

*THE*  
**TEACHING  
LIBRARIAN**

The magazine of the Ontario School Library Association  
Spring 2002 v. 9:2 ISSN 1188 679X



Advocacy

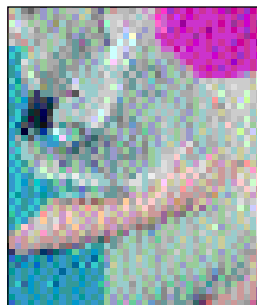
@ your library

# International Reading Association Advertisement

Full page

# THE TEACHING LIBRARIAN

Spring 2002    Volume 9, Number 2    ISSN 1188 679X



Cover photo:  
**ROCH CARRIER**  
National Librarian of Canada  
One of Canada's most established authors  
High school teacher  
Playwright  
Former Chair of the Canada Council  
OLA speaker and contributor  
Author of children's classic  
"The Hockey Sweater"  
Literacy advocate (p. 14)  
School library advocate extraordinaire (p. 41)

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## AUTHORS OF ARTICLES in vol. 9, no. 2



### **DIANE BÉDARD**

manages the Learning Materials Resource Centre at the Windsor-Essex Catholic District School Board. <diane\_bedard@wecdsb.on.ca>



### **DIANNE CLIPSHAM**

retired as Head of the Library at Woodroffe High School in the Ottawa-Carleton District School Board and is a consultant. <Dianne\_Clipsham@



### **BRENDA DILLON**

is teacher-librarian at Philip Pocock Catholic Secondary School in the Dufferin-Peel Catholic District School Board. <brenann@sympatico.ca>



### **KENDRA**

### **GODIN-SVOBODA**

is Library Facilitator for the Durham District School Board in Whitby. <godinsvoboda\_kendra@



### **ANN HAMILTON**

retired as Head of Merivale High School's Library in the Ottawa-Carleton District School Board. School Librarianship Instructor, University of Ottawa. <Ann.



### **BOBBIE HENLEY**

is teacher-librarian at Brantford Collegiate in the Grand Erie District School Board and is editor of *The Teaching Librarian*. <bhenley@bfree.on.ca>



### **JO-ANNE LAFORTY**

is teacher-librarian at Sir Robert Borden Business and Technical Institute in the Toronto District School Board. <laforty@durham.net>



### **SUE TEDESCO**

is teacher-librarian at Rick Hansen Public School in the Thames Valley District School Board.



### **MARILYN WILLIS**

is teacher-librarian at Russell D. Barber Public School in the Peel District School Board.

## **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 in which teacher-librarians can share experience and expertise.

## **TL** responsibility

### **THE TEACHING LIBRARIAN BOARD**

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Sya Van Geest	Retired, Peel District School Board

To contact a Board member: <TLmail@accessola.com>

### **THE TEACHING LIBRARIAN EDITOR**

Bobbie Henley Brantford Collegiate, Grand Erie District School Board

## **TL** guidelines

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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 and pictures can be printed or digital (min. 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 materials are subject to editing for consistency, length and style. If significant changes result from editing decisions, the Editor will contact the writer before printing.

## **TL** subscriptions

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

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



# The Summit on School Libraries

featuring

**Dr. Ross Todd** University of Technology, Sydney

**Dr. David Loertscher**

**Dr. Keith Curry Lance** Library Research Service

**Dr. Roch Carrier** National Librarian of Canada

**Michael Bloom** Conference Board of Canada

**Gaylen Duncan** Information Technology Assn of Canada

**Baiba St. John** Ontario Network for Learning

**Margaret Nelson** Director of Education

**Michael Ridley** The Ontario Digital Library

**Lynette Spence** Principal

**Kendra Godin-Svoboda** School library consultant

**Rose Dotten** Teacher-librarian



**MAY 26-28, 2002 by invitation**



*It worked for me!*

**TL**

## Postcards from the Centre

BRENDA DILLON  
Philip Pocock Catholic Secondary School, Dufferin-Peel

In September, I wanted to get school library information into the hands of teachers without adding too much to their already stuffed mailboxes. So, using Microsoft Publisher and sheets of perforated postcards, I created postcards that identified school library staff, provided contact information, and highlighted programs and services offered this year. ■



## Nothing's Going to Cut Down My Silver Birch

SHARON WEAMES  
Lord Nelson School, Thames Valley District School Board

### DILEMMA

What do you do when budgets have been slashed? I have been organizing the Silver Birch Reading Program for the last three years. The first year, I started off with one class and two copies of each title purchased out of my library budget. The next year was more difficult as my budget was slashed. The Home and School helped out and purchased two copies to supplement the copies I purchased.

This year I have five classes that wish to participate and I was faced with quite a dilemma. There wasn't any way I could purchase even one copy of each title, so the Home and School came to my rescue and ordered three copies of each of the selections. But even with their generosity, I couldn't satisfy five classes. So, what do you do?

### SOLUTION

The Grade 4s had not been exposed to Silver Birch before so they are going to read the selections from 1999-2000. The Grade 5s are going to read the selections from 2000-2001, and the Grade 6s will read the selections for this year.

Each person will receive a birch leaf for each book they read, and their books will be tallied for their vote. We will hold a vote on the actual day, with three booths open for each of the grades.

It's a little like a three-ring circus but I couldn't deny the students' enthusiasm for reading. When it comes time to announce the winners, we will do it in fine fashion so each class gets the recognition for participating.

There will definitely be some advocacy going on so next year's Silver Birch is fully covered by the school library budget. ■



## A Bookmark Marks the Spot

ANN AMOS

St. Jude School, Lakehead District School Board

Use bristol board cards about the same 3" x 15" as book markers. Each child uses one when they are looking for a book.

As they take the book off the shelf they put the marker on the shelf exactly where the book was to mark the book's spot. They stay right there (sit on the floor by that shelf) and look at the book. They can't take the book to a table because they will forget which bookmark is theirs – they are all the same colour. If they don't want the book they know where to put it back. If they want the book they take the book mark and put it back in the box and sign out the book.

This works well with SK to grade six students in both my libraries. I tell the children each book has its own place to live in the library with its own address, and each book has to be in the right spot. I tell them the book mark papers are our tools to see that the books stay at their correct addresses.

I tell young children the call number – the white tag on the spine of the book – is the book's address. Even JK children (three and four year olds) understand this.

I know some other teacher librarians use old wooden rulers as book markers, but they tend to be used as swords by those boys and girls who just can't resist...! ■

TL

*It worked for me!*

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REFERENCE  
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## What worked for you?

This is a fun place to share ideas that work for you. E-mail your tip to *Teaching Librarian* editor Bobbie Henley <bhenley@bfree.on.ca>. ■

*The Teaching Librarian* looks good – a new, very professional look. I like the inserts to go into a binder but I do have one question about the lesson plans. They list the expectations very clearly for the curriculum document - but why are the expectations for the *Information Studies* document and the strand they are from not clearly listed and on their own as well? My greatest concern is that teacher-librarians use the Information Studies document and make it as important as the curriculum expectations. That was the only thing I thought was missing.

Marlene Turkington, Thames Valley District School Board

*The Editor responds:*

Thank you for your constructive comments about the curriculum pullouts. I agree that we should incorporate the expectations and the strands from our Information Studies document, and from this point on readers can expect to see them with each lesson plan. Wherever possible, they will be situated in a column beside the Ontario curriculum expectations to give them the prominence they deserve. Bobbie. ■

Mail

TL

## Advocacy: It's All About Connections

by Brenda Dillon and Sue Tedesco

### WEB SITES

**<http://www.accessola.com/osla>**  
The OSLA web site is particularly good and has a page dedicated to Advocacy. It is comprehensive and user-friendly, providing hot links and summaries (of the links) that will connect you to information and support for your role.

