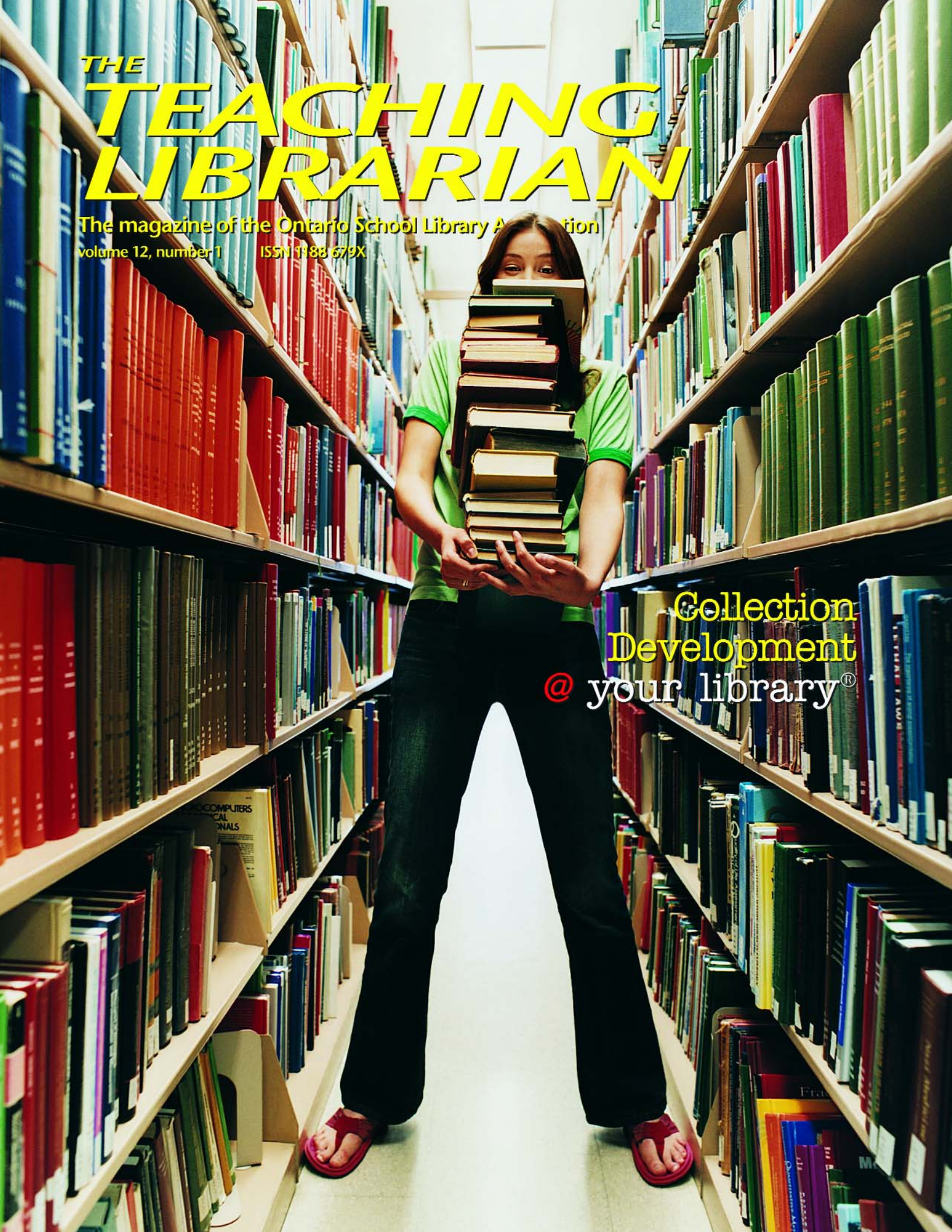


THE TEACHING LIBRARIAN

The magazine of the Ontario School Library Association

volume 12, number 1 ISSN 1188-679X

Collection
Development
@ your library®



Bringing you learning all year round.



Need a brochure? Call 1-866-873-9867.

ei SPRING 2005
EDUCATION INSTITUTE

the partnership

library association of alberta british columbia library association ontario library association saskatchewan library association

THE TEACHING LIBRARIAN

volume 12, number 1

ISSN 1188 679X



Collection Development @ your library®

- 11** MAGAZINES: THE SCHOOL LIBRARY'S LOSS LEADER
by Frank Loreto
- 14** TEXT, SPARK, MODEL, PRODUCT:
PICTURE BOOKS GO TO HIGH SCHOOL
by Brenda Dillon
- 16** GRAPHIC NOVELS AND TEEN READING: LITERACY ISSUES
by Ekwy Odzor
- 18** BUILDING A MULTICULTURAL COLLECTION – THE RATIONALE
by Karen Smulevitch
- 20** PUBLIC LIBRARIANS AND TEACHER LIBRARIANS WORKING
TOGETHER
by Dian Borek, Rafaela Baratta and Wendy Wade
- 26** THE RELUCTANT WEEDER!
by Terri L. Lyons

- 23** **TL** The Profile
SHARON MILLS
An interview by Karen Smulevitch

- 28** **TL** Information Technology
MOVING FORWARD, LOOKING BACK
by Diane Bédard

- 33** \$100, 000 APPROVED FOR ONTARIO SCHOOL LIBRARY STUDY
by Roberta Henley

- 34** NATIONAL SCHOOL LIBRARY DAY IN ONTARIO
by Roberta Henley

- 6** **TL** It Worked For Me!

- 7** **TL** The Editor's Notebook

- 8** **TL** Professional Connections
by Susan Moroz

- 36** **TL** School Library World
by Brenda Dillon

- 37** **TL** Highlights and Dateline

- 38** **TL** Professional Resources
by Esther Rosenfeld

- 40** **OSLA** President's Report by Roberta Henley

Insert **OSLA CURRICULUM IDEABOOK**

COLLECTION MAPPING FOR ELEMENTARY SCHOOLS
DESELECTING LIBRARY MATERIALS

Toronto District School Board.

SELECTING NON-FICTION

SELECTING NON-FICTION PRINT RESOURCES FOR E.S.L. STUDENTS
Peel District School Board.

Thanks go to the contributors to *The Teaching Librarian*, volume 12, number 1



RAFFAELA BARATTA
is an elementary library support specialist for the Dufferin-Peel Catholic District School Board.
raffaella.baratta@dbcdb.org



FRANK LORETO
is the teacher-librarian at St. Thomas Aquinas Catholic Secondary School in the Dufferin-Peel Catholic District School Board.
frank.loreto@dpcdsb.org



KAREN SMULEVITCH
is a teacher-librarian at Leaside High School in the Toronto District School Board.
smulevitch@tel.tdsb.on.ca



DIANE BÉDARD
supervises the School Library Resource Centres at the Windsor-Essex Catholic District School Board.
diane_bedard@wecdsb.on.ca



TERRI L. LYONS
is a teacher-librarian at Arthur Stringer Public School in the Thames Valley District School Board.
t.lyons@tvdsb.on.ca

WENDY WADE
is a teacher-librarian at St. Gregory Elementary School in the Dufferin-Peel Catholic District School Board.
wendy.wade@dpcdsb.org



DIAN BOREK
is a librarian in the Mississauga Library System.
dian.borek@mississauga.ca



SUSAN MOROZ
is the vice principal and teacher-librarian at Forest Glade Public School, Greater Essex County District School Board.
rsmoroz@sympatico.ca
or susan_moroz@gecdsb.on.ca

**OSLA
CURRICULUM IDEABOOK**

The Editorial Board of *The Teaching Librarian* thanks the Toronto District School Board and the Peel District School Board for the permission to reproduce pages from their school library handbooks for this issue.



BRENDA DILLON
is the teacher-librarian at Philip Pocock Catholic Secondary School in the Dufferin-Peel Catholic District School Board and editor of *The Teaching Librarian*.
brenann@sympatico.ca



EKWY ODOZOR
is a teacher-librarian at St. Joseph Catholic Secondary School in the Dufferin-Peel Catholic District School Board.
ekwy.odozor@dpcdsb.org



ROBERTA HENLEY
is a teacher-librarian at Brantford Collegiate in the Grand Erie District School Board. Roberta is 2004 President of OSLA.
bhenley@bfree.on.ca



ESTHER ROSENFELD
is District-Wide Co-ordinator in Library and Learning Resources at the Toronto District School Board. She is a OSLA Past President (2002 and 2003).
esther.rosenfeld@tdsb.on.ca

TL mission

THE TEACHING LIBRARIAN

is the official magazine of the Ontario School Library Association. It is published three times a year to support OSLA members in providing significant and effective library programs and services. *The Teaching Librarian* promotes library program and curriculum development that further the objectives set out for students and teachers by the province, school boards, administrators, teachers and parents. It fosters effective partnering with teachers and administrators, and provides a forum where teacher-librarians can share experience and expertise.

THE TEACHING LIBRARIAN BOARD

Roberta Henley	Brantford Collegiate, Grand Erie District School Board / OSLA President 2004
Mary Lachapelle	OEFTA / Hamilton-Wentworth Unit
Sheryl Lavery	Waverly Public School, Durham District School Board
Martha Martin	LaSalle Public School, Greater Essex County District School Board
Susan Moroz	Forest Glade Public School, Greater Essex County District School Board
Esther Rosenfeld	OSLA Past President/Toronto District School Board
Karen Smulevitch	Leaside High School, Toronto District School Board
Sya Van Geest	Retired, Peel District School Board
Marilyn Willis	Peel District School Board

THE TEACHING LIBRARIAN EDITOR

Brenda Dillon	Philip Pocock Catholic Secondary School, Dufferin-Peel Catholic District School Board
---------------	---

OLA DESIGNWORKS

Lori Knowles/Jennifer Marriott/Larry Moore/Andrew Ryther

TL guidelines

V. 12, no. 2	Program - Literacy Deadline: Dec. 2004
V. 12, no. 3	Issues - Intellectual Freedom Deadline: Feb. 2005
V. 13, no. 1	TBA Deadline: Oct. 2005

Articles of 1000-1300 words in length are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures. Text must be sent electronically. Pictures can be printed or digital (minimum size and quality are 4"x4" and 300 dpi). With photos which contain a recognized individual, please secure the individual's permission in writing for use of the photo. Photos taken at public events, or crowd shots taken in a public place do not require permission from the subjects. All submissions are subject to editing for consistency, length and style. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*:
TLmail@accessola.com

TL subscriptions

The Teaching Librarian is a benefit of OSLA membership. It is also available on subscription for \$36.00 per year, plus GST. To become a member or subscriber, contact:

Membership Services,
Ontario Library Association,
100 Lombard Street, Suite 303, Toronto, ON M5C 1M3
416-363-3388 or 1-866-873-9867 toll free outside Toronto calling area
FAX: 416-941-9581 or 1-800-387-1181 toll free outside Toronto
<membership@accessola.com> URL: www.accessola.com

©2004, Ontario Library Association. This publication may be reproduced without permission by OLA members in good standing. All rights reserved.



Phone: 1-800-387-3178

Fax: 1-800-303-6697

Web: www.nbs.com



Canada's Largest Full Service Book Wholesaler

NBS has been supplying the educational community the best in professionally selected resources for over 25 years. Contact us for a copy of our new catalogue or visit our Web site for direct access.



- Over 12,000 Titles in Stock
- New Collection Development
- Teacher Resources
- Videos (with PPR)
- K-12
- Online Ordering

TL It worked for me!

Going straight to the source

DANI EARNSHAW
Divine Mercy School,
Dufferin-Peel CDSB

In an elementary library I want to go straight to the source! I have a wish box. The students can make wishes for additions to our collection. I use a little decorated box with blank papers and a few pencils. Students are asked to write their suggestions and include names and classes. Student suggestions keep me up to date with what the "real readers" are reading and with what might interest the "reluctant readers." I try to respond to the requests as quickly as possible to keep the interest high. I have a concrete wad of requests to take to parent council and the powers-that-be who control funding. ■

Supplementing library funding

BRENDA DILLON
Philip Pocock C.S.S.,
Dufferin-Peel CDSB

I never have enough budget money to meet curriculum support needs, so finding funds for fiction is a real challenge! That's why I review books for *Resource Links* and *Professionally Speaking*. My pay as a reviewer is the review copy of the book. I also have established—and continue to coordinate—the Dufferin-Peel Secondary Fiction Review Committee. We review young adult fiction from NBS and keep the books as payment. While reviewing does take time (also in short supply) it's worth the effort because it is a good way to supplement library funding. ■



At-a-glance identification

BRENDA DILLON
Philip Pocock C.S.S.,
Dufferin-Peel CDSB

I'd wanted a way to mark easy reading materials so students could identify them at a glance. But I didn't like any of the labels available from our suppliers—they all looked too juvenile for high school students. So I used Microsoft Publisher to create my own labels based on ones I'd seen at the Peel Literacy Guild (but couldn't find in catalogues). I print the labels on full-page label paper, in colour (which means I print them at home), and cut them apart as needed. These labels are used to mark both fiction and non-fiction easy reading materials so they're easy to find. "Easy reading materials" and "Easy reading materials-Fiction" are also used as subject headings so I can easily search the catalogue and create lists of recommended titles. ■

What worked for you?

This is a fun place to share ideas that work for you. E-mail your idea or tip to *Teaching Librarian* editor, Brenda Dillon brenann@sympatico.ca.

