and information community; in the nation's educational goals; and in the country's social, political, and personal future. The active commitment by CLA executive to facilitating the joining of Canada's two school library associations, and the voice of teacher librarians in CLA heralds a new era. Both associations are pleased with the prospect of working together as part of a dynamically reconceptualized CLA. The promise of a new future has generated optimism and energy amongst the provincial and national leaders. The final steps now lie in the hands of members of both associations when they vote on the necessary constitutional changes to forge forward. See the paragraph below about the AGM at our June conference.

Victoria Conference: Special Days for Teacher Librarians, June 18 and June 19 With spring come conferences, and the exciting CLA conference in Victoria is just around the corner. A very special group of people in Victoria have been working hard all year to plan a quality program for the school library community. Thank you to Karin Paul (conference convener), Lindsay Ross, and to Sheilagh Martin in Vancouver for their efforts to organize and promote the conference. Friday will offer a full day of relevant sessions by Jamie McKenzie, a shared awards luncheon (CSLA and ATLC), and a fun-filled, brown bag breakfast debate between the school library and public library communities about the value of school libraries "come and cheer your side on!"

Following Friday sessions will be the CSLA AGM. This meeting will be especially significant as votes will be taken on constitutional amendments necessary to create our new national association. These concern change of name and the structuring of a new executive. All CSLA members will receive information about the particular



SCHOOL LIBRARIES IN CANADA

motions to amend the constitution by the beginning of June. You do not need to be registered as a conference attendee to participate in the AGM.

Saturday sessions feature Gail de Vos on graphic novels, and Ron Jobe on boys and reading. And don't miss Saturday afternoon and evening's social functions of *Literary Landscapes and Local Ghost Tours* that will include China town, Parliament, Julie Lawson and Kit Pearson - all followed by a grand dinner at a local restaurant.

The conference committee has arranged a group rate for 20 or more people at \$175.00 for Friday's full day of sessions. Details about this opportunity can be found on the promotional materials for the special school library day at CLA in this issue of SLIC Online and through your provincial council. For further information about the conference go to <http://bctf.ca/BCTLA/infolit.html>

Publications for the Canadian School Library Community We are pleased to report that the new national document, *Achieving Information Literacy: Standards for School Libraries in Canada*, is being widely distributed over the country. Several large major school districts and many smaller and individual schools and teacher librarians have purchased the document since its publication in summer 2003. As originally planned, we will move to an online version when our current paper stock is depleted (approximately 600 copies left in March 2004).

Please look at our new brochure entitled *Technology in the School Learning Resource Centre* <http://www.cla.ca/divisions/csla/techbroche.pdf>. Acknowledgements to Keith McPherson for authoring and creating this valuable resource.

And finally, SLiP (School Library Information Portal) will be launching its renewed site at the Victoria conference in June. New features include a complete French version and searching capabilities. We hope you can personally join us in Victoria for this occasion and spend some time over the summer exploring the new site.

We look forward to seeing you at the extraordinary Victoria conference!!!



SCHOOL LIBRARIES IN CANADA

Advertise on SLIC

The Canadian Association for School Libraries (CASL) invites you to advertise on SLIC, a professional journal with four online issues a year. For our most recent issue, 57,512 visitors came to our site resulting in almost 400,000 page views. The SLIC website has page rank of 5 in Google.

We are looking for advertising for SLIC Online, Canada's national online school library journal. Individuals, associations, and organizations are asked to click on [contact us](#) for more information

Advertising Policy

Any advertising appearing on SLIC shall:

- Conform to the Constitution and By-laws of Canadian Association for School Libraries;
 - Conform to this Policy;
 - Contain no statements that are false or misleading.
 - Advertising from non-profit or service organizations may appear free of charge.
 - Decisions concerning the acceptance of advertisements shall be made by the Managing Editor.
 - Non-discriminatory language must be used.
 - Advertising may not include pornography, stereotyping or exploitation.
-



SCHOOL LIBRARIES IN CANADA

Faire de la publicité sur SLIC

La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques scolaires. Dans la plus récente édition, nous avons eu 57,512 visiteurs résultant en plus de 400,000 pages visitées. Le site hyperteile de SLIC a un classement de 5 sur Google.

Nous sommes à la recherche de publicité pour continuer de produire SLIC sur Internet pour les professeurs bibliothécaires à travers le Canada et autour du monde. Les individus, associations ou organisations désirant faire de la publicité sont priés de nous **contacter** pour plus d'informations.

Politiques de publicité

Toute publicité sur SLIC doit:

- Être conforme à la constitution et aux règlements de CASL;
- Être conforme à cette politique de publicité;
- Ne pas contenir de déclarations fausses ou trompeuses.
- Il n'y a pas de frais de publicité pour les sociétés à buts non lucratifs
- L'approbation de toute publicité est fait par l'éditeur de SLIC
- Un langage non discriminatoire doit être utilisé
- La publicité dans SLIC ne doit pas contenir d'images pornographiques, stéréotypies ou d'exploitations

Les publicités sont acceptées pour publication selon des critères légaux, sociaux, professionnels et déontologiques. CASL se réserve le droit de rejeter ou de supprimer toute publicité qui, selon CASL, ne respecte pas nos critères. Pour chaque édition, nous tiendrons compte de demandes tardives, mais l'acceptation ne peut être garantie.