**<http://www.accessola.com>**  
The Ontario Library Association site is filled with useful information, including items from all levels of government. There are hot links to specific documents that pertain to issues like copyright reform and school library staffing.

**<http://www.cla.ca/divisions/csla/index.htm>**  
The School Library Documents section of the Canadian School Library Association web site has useful links to documents and research.

**<http://www.atlc.ca>**  
The web site of the Association for Teacher-Librarianship in Canada is always worth checking, cf. "Useful Information for Teacher-Librarians" and "Publications". Consider ordering *Building Better Learners* for parents. The *Information Literacy Kit* is a useful advocacy resource. You can print the bibliography even if you don't get the kit.

**<http://gateway1.uvic.ca/symposium/symposium.html>**  
Ontario's Teacher-Librarians are not alone! The National Library of Canada hosted Forging Forward: a National Symposium on Information, Literacy and the School Library in Canada, Nov. 19-22, 1997. The papers are worth reading and the Summary Statement is worth distributing.

**<http://www.iasl-slo.org>**  
School Library Resources on the Internet and School Librarianship Documents are noteworthy on the International Association of School Librarianship web site. Check out International School Library Day, celebrated on the fourth Monday of October (Oct. 28, 2002) – a great way to emphasize our membership in an international community.

**<http://www.lrs.org>**

It's important to have findings that support our position on the importance of school libraries and teacher-librarians. Those of Keith Curry Lance and his colleagues are among the most significant (see books below). Lance's Library Research Service has a wealth of files you can download and print, including fast facts, executive summaries, brochures, and articles about the research findings.

Here are AskERIC responses, which might prove useful:

**<http://www.askeric.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Libra.../librystaff.htm>**

'Professional School Media Specialists and Student Achievement' (August 2000)

**<http://www.askeric.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Lib.../libraryimpact.htm>**  
"Impact of School Libraries" (August 2000).

**<http://www.ssdesign.com/librarypr/index.html>**

*Library Media & PR* is a free on-line newsletter. There are useful bookmarks and graphics for download and printing.

**<http://www.teacherlibrarian.com>**  
*Teacher Librarian* (the other TL journal) has a web site that's worthwhile even if you don't subscribe to the journal. The "TL Toolkit" is a useful set of links. You can print selected articles from the current issue and back issues – check out "Marketing Reflections: Advocacy in Action" in Vol. 28, No. 5, June 2001.

**<http://www.fno.org>**

How often have you heard the suggestion that we don't need books (or even libraries!) because "it" is all available, for free, on the Inter-net? We know this is nonsense, but how to convince the powers that be? Meet Jamie Mackenzie, Internet guru and author/editor of *From Now On: The Educational Technology Journal* and an advocate of the continued existence of libraries and of print resources. Mackenzie is known for his work on information literacy and appropriate integration of computers into education. FNO is available on-line. Access the web site on your own or sub-

scribe to his useful e-mail update service.

To explain your role and promote your activities, create a web site:

**<http://www.sldirectory.com/>**

This is an international listing of schools and the sites they have created. See what other schools are doing and generate ideas for your own school library and web site.

**<http://www.teacherweb.com>**

If you break into a cold sweat at the thought of having to learn HTML, consider using TeacherWeb, a site that allows you to create a web site for your school library (or class, etc.) using templates. You just point, click, and fill in the content.

### PRINTED RESOURCES

*IFLA/UNESCO School Library Manifesto*. 1998.

Endorsed by the OLA Board in 1998, the *Manifesto* is the most important international document. A copy is enclosed and one is being sent by OLA to your principal. Get this document into the hands of everyone else who should be aware of the role of school libraries.

Lance, Keith Curry. *Impact of School Library Media Centers on Academic Achievement* (1993); *How School Librarians Help Kids Achieve Standards: the Second Colorado Study* (2000); *Powering Achievement: School Library Media Programs Make a Difference: the Evidence* (2001).

Krashen, Stephen. *The Power of Reading*.

This is an essential resource in describing the relationship between school libraries and literacy. Reviewed in the last issue of *TL*.

**As a service to OLA members, all books cited in *The Teaching Librarian* are available through the OLA Store. ■**



# ADVOCACY @ your library™

**Bobbie Henley**



**A**lthough we have always known that advocacy has been an important aspect of our job as teacher-librarians, it has recently become clear that it is now a critical one.

In the past we have always naturally advocated our library program to the rest of the school—staff and students—just as other departments advocated theirs. But in this climate, we are faced with the reality that strong advocacy may make the difference between the library playing a crucial role in a school program or being left out entirely.

In this information age, when library programs address and promote literacy in all its forms, it is hard to believe that our existence sometimes comes down to how well we advocate.

This is not to say that advocacy always works. For some of us, our library programs have been eroded, no matter how hard we have tried to prevent this. Some of the most dedicated, innovative, hard-working and high-profile teacher-librarians I know have had the library programs at their school immobilized due to staff cutbacks, in spite of how they have tried to educate the powers that be.

Advocacy comes in many forms. Having a strong library program which involves all teachers or departments in your school is perhaps the best kind of advocacy. Making the public and Board personnel not only aware of its existence but also aware of its importance is another. In this day and age it is not enough to assume that the public knows how important school library programs are; we must continue to raise the level of awareness. After a while it becomes easy to promote what we believe in wholeheartedly - the necessity of a school library properly staffed and supported.

If we do not advocate by speaking to School Councils, giving presentations at Board meetings, holding open houses for parents, educating new teachers, and ensuring that our program is crucial to the entire student body, we are doing ourselves, our program and ultimately our students a disservice.

And there is so much support out there for us! So many members of our council and association work hard to provide us with news updates, summer workshops, a fabulous annual conference, slide presentations, literature and statistics, and simple encouragement. The upcoming OLA Summit on School Libraries is stunning.

In this issue of *The Teaching Librarian*, we are advocating advocacy. We have featured articles, resources, and curriculum pullouts that inspire and give ideas for promoting our wonderful and necessary library programs.



The  
Foundation  
of All  
Advocacy  
is  
Knowing

## How Significant You and Your Program

**Marilyn Willis**

Let us start with the basics. You understand your role. How well do you *feel* about it? What impact do you truly have? Do you really know? Can you know? Does your perspective on your role fit with the perspective of those who use and would use your programs and services? How do you know? Are you a living advocate for the impact libraries have on the lives of your students and your teachers just by carrying out your role?

A successful school library program involves the teacher-librarian, principal, teachers and students working co-operatively towards a common goal.

The library information centre promotes resource-based learning and provides information and resources that support the total school program.