Collection Development @ your library®

Brenda Dillon



Welcome to the first issue of volume 12 of *The Teaching Librarian*! The members of the Editorial Board spend a lot of time thinking about, planning for, and working on each issue of *TL*. We enjoy the challenge and we enjoy being part of producing a journal you've told us you find both enjoyable and useful.

We've decided to do something a bit different for volumes 12, 13, and 14 of *TL* – the three-year term of this Board. We've decided that, each year, we'll deal with the same three big themes: management; issues in school librarianship; and program/curriculum. Although we had hoped to cover the themes in the same order each year, we've already had to make a change to this year's issues in an effort to get publication back on schedule. We've moved the program/curriculum issue to Winter and the issues one to Spring. This year, we'll be focusing on collection development, literacy/reading, and intellectual freedom. The contributor's deadline has passed for the Winter issue and is coming up quickly - February, 2005 - for the Spring issue. Submission guidelines are available on *The Teaching Librarian* page of the OSLA Web site at www.accessola.com/osla/about/magazine.htm. Please consider contributing to your journal – comments, tips, photos, articles, curriculum units...they're all welcome!

And so, back to volume 12, number 1. You're holding in your hand the first of our management issues. The focus of this issue is collection development, which includes everything from mapping the collection and planning purchases through weeding the collection and discarding the weeded materials. The number of tasks and amount of work can seem overwhelming, but remember, you're not in this alone! Your colleagues can help – and that's one of the purposes of *The Teaching Librarian*; to make available to each of us the experience and expertise of our colleagues. In this issue, Susan Moroz shares online resources, Esther Rosenfeld reviews professional literature, and contributors write about an assortment of collection development issues, including weeding, which so many of us find so hard to do.

It is my hope, and the hope of the members of the Editorial Board, that you will find this sharing useful. And, of course, the sharing doesn't end with the contents of this issue – you're invited and encouraged to continue to discuss and share via the OSLA listserv.

TL

the editor's notebook

Developing your library collection

by Susan Moroz

Of the many wonderful things about being a teacher-librarian, one of the most enjoyable is building a library collection. In lay terms this means that you get to buy books with others' money. Purchasing, however, is just one aspect of collection development. Duties such as evaluation, mapping, weeding, repair, and selection are all part of collection development.

For a comprehensive listing of articles on the above aspects of collection development consider the links offered by Resources for School Librarians and School Library Information Portal at:

- ◆ www.sldirectry.com/libsf/resf/coldev2.html
- ◆ www.cla.ca/slip/management.htm

IN THE BEGINNING

"It does not matter how many books you may have, but whether they are good or not." - Lucius Annaeus Seneca (3 B.C.-65 A.D.), *Epistolae Morale*

Before making any collection development or maintenance purchases, it is essential that you know your collection. One of the best ways to acquaint yourself with your books, especially if the collection is fairly new to you, is to weed it. This will allow you to conduct an informal gap analysis while you update your collection.

WEEDING:

- ◆ Ensures the collection is accurate, current and relevant to the curricular and recreation needs of your school community
- ◆ Facilitates access to quality resources
- ◆ Removes the outward illusion of a well-stocked collection (hopefully loosening the purse strings)
- ◆ Ensures the resources are appropriate to your school program

On a note of caution, weeding can be very controversial. It

is best if your board establishes weeding criteria. If there is no policy in place, draft one for approval before beginning. The Winnipeg School Division has a section of its handbook devoted to weeding which provides some of the rationale cited above as well as comprehensive considerations for weeding. It can be found at

www.wsd1.org/PC_LMS/Handbook/forms/weeding.pdf

COLLECTION MAPPING

The term collection mapping is fairly self-explanatory. It is a process whereby you collect data on your present, weeded collection to determine areas where purchases are needed. Several Web and print resources exist for assisting teacher-librarians with mapping their collections. One of the most interesting resources I came across was LibMap a Collection Development tool developed for Australian School Libraries based on the eight key learning areas of the Western Australian Curriculum Framework. LibMap allows you to analyze your collection by creating an electronic collection map, which can be printed straight from LibMap or exported as a

spreadsheet to Microsoft Excel. LibMap can be downloaded free of charge at

www.users.bigpond.com/ggath/libmap.htm

NEW RESOURCES

Purchasing new resources should not be equated with a shopping spree. With ever shrinking library budgets, teacher-librarians are forced to consider selections very carefully before parting with scarce dollars. Your school board may have a selection policy for acquisitions that should be consulted prior to making purchases. As an example, last year when the Greater Essex County District School Board purchased 1 million dollars in library books, they settled on the following considerations when evaluating potential resources:

- ◆ Curriculum Linked
- ◆ Quality Materials (award winning, structure, glossary, index, etc., print, illustrations, content, binding, genre)
- ◆ Copyright date
- ◆ Reading Level (reluctant reader, emergent reader, teen issues)
- ◆ Diversity (gender, disabilities, race, religion, social issues)

- ◆ Canadian
- ◆ Popularity (topical, high interest)

Once considerations or criteria for selecting resources have been established, there are many useful Web sites that review and recommend resources for schools. Here are some to check out.

- ◆ Booklist
www.ala.org/booklist/
- ◆ CM: Canadian Review of Materials
www.umanitoba.ca/cm
- ◆ Library Journal Digital
www.libraryjournal.com
- ◆ School Library Journal
www.schoollibraryjournal.com
- ◆ Canadian Children's Book Centre
www.bookcentre.ca
- ◆ Children's Literature Web Guide
www.acs.ucalgary.ca/~dkbrown
- ◆ Resource Links
www.resourcelinks.ca
- ◆ "If I Had a Million Dollars" Resource Page
www.tinyurl.com/2habs

- ◆ Elementary Library Resource Initiative
www.gecdsb.on.ca/sub/schools/elem/southwoo/elementary_library_resourc.htm

- ◆ The Teacher Librarian
www.teacherlibrarian.com

Happy shopping! ■

Amazing Stories @ your library[®]

SUPER CONFERENCE

FEBRUARY 3-5, 2005

Metro Toronto Convention Centre

SUPER EXPO

FEBRUARY 3-4, 2005

Metro Toronto Convention Centre



/ o l a

∴ ontario library association



COLLECTION DEVELOPMENT
@ your library®

Magazines: The School Library's Loss Leader

Frank Loreto

"Sir, do we have any soccer magazines?" asked the grade 9 student.

"We used to get Soccer Digest, but that magazine isn't published anymore. Do you know a good soccer magazine we should get?" I asked.

And so it begins—the winning over of another library user. If she brings me the soccer magazine as I asked, I will probably order it for the school library—cost permitting, of course.

I love magazines and one look at our collection will show this is true. Over the years, our magazine subscriptions have hovered around the 180-title mark. They range from the truly ridiculous (*Mad*) to the sophisticated (*The New Yorker*) and cover everything in between.

As much as we teacher-librarians love books, this love is not shared by all students. The same students who would rather cuddle snakes than books will flock to the magazine rack to see what is available. When a class comes to the library to get novels for recreational reading, invariably some students will ask if it is okay to read magazines instead.

We try to please as many students as possible and aim to provide what they like. For this rea-

son, we house many popular culture magazines—*Seventeen*, *Teen People*, *Spin*, *Vibe*, *Entertainment Weekly*, *Premiere*, and so on. For those with more technical interests, we have *Canadian Workshop*, *Popular Mechanics*, *Popular Science*, and *Woodsmith*. To keep current with the news, students read *Macleans*, *Newsweek*, and *Time*. For those on the left, we suggest *This*, *Canadian Dimension*, *Harpers*, and *Mother Jones*. The environmentalists like *E Magazine*, *Alternatives*, *Sierra*, and *Canadian Wildlife*. Those on the right prefer *Economist*, *Fortune*, *Canadian Business*, and *Business Week*. This is a Catholic school, so we also subscribe to *Catholic New Times*, *Catholic Parent*, *Catholic Register*, and *Catholic Insight*. If there is an area of interest, we probably have a magazine for it.

Books cannot compare with magazines for currency of information. Our newly published computer books are old beside the current computer magazines. *Canadian Geographic* has more to offer than most of our Canadian geography books. For this reason, I go through each magazine at night looking for relevant topics. I used to be able to remember where I saw a particular article, but either the number of titles or my years have made my recall ability shoddy. For the past six years, I have been compiling a list of curriculum-related articles. This list is kept in the library as an in-house index. An Excel spreadsheet is used to list the articles alphabetically by subject and list the magazine title, date and page. The students make good use of this and our back issues cir-

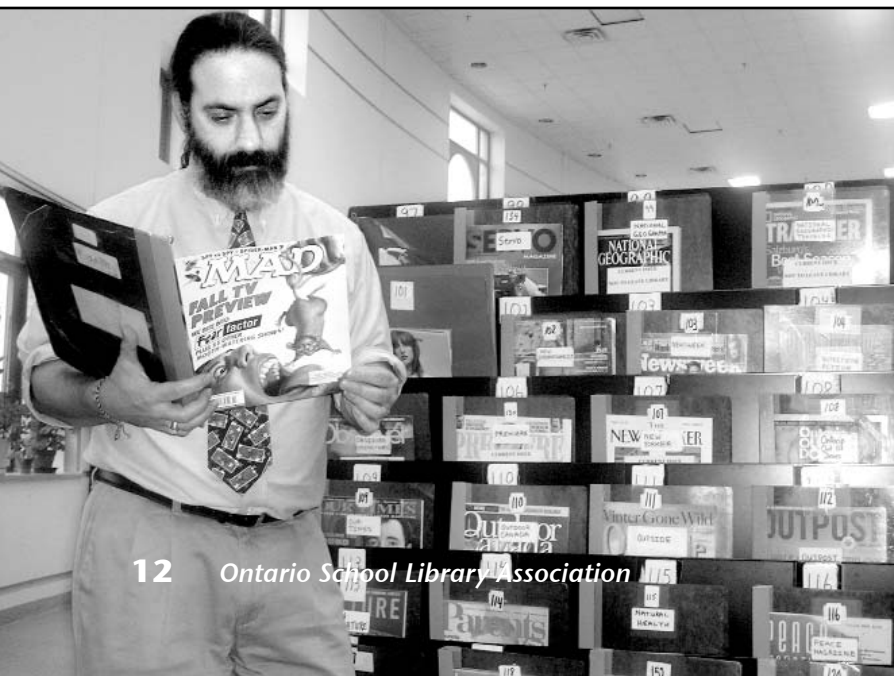


culate a fair bit. They go out for a week. We do not circulate the new titles until they have been replaced by a new issue.

We used to keep the more popular magazines behind the circulation desk and have the students sign them out, but this proved to be more trouble than it was worth. The reality of magazines is the students will rip them up or off for any number of reasons. We once caught a student gluing pages from a magazine she had cut out (with our scissors!) to a presentation board. When confronted, she could not understand why we were making such a big deal of it. She paid for the magazine, but never did see anything wrong with what she'd done. It was just a magazine! In some ways, she is correct. The magazines have not become an obsession with us. If a page is destroyed or removed, well, it's frustrating, but it's not the end of the world. If a particular magazine is consistently damaged or stolen, we simply let the subscription run out. Who needs the aggravation?

I also buy magazines for students I haven't yet met but who may be in the school. We get *Servo* magazine for that student who is interested in robotics. We do not have a robotics programme in the school, but in a school of almost 2000 students, there must be someone who finds this interesting. I also try to satisfy the various subject disciplines, for example, dance magazines for the dance programme and *Canadian Musician* for the music class. The cooking and house decorating magazines are very popular with the staff. One of our teachers has never signed out a book, but, come holiday time, she signs out a stack of *Gourmet* and *Architectural Digest* magazines.

Our June sale of the back issues has become an eagerly anticipated annual event. We basically give away the magazines as we need the space. We keep anything that appears in our



index, but the ephemeral material is up for grabs.

I rarely pay the asking price for a magazine subscription. A phone call to the subscription department has, at times, saved us as much as \$40. *The Economist* will give you an education rate if you fax or mail them a request on school letterhead. Some magazines will take Canadian dollars at par if you send them a cheque. On-line rates are even cheaper than the phone call. When dealing with American titles, multi-year subscriptions save a few dollars. However, with the Canadian dollar climbing, this may not be the concern it was in the past. I use Excel to keep track of the prices and renewal dates. If you quote last year's price, companies will often allow to renew at the same rate.

Keeping track of magazines is time consuming so we use CanebSCO for many of the subscriptions. There are a number of magazine subscription services to do the bulk of the work for you. They may issue catalogues or lists from which to select titles. Some companies will send you magazines that are a month or two out of date for a fraction of the cost.

There are many magazines available for free. These are mainly profession-specific, but a phone call to the organization or professional association could get you a free subscription. Back issues of some magazines appear on-line. For example, *The Lancet* and *The New England Journal of Medicine* — too rich for any school I know — provide free access to back issues after six months. The students have to register, but it is free.

At one point we had E-library, Bigchalk and Proquest, but now we can afford only the E-library Curriculum Edition and the Toronto Star Pages of the Past. These have saved many a student's life, but it is difficult to convince teachers and students alike that on-line magazine databases are not simply internet sites. While they are functional and the searching is efficient (if done efficiently), electronic access is simply not the same as holding a magazine in your hands.