To ensure that the students and teachers are active and effective users of the resource centre, the teacher-librarian provides:

- access to an abundance of appropriate resources
- effective strategies for information utilization
- formal and informal learning activities

The teacher-librarian's responsibility to provide the leadership necessary to transform ideas into action necessitates:

- a holistic, cross-curricular perspective
- specialized knowledge of learning resources and media
- understanding of teaching and learning styles
- effective organization, planning and collaboration skill

To accomplish these goals the teacher-librarian's responsibilities encompass three areas:

### 1. EDUCATIONAL LEADERSHIP

The responsibilities of the teacher-librarian include:

- advocating programs, resource-based learning policies and procedures
- being knowledgeable of current learning and teaching strategies and becoming aware of resources for professional development
- supporting a collegial atmosphere
- developing the potential of departmental staff and/or student and parent volunteers
- seeking opportunities for personal growth in school librarianship, including knowledge of learning materials, technology and curriculum
- working at local and regional levels in program and curriculum development

### 2. PROGRAM AND INSTRUCTION

In the area of program and instruction, the teacher-librarian is responsible for:

- implementing the concept of resource-based learning for all students
- co-operatively analyzing student and curricular needs and implementing programs
- providing literature enrichment
- assisting in the development of an integrated skills continuum (developed co-operatively at the school level across the curriculum)
- knowing and using current technological developments in information retrieval
- effectively supervising and instructing students
- providing materials and resource-based programs in both French and English

### 3. RESOURCE MANAGEMENT

The responsibilities of the teacher-librarian include:

- co-operatively developing objectives for implementation of programs, policies and procedures
- providing effective organization and supervision of facilities and resources
- supervising the selection and acquisition of appropriate resources
- maintaining proper records and systems
- supervising staff (clerical, technical, volunteer)
- networking with schools, Media Services, public libraries and information agencies

The success of a school library program is dependent on the teacher-librarian being able to balance all of the above, given adequate staff, budget and facilities in accordance with the total school program. ■



# Your library reports should reveal program

**Ann Hamilton**

Communicating what is happening in your library program is central to your advocacy efforts. The old-fashioned monthly report remains an excellent way to advocate for the essential role you play in curriculum development, literacy, leadership and student learning.

**A**s a teacher-librarian in a secondary school library, I prepared monthly and annual reports to send to administration, department heads, the school superintendent, parent council executive, my local trustee, OSSTF representatives and any teacher who had partnered with me so that the decision-makers would become advocates for school library programs.

## **THE MONTHLY REPORT**

What goes into a library report that will advocate for you and your library? For me the essential information contained in the report was reporting on the teaching activities that I was involved in and the effect on student learning. As you can see from the categories in my example at right, I looked at my program from a number of angles before I ever started providing the statistics.

Statistics have been the mainstay of library reports for years but, in the long run, statistics are just numbers. Programs are people, learning, educational progress – the things that your audience want to hear and respect.

## **THE ANNUAL REPORT**

The annual report should always include recommendations for staffing, budget and new initiatives which you are recommending for the following year. The annual report condenses and reinforces the values expressed in the monthly reports. As a result, the annual report must give prominence to the section on how students at each grade level have expanded their learning as a result of their library classes and activities.

I was always grateful to those individuals who took the time to give me feedback. It helped me direct my comments to the priorities and objectives that they had.

Advocate for school library programs for your students by sharing the good news in library reports. Attach a sample learning activity, handout or bookmark. Book a time to share the results with your principal, parent council or bargaining executives. Your students and staff deserve the best. It is up to us as teacher-librarians to report on our library programs and to make them part of

## A TYPICAL MONTHLY REPORT

School Library Teaching Report for the month of \_\_\_\_\_

### ■ **Something unique for the month**

A brief statement might include, for example, an explanation of the Co-operative Program Planning and Teaching partnerships between the teacher-librarian and the classroom teacher.

### ■ **Library Program Statistics**

Using the CPPT Partnership Planning Guides and the library day book the following statistics were reported:

- Number of teacher-librarian and teacher planning sessions
- Number of independent study conferences with students
- Number of visits by the teacher-librarian to classrooms to observe or evaluate the end product of the learning activity
- Total number of classes in the library

### ■ **Library Classes for Grade 9, 10, 11, 12 and OAC**

Each class which came to the library for learning was detailed under the appropriate grade as follows:

- Course code, teacher, research/ literacy /learning activity for every class that was taught in the library.
- A brief description of the learning activity,
- Specific information skill taught, topics covered, and evaluation of the final product.

### ■ **Highlights of the Library Teaching Program**

Report on additional contributions made - such as a visiting author, an orientation session offered to new teachers, demonstrations of new databases, library news in the school newsletter, meetings attended by the teacher-librarian.

### ■ **Circulation statistics and technical services**

Last not first. Administrators and school board superintendents want to see this information so you do need to include it but they need to see what you are doing first.



Kendra Godin-Svoboda

# Advocating literacy

“If you think of reading as sharing, you can see how important the social aspect must be. Reading lets us access our collective experience, to harvest the skills and wisdom of humanity. And reading brings joy - the sheer fun of stepping into other lives, other universes - of getting caught up in a world of imagination.”

Paul Kropp. *How to Make*

Roch Carrier spoke to adult groups and to children's groups during Literacy Day activities.

**R**eading provides us with a wonderful opportunity to share ideas, possibilities and places with another person. It's a great way to connect with your children, your friends, your loved ones. Dialoguing concepts from a book can open up a conversation with someone to whom you might otherwise never have spoken. Reading helps us build connections and relationships, linking our world to other worlds, places, and times.

Educators, librarians and teacher-librarians in Durham decided to launch a region-wide campaign, promoting literacy and libraries. Our message was simple: reading is a vital skill and is fun as well! We planned a number of events to support, promote and celebrate this culturally important missive.

## **Literacy in Durham @ your library™ Launch**

Monday, February 4, 2002

Oshawa Centre

afternoon session 1:00 - 2:00

evening session 7:00 - 8:00

Our launch began at the Oshawa Centre on Monday, February 4 when 150 school children from across the region met the Oshawa Generals Hockey team, writer, Wendy Lewis (Graveyard Girl), and storyteller, Cloyce Weaver. The choir from our newest elementary school, Pierre Elliott Trudeau Public School, filled the space with a joyful sound and students, librarians and educators shared their passion for reading at the event.

## **Literacy in Durham @ your library™ Conference**

Tuesday, February 12, 2002

Durham District School Board

Education Centre

8:30 - 3:30

Roch Carrier, National Librarian of Canada, kicked off our first library conference in Durham. A number of distinguished speakers



# in Durham library™

libraries, and administration focused on key issues related to literacy in Ontario.

M. Carrier read from his classic book, *The Hockey Sweater*, to students from our two Books and Breakfast schools (see last item), and then participants proceeded to a carousel of literacy programs currently running throughout Durham. These 20-minute sessions gave us a picture of the literacy landscape across the eastern GTA, and enabled us to decide which programs we can take back to our own communities.

## Authors @ your library™

Whitby Launch  
Sunday, February 17  
Trafalgar Castle  
2:00 - 4:00

Families and citizens of Durham were invited to attend the Whitby @your library™ launch, where we celebrated renowned authors and their books. Participants were invited to attend three 20-minute workshops by each of the following authors:

- Sylvia McNicoll, author of *Bringing up Beauty*
- Kim Fernandes, illustrator of the *Little Mouse* series
- Eugene Fernandes, author and illustrator of *Waves in the Bathtub*
- Werner Zimmerman, author and illustrator of the *Farmer Joe* series

These national best-sellers shared their stories and passion for reading with us in the historical setting of the beautiful Trafalgar Castle. Guests also had an opportunity to purchase some of the authors' books from The Source, who set up a book display on site.

All proceeds will be used to fund the authors for this event and promote literacy in



During Literacy Day events, Roch Carrier visited students at VandenBos School, named after felled Snowbird pilot Michael VandenBos

Durham.

## Circles of Love: Books & Breakfast Program @ your library™

Saturdays, 10:00 - 12:00  
R.A. Sennett Public School  
Queen Elizabeth Public School

The project aim was to provide breakfast and a reading program for parents and children in various locations throughout Durham. The two schools chosen to pilot the project were R.A. Sennett School in Whitby and Queen Elizabeth Public school in Oshawa.

Both sites boast exemplary teacher-librarians who were keen to spearhead this project and run it in their schools two Saturdays each month from February to June. As well, the principals, staff and local community indicated their strong support for the project and were eager to help as well.

We hoped to provide parents and children with an opportunity to have breakfast together, connect with other members of their community and participate in a literacy program. We know it is important to educate parents about their role in their children's reading progression, and we would like to help parents improve their own literacy skills. The Durham Literacy Network will be providing help with the parents and teachers and volunteers will work with the children.

**T**hese projects are just the beginning of what we hope will be on-going projects and events to promote, enhance and

Kendra  
comments:

## @ your library™

We would like to report on the @ your library™ initiatives in your locale. Please e-mail me and let me know what you are doing, so we can all read about it in the next issue!

e-mail  
Kendra at

[godfrinsvoboda\\_kendra@durham.edu.on.ca](mailto:godfrinsvoboda_kendra@durham.edu.on.ca)



Marilyn Willis

# Community outreach programs: Including preschoolers and parents in the school

**O**ne way that advocacy of your school and library can develop is through community outreach programs. School councils are finding their way into the co-operative running of schools and the library is a major part of that process.

Many developing community outreach programs centre around the library, not only as a meeting place for community and school council meetings but as a liaison between community and school.

## THE FIRST STEP

The first step before even beginning the program is to find a liaison person in the community that has a preschooler in the household. This person is key in getting the

word out and in contacting services that are available. A co-operative effort between the librarian and this representative results in a year plan that best fits the needs of the community.

The following is an example of a community outreach program in action that has been both successful in encouraging community members to come into the school, and in making them feel a part of the school and library community. It also helped to stress the importance of literacy within the early years of a child's life.

## HOW IT WORKS

The community outreach program begins in September by advertising in the school

ents with two and three year olds who live in the area of the school community to come to meetings once a month in the library. Choosing a specific day and keeping it consistent throughout the year makes it easy for all to remember.

Each meeting has the same format, which gives a sense of security to the children. Parents also can relax with the routine. The young children visit with the school librarian for a storytime and the parents move to another area in the library to relax over coffee and talk to guest speakers arranged for the meeting. At the first meeting, parents fill out an information sheet so that they can be added to the library checkout system to enable each child to sign out a book on the first day.

Storytime with the librarian is full of songs, action stories, chime in, pattern books and puppets. It's helpful to have older students come and model listening and participation for the younger ones. A quick-paced storytime keeps these young children focused and involved. Don't forget to include juice and cookies after the story.

## GUEST SPEAKERS

Guests that are invited for these sessions have a chance to talk to parents about concerns or information specifically aimed at community contacts and parenting information. Local police, firefighters, public librarians, community health nurse, politicians and child-find personnel are more than willing to come and spend time over coffee discussing services available and to answer questions.

The administrators in the school should be at your initial meeting to field any questions about registration or general school policy. They should be encouraged to come to as many of the community outreach meetings as possible. The guests for one of the very last meetings of the year are the kindergarten teachers for the following school year. This is a wonderful opportunity for them to discuss questions or concerns they might have for the following September.

In the event that the school has a high population of ESL students, it is a good idea to include in the school newsletter a message written in the prevalent language.

Translators or support staff are more than willing to give up an hour every month to come and assist. The isolation because of the language barrier can be easily broken and community services that are available can be utilized.

## SENSE OF SECURITY

A sense of security and comfort will develop with each meeting, not only for the young child but also for the parents. Encourage them to visit the library on a regular basis and promote the importance of reading at home. Young children get to know the library very well and even start to build a favourite collection of stories. Parents may realize that the gift of a book is just as important (if not more important) than the latest toy. They may begin to value or affirm the importance of reading at home.

Leave some of the meetings unplanned so that last-minute guests can be invited. Parents may indicate that they would like to explore other issues. This leaves you flexibility in scheduling any visitors that have to miss for reasons of illness or weather.

At Russell D. Barber Public School, the community outreach program started as a small snowball, but has grown and become the entire snowman with all the trimmings. The library has daily visits from the preschoolers. They are showing off their favourite books to library volunteers and other students in the library. Parents utilize books from the Parent section in the library and feel free to ask for information as the need arises. The preschoolers are developing a sense of comfort in the school and certainly will be ready for kindergarten next year. Interaction with older students in the school is a positive experience for all.

Parents enjoy the library outings just as much as the preschoolers. Conversation with adults is important when you are a stay-at-home caregiver, and they enjoy the conversation and contacts that are made in the library.

**T**he foundations built in this type of community outreach program are an important link between the communi-

Photo courtesy of Russell D. Barber Public School in Mississauga.

President's comments:

### **OLA's Summit on School Libraries**

The OLA Board of Directors also believes that we must advocate beyond our own communities. On May 26-28, the OLA Summit on School Libraries is featuring researchers and authorities from around the world to talk to parents, principals, superintendents, business people, school library educators, government officials and many more to find new solutions to



Library Advocate  
A Talk with Terry Morehouse

Interview by

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

**TM:** It's a long way from where I began: elementary teacher in Ontario, then teaching French in the schools of Edmonton! After I came back to Ontario I developed voice problems, and realized that oral second language teaching was coming to an end. Having always been interested in libraries, I then took the School Library courses. A supportive principal offered me a .5 Library and a .5 French assignment, which then evolved to a full-time library position. During this time, I developed an interest in computers, which led to training in computer and information technology. I retired from a full-time position as Teacher-librarian and Computer Contact at St. Dunstan Elementary School in the Dufferin-Peel Catholic District School Board.

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

**TM:** It was only eight years or so, but we accomplished a lot – I was only full-time for three years. The fast growth in the Peel-Dufferin area, which takes in an area bounded by Guelph, Orangeville, and Etobicoke, meant that there were no consultants to look after teacher-librarians. The elementary panel developed a strong teacher-librarian association. I ended up chairing it for the years leading up to my retirement in June of 2001.

Being a teacher-librarian is not a 9-to-5 job, but if you put in the time and effort required and work together, your advocacy efforts will bear fruit! It took a year to get the Secondary Liaison on track again in the person of teacher-librarian Brenda Dillon.



Here are the steps we recommend:

- Talk to colleagues on the other panel and scope out interest – find out what each does.
- Reps from both panels serve on tendered committees with a mutual interest in avoiding duplication of services.
- Develop an awareness of curricula thrusts and volunteer for Board Curriculum Committees. As a teacher-librarian I was appointed by the Superintendent of my Family of Schools in Dufferin-Peel to many such committees, including one to defend challenged materials.
- Send a representative to each Family of Schools meeting.
- Send a member to Board teacher-librarian association meetings. Start one if it's not already in place.
- Create and get support for a plan to maintain elementary teacher-librarians, and present to board, trustees, Royal Commission, etc.

Teacher-librarians on all panels must be proactive and political. This visibility will get you support from administrators. The library will become the central pivot in the school.

When the teacher-librarian's role evolves into the computer contact as well for the school, it becomes essential to all. Knowing how to train teachers to do electronic reports loads up the job and expands the role.

**TL:** How did you do it?

**TM:** I put in the hours and tried to figure out the answers to what the expectations are for the job, in the school, for the board, and for the province. I discovered we, as teacher-librarians, administrators, teachers and superintendents must work together to determine the answers and then advocate for the role.