I like being able to go to a magazine store

and see the display and do the old hockey card trading mantra: got it, got it, got it, don't got it — hey! Why not? I am always on the prowl for new magazines. The hardest to serve group is teenage boys. *GQ* was popular but a little over the top, *Men's Health* always wants to improve your sexual prowess, and *MHI8* — which was a great magazine — lasted only five issues. *Sports Illustrated* and *Hockey News* are standards, but not all boys like sports. So the quest continues. A die-hard nationalist, I try to feature as many Canadian magazines as possible.

It was through a magazine that I discovered one student was a fan of Noam Chomsky. This led to many a discussion. As a result, I purchased a number of Chomsky's books, which the student took out and recommended to his friends. That student has graduated, but I know there is another one either in the school somewhere or on the way. When he or she arrives, and Chomsky is replaced by Canadian film, or animation, or animal rights, or Italian cooking, or soccer, or whatever, we will be ready. ■



Text, Spark, Model, Product

Brenda Dillon

I love picture books, I collect picture books, and I've used picture books as teaching tools and resources in my classroom. Once I became a teacher-librarian, starting a picture book collection was something I did as soon as I could. Although I believe that picture books are a good thing, their value isn't necessarily obvious in a high school. In fact, I'm often greeted with quizzical stares when I mention the picture book collection during the grade 9 orientations—from both the students and their teachers. Picture books do have a place in high school library collections and can be put to innovative and exciting uses across the curriculum as text, spark, model, and product.

The use of a book as text is second nature for teachers, although high school teachers don't usually consider picture books. I've used picture books to introduce students to Shakespeare, to teach mythology, and to explore Canadian history.

An art teacher is interested in collaborating with me on a unit using children's book illustrations to explore visual arts - I'm quite excited about this! I've already begun introducing her to some of my favourite artists, such as Ron Lightburn, Phoebe Gilman, and Barbara Reid. I've also suggested to teachers of senior ESL classes that picture books such as *From Far Away*, *The Long Road*, or *Silver Threads*, could be used as texts in a unit exploring the immigrant/refugee experience. As for exploring the question of Canadian identity, well, there is a wealth of alphabet and counting books available that celebrate Canada, such as *M is for Maple: A Canadian Alphabet*, or *My Arctic 1, 2, 3*. In fact, it's possible to explore Canada from north to south and east to west using alphabet books. Books such as *In Flanders Fields: The Story of the Poem by John McCrae*, *Where Poppies Grow: A World War I Companion*, and *A Poppy Is To Remember* can be used in preparation for Remembrance Day. An English, drama, or Canadian history teacher might want to create a mini-unit using such books. Each year, the grade 11 World Religions class vis-

its a sweat lodge as part of the study of First Nations spirituality. A picture book such as *The Vision Seeker* could be used as part of the preparation for this experience.

I can imagine picture books being used in English, history, geography, drama, parenting, media literacy, media arts, music...in fact, with some imagination and creativity – and access to the right books – I can imagine picture books being used in all subject areas.

If picture books are used across the curriculum, at all levels, then there will be no stigma attached to their use and so ESL students or students who are reading below grade level need not be embarrassed to be seen using picture books. The illustrations in picture books appeal to visual learners and the text is more accessible than text intended for high school students. Picture books are accessible and inviting for students and teachers overwhelmed with curriculum content.

Another interesting way to use picture books is as the spark for a lesson, activity, or discussion.

For example, the illustrations in picture books can be used as the basis for a discussion about the power of images versus text or as triggers for writing activities. I think Phoebe Gilman's *Something for Nothing* is the perfect spark to introduce a creative writing unit, especially if the students are expected to use personal experience as the source of their ideas. If you want students to explore personal connections to history, Sheldon Oberman's *The Always Prayer Shawl* is a great place to start. If the topic of discussion is censorship, it could be interesting to read and discuss a controversial book. The fact that *Thomas' Snowsuit* has been challenged as a cause of defiance and disrespect certainly got the attention of every student in the grade 12 Law class I spoke to about censorship. Children's books by noted Canadian writers such as Margaret Atwood, Margaret Laurence, Tomson Highway, and Matt Cohen (writing as Teddy Jam) could make for fas-

cinating discussion in the senior Canadian Literature course. *The Museum ABC* showcases works from New York's Metropolitan Museum of Art and would be an interesting introduction to an art history unit on painting.

Because the books in question are short, they can be incorporated into a variety of lessons without taking an impractical amount of time, which is an important consideration when the time constraints of the semester system and the amount of material to be covered are considered.

A third interesting way to use children's books in the secondary school classroom is as a model for the students' own work. Students can use picture books as models for a variety of writing styles and literary forms and techniques. Illustrations can provide models for visual arts students. As with the use of these books as sparks, the fact that these books are usually short is an advantage. Good writing and wonderful art can definitely be found in picture books. And, of course, good writing and wonderful art are what we want our students to produce. We know students need models and exemplars, and that's where picture books can be a wonderful addition to the high school teacher's usual tool kit.

Finally, picture books can be used as the product of an assignment. Although essays and reports are both very important, students need not be restricted to traditional academic writing. For example, a senior English student might be asked to produce a children's adaptation of a classic novel. An art history assignment might involve creating an alphabet book of artists. The illustrations themselves might be an assignment for an art or photography class. Instead of producing yet another Bristol board poster for the grade 10 Canadian history "decades" assignment, how about using Janet Wilson's *Imagine That!* as the model for a picture book assignment? Creating a children's book modeled on *G is for*

Googol or *The Math Curse* could be a really neat way to explore vocabulary and concepts in math and science. Creating a picture book or an alphabet book makes a great assignment because it can be used for almost any topic. Such assignments are deceptively simple. It actually requires thorough knowledge of the subject and well-developed communication skills to create a good picture book.

In addition to the use of picture books in high school classrooms, the inclusion of these books in high school library collections makes them easily available to teachers who have young children. In a high school, there will be some students who are also parents – and who likely can't afford to buy many books for their children. Like many schools, my high school has an attached day care and the daycare staff members also appreciate having easy access to children's books. During those grade 9 orientation sessions, I greet the quizzical looks with encouragement to sign out picture books to read to younger siblings or bring along on babysitting jobs.

Children's picture books are readily available, easily incorporated, quite non-threatening, and fun to use. The possibilities are limited only by the imaginations of teachers and students and the availability of suitable picture books. Not too surprisingly, I'm suggesting that adding them to the school library collection is the best way to make picture books available to high school students and teachers.

I've begun creating lists of the picture books I've found that I've recommended for various courses and units and am adding those lists to my TeacherWeb site – check it out at teacherweb.com/ON/PhilipPocock/MsBDillon, in the Reading Lists section. ■

ALSO CONSIDER

Super Conference

SAT05
Session
1024

Everybody Loves a Story!
Picture Books for the Intermediate Student
Peggy Thomas and Lisa Teodosio

Education Institute

May 17&19
The Beauty of Picture Books
Sya Van Geest

Picture Books Go to High School

Graphic Novels

Anyone who works with teenagers in schools today will sense some discomfiture among teachers and other educators concerning the state of literacy among these teenagers. Faced by this problem, the teacher-librarian customarily promotes reading as a way to foster literacy. As Stephen Krashen observes, “many people clearly don’t read and write well enough to handle the complex literacy demands of modern society” (ix).

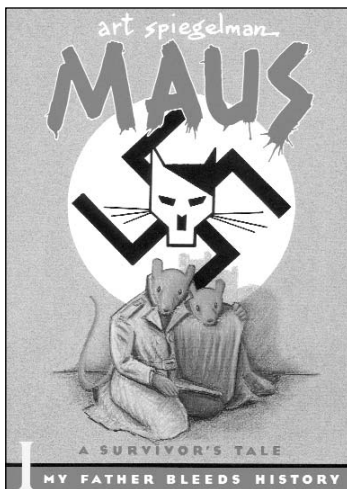
These demands run from the complexity of the home and school to those of the work place. The job of the educator, including the teacher-librarian, therefore, is to find ways to make reading and writing second nature to our teens; to enable

them to meet the demands of this complex society. Krashen suggests that the cure for this kind of literacy crisis lies in “free voluntary reading,” regardless of literary format. The “free voluntary reading” that Krashen recommends is pleasure reading, because, although pleasure reading will not produce the highest desired level of competence in literacy by itself, “it provides a foundation so that higher levels of proficiency may be reached.” (1)

From my experience as a librarian, the current trend in teen pleasure reading is graphic novels. Adding graphic novels to the school library collection is a great way to promote free voluntary reading, especially in today’s visual culture where teens are animated and traditional texts seem boring. Sometimes referred to as comics by students, graphic novels are “self contained stories”. These are complete stories with texts and pictures to present the plot. They offer diverse alternatives to traditional texts, and they strongly appeal to young adults; especially teenage males. While many graphic novels are very entertaining and meant for light reading, some demand high cognitive skills which enhance the reader’s imagination.

In addition to promoting pleasure reading, graphic novels in the school library collection help attract teens to the library, consequently increasing their access to other library materials. Research has shown that reading light materials such as comics can lead to reading other types of books. In a research report by Dorrell and Carroll, the presence of graphic novels in the library resulted in an increase in library traffic and in the circulation of other materials (17-19). In view of the concern that teenagers do not use the library enough, one can hope that “the popular nature of this genre can draw new or less frequent users back to the library.” (Gardner and Dillon 2)

Graphic novels are diverse in subject matter, and they can be both entertaining and thought-provoking. They can range from stories of superheroes (X-Men, Batman) or aliens to those with very serious social and political issues (*MAUS: a Survivor’s Tale* by Art Spiegelman and *Louis Riel* by Chester Brown). Romantic comedies (*Love*



and Teen Reading Literacy

Hina and Inu Yasha, and *Kare Kano*) and humour (*Oh, my goddess*) seem to be in high demand too.

Their wide subject coverage and interest levels make graphic novels appealing to a diverse range of readers. Reluctant readers as well as experienced readers look forward to the next title to hit the shelf. As Jeff McQuillan suggests in *The Literacy Crisis*, “providing a rich supply of reading matter to children of all ages, as well as a place and time to read, is the first step to bridging the gap between poor and good readers.” (86)

Graphic novels are cross-curricular in content and this makes them great tools for supporting literacy in every subject. Whether it is in history, math, social studies, career studies, or religion, graphic novels can be incorporated into the curriculum for a novel study unit, especially in open classes with reluctant or unmotivated readers. In collaboration with class teachers, the teacher-librarian could design novel study assignments and select appropriate titles for particular subjects.

Teacher-librarians face challenges when building good graphic novel collections. One of the challenges is acquiring an appealing and balanced collection that will meet the diverse needs and interests of our teens. Another challenge is selecting good titles that could be incorporated into the school curriculum. A greater challenge for teacher-librarians in Catholic schools may have to do with content appropriateness, so as not to undermine the tone of Catholic teachings and morals. Such challenges require very careful selection guidelines based primarily on the needs of each individual school. Therefore, a teacher-librarian or a selection team, with adequate training or experience in resource selection and a good knowledge of student needs, is crucial. Lacking this, the selection team needs the expertise of an experienced graphic novel vendor.

Granted that graphic novels appeal to a diverse range of students, and that they are a great way to promote pleasure reading, they can also be very problematic. The market is flooded with graphic novels portraying violence, nudity, sexual behav-

our, and often full of obscene language. A graphic depiction of extreme sexual impropriety and killing can be too explicit or direct. One could even argue that the content of these materials may affect the behaviour of the reader. Therefore, this poses a challenge to the teacher-librarian in a Catholic school library who intends to add diverse graphic-driven literature to the school library collection. Web sites such as libraries.darkhorse.com provide reviews and ratings for age appropriateness.

While some reading materials require promotion to attract teen readers, graphic novels have never needed such promotion. While “events aren’t really necessary to promote graphic novel collection, but simply add to the excitement over it,” (MacDonald 20) it is important for the teacher-librarian to create that excitement and sustain it. Promotional strategies might include book displays, newsletters, staff meetings, booktalks, posters, anime and book clubs, and other inspiring events. The teacher-librarian should designate a colourfully decorated area for graphic novels. It is important to make that area user-friendly and appealing to teens. As new titles are acquired, the teaching librarian should display them to create awareness before they are finally shelved. A list of new or popular titles could be electronically mailed to the teachers and advertised through the library Web site and/or the school newsletter.

Thematic booktalks are also great ways to promote graphic novels. While at staff meetings or in class, a teacher-librarian could show graphic novels that are curriculum related. This will serve the dual purpose of informing “both the teacher and the students that graphic novels are a legitimate and valuable format and” letting “the students know that the library has graphic novels available for check out.” (Gorman 20)

Through the anime and book clubs, the teacher-librarian could easily promote the titles that are available in the library collection. Club members could be given a special tour and even encouraged to hold their meetings in that area of the library. This gives the teacher-librarian an opportunity to highlight other related titles such

as books on how to draw anime and manga pictures.

There are other things a teacher-librarian could do to enhance literacy through the graphic novel. These include inviting local vendors or artists, and even the school's art teachers, to do workshops or hold information sharing sessions for the students; organising book-signing sessions; giving the students the opportunity to meet the artists behind the production of these materials; and holding school-wide graphic novel cover contests. In this last case, students could be asked to re-illustrate the cover of existing graphic novels or draw covers for suggested forthcoming titles.

Having said all this, I do not wish to suggest that graphic novels are a panacea for what ails reading and literacy. There are numerous other things that the teacher-librarian can do in partnership with the school, community, and home. The promotion of reading through graphic novels just happens to be one way to promote reading and the development of literacy skills. ■

BIBLIOGRAPHY

- Dorrel, L. and E. Carroll. "Spider-Man at the library". *School Library Journal*. 27: 17-19
- Gardner, C. A. and Cy Dillon. "The challenge of new world". *Virginia Libraries*. April-June 2004: 2
- Gorman, Michele. "Graphic Novels and the Curriculum Connection". *Library Media Connection*. Nov./Dec. 2003: 20
- MacDonald, Heidi. "Drawing a crowd: graphic novel events are great ways to generate excitement". *School Library Journal/Guide to Graphic Novels*. August 2004: 20
- McQuillan, Jeff. *The Literacy Crisis: False Claims, Real Solutions*. Portsmouth: Heinemann, 1998.
- Krashen, Stephen. *The Power of Reading*. Englewood: Libraries Unlimited, 1993.

Building a Mult Karen Smulevitch

A few years ago, when I was the teacher-librarian at a full credit summer school, one of the OAC English teachers asked me to prepare a list of suggested reading for his students' independent novel study. I asked him whether there were any special criteria attached to the selections. His response was, "I don't want them reading anything by dead white men." This was, to me, a rather unique way of saying he would prefer that his students read multicultural fiction. When I attempted to put together a collection of suitable books, I was amazed that I could locate only about five. Since this was not my home school, there was very little that I could do about improving this deficiency in the collection. However, his remarks have always stayed with me and have influenced my thinking when purchasing books to add to my own fiction collection.

The school at which I currently teach is very homogenous. Out of a total student population of approximately 1000 students, there are probably fewer than 100 who are members of visible racial or ethnic minorities. In fact, this is the only school at which I have ever taught where Black History Month receives only cursory attention. Last year I had the opportunity to invite one of the White Pine nominated authors to visit our school. I arranged for a rather large audience to hear her speak because, besides being a wonderful novel, her book dealt with a topic very relevant to several courses across the high school curriculum. I was disturbed by the lukewarm reception our students gave her talk. The feedback I received indi-

Multicultural Collection The Rationale

cated to me that, at least at my school, there is very little tolerance of, respect for, or appreciation of the cultural diversity that enriches our community.

It is quite easy to find obvious, compelling arguments for having a strong multi-cultural collection in our school libraries. Firstly, it helps remove the feeling of marginalization among students of various cultures by recognizing the contributions of their compatriots to the Canadian mosaic. Secondly, it provides students of all cultures with the opportunity to broaden their perspectives on the various peoples who influence Canada's cultural makeup. Thirdly, if we keep in mind that multiculturalism extends to recognizing cultural diversity among the different regions of Canada, it enables students to achieve a better understanding of their country, which has a unifying effect. I have found that these arguments work very well in schools where the student population is made up of many cultures. They have not worked well in my school. I don't think this is because students are insensitive to and lack respect for different cultures, but because they have so little exposure to diversity either at school or in their community. Also disturbing to me were the conversations I have had with parents, which reflected no interest on their part in promoting cultural diversity because they envisioned their children living in homogenous communities all their lives.

I decided that developing and showcasing a collection of multicultural fiction would be a priority for me during this school year. This will coin-

cide with an initiative through TAP to promote cultural tolerance and respect as well as a much more vigorous and visible celebration of Black History Month. We will also be using the month of February as an opportunity to celebrate other cultures. Although my library already possesses a large number of novels that represent many different cultures, they are buried in the regular fiction collection. We have pulled these books and ordered a large number of new multicultural fiction books. We have also purchased a new book spinner to display these titles prominently and we will be encouraging students and staff to read these books. We are also working on a number of initiatives to encourage integration of these novels into various segments of the curriculum.

As you can see, this is the beginning of a work in progress. I have found a wonderful multicultural toolkit on-line, sponsored by Library and Archives Canada. The address is www.collectionscanada.ca/multicultural/r25-300-e.html. It includes links to sites on developing multicultural collections, lists of jobbers, vendors and distributors of other language materials in Canada, a template for developing multicultural collections and much, much more.

As teacher-librarians, we have a responsibility to recognize and meet the needs of all of our students. It would be wonderful if teacher-librarians could share with *The Teaching Librarian* what they have done with respect to building multicultural collections in their libraries. ■

Public Librarians and Teacher-

In December 2002, the Mississauga Library System held a school/public library symposium to brainstorm opportunities for mutual cooperation and joint projects. A group of 52 like-minded individuals, representing school boards, public libraries, and academic libraries, decided to target:

- ◆ Curriculum Support: Elementary and Secondary
- ◆ Special Education
- ◆ At-Risk/Remedial Students
- ◆ E.S.L.
- ◆ French Immersion
- ◆ Love of Reading (Literacy)

Following the symposium, a steering committee of teacher-librarians and public librarians met to explore ways of working together. This committee was subsequently christened The Library Cooperative (TLC). It quickly became apparent that there were many common bonds within the group. While from very different cultures, teacher-librarians and public library librarians shared the same ultimate goals for Ontario students and faced similar challenges meeting those goals.

Limited resources . . .

- **The Public Librarian:** *“I have 32 grade 6 classes in my branch area and they are all doing a project on trading partners. I do not have enough books for everyone to take home, and the reference material is not age-appropriate.”*
- **The Teacher-Librarian:** *“In recent years my library funding has been cut so drastically that I have not been able to purchase all the necessary resources to meet the curriculum needs of my students and staff.”*
- **Shared Goal:** Enough age appropriate resources for students so they can complete their education and realize their potential.

Dian Borek

Rafaella Baratta

Wendy Wade

-Librarians Working Together

Access to information. . .

- **The Public Librarian:** *“Nothing is more frustrating than trying to help a child on a Sunday afternoon with a project due on Monday. We are closing at 5:00 pm and the only resources left are reference materials and subscription databases only available in-library.”*
- **The Teacher-Librarian:** *“I provide so much planning time coverage that it has become impossible for me to schedule library time for junior and intermediate grades. And in schools with part-time teacher-librarians, it has become a challenge even to schedule open book exchanges for students wanting to read.”*
- **Shared Goal:** We want our students to have access to information as well as recreational reading material 24/7.

Assignment criteria. . .

- **The Public Librarian:** *“A child comes to the library to do a project and that requires information, all on the same topic, in multiple formats. For example: a video, a print resource, a database resource, an internet resource and a media resource. Rarely does the child bring in a copy of the assignment, so staff members who are not specialists in children’s services are unaware of assignment expectations.”*
- **The Teacher-Librarian:** *“If teacher-librarians had the time to plan with classroom teachers, assignments could be tailored to use resources readily accessible in the library. Even better, classroom teachers could plan with other classroom teachers so that all teachers concerned would be on the same page.”*
- **Shared Goal:** Each student to be enabled to seek and find all the necessary materials to complete assignments and meet the curriculum expectations.



The “New” Curriculum. . .

- **The Public Librarian:** *“Much of the material available for assignments is still not age appropriate, and that which is age appropriate is prohibitively expensive, for example, \$65.00 for a book that is the best source for the Grade 7 Hazards and Natural Disasters unit!”*
- **The Teacher-Librarian:** *“While classroom teachers are in-serviced on all areas of the curriculum, often teacher-librarians are overlooked in the process and so are caught off guard when students or staff come looking for specific items. This can be particularly embarrassing when staff ask for items specifically mentioned in the curriculum, as they have been told they will find those items in their school library.”*
- **Shared Goal:** To provide students with age-appropriate ‘best resource’ tools to enable them to complete assignments accurately in a timely and comprehensive manner.

ALSO
CONSIDER

Super
Conference
SAT05
Session
1017

*OSCR: Finally
a WWW
Resource that
the User
Tailors to
Meet Local
Needs*
Dian Borek,
Gail
Richardson,
Walter Lewis,
and Frank
Loreto

Includes a
demonstration
of OSCR.

As dialogue continued a consensus solution emerged. A single universally accessible resource could ensure consistency and quality for all students in school, at the public library and even from home. Both public librarians and teacher-librarians work on resource lists so why not create and share a single resource?

It was determined that the six high-need areas (Curriculum Support, Special Education, At-Risk/Remedial Students, E.S.L., French Immersion and Love of Reading) could best be addressed with this single one-stop, interactive, dynamic curriculum resource. Thus the idea of an Ontario School Curriculum Resource (OSCR) was born. It was obvious from the beginning that the success of such a project would be driven by the input and guidance of teacher-librarians. Indeed, this was deemed essential.

However, in order to be practical as well as useful this tool would have to:

- ◆ have limited 'best source' content (so as not to waste space with obscure resources not available to all schools and public libraries)
 - ◆ be professionally controlled (by librarians)
 - ◆ have the ability to jump into a local library catalogue (to show local availability)
 - ◆ be interactive, with an interface that had pull-down menus (easy to use, and intuitive for the user)
 - ◆ include built in mechanisms to allow for easy updates to both www links and print resources.
 - ◆ have the ability to act as a conduit to facilitate the sharing and exchange of information between professionals
 - ◆ have built in communication links between public librarians, teachers, teacher-librarians, boards, administrators, OLA, and the Ministry of Education
 - ◆ be customizable at the local level, and would need to include tagged fields for easy data management.
 - ◆ allow full access data input for hosts, with no geographic or technological limitations:
 - i. accessible for all networks and platforms
 - ii. ability to interact with local networks and catalogues
- ◆ be available provincially for all, downloadable and easily accessible online.

Once the parameters were agreed upon, the steering committee grudgingly acknowledged OSCR was a tall order, and there would probably be technological limitations to the dream. Fortunately, at this time TLC welcomed two new members to the project: Walter Lewis (Halton Hills Public Library) and Gail Richardson (Oakville Public Library). They had been working on a similar project for HALINET (www.hhpl.on.ca), and were very impressed with TLC's progress, especially the active involvement of teacher-librarians. It made sense to join forces. They brought a wealth of technological expertise that effectively moved OSCR from the drawing board to a prototype very quickly. One can imagine the excitement at the meeting when Walter and Gail told the committee that the technology existed to do everything TLC had dreamed of... and more!

OSCR continues to welcome new partners. Since OSCR is being developed as a tool for students, parents/caregivers, teachers, teacher-librarians and public librarians to meet both elementary and secondary resource needs, teacher-librarian input is essential for its success. Several days are being set aside for teacher-librarians to provide input.

If you would like to be part of OSCR's success story please contact Dian Borek at dian.borek@mississauga.ca. ■

Sharon Mills

An interview by Karen Smulevitch

TL interviews Sharon Mills, a curriculum leader at George S. Henry in the Toronto District School Board. Sharon is a long-time teacher-librarian and is greatly admired and respected by her colleagues across many boards.

TL: How did you get involved in school libraries in the first place?

SM: My passion for reading began as a child in the small town of Peterborough, Ontario. My parents, newcomers to Canada, recognized the value of reading and encouraged regular visits to public and school libraries as a means of reinforcing the importance of education. I recall my impatience to be allowed into the “grown up section” of the Public Library, which in the ‘50s still had strict age rules in effect! I began my career in education in 1973 as a teacher of business education. I took a break from teaching for a few years when my own children were young and then re-entered the profession at my current school, George S. Henry Academy in the former North York Board of Education. I became a frequent user of the school library with my classes, and was tremendously impressed with the commitment and enthusiasm displayed by the library staff. Always on the lookout for potential staff, and knowing that her retirement was not too far away, the head of library encouraged me to take my Library Part 1, which was being offered as an intersession course. After just a few classes I was hooked. I knew right away that I wanted to redirect my teaching toward the biggest classroom in the school and to serve a wider population of students and staff.

TL: For how long have you been involved in libraries, and in what capacities?

SM: During the mid-‘90s, I gradually moved from

having one library period on my timetable into a full-time library position. I was fortunate to work for two Library Heads (Anne Howlett, and our own Esther Rosenfeld) who took the time to mentor and instruct, modeling their best practices for me to build upon. I reaped the benefits of the days when two teacher-librarians per period were the norm, instead of the current struggle to keep libraries staffed and open all day. In 1997, I became Head of the George S. Henry Library. Since then, my job title has changed from program head, to program team leader, to curriculum leader, as our amalgamated Toronto District School Board created and redefined new positions of responsibility. My job description has also changed. I am now responsible for a much wider portfolio that includes technology applications and numerous school-wide initiatives. The positive benefit of these additional responsibilities is that they provide me with an even greater view into the whole school, and the opportunity to strongly (and shamelessly!) advocate for the library within the school leadership team.

TL: Tell us about any outstanding moments for you in your career.

SM: Many outstanding moments occur when students return after graduation with an unexpected



“thank you,” or when a collaborative unit goes particularly well. If I had to isolate the higher profile moments, I would include the two workshops I offered with colleagues at the OLA Super Conference: “Electronic Research Strategies, and Meeting the Needs of ESL Students Through Your Library”. The second workshop was the result of dramatic changes in my own school population from a traditional academic high school to one that housed one of the largest ESL populations in the city. This presentation was later repeated as part of the Secondary School Reform professional development program for TDSB staff. In 2003, I was a presenter of “Literacy in your Library: EQAO and Beyond”, with colleagues Jo-Anne LaForty and Karen Smulevitch.

I am also extremely proud to have been a contributor to the *TDSB Student Research Guide*, a publication that is used extensively throughout our board. I also collaborated on two OSLA PowerPoint presentations addressing the concerns of academic honesty and plagiarism.