**TL:** Have there been any outstanding moments for you?

**TM:** My vision of the use of computers involved serving on the committee for the selection of computer programs for library automation. Mine was the first library in 80 schools in the board to get it done. The expansion to other schools involved time and advocacy, as well as proposals to the board by teacher-librarians. This also solidified the role of the teacher-librarian as essential to the functioning of the school library.

I also ran a 3-D computer animation club at recess and lunch hour at my last school – the kids developed such expertise through peer teaching that they represented the board and won annual medals at Skills Canada (Industry Canada initiative) for the best in Ontario! They used professional programs such as Infini-D and Bryce.

At the school, Family of Schools, and board levels I felt it important to model the role of a teaching librarian. As I mentioned before, I revived the liaison with the secondary teacher-librarian group – a difficult thing to do because we tend to inhabit different worlds of work. But it is so important to offer solidarity and a united front when negotiating with the federations and the boards and we are working with the same kids!

I believe in the importance of advocating for the role of teacher-librarian as the in-school expert in communications technology, and I made presentations to the Board of Trustees and the Royal Commission on Education in support of that role. This pro-activity served to maintain a high profile for teacher-librarians and garnered support from the superintendents.

**TL:** Can you share your favourite reads or viewing habits?

**TM:** Since I always wanted to be a veterinarian, I have a passion for books about animals, especially horses and dogs.

I also enjoy mystery and science fiction and, of course, fell for *Harry Potter and the Philosopher's Stone* when the book was first published. The fallout from the debate over its place in the collections of our schools, resulted in my defense of the book from its critics! I led the Board to a successful defense of Harry Potter from a protest mounted by the religious right, emanating from the U.S. via the Internet. The key to the defense was my assimilation of out-of-context quotations into the whole work and its theme of good triumphing over evil. Again, more work after school!

The positive side of all that work was an increased recognition of the work of teacher-librarians in the schools and an awareness on the part of most of the parents of our role in fostering their children's literacy.

**TL:** Thank you for your time and enjoy your

Who do you think should be the subject of future profiles?

Contact  
**Dianne  
 Clipsham  
 44 Moorcroft  
 Rd  
 Ottawa  
 K2G 0M7**

or e-mail her  
 at **clipsham  
 @rogers.com**



Child of the '60s  
Mother of the '70s  
Artist of the '80s  
Environmentalist  
of the '90s  
A 20th and 21st  
century native

**W**hen speaking with Buffy Sainte-Marie after her keynote speech at Super Conference in February, I focussed on her role as an advocate for native culture. Much of the discussion centered on her zest for life and the creative educational projects on which she continuously works.

Buffy Sainte-Marie is a unique educator who brings a wealth of talent and expertise to the world's classroom. At the Super Conference, she wowed the crowd with her imagination, intelligence and ease. We learned of her past accomplishments—singer, songwriter, teacher, oriental philosopher, Officer in the Order of Canada, regular on Sesame Street, Academy Award winner, and social activist,—her life-long love for libraries and books, and her passion “for passion.”

A natural born teacher, she has been involved with teaching and learning all



# Buffy Sainte-Marie: The

Teaching Project, which she created in 1990 as an Internet-based curriculum on Native Americans. It has developed into a multimedia teaching aid entitled Science Through Native American Eyes. The Cradleboard project grew out of being asked to help develop a better Indian Studies unit in her son's grade five classroom.

### **WAS SHE KEEN?**

"I was just waiting to be asked!" she says.

In setting out to make her personal mission a bridge between the two cultures, she developed the science curriculum that is taught through the study of native culture, and she established a partnering program for schools.

### **ZEST FOR LIFE**

When asked where her zest for life came from, Ms. Sainte-Marie spoke of an appreciation for the moment, explaining that she has always put the most into every day.

Her latest project involves the National Commission on Service Education, helping to design a new way of teaching. The premise of service education is to help students find a practical application to what they have to study and to make a contribution to community. She helped to explain the concept by quoting an old proverb: "I hear, I forget; I see, I remember; I do, I understand." She went on to applaud the Kellogg Foundation for its incredible support for both projects.

**B**uffy Sainte-Marie is more than the total of all the talents mentioned here. She embodies the spirit of positive thinking. She has been shaped, in part, by her passion for books, libraries, and knowledge. A visionary for education, she is an excellent role model for many of us, a true advocate for authentic learning. ■



# Best Kind of Advocate



**OSLA**  
Ontario School Library Association

Student \_\_\_\_\_

Student \_\_\_\_\_

Student \_\_\_\_\_

Student \_\_\_\_\_

Class \_\_\_\_\_

# RESEARCH PORTFOLIO

# RESEARCH PORTFOLIO

Keep your research work in this portfolio.

- Keeps you organized
- Shows your progress
- Allows your teacher to assist in your growth

- Examples of what to keep in your portfolio**
- Assignment details (e.g. product, evaluation process)
  - Contract
  - Brainstormed ideas and research questions
  - Working outline
  - Keywords for searches
  - Tracking sheet recording possible resources
  - Organized point-form notes (e.g. charts, mind maps)
  - Internet addresses and printouts
  - CD-ROM printouts
  - Notes of your own thoughts and ideas
  - Interview notes - personal, telephone or e-mail
  - Letter, clippings, statistics, photographs, etc.
  - A growing Reference List
  - Teacher / peer conference notes
  - Rough drafts
  - Presentation ideas and plans
  - Drafts of your work
  - Evaluations including personal evaluations

**WORKING THROUGH FOUR STAGES OF RESEARCH**

# Documenting the journey: Using research portfolios to enhance

## Jo-Anne LaForty

Jo-Anne LaForty, a secondary school teacher-librarian in the Toronto District School Board and a Past-President of the OSLA, has made a name for herself at the forefront of a new wave of understanding of how teacher-librarians can help improve student achievement. In addition, she has made a name for Ontario's teacher-librarians as she took her message about how we implement *Information Studies, K-12* using OSLA's research portfolios to the Australian School Library Association Conference in October 2001 where she was a keynote speaker. What a wonderful advocate we have in Jo-Anne, not only throughout Ontario but, now, internationally! This article was first published in *Access*, an Australian magazine for teacher-librarians, in advance of her keynote address entitled: "Choreographing the Chaos: Teaching Information Literacy". Jo-Anne has just been named Librarian of the Year by the Canadian School Library

Inquiry and research is a complex journey and in Ontario we have learned first-hand that all students benefit when they are guided through it.

Teacher-librarians, with their unique understanding of information problem-solving strategies, are in the ideal position to serve as tour guides for this journey. They teach students the research process and work with them as they receive or conceive their topic, develop a focus and move towards their final destination.

Building an optimistic outlook and sustaining momentum throughout the process is a challenge with all learners, but especially so with less academic students. On this journey students need a ticket, a map, a travel diary, a souvenir case, and a photo album.

A research portfolio is all of these in one, and when given at the beginning of the research project, conveys the message that this journey is important and that each stop along the way will be valued.

### RESEARCH PORTFOLIOS

A portfolio literally means to carry paper. In education, a student portfolio "is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more area." (Paulson, L.F., Paulson, and Meyer, 1991, 60.) Seen as much more than a



Jo-Anne meets Australia

Arrival at the Sunshine Coast after 30 hours of travel.