Most recently, the OLA White Pine Reading Program has been a major focus for my library, and I have enjoyed sitting on the White Pine Selection Committee for the past two years. Last year, George S. Henry Academy hosted the TDSB Author Event, and I will always remember the sight of 400 secondary students cheering the winning author, Don Aker, as if they were at the most exciting sporting event! With all the pessimism about teenagers and reading, these enthusiastic students showed that, as teacher-librarians, we have the ability to ignite a passion for reading in others that will expand their horizons and offer enhanced opportunities for their future.

TL: Can you share your dream for school libraries in Ontario?

SM: School libraries exist to support academic success through the development of research skills, to promote a life-long enjoyment of reading, and to provide access to information in a welcoming environment that is conducive to learning. In order to continue to do that, school libraries must be well staffed (with professionals who possess a love of teaching and a love of libraries), well stocked (with updated and meaningful resources), and well used by students, staff and

the wider community. School libraries have stiff competition these days from public libraries, from the internet, from on-line sources of student support such as TVO, the CBC and a variety of groups putting information (valuable and otherwise) out there for everyone to access. Teaching students to sift through information, to approach research in a logical and progressive manner, to apply critical thinking skills and to evaluate and problem solve – these are the things that will guarantee that we continue to have a valuable place in education.

TL: Can you share your favourite reads or past-times?

SM: I read a lot of fiction. I try to read most of the Young Adult novels that I put into the collection. I read quickly and so can easily get through a few each week to have ready recommendations for students.

I have always enjoyed Canadian fiction, reading everything by writers like Margaret Atwood, and Anne Marie MacDonald. I’m also enjoying the more multicultural works by Canadian authors such as Rohinton Mistry and Wayson Choy.

Two separate book groups are a great source of pleasure. I have attended the Robert Adams series of lectures at Hart House for the past three years and am also a member of a small book club consisting of eight women who have bonded over once-a-month discussions that feature books and coffee.

I also spend a great deal of time exploring Toronto on foot, and enjoy its many diverse neighbourhoods, each with its own unique history and flavour.

TL: What advice would you give to new teacher-librarians or those building a collection in a new school library?

SM:

- ◆ Tap into the resources of your Board, using the expertise of central library staff and experienced teacher-librarians to evaluate your current collection.



- ◆ Try to gather items that will attract students and cause them to view the library as a focal place for the learning community within the school. Design your library so that group study areas encourage an exchange of ideas and collaboration.
- ◆ Develop a collection plan that prioritizes needs, and does not needlessly duplicate information readily available electronically.
- ◆ Solicit suggestions from your own staff, so that the library adequately supports their program.
- ◆ Invest in fiction that is diverse, inclusive and appealing.
- ◆ Make your collection reflective of the student population. Validate their backgrounds, interests and aspirations.
- ◆ Be aware that school populations change in numbers, ethnicity and levels of achievement. Be prepared to change your purchasing habits to include different types of magazines, graphic novels, and dual-language publications if appropriate.
- ◆ Communicate to administrators your financial needs and the resulting educational benefits of maintaining an up-to-date collection.

TL: *Thank you very much, Sharon, for your valuable contribution to The Teaching Librarian.* ■

The Reluctant Weeder!



As someone who began her career in public libraries, I find weeding cathartic and rewarding. My children, in fact, are afraid to leave for sleepovers because I might “weed” their toys and books while they are gone! “Use it or lose it” has been my philosophy for years. However, when I started working in school libraries, I found that weeding was anathema to most teacher-librarians.

With ever-dwindling budgets and the ever-increasing cost of books, weeding appears to be something most teacher-librarians are reluctant to do. However, library research has shown over and over again that there is a direct correlation between fewer books on a shelf and higher circulation statistics. People (especially children) will not approach a shelf that is crammed too tightly. Nor will they be attracted to dirty, torn and tattered material. Higher quality books, even if fewer in number, make a better collection. They will circulate more. Why waste your shelf space and your attempts to do inventory on books that are old and outdated?

There are some general rules of thumb for weeding. One of the most prevalent is best remembered with the acronym MUSTY.

Misleading

- ◆ Look for any information that is outdated or incorrect.
- ◆ Look for racial or ethnic stereotyping.

- ◆ This will also apply to popular fiction, which is often bought due to a “fad” series. Children and young adults are particularly responsive to the cover on a paperback – if they don’t recognize the kids as “one of them” they will NOT read the book.

Ugly

- ◆ Consider the physical condition of the book.
- ◆ This also refers to illustrations in picture books or non-fiction material. Some illustrations of classic fairytales or storybooks need to be updated with new editions.

Superseded

- ◆ This would apply to almanacs, atlases, encyclopedias, yearbooks, etc.; all reference tools that have regular updates.

Trivial

- ◆ Far too many school library collections are reflective of fads – popular TV shows or music stars or anything else that is currently “hot”. And of course, all that material quickly outlives its “shelf life”.
- ◆ Books of poor quality in either content or in format might also be considered trivial.
- ◆ One way to determine whether a book is “trivial” is to look at it with a critical eye and try to guess whether it will still hold together (in content and physical format) in five years or whether the next graduating class of students will have any interest in it.

Your collection...

- ◆ Consider the usefulness of the book.
- ◆ The book may not be reflective of changes in curriculum or changes in your community.

The first school at which I worked had a fairly large collection of atlases appropriate for each division. Not one of the books had a publication date later than 1988. The teachers were adamant that these materials were to be kept since the other maps could be used. As I told them, however, the atlases would actually do everyone a disservice. Do we want to be responsible for using material that is inaccurate or, in some cases,

Terri L. Lyons

harmful? This is also true for the old versions of *World Book* that many of us keep to hold up our shelves!

Another example of what should be weeded, but often isn't, is historical books. As many historians have told me - history does not change. Maybe not, but what I do know is that our perception of historical events does evolve, and how we write about the events does change. Many of the books written about former communist countries describe the communist culture, not the traditional cultures of those countries and peoples. Many of the books on First Nations peoples have changed dramatically over the past 10 to 15 years. Traditional history rarely included the contributions of women or visible minorities, but that is slowly beginning to change. Do we want our young girls to believe that only white men shaped civilization, or do we want to reflect the contributions of both men and women, and of various races as well?

I have had teachers beg to keep beautifully photographed books on mammals or birds. One teacher told me that we should keep a book from the 1950s on local birds because the pictures could be used and that the birds were still here. What she did not realize, however, is that the birds that come to our backyard feeders today are different from those that came 50 years ago. Like all life on this planet, climate changes and accidental imports have affected local ecology and migratory patterns. And there are very few ornithologists in our ranks who can identify these inaccuracies in older texts. This is also true of many other specialized fields of knowledge, which is why copyright date should be a factor in our weeding. An older book's pristine condition should actually be considered an indicator of a lack of interest, rather than an indication the book is worthy of retention.

The State of Florida has put together a Web site devoted to weeding for school libraries from JK-12. In addition to a pamphlet that details the MUSTY way of weeding mentioned above, there is a compilation of weeding stories. You will read them with a great deal of humour and a certain amount of guilty acknowledgement that you just

might have something like that on your shelves! Click on "Things we have dug up" at www.sunlink.ucf.edu/weed.

Another useful resource is "Weeding the School Library: The Counterpart to Selection", a pamphlet from the California Department of Education which provides information, outlines the MUSTY criteria, and identifies resources. This pamphlet is available at

www.cde.ca.gov/ci/cr/lb/documents/schoollibweedng.pdf.

The other common dilemma for teacher-librarians is what to do with the discarded material. Many of us have had to resort to smuggling the books into our car to put in the garbage at home or trying to hide the books at the bottom of large recycling bins. Some have sent the material to third world countries. If that is your preference, please remember that if you have weeded following the MUSTY principles, then the material should not be used by anyone. Classroom teachers do not need the material either. The only exception to this general rule might be material that has been republished – novels with new covers, picture books with updated illustrations, etc.

Check out your local Board's collection development policy for support on weeding. List, on bookmarks, the reasons that a book might be withdrawn from the collection and insert a bookmark into the book. If a parent discovers the material and questions the discard, you will have written evidence for your decision.

Last, but certainly not least, there are two reasons why you should weed: after a collection is weeded, the true gems are more readily apparent AND your administration may finally have to acknowledge how dated and limited the library's collection really is. So, think of the library users who will be thrilled to finally find what they really want (circulation is likely to go up) and of the collection mapping that you can now do to plead your case for more funds.

When you have accomplished a complete weeding (oh, and how cathartic that will be!) you will have progressed from "reluctant weeder" to collection advocate – a win-win situation for all! ■

Moving Forward, Looking Back

Diane Bédard

Part A - Moving Forward

Responding to student requests for computer help and trying to track why some software misbehaves can eat up an extraordinary amount of valuable time in the school library day. Within the Learning Commons area of the Windsor-Essex Catholic District School Board – the core library, seminar rooms and attached computer lab(s) – our staff routinely spend time dealing with the technology, assisting the students with the use of standard educational software, searching strategies for online databases, and demonstrating the operation and use of peripheral equipment. When technology problems arise, they perform checks of the software and hardware, reporting noted problems to HELPDESK – our IT department’s online reporting and support request application.

With the proliferation of computers in the Learning Commons area, it had often seemed that a cheatsheet was needed, detailing specifics like which workstations had certain software titles installed or which computers did not handle multimedia; a lot of time was being wasted. In an effort to improve the learning environment for the students and reduce the level of technical support requests, we held several discussion groups and identified the key changes needed.

Life is becoming a little saner for the school library staff and the IT support technicians. The Learning Commons and lab computers have all been changed to a common computer model, all computers are being loaded with a standard image and software, and computers are secured against tampering and change. Though these three changes sound simple

enough, they actually took a fair amount of work. The pay off has been more than worth it.

What did we do?

First, of course, we talked about it. Discussion groups included a good mix of viewpoints... principals, early literacy staff, curriculum consultants, library staff, IT support technicians, classroom teachers... We talked about what was working and what wasn’t, what was core technology to support student learning, what needed more in-service, what we had the dollars to do... and came up with a plan.

Step One: computer labs have all been moved to a common model. We have a minimum computer standard, reviewed annually, which identifies equipment that can still run the provided educational Ontario Educational Software Service/OSAPAC software. Additionally, the IT department identifies equipment that needs a high level of repairs or software support. Based on this we have a regular replacement of the older equipment with newer models – this year, for example, we have removed all of the P1s (Pentium One chip equipment) from our schools.

We have standardized all computer purchases centrally and maintain inventory database of hardware across our school board, so we could identify with fairly good accuracy, which make and model we could assume as a base model. What we found, however, was that as new equipment was rolled out to the schools, it was not always being deployed in consistent manner, leading to some labs containing a real mix of equipment. With some creative switching and trading around, all the computers (library pods and labs) were grouped in common.

Step Two: all computers have been loaded with a standard image and software. Discussions identified the key software needed to support student learning. Our board's curriculum ICT document clearly identifies the progressive learning scope & sequences and lists the appropriate software to teach these skills. School IT technicians organized these titles according to ones which could run from an academic server, and ones which needed to be installed on each computer. Software testing identified that as we moved up in operating systems, a few of the familiar older titles did not run well with the expanded colour or screen resolution... a rationale for dropping them and finding alternative titles. A common desktop wallpaper, a common folder setup, a standard lock-down style, and a standard logon format helped create a consistent look and facilitate teaching.

The next step was to pull all of this into a standard elementary software image, designed to run on the common computer model in all labs. This makes the deployment easier. Using Ghostcast, the IT Technicians transport the master "ghost" image, and set up one machine in lab to be the temp "server" for the lab to push the image out to all computers. Because all computers are the same make and model, this image "fits" them with little, if any, additional tweaking.

Step Three: the computers are secured against tampering and change. As I've mentioned in a previous article, we use DeepFreeze, a product that secures each computer against accidental changes or deliberate tampering. Simply restart the computer and it's back to the standard image, no matter what changes the student made. This, of course, means that students (and staff!) need to log on correctly so the work they create is saved to their server space... not left on the desktop or in the documents folder to disappear at reboot!

What are some issues with this approach?

Getting agreement about which software titles to include can almost lead to fisticuffs! If you had to choose whether to support Appleworks

or Corel Wordperfect Suite or Star Office (all ministry-licensed "office" suites), which one would you pick? Would the teacher in the next classroom agree with you? Would the school across the county agree with you? We finally agreed that with a minimum 6 GB hard drive in our base computer, all of these could be included. This will mean our curriculum in-service staff still have to decide whether teach several packages or choose to teach only one and let the others slowly die out – a future discussion!

Clear language about donated equipment is necessary. We love our parents clubs and community support, and know they have the best of intentions when they find real computer bargains to buy or have hardware to donate... but from a teaching and support viewpoint, we cannot face such a mishmash of makes and models. The cost of purchasing a computer is only a fraction of its overall cost. The technical and staff development support necessary to maintain the computer over its 3-5 year life-cycle generally costs more than the computer itself. Unfortunately, at a time when schools are struggling with the challenges of integrating technology into the curriculum and maintaining their large technology investments, the reality is that accepting donated computers can be a significant cost and liability for our schools. Thus we have clear language in place, which explains our board's approach and defines the minimum standards and specifications we accept.

Stand-alone printers are another high level support issue. These low cost inkjets are cheap to buy and seem to be easy to plug in. The support costs are very high, however, as they eat ink cartridges, are easy to break, and generate frequent support request for print drivers that were not part of the standard image. One of our larger elementary schools (900+ students) has standardized network printers with centralized access. Each school section (primary, junior and intermediate) and the library have a networked printer in place. It's working well and we're exploring it as a model to adopt system-wide. Eliminating the inkjets (which have a very high cost in ink and maintenance) appears to be a viable cost and time-saving option.



The Essex-Windsor Solid Waste Authority drop off collects typical E-waste.

Right across Canada most of this techno-trash ends up in landfills. In 2002, Canada sent 52,000 tonnes of E-waste annually to landfill and by 2005 it is estimated that this number will have increased to over 70,000 tonnes.

Why is this a problem? The composition of a personal computer and monitor includes the following:

Component	% Composition
Silica / glass	25%
Ferrous metal	20%
Plastics	23%
Aluminum	14%
Copper	7%
Lead	6%
Zinc	2%
Various precious metals*	3%
100% Total	

*Precious metals include nickel, manganese, cobalt, barium, tin, silver, antimony, chromium, cadmium, selenium, mercury, gold and arsenic. Essex-Windsor Solid Waste Authority

By 2005, the amount of disposed electronic junk from computers and peripherals will double to more than 67,000 tonnes in Canada alone, according to Environment Canada. This means an estimated 4,740 tonnes of lead found in personal computers and TVs is thrown away each year in Canada, and by next year discarded PCs will contain an estimated 4.5 tonnes of cadmium and 1.1 tonnes of mercury.

When these components are illegally dumped and crushed in landfills, the lead is released into the environment, posing a hazardous legacy for current and future generations. Consumer electronics already constitute 40% of lead found in landfills. About 70% of the heavy metals, including mercury and other hazardous substances found in electronics, can contaminate groundwater and pose other environmental and public health risks."

"Poison PCs and Toxic TVs: California's Biggest Environmental Crisis That You've Never Heard Of"
Silicon Valley Toxics Coalition

Part B – Looking Back

The Hidden Monster

Sounds wonderful, doesn't it? Happy staff, smooth-running technology... we really seem to be moving forward. I was smiling - and then I came across a disturbing sight. I came across a storeroom FULL of all the technology we had happily discarded. I'm sure you can picture this... stacks of old 486 and P1 computer carcasses, rows of small 15-inch monitors, dot matrix printers... truly a technology graveyard. What happens to all this, I wondered.

It's great to see the technology being upgraded and replaced regularly, but disturbing to explore what really happens to the discarded items... the "techno-trash". Our schools and our homes are creating an incredible volume of technology trash. The volume of obsolete computers, cell phones, and electronic equipment thrown out or temporarily stored for later disposal is already a serious problem that is escalating at a rapid rate.

"E-waste is generated at alarming rates due to obsolescence — due to the extreme rates of obsolescence, E-waste produces much higher volumes of waste in comparison to other consumer goods. The increasingly rapid evolution of technology combined with rapid product obsolescence has effectively rendered everything disposable. Consumers now rarely take broken electronics to a repair shop as replacement is now often easier and cheaper than repair.

Some communities have programs to divert this E-waste from the waste stream but this is not happening reliably and is often sidestepped by the end consumers who do not want to make the extra effort to separate and turn in their old electronics.

Even when items are turned in for recycling or refurbishing, the end result is not good. It is estimated that 80% of North American electronics listed as “recycled” are actually exported, mainly to Asia. Once there, the “recycling” of electronics is not what you’d expect. Exported electronics are often smashed, not refurbished, and the object is to recover as much steel, plastic, copper and gold as possible. There is a booming market for metals and cheap labour to recover as much of it as possible. Circuit boards are heated by hand to recover the gold and the molten lead residue is simply poured onto the ground. Wires are burned at low temperatures to burn off the plastic so the metal can be recovered. Leftover parts and plastics are just dumped. Surplus toner is collected out of cartridges - often by smashing open the cartridge by hand, working in clouds of toner dust.

If you’ve never had the time or inclination to explore this dark underbelly of our high-tech society, now is the time to spend a few minutes and visit just one Web site:

www.crra.com/ewaste/ttrash2/ttrash2/index.html

An international treaty known as the Basel Convention was created in 1989 to counter these unsustainable and unjust effects of free trade in toxic E-wastes. The Basel Convention calls on all countries to reduce their exports of hazardous wastes to a minimum and, to the extent possible, deal with their waste problems within national borders. In 1994 the Basel Convention agreed to adopt a total ban on the export of all hazardous wastes from rich to poor countries for any reason, including for recycling. Unfortunately, the Basel Convention does not work well for North America because, although Canada has signed on, the United States has not ratified it and has intentionally exempted E-waste from the Resource Conservation and Recovery Act. Thus, if a

Canadian recycling company has a US branch which “refurbishes”, our materials can still be exported.

When exploring what would happen to our old computers, I was happy to discover that my local Solid Waste Authority has an E-waste diversion program in place and takes great care to ensure that their downstream recyclers follow the Basel Convention, do not export, and use environmentally sound reclamation methods. This program is free to all local households, in an effort to get the material diverted from the curbside garbage.

It diverts boxes of electronics for ethical recycling weekly. Companies have to pay a small fee, but it’s based on cost-recovery, as the Waste Authority is a not-for-profit organization.

Many companies still find it cheaper, however, to let a non-compliant “refurbisher/recycler” haul the techno-waste away without questioning the downstream handling. Even when handled inside Canada, the de-manufacturing, dismantling, shredding, and incinerating are often unregulated and create additional hazards. “Recycling” of hazardous wastes, even under the best of circumstances, has limited environmental benefit _ it simply moves the hazards





into secondary products that have to be disposed of eventually.

The final solution will be to have the OEMs (the original equipment manufacturers) bear the responsibility for the materials they choose to use, and for designing construction methods which allow easy dismantling. We're not there yet, though there is political action to require an OEM "take-back" clause or to build a recycling fee into the initial purchase cost.

What can you do to help?

Please choose to be proactive;

- ◆ verify that your local solid waste authority contracts the recycling of the techno waste stream with a North American recycler who follows BASEL conventions and Health & Safety regulations,
- ◆ ask questions of your local school board/organization about how the large scale techno-trash is handled and whether a "take-back" clause is required,
- ◆ recycle your home computer "basement dinosaurs", dead cell phones and old electronic equipment with your local recycler and pay the fee if you have to.
- ◆ support OEMs which are moving to less toxic products, even if the products cost a bit more.

As you move forward with new technology, be sure you can look back with a clear conscience.

Great sites to explore if you want to know more

Canada's E-waste problem needs a cleanup

www.interconsolutions.com/computer_dealer.htm

It isn't easy being green Complex composition of PC components, home electronics makes disposal a growing crisis

www.hubcanada.com/story_10806_35

Schoolnet Article -

Computers to Africa scheme criticised
globalcn.tc.ca/pipermail/aflug/2003-May/000268.html

Product Take Back / Recycling Program - Canada

www.ibm.com/ibm/environment/products/ptb_canada.shtml

CBC MARKETPLACE:

Environment » High-Tech Trash

www.cbc.ca/consumers/market/files/environ/hitech_trash/old_computers.html

Ten Tips for Donating a Computer

www.microsoft.com/Education/TenTips.aspx



\$100,000 Approved for Ontario School Library Study

Roberta Henley

On November 18 and 19, school library leaders were invited to participate in a session with Dr. Ross Todd, of Rutgers University in New Jersey, to learn more about evidence-based practice as it pertains to our school library programs. The workshop was timely and very inspiring. Although we have seen some promising signs from the Ministry – the Junior Reading Document, *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4-6*, for example, which acknowledges the role of the teacher-librarian and the school library – we still need real support from our current government. To obtain that, we need to provide the Ontario evidence that the decision-makers require.

At our last Council meeting, which followed closely on the heels of Ross Todd's session, councilors discussed the idea of stepping up the gathering of evidence across the province. We decided to focus part of OSLA's strategic plan for the upcoming year on designing and producing models and templates for evidence-based practice for use by our teacher-librarians. We also discussed putting a motion forward to the OLA's Board of Directors which would address the need for an Ontario study, similar to those done by Dr. Ross Todd, Stephen Krashen, and Keith Curry Lance.

With the assistance of Liz Kerr, who provided background information on OSLA's advocacy efforts and highlighted the activities of the Ontario Coalition for School Libraries, another

OLA-supported initiative, a motion was presented. After considerable discussion and some key changes, our proposal was accepted. The OLA is committed to providing \$100,000 for the completion of an Ontario Study!

What does this mean to you? It means that over the next two years, you are going to be asked to participate in developing the evidence. An Ontario study using evidence-based research methodology to assess the benefit of school library programs and their impact on student achievement will be the final result. The study will be done in large part by a Canadian researcher, which will in turn provide access to Canadian research funds and to the creation of acknowledged Canadian experts on school libraries.

The relationship between the School Library Program and student achievement has been an issue much discussed in the media over the last few years. Both the Canadian and Ontario Coalitions for School Libraries have talked about the need for a study to show that there is a real connection. This is the part of the puzzle that we've been missing.

Now, through this remarkable gift by our library peers throughout the OLA, we have our chance to develop the evidence.

2005 is going to be an exciting year for us! Can't you feel the energy?! ■

**ALSO
CONSIDER**

**Super
Conference**

THU03

Session

222

*Sharing
Success
Stories: From
Advocacy to
Action via
Evidence-
Based
Practice*

Deborah
Braithwaite,
Diana
Maliszewski,
Sandi Zwaan

**Education
Institute**

WED02

Preconference
*Connecting
School Library
Programs to
Student
Achievement*
David
Loertscher

**The
OLASTore**

*We Boost
Achievement!
Evidence-
Based
Practice for
School Library
Media
Specialists*
David V.
Loertscher /
Ross J. Todd
Hi Willow
Research &
Publishing,
2003
ISBN
0-931510-93-7
\$39.60



OLA 2004 President Ken Roberts, OLA 2003 President Liz Kerr, 2004 public library President Sam Coghlan, 2004 academic library President Delia Antonacci, 2005 public library trustee President Sue Culp, OLITA's 2004 President Jenn Horwath, and OLA 2005 President Cynthia Archer provided key encouragement to the OLA Board approval of the school library study.

National School Library Day 2004 in Ontario

Roberta Henley

National School Library Day continues the important work of the International Association of School Librarianship. The day was proclaimed by Roch Carrier, National Librarian of Canada, at the National School Library Summit held in Ottawa in June of 2003 and is celebrated on the fourth Monday in October. This year it was held on October 25.

Teacher-librarians across the province joined those across Canada to celebrate the day by holding a variety of events to draw attention to the importance of the school library program. The theme for this year was Linking Libraries, Literacy and Learning. Teacher-librarians were urged to go to the National School Library Web site for all kinds of ideas, including hosting an author visit, holding an assembly, featuring booklists and displays, setting up quizzes and competitions, dressing up as a book character, holding book fairs, etc.

Val Bureau from the Grand Erie District School Board had the following to say: "We had Eric Walters come to both my elementary schools...What a great way to celebrate the day! He was absolutely amazing...even enthralled my hard-to-please grade 8s...and one of the reluctant readers came and took away his newest book *Grind* later this week. No kid could think being an author is anything less than totally cool after hearing him speak!"

Sharon Armstrong, from the same board, held a literary character parade at lunch time featuring teachers dressed up in costumes representing literary characters and carrying bristol boards with slogans related both to their characters and to the school library. One example was the three witches from *Macbeth*, asking, "When shall we three meet again – at the library?"

Cathy Brury, from Dr. Charles Best School, with the Halton School Board, asked her classes to celebrate the day by explaining why the school library was important to them and what kind of books they would like added to their library. Here is one incredible response:

Our Library Story, By Mrs. Stewart's Grade 2

Once upon a time there was a school with no library. The children were bored because they couldn't read anything. There were no books, no magazines, no videos, no CD-Roms or computers to use. There was not even a librarian to read to them.

The teachers were sad too. The teachers couldn't go on the computer or check out books for the class! Boo-hoo!!

One day the Fairy Book Mother arrived in the school mailbag and granted the children three wishes. The children wished for Joke Books, more Halloween books and Robert Munsch books. The fairy waved her wand and poof! — there was a library with all the books in the world. Hooray!!

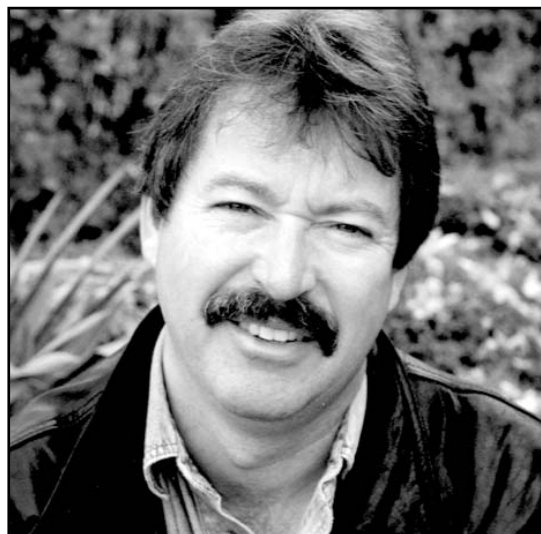
In the Greater Essex County District School Board, events, which varied from school to school, included NHL players reading to junior grades and oral readings over the PA system by principals and support staff. These were very popular with the students. School-wide readings and video-enhanced readings at assemblies also took place, as did daily writing based on opinion or self-exploration. Students in many of the schools were given bookmarks. At Taylor Elementary, not only was a Rate a Book program launched, but, after the teacher-librarian read a mystery over the PA, primary students also illustrated their favourite part while other grade levels wrote solutions to the mystery. A book was awarded to the best/most accurate submission from each division.