Jo-Anne being chauffeured to her speaking engagement

The audience of Australian teacher-librarians in the pavilion at the conference

Jo-Anne during her presentation (from the ASLA web site)

The Conference Centre

Jo-Anne and her family with the Koala Bear they adopted

snapshot of the students' work, it is a video of academic progress (Hoyle, Sheppard, 1997); it more fairly documents all the work and effort of the student throughout the stages of research. The research portfolio is a modification of the traditional course portfolio. Course portfolios usually contain the work of the student throughout a course. When students select and reflect upon particular pieces, they gather a body of work that shows their growth. The research portfolio has elements of the course portfolio but is unique because it documents only one aspect of student work, that of research. This article will discuss the advantages of using a formal research portfolio. The Ontario School Library Association has created both an elementary and secondary version based on our four-stage research process.

### THE INVITATION: THE TICKET

Each time a student begins research it is a new opportunity to explore exciting ideas, a chance to learn, to improve academically and to become a more independent learner. The teacher-librarian invites the student to begin the research journey with a gift, that of the actual research folder. This gift-giving is symbolic of our role; the guide on the side with expertise about research who assists and works with the student throughout the stages of research.

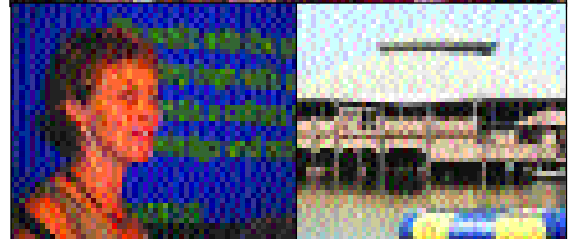
Psychologically, if the research journey begins with a gift of a new folder, this suggests a fresh start. It conveys to students the importance of the work they do since everything they collect in this portfolio will be viewed, assessed and evaluated.

### ORGANIZATION OF THE PROCESS: THE SOUVENIR CASE

Organization of all materials is essential when doing research. The portfolio allows students to keep all their research materials in one location. Items such as assignment details, timelines, lists of search terms, working bibliographies, articles, note-making sheets, information organizers, outlines and drafts should be part of this portfolio as concrete reminders of the research journey.

### THE RESEARCH PROCESS: THE MAP

In Ontario, the model of research has four stages which is based on our curriculum:



Works  
cited:

Hoyle, Cheryl  
and Karen  
Sheppard.  
Portfolio  
training  
manual.  
Whitby,  
Ontario:  
Durham  
District  
School Board,  
1997.

Information  
Studies:  
Kindergarten  
to Grade 12.  
Ontario  
School Library  
Association,  
1999.

Kuhlthau,  
Carol Collier.  
"Accommoda-  
ting the User's  
Information  
Search  
Process:  
Challenges for  
Information  
Retrieval  
System  
Designers"  
Bulletin of the  
American  
Society for  
Information  
Science. Vol.  
25, No. 3  
(February/Mar-  
ch 1999)  
<http://www.asis.org/Bulletin/Feb-99/kuhlthau.html>.

Kuhlthau,  
Carol Collier.  
Teaching the  
library  
research  
process (2nd  
ed).  
Metchen, NJ:  
Scarecrow  
Press, 1994.

Paulson, Leon  
F., Pearl  
Paulson and  
Carol Meyer.  
"What makes  
a portfolio a  
portfolio?"

Using a variety of strategies, teacher-librarians teach this process so that students understand from the beginning where they are heading, providing them with a 'map' so to speak. As a visual reminder, the map of this four-stage process is displayed on the folder, with a list of specific research actions for each stop along the way. For example, Stage 3: Process Information lists actions such as: 1) think critically as you listen, observe, read, view, 2) make value judgments: question the authority, relevance, point-of-view and accuracy, 3) record only information to answer your question or support your thesis, and 4) sort and record using organizers and outline headings. If students get lost in their research journey, the map is ever present to guide them in the right direction.

### REFLECTION FOR GROWTH: THE TRAVEL DIARY

Teaching students the importance of reflection and how to reflect develops their metacognitive process. This "heightens awareness and commitment to critical assessment of student learning" (Herbert, Elizabeth, 1997, 70). Just like travel dairies, reflections should address both the journey's progress and feelings of the student throughout it. Kuhlthau (1994) reminds us how important it is to acknowledge students' feelings; not only their frustration, confusion, uncertainty, but also their confidence, accomplishment and excitement. When students understand that a full range of emotion is often integral to finding the right information, grappling with ideas, forming a focus and presenting the new learning, they learn the importance of persistence. And in the case of less academic students, acknowledging and monitoring these feelings often prevents them from becoming overwhelmed with research and losing confidence.

At the beginning, students reflect upon prior experiences of research and analyze their existing strengths and weaknesses when doing research. For some students, difficulties arise in locating information; for others it is putting together the final product and for others it is knowing what information is worth keeping.

Sharing this information during conferences with teachers and teacher-librarians helps students clarify their thinking and develop a realistic plan for improvement. When students reflect upon the process, assess their progress and set

goals to improve, they take more ownership of their learning and gradually move to becoming more independent learners.. This kind of reflection should be formally and informally done after each stage of research.

### ASSESSMENT AND EVALUATION: THE PHOTO ALBUM

The portfolio is important in the assessment and evaluation of both the research process and product; it is proof of the journey and the scenic tours along the way. By including a detailed criteria for assessment in the portfolio, students are informed from the start how they will be evaluated. In the portfolio, all aspects of the journey are documented.

The teacher-librarian and teacher can assess the thesis statement, print-outs of resources, point-form notes, reflections, skeletal outline and drafts. The research portfolio is also valuable when meeting parents to discuss student progress. Parents can clearly see student development and progress.

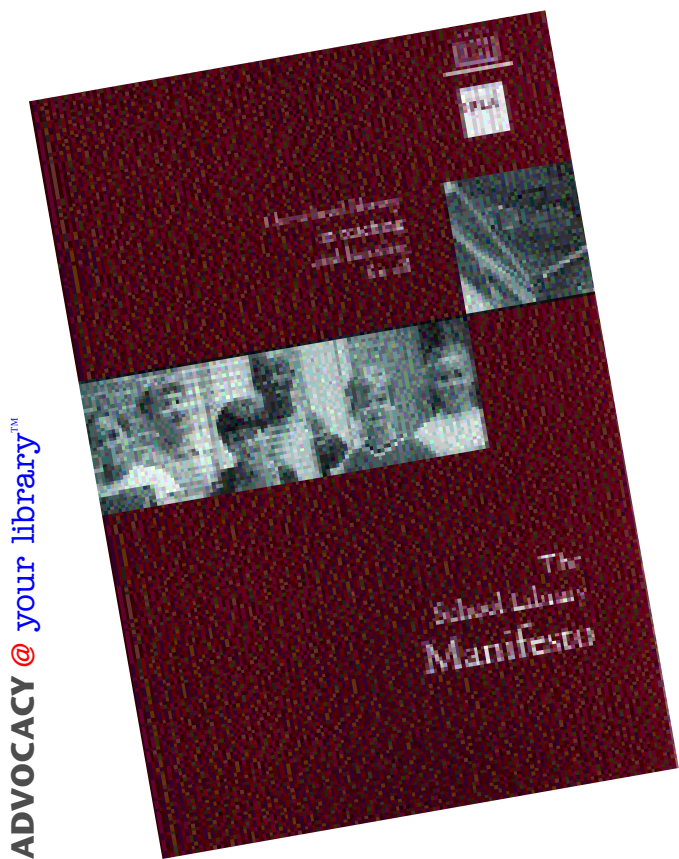
### BENEFITING STUDENTS AND TEACHERS

Inquiry and research is a complex process; it is an "interplay of thoughts, feelings and actions." (Kuhlthau, February/March 1999, 3). Using research portfolios benefits both students and teachers. For students, it reminds them of the stages of research, recommends reflections at each stage, highlights assessment, and becomes the vehicle for meaningful dialogue at conferences. For teacher-librarians and teachers, using a research portfolio sets the tone of the project as an essential learning experience. For all parties, it honours both the process and product of research. It can also be a "window into the students' head; a means for both students and staff to understand the educational process at the level of the individual learner" (Paulson, Paulson, Meyer, 1991, 173). The research portfolio documents the journey of academic growth and is evidence of the power of collaboration: students, teacher and teacher-librarian working together to create the very best learning experience. ■