Meanwhile, in the Toronto District School Board, author and illustrator Ian Wallace delighted classes with readings at the TDSB's Military Trail Public School. Teacher-librarians with the TDSB also had a special evening event planned for them, with a reception and presentation at the Osborne Collection of Childrens' Books at the Toronto Public Library, during which they were encouraged to bring students to see the Osborne Collection.

Many school boards sent out press releases pointing out the connection between a strong school library program and student literacy, and commenting on what the current erosion of school libraries means to student learning. In an article in the *Hamilton Spectator*, Christine Cox wrote about the literature circles, introduced by teacher-librarian Andy Burns, that were held in St. Ann's elementary school. She went on to say that the "Hamilton-Wentworth Catholic school board wants a literature circle to become a part of the language program for grades 4 to 6. Burns said it's a way to promote a love of reading, as well as teaching skills including critical thinking."

Ian Wilson, the Librarian and Archivist of Canada, congratulated "the efforts made by everyone involved in school libraries across the country. School libraries play a vital role in the development of literacy and learning skills of children and youth in Canada".

If your library or school missed out this year, tuck this article away until school starts next year, then see what marvelous ideas you can build on for National School Library Day, October, 2005! ■



Eric Walters

One of the wonderful things about being a teacher-librarian is becoming a member of a world-wide school library community.

School Library World is a new column, intended to keep you in touch with that world by bringing you news about associations, conferences, awards, and other matters of interest.

A New National School Library Association

At the CLA conference in Victoria last June, the Canadian Association for School Libraries (CASL) was created when the members of CSLA and ATLC voted to coordinate their efforts in order to advocate for school library programs and teacher-librarianship in Canada.

CASL will now be your national voice for school libraries and will work in cooperation with provincial and territorial school library associations to raise awareness of the importance of school library programs in the education of the children and youth across Canada.

Ongoing projects of CASL will include continuing *School Libraries in Canada Online* at www.schoollibraries.ca and issuing *Impact* (the CASL newsletter), promoting national school library standards through distribution of *Achieving Information Literacy: Standards for School Library Programs in Canada*, operating the School Library Information Portal (SLIP) at www.cla.ca/slip/english and Le portail d'information sur les bibliothèques scolaires (PIBS) at www.cla.ca/pibs, promoting National School Library Day (fourth Monday in October) at www.nsls.ca, and holding annual conferences in conjunction with the Canadian Library Association and with provincial and terri-

torial associations.

For further information on the new association, visit www.caslibraries.ca or www.cla.ca.

News from the International Association of School Librarianship

The 33rd annual IASL conference was held June 17-20, 2004, in Ireland, and was attended by over 400 delegates from 38 countries, who considered the theme: "From Aesop to e-book: the story goes on ..."

A number of awards were presented, including the ProQuest SIRS Commendation Award which was presented to CSLA & ATLC jointly for the 2004 publication of *Achieving Information Literacy: Standards for School Library Programs in Canada*.

The annual Proceedings document contains 29 papers presented at the 2004 conference. They are an excellent source for practical ideas and applied research. Copies are still available for purchase. The following might be of particular interest:

- ◆ Valerie Coghlan (Ireland) "Pictures, Books and Pedagogy" in which she explained the role of picture books in raising standards of visual awareness and discussed techniques for integrating appropriate titles into the curriculum in primary and middle schools.



- ◆ Debra Gniewak (USA) "Explaining Urban Legends" provided a sample of an on-line unit for secondary students. Sample rubrics and assessment techniques, using the Web sites, were shown and discussed.
 - ◆ Elizabeth Greef (Australia) "Lighting the Fire: Inspiring Boys to Become Readers" shared practical strategies including literature circles as a means of establishing a reading culture.
 - ◆ Eleanor Shakespeare & Gaynar Cooper (UK) "Reading to the Power Squared" shared proactive strategies to develop a positive reading culture.
 - ◆ Dr. Anne Clyde (Iceland) reported an on-going project related to homosexuality in literature for young people (1989 to date). She is continuing to identify new publications as they become available.
 - ◆ Dr. Diljit Singh (Malaysia) reported on a study to examine the education and training of school librarians in IASL member countries.
 - ◆ Dr. Ross Todd (U.S.A.) reported on a recent large-scale research study entitled "Student Learning Through Ohio School Libraries". Details of this study can be found at www.cissl.scils.rutgers.edu or www.oelma.org/studentlearning/default.asp.
- IASL conferences provide an international perspective as well as a chance to hear about cutting-edge developments, meet other people who are facing the same kinds of issues as we are, and develop a personal camaraderie that helps to break down the barriers of isolation.
- Visit the IASL Web site at www.iasl-slo.org for updates on this 2004 conference and the forthcoming conference in Hong Kong July 7-12, 2005. For more information, contact Gerald Brown, Winnipeg, Manitoba at browner1@mts.net. ■
- Congratulations to OSLA's own Rose Dotten, Director of Library and Information Services at the University of Toronto Schools, on her recent election as IASL Regional Director for Canada.*

The OLA Education Institute
February 2 Toronto
CONNECTING SCHOOL LIBRARY PROGRAMS TO STUDENT ACHIEVEMENT
Dr. David Loertscher
OLA member, \$139.00
Non-member, \$189.00
www.thepartnership.ca

The OLA Education Institute
February 2 Toronto
BEYOND GOOGLE: SEARCHING FASTER AND SMARTER ON THE WEB
Rita Vine
OLA member, \$189.00
Non-member, \$239.00
www.thepartnership.ca

Toronto Metro Toronto Convention Centre
One of the world's largest and most praised library education events
SUPER CONFERENCE
the 2005 edition
"amazing stories @ your library"
www.accessola.com/superconference2005

The Education Institute
AUDIO CONNECTIONS teleconference
Feb. 22, 24 4:00 p.m.
TEACH STUDENTS TO CITE SOURCES
Sya Van Geest
Buy Sya's four-pack and get a session free!

Watch for the
EDUCATION INSTITUTE
Spring 2005 catalogue
coming in January!

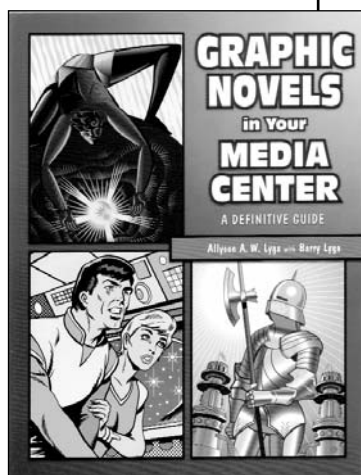
All prices are subject to 7% GST.

Graphic novels are beginning to appear in both elementary and secondary school libraries. They have been documented as a powerful tool for attracting reluctant readers and for helping struggling readers (especially boys), and are now recommended by many teacher-librarians and reading experts as an essential part of a school library's collection. However, selection of appropriate titles is difficult. Some graphic novels and comic books are problematic in a school library collection because of their super-macho characters, violence, and negative depiction of women. Since many teacher-librarians are not familiar with graphic novels as a genre, and need assistance with the selection of age appropriate quality material, they need to consult professional selection resources. Fortunately two recently published books fill that need very well.

Graphic Novels in your Media Center: a Definitive Guide.

Allyson A.W. Lyga and Barry Lyga.
Libraries Unlimited, 2004.
1-59158-142-7. Paper,
8-1/2 x 11", 180 pages.
Bibliographical References
\$48.65

Graphic Novels in your Media Center provides a comprehensive guide to the world of graphic novels and comic books. An introductory section discusses why graphic novels are a desirable and worthy part of a library collection by making connections with Multiple Intelligences. In a short review of the research, the authors establish important connections between linguistic intelligence, spatial intelligence, interpersonal intelligence and graphic novels by asserting that graphic novels offer children rich vocabulary, imaginative illustrations, and complex scenarios. There is also an analysis of how graphic novels help reluctant readers, ESL students, and Special



Education students. The authors also point out that many graphic novels offer many curricular applications, particularly in history and

social studies. Another early chapter provides essential background, key terms, and detailed definitions of the features of comic books and graphic novels. A large section of the guide features descriptions of 25 essential titles and series for school collections, with many of these titles featured in a later section which contains lesson plans. A valuable appendix lists 100 recommended graphic novels sorted by age level and interest areas. As well, the book contains a professional bibliography and a detailed glossary. For teacher-librarians wanting to establish or enhance a collection of graphic novels, and looking for ideas to promote their use with teachers, this is indeed a definitive guide and is highly recommended.

Graphic Novels 101.

Philip Charles Crawford.
Hi Willow Research and Publishing, 2003.
0-931510-91-0. Paper,
8-1/2 x 11", 76 pages.
Bibliographical
References
\$41.70

This book discusses the historical tradition of comics, current educational research, and selection issues as part of its overall purpose of advocating for the importance of graphic novels in school library collections. It is also a valuable and reliable selection source.

The author begins with an informative history of the development of comics and graphic novels,



which also includes an interesting 1985 to 2000 timeline. A later chapter discusses the value of graphic novels in SSR reading programs and in the school library program. The bulk of the book provides excellent annotated lists of recommended titles organized by age groupings. Other valuable lists provide suggestions for "Opening Day Collections" for elementary, middle, and high school libraries, and an "Introductory" collection for 15 books for teacher-librarians. As well, the author provides useful information on selection tools and resources (journals and Web sites), identifies publishers, and makes recommendations for further reading. Highly recommended.

School Library Journal.

R. R. Bowker. Monthly.

School Library Journal is also an excellent selection tool for teacher-librarians establishing or enhancing a graphic novel collection. On a bimonthly basis, "Graphic Novel Roundup" provides excellent reviews of a variety of new graphic novels. If you don't have access to a print copy of this journal, it is available in full-text form on both Proquest and EBSCO

by Esther Rosenfeld

Electronic Education Collections.
*Thinking Outside the Book:
Alternatives for Today's Teen
Library Collections.*

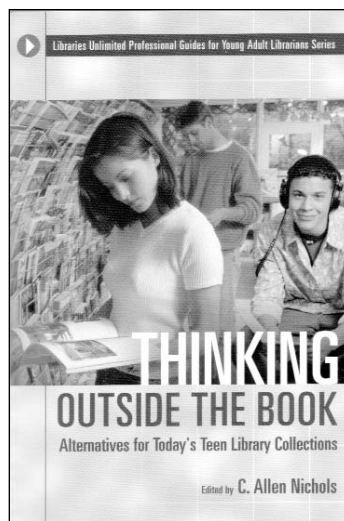
C. Allen Nichols, editor
Libraries Unlimited, 2004.
1-59158-059-5. Paper, 6 x 9",
189 pages. Bibliography and
Index
(Libraries Unlimited
Professional Guides for
Young Adult Librarians
Series)
\$47.30

Thinking Outside the Book is a collection of chapters intended to help librarians understand why it's a good idea to include magazines, graphic novels and comic books, audiobooks, music, videos, Web site/on-line collections, game and CD-ROM-based reference sources in teen collections, and how to go about doing so. The authors provide background information, identify reviewing sources, suggest selection criteria, note challenges, list recommended titles, and provide purchasing information for each format. Display and merchandising suggestions are also included as the whole point is to get teens into the library and using the materials.

Because the chapters have been written by different authors, the writing is somewhat inconsistent. In fact, sometimes the writing is awkward enough to be annoying. However, it's worth getting past this as the information is good. Although written for public librarians responsible for young adult collections and services, *Thinking Outside the Book* does have value for middle and high school

teacher-librarians.
Thinking Outside the Book would be a worthwhile addition to a district professional collection.

Reviewed by: Brenda Dillon,
Teacher-Librarian, Philip Pocock
C.S.S., Mississauga ■



WHAT'S NEW

from the OLA Professional Store

Book talks and Book Clubs are a great way to promote literacy and books to young readers. These titles all offer great tips and ideas for running programs for all age groups.

Booktalker's Bible 2003 Grades 1-12 \$41.70

This guide provides the information you need to create a smashing book talking program from finding your audience and choosing the books, to performing the book talk and evaluating the program.

Gotcha Again! 2002 Grades K-8 \$41.70

There are more than 350 non-fiction book suggestions in this guide. Included are suggestions for presenting books to students in irresistible ways, hundreds of ready-to-use book-talks and a wealth of tips on leading book talks.

Fantastic Fun Reading Programs 2001 Grades K-6 \$23.55

Included are 40 original programs that are both fantastically easy and absolutely fun to offer. Each program is fully described with appropriate age level, program length and audience limit. Related craft ideas are also provided.

Children's Book Corner 2003 Grades Pre-K - K \$44.48

This is a "how to" and help book for those focused on toddlers, preschoolers and kindergarten students. This book provides teacher and parent ideas on book selection, discussion techniques and application activities.

All titles come with duplication rights and are available through the OLA Store. To order from the OLA Store please telephone 1-888-873-9867, e-mail publications@accessola.com, or visit www.accessola.com/olastore. ■

Read any good professional literature recently?
Why not share your experience by writing a review for this page?
Send your opinion to Esther Rosenfeld esther.rosenfeld@tdsb.on.ca.