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# EBSCO Canada advertisement

1/2 page  
horizontal



## **ADVOCACY FOR SCHOOL LIBRARIES** by the **OLA BOARD OF DIRECTORS**

As part of its advocacy efforts on behalf of school libraries, the OLA Board of Directors is funding the Summit on School Libraries (see p. 5). A letter and invitation to apply to attend the Summit has been sent to Ontario's 4200 school principals.

Included in the invitation is the *Quill & Quire* article on the "Crisis in School Libraries" from the January 2002 issue, a summary of publications available to support the OSLA's Information Studies curriculum, and the enclosed UNESCO *School Library Manifesto*.

Every Director of Education and Supervisory Officer has received a similar package. Ask your local officials if they have questions that you might



**W**hen the eBook first came out we laughed at this “ugly duckling” new tech toy: it needed specialized, stand-alone equipment, it was cumbersome to carry, it was hard to read, it had a poor selection of titles available, and it had few – if any – value-added features to justify the high expense.

There have been great strides made in all these areas. Most problems have been addressed and I think it’s time to look again and to re-evaluate this technology, both for your personal use and in your school library.

### SPECIALIZED EQUIPMENT?

Many Public Libraries have tried a brief honeymoon phase with the “pocket rocket” style of eBook, a specialized LCD screen reader device with a screen the size of an average paperback page, and a bulky case about twice as thick as a book. It’s a rather costly, single-purpose device. Most eBook releases these days, however, are also aimed at downloading neatly onto your computer and into your handheld devices. These are becoming commonplace, even among students. Refur-bished Palms can be bought online for under \$40. New basic models can be had for around the \$150 level. While most school boards now consider handhelds to be standard issue for staff/administrator use, some boards are now experimenting with student use. Visit the Palm Educational Site to read up on this. [<http://www.palm.com/education/>]

### HARD TO READ?

As many of my not-so-aged colleagues can attest, the readability of the small screen on hand-held can really be aggravated by a small, poorly formed font and dim black on gray lettering.

The eBook reader applications have been enhanced to take this complaint into account. Palm’s Reader Pro incorporates collections of easy-read fonts from Agfa Monotype Corporation, one of the leading providers of digital content for graphics professionals. New font-smoothing technology

works with bitmapped fonts on color or gray-scale devices. The eBook Font Pack contains Serif, Sans Serif and Condensed fonts designed to enhance the eBook reading experience. The fonts come in sizes up to 24 point!

Early eBooks presented themselves as a typical giant scrolling document. Now the text is presented one page at a time as paper books do. This provides for a more normal reading experience.

Most reader applications allow you to rotate the text on the handheld’s screen so it can appear in either portrait or landscape orientation, and even set the control buttons for either a left or right handed user.

### CUMBERSOME TO CARRY?

The early, specialized readers were definitely large and bulky but a handheld device weighs only a few grams and is thinner than a deck of cards – much smaller than the equivalent print version of the book. And even with a modest 8 MB of memory in a basic Palm, I can load 10 or more different titles. As a travel option, this is a real plus. A pocket or purse can easily carry a week’s reading materials.

As a teacher, I can keep copies of all texts being studied on one device and quickly locate and compare passages between them.

Some sample titles and sizes:

- *King James Bible* - 424k
- *Criminal Sociology* by Enrico Ferri - 237k
- *The Raven and other stories* by Edgar Allan Poe- 17k
- *The Tragedy of King Lear* by William Shakespeare - 84k
- *The Taming of the Shrew* by William Shakespeare - 65k
- *The Tempest* by William Shakespeare - 54k

Most eBooks take less than two minutes to download and require no more than a few hundred kilobytes of available memory on the reader's handheld unit. As more non-fiction and curriculum support titles appear, the potential educational use is becoming clear.



free of charge. All the best seller titles come quickly out in eBook format. Currently offered on-line is *The Diary of Ellen Rimbauer - My Life at Rose Red* edited by Joyce Reardon, Ph.D. As part of her research, the diary was published as preparations were being made by Dr. Reardon to enter Rose Red and fully investigate its disturbing history. Rose Red is the setting for an ABC mini-series of the same name. [eBook size: 393k , \$11.95 US]

The always popular *Cliff's Notes* novel guide series is there too – over 120 different titles (average size 100k and US\$4.99). Some titles are coming out in digital format ONLY! An example is *Riding the Bullet* by Stephen King. [eBook size : 50k and cost of \$2.50 US].

Palm Digital Media, a publisher and distributor of eBooks, has a fast-growing list of over 3,500 titles from most major publishing houses. [<http://www.Palm.com/eBooks>]. This is definitely NOT comparable to the wealth of paper/print book titles available, but rapid growth is happening.

### EXPENSIVE?

If you already own a handheld device, the only cost to you is the purchase price of the eBook. Once purchased, you can download your eBook as often as needed at no charge. The needed reader software is free and often bundled with the book. eBooks are typically priced less than or equal to the list price of their paper counterparts and arrive instantly, with no shipping charges. The eBook seller "buys" books from the publisher, just like a local bookstore does, and adds to that the cost of developing technology and running the web site (instead of paying the cost of a retail store). Not all eBooks cost money! On the Internet you will find huge collections of copyright cleared, free eBooks.

### NO "ADDED" BENEFITS TO JUSTIFY THE EFFORT?

The new, award-winning eBook reader, Palm Reader Pro, puts a built-in dictionary at your fingertips. To use it, you simply hold



## Are You "Shifted"?

"Shifted" library staff (those who have embraced this handheld device technology) are invited to participate in a vision for handheld computing and librarians, combining the instant publishing capabilities of a community blog (a daily web log), the convenience of an electronic mailing list, the vast resources of a newsfeed, and a community busy creating content for a handheld computer ... creating the Handheld Librarian. (<http://www.handheldlib.blogspot.com>)

If you are interested in this somewhat strange configuration of web tools, check it out. You can sign up right there for the Yahoo group if you prefer news in your box; you will have the web page if you prefer to peruse web pages, and there are directions for making it a channel on your wireless handheld so you can read in the grocery store.

The community blog provides postings from librarians and others interested in handheld computing applications in libraries and education. The newsfeed gives up-to-the-minute information already collected and organized by the newsfeed from IT sources so that you do not have to spend hours searching the web for this particular type of information.



definition appears. You can even look up definitions within definitions. In addition, Palm Reader Pro will intuitively find root words or related words if a definition is not found.

A built-in dictionary function is extremely easy to use and convenient, and especially handy for reference and non-fiction titles, where you are more likely to come across technical terms and other unfamiliar words.

### OTHER BENEFITS

The entire book is easily keyword searched and the standard “find” and “find again” features familiar in word processors are here.