2004 OSLA COUNCIL

Roberta Henley

President
Brantford Collegiate Institute & VS
Grand Erie District School Board
bhenley@bfree.on.ca

Anita Brooks Kirkland

Vice-President/President-Elect
Waterloo Region District School Board
anita_brooks-kirkland@wrdsb.on.ca

Michael Rosettis

Secretary-Treasurer
St. Augustine Catholic High School
York Catholic District School Board
mrosetti@learn.ycdsb.edu.on.ca

Esther Rosenfeld

Past President
Toronto District School Board
esther.rosenfeld@tdsb.on.ca

Anne Coleman

Durham District School Board
anne_coleman@durham.edu.on.ca

Jim Neill

Gananoque High School
Upper Canada District School Board
jim.neill@sympatico.ca

Linda Girardo

Father Bressani Catholic High School
York Catholic District School Board
girardl@learn.ycdsb.edu.on.ca

Susan Moroz

Forest Glade Public School
Greater Essex County District School Board
rsmoroz@sympatico.ca

Sharon Rowlandson

Rainbow District School Board
rowlans@rainbow.edu.on.ca

Peggy Thomas

Toronto District School Board
peggy.thomas@tdsb.on.ca



ONTARIO SCHOOL LIBRARY ASSOCIATION

President's Report Roberta Henley

OSLA Council @ you

WELCOME BACK!

A belated welcome back to members. If your school was anything like mine, the year got off to a roaring start. By Thursday of the first week, we were in full swing—holding grade 9 orientations, giving book talks, planning exciting new units, meeting with administration, and fighting to keep our heads above water. Now that we are nearing the end of our first semester, many of us are actively involved with school Literacy Committees and Student Success Committees, ensuring that our administrations realize and students benefit from the connection between student success and the library program. We have certainly chosen an exhausting yet highly energizing profession!

Councillor Position Filled

Your OSLA Council met again in September. We have a number of things to share with you. First of all, we welcome councillor Sharon Armstrong, who has filled the position for the Central West region. Sharon comes to us from Waterford District High School, in the Grand Erie Board, and brings a

wealth of knowledge and expertise as teacher-librarian, English teacher and local OSSTF bargaining team vice president.

Advocacy with the Ministry

This continues to be a high priority. A letter was sent to Minister Kennedy last June, which outlined the extensive correspondence from executive members of the OSLA to the Minister and once again requested a meeting with him.

While awaiting a response, Marsha Skrypuch (young adult writer and nominee for the Red Maple Award) and I teamed up to meet with our local MPP, Dave Levac, to point out the big disconnect (to use the Ontario Coalition's term) between the government's literacy initiatives and the role of the school library program. We also spoke about the problems with the funding formula and the lack of our own document. He promised to work on our behalf to secure a meeting with the Minister for us, and strongly encouraged us to make presentations to our local Board Director and trustees as well.

While waiting for an official meeting with the Minister, we attended

port

r library®

a nearby ceremony and managed to speak with Minister Kennedy for about 10 minutes about our concerns. He not only agreed to meet with us, but he said he would support National School Library Day.

Subsequent to this, both Dave Levac and I wrote follow-up letters requesting the formal meeting. I received a letter from the Minister's office, indicating that our request has been received and will be reviewed shortly, and more recently, a phone call from his scheduler who said that he will schedule an appearance to support National School Library Day. Unfortunately, this did not happen. We will continue our efforts to meet with Minister Kennedy through the Ontario Coalition for School Libraries, and turn our focus to building advocacy with evidence in our libraries.

School Library Program and Student Achievement Session with Ross Todd

The Education Institute offered a two-day workshop for school library leaders on November 18 and 19. The focus was on how to develop an action plan for collecting evidence of the value of school library program currently being

offered in Ontario schools. Although teacher-librarians make a huge difference in student learning outcomes, we continue to struggle with how to show this to the public. Our advocacy needs to include evidence. From now until February, provincial school leaders who attended the workshop will work on a train-the-trainer-style program to develop evidence-based practice in school libraries across the province. OSLA will be working on developing instruction and samples of this procedure. The second part of this workshop will be held in February, with Dr. David Loertscher, as part of Super Conference.

National School Library Day

National School Library Day was first announced by Roch Carrier, National Librarian of Canada, at the National School Library Summit in Ottawa in June, 2003. This year it was held on October 25, with the theme being Linking Libraries, Literacy and Learning. Members across the province joined colleagues across Canada and organized a wide range of activities designed to celebrate and heighten awareness of the school library program. Many held author visits, created displays,

held a board-wide reading day, or organized other events that were showcased by their local media.

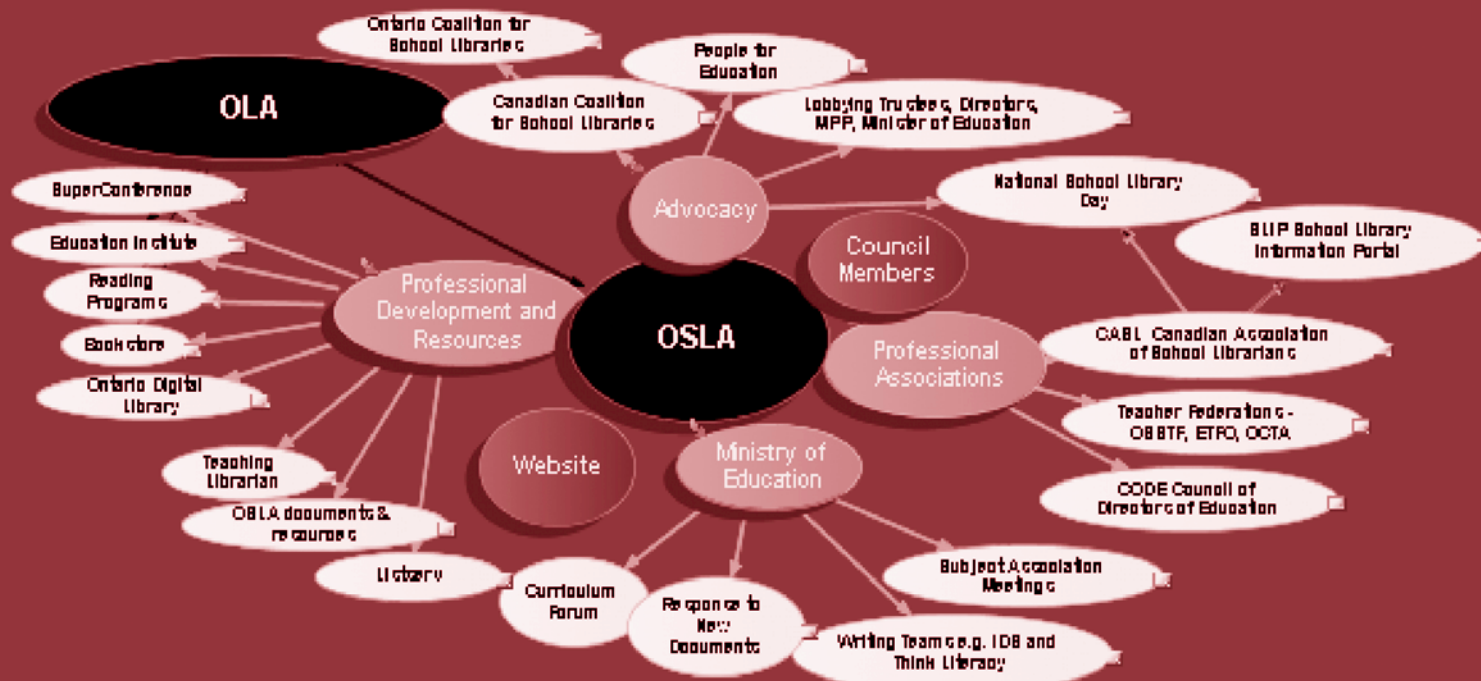
Super Conference

This year's conference is shaping up to be spectacular. Your planning team, Carol Koechlin, Diana Knight and Michael Rosettis, have helped put together another dynamic set of speakers and sessions. The theme is Amazing Stories and the catchphrase is "Meet Me at the Oasis". Register now. Don't miss what continues to be probably the very best professional development and networking opportunity of the year.

Think Literacy: Cross-Curricular Approaches, Grades 7-12

As you know, *Think Literacy* was written in 2003 by a writing team commissioned by the Expert Panel on Students at Risk to support teachers with approaches to teaching reading, writing and communications. Last summer, subject experts wrote additional subject-specific examples to assist teachers. OSLA submitted two proposals, one of which was accepted and has now been developed by Carol Koechlin, with Diana Knight, and Rose Dodgson, and reviewed by Esther Rosenfeld. Contents

OSLA: Making Connections



include **READING STRATEGIES:** Getting Ready to Read, Modelling Independent Reading and Reading Different Text Forms, and **ORAL COMMUNICATION:** Small-group Discussions. The instructional approaches are designed for teacher-librarians working with students and their teachers. This fabulous resource has recently been posted on our Web site for your use. Congratulations and thank you to Carol and team!

OSLA and CASL

As noted in the new column, *School Library World*, the Canadian School Library Association (CSLA) and the Association for Teacher-Librarianship in Canada (ATLC) have merged to form a new association, the Canadian Association for School Libraries (CASL). President Marlene Asselin and I met at the CLA/BCSLA conference in Victoria last June, and have since had a

very positive discussion via telephone in which we have shared some ideas for working together.

OSLA :

- ◆ will confirm CASL's presence at the Hot Issues session at Super Conference
- ◆ will add a link from our Web site to theirs.

CASL:

- ◆ will offer a new membership price for provincial members for only \$40.00
- ◆ will annually post National School Library Day materials – templates, etc. – for TLs across the country to use
- ◆ will develop a Provincial Advisory Council (PAC) and have a column on PAC activities in *School Libraries in Canada*
- ◆ will be moving *Achieving Information Literacy* online

Marlene, who believes that CASL is only as strong as the provincial associations, has started her partnership with Ontario, and plans to call each one of the other provincial associations. In addition to this, another Marlene, Thames Valley's Marlene Turkington, has taken on the role of president of CASL for the upcoming year. We are thrilled with this appointment, as Marlene is a very strong advocate for school libraries, with a strong vision and concrete goals, who will work closely with OSLA members.

Other Highlights

For updated information about the Ontario Digital Library, go to the OLA Web site, where the full business plan is available. As noted in the Executive Summary, "The ODL will coordinate the purchase and delivery of electronic information and virtual services on behalf of all Ontarians and Ontario libraries.

The ODL is a partnership among the 6,500 public, school, college and university libraries in the Province of Ontario working in cooperation with the education, university, training, business and medical communities... The ODL will provide to Ontarians seamless access to information anywhere they need it and at any time." Check it out and learn more about this exciting venture.

The Ontario Coalition for School Libraries continues to be a growing force, working recently to formulate a mission statement, vision and goals. As well, a brand new Web site has been developed, which you can view at

www.ontarioschoollibraries.ca/index.html and a coloured 'post-card' for the public, which urges them to rate their school libraries. This industrious group of concerned school library supporters, under the leadership of OLA's Liz Kerr and Tundra Books' Catherine Mitchell, deserves a huge round of applause from members!

OSLA Division Review

As part of the ongoing attempt to meet the needs of its members, OSLA has begun a review process. A small group of past and upcoming presidents of the association

met to discuss the needs of our members. Of particular importance is the need for OSLA to take the initiative to develop a plan for our teacher-librarians for evidence-based practice. This will be discussed at council. ■

On the facing page is an overview of OSLA's current network, showing links and supports, that will be of interest to our members. Thank you to Jo-Anne LaForty for the graphic design.

**Come help us plan
your future at the
annual Ontario School
Library Association
Meeting**

**Friday, February 4, 2005
5:15 PM**

**Meet OSLA's award
winners - the people
who are making
waves**

**Thursday, February 3,
2005
5:15 PM**

**Metro Toronto
Convention Centre**



Powerful & Compelling K-12 Resources for your Library!

Micromedia ProQuest's K-12 products unite high quality content and curriculum based online technologies to provide resources wherever learning takes place. We offer complete programs of content, professional development, and support that put the power of technology where it belongs – in your hands!

- **eLibrary Canada Curriculum Edition™** – comprised of the powerful eLibrary Canada database we all know and love, eLibrary Canada Curriculum Edition is the ultimate curriculum and reference resource featuring additional new content sources: ProQuest Learning: Literature™ and History Study Center™
- **SIRS® electronic and print resources** provide appropriate information on multi-faceted issue-based topics frequently researched by students, including social issues, science, government, the arts and humanities.
- **CultureGrams** – Provides an Insider's Perspective on Daily Life and Culture
Offers concise, reliable, and up-to-date country reports on more than 182 cultures of the world. CultureGrams go beyond mere facts and figures to deliver an insider's perspective on daily life and culture, including the history, customs, and lifestyles of the world's people.

For more information or a FREE trial, please contact a Micromedia ProQuest representative
or visit our online trial form at http://www.micromedia.ca/trial_form.htm

Micromedia
ProQuest

20 Victoria Street, Toronto, Ontario M5C 2N8
Tel.: (416) 362.5211 Toll Free: 1 (800) 387.2689 Fax: (416) 362.6161 Email: info@micromedia.ca Internet: www.micromedia.ca