In addition, the Palm Reader can display styled text (italicized, underlined, etc.) and formatting as well as perform functions such as book marking and exporting annotations directly into your computer.

You can keep your personal bookmarks, notes and annotations linked right to the blocks of text while you work with the eBook title, then export all the annotations that have been entered for the current book to a Memo called “Annotations-Book Name”, where Book Name is the name of the current book.

### NOT EASY TO CIRCULATE?

All right. You have me here! Public libraries have been experimenting with eBooks for a couple of years now. I can sign out an electronic “rocket book” with a best-seller preloaded on it at my local branch. On this specialized eBook device it’s relatively easy to protect the copyright on the data as only the library staff can upload/download new content. I have to give it back, intact – the same as a print book!

But when you consider the option of downloading it onto a handheld it’s obvious that the eBook can travel from computer to computer, or be beamed between handheld units. There is a current protection process in place for the handheld, and it does fairly well at protecting e-author’s rights but greatly increases problems faced by the library staff.

The Palm Reader application is needed to read the eBook. The eBooks are encrypted to

protect the authors’ work from being “shared” and are unlocked by the credit card number which paid for the access to the book. So while you can easily pass on a good paperback to a friend, you can’t pass on a commercial eBook without also sharing your credit card number! [NOTE: Your credit card number is used only to unlock the eBook and is not stored on your PDA] Because of this, only unencrypted books are beamable.

As long as you keep a copy on your desktop machine, you can reload it on your PDA as often as you wish. When you reload it, you will need to enter your user name and unlock code. If you lose or accidentally delete your copy, you can re-download it from Your Account on the eBook seller’s web site. You truly do “own” this title. For the first time, it’s possible to build up your own library of favourite books that won’t age or deteriorate!

### CREATE YOUR OWN eBook DOCUMENTS FOR SHARING

DropBook is a simple application for Windows and Macintosh which allows you to convert a text file formatted using the Palm Markup Language (PML) into a Palm OS .pdb file which can be installed on any handheld for reading with the Palm Reader. If you’ve done any work with mark-up languages (such as HTML or XML) this process will feel very familiar. Titles, chapter heads, and page breaks are flagged with standard mark-up tags. An image wider than 158 pixels or taller than 148 pixels will be represented in the text by a thumbnail that the user can tap to view the entire image. Images smaller than 158 x 148 will be presented in-line with the text.

There are even simple editors to help you do this. To convert a Microsoft Word document to Palm Markup format, you can download a Word 97/98 template document. It contains commands (macros) which will replace various styles (italic, bold, etc.) with corresponding PML codes.

### ARE YOU CONSIDERING eBooks? WHAT ARE YOU WAITING FOR?

# Making Every Moment Count Advertisement

OLA  
Full page



# Super Conference Session Reviews

## Boy, Have I Got A Good Book For You

ALLISON HAUPT

Allison Haupt entertained and informed more than 60 librarians and teacher-librarians at this session.

Starting with research *Boys and Girls Learn Differently* by Gurian, Allison underlined the critical need to keep boys reading. She then gave an inspiring, hour-long book talk: *Guy Time: Novels for Young Men, Grades 4-9*.

Allison reminded us that, although we need to recognize learning differences, many of her titles will appeal to girls as well. She also stressed that we must not "dumb down" literature for reluctant readers. Rather, we must find novels so compelling that boys (and girls) will have to finish them. One criterion of a compelling book is that it must have emotional content. In this context, Allison recommended *The EQ Edge* by Steven J. Stein and Howard E. Book. She also mentioned a 1991 *Horn Book* article by Katherine Paterson, "Living in a Peaceful World."

I received an incredible number of evaluation forms, and I have never seen so many #1s circled! ■ — Susannah D.

## One Stop Shopping: A Dynamic School Library

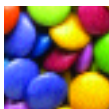
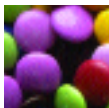
MEI-LAN MARKO, Teacher-librarian  
PATRICIA IRVING, Principal, Rideau High, Ottawa.

As secondary schools undergo major changes in the area of curriculum, information literacy is even more critical to the success of our students.

The goal of this session was to share with you, from the perspective of an administrator/facilitator and a teacher-librarian, what a vibrant facility and library program could look like. The school profile (Rideau is a large multi-cultural secondary school in Ottawa) and school improvement plan have identified literacy as one of our major initiatives. The library plays a key role in raising skill levels in the area of reading and writing, information skills, and computer literacy.

Our visual presentation provided a view of our library facility itself and then showed our program in all of its facets. We demonstrated some of the strategies we use to address varying levels of literacy. Through the delivery of a skills continuum, student conferencing, strategies for ESL teachers and learners, literacy groups, collaborative planning with teachers in all subject areas, and meaningful assessment and evaluation, we have developed a strong program that is yielding measurable results in school achievement.

Our goal was also to illustrate the benefits of the teacher-librarian's involvement in key curriculum committees as well as in general school life. We provided concrete examples of outreach activities such as staff training, linkages with feeder schools, regular newsletter communications which we feel have helped to enhance our inclusive and busy library program. In recognizing the importance of implementing and facilitating a strong library program, our principal ensures increased use of the school library, resulting in improvement in student achievement. ■





## You Are The Author Of Your Life Story: Advocating For Your Library

KENDRA GODIN-SVOBODA

Facilitator, Library & Computers, Durham District School Board

**T**his talk was all about passion. School libraries play a pivotal role in creating lifelong readers and in teaching information skills. Research from Stephen Krashen, Paul Kropp, Keith Curry Lance, Ken Haycock continues to support information literacy programs in school libraries.

Kendra suggested concrete ways in which we can transform our passion for school libraries into action: though advocacy, leadership and management strategies.

The @ your library program at the Durham District School Board is tremendously successful. A Library Conference scheduled on February 12 featured Roch Carrier as a keynote speaker. The message? Literacy is important in our schools.

The new curriculum is providing teacher-librarians with the opportunity to make a mark on student learning. Let us show our passion, let us seize the day. ■

Angela di Prima at the Curriculum in Action session



## Helping Readers Read What Writers Write

JANE DRAKE, author

ANN LOVE, author and teacher librarian

SUSAN LEPPINGTON,  
Library Curriculum Consultant,  
York Region District School Board

President's  
Notes

**W**e heard from Ann and Jane, successful authors of several non-fiction books (some of which have been Silver Birch nominees). They talked about how they construct non-fiction text, including how they make decisions about the layout of pages, placement of visuals, and the use of conventions such as titles, headings, and labels.

We heard from Susan about how we, as teacher-librarians, help students to deconstruct this non-fiction text to make meaning of it in the research process.

Presenters gave us ideas for activities we can use at the pre- and post-reading stages to teach skills so students get the most out of non-fiction texts. These include identification of main idea, sequencing, predicting, making inferences and evaluating content.

What made this workshop different was that we heard two points of view: from the writers and the readers. ■ —Cheryl Dinnin

Super  
Conference  
2002  
was OLA's  
largest event  
yet with over  
3,600 in  
attendance.

835 teacher-librarians took part and brought over 130 principals and other administrators to see our expertise and our best practices.

Of the 210 events from which delegates could choose, over 50 were developed by OSLA.

Super Conference is Canada's largest library education event by far and one of

## Curriculum In Action

MICHAEL ROSETTI, HETTY SMEATHERS,

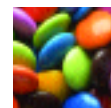
MARY JANE AGALA, MARG ESAW,

LINDA GIRARDO, ANGELA DI PRIMA,

MICHELLE REGINA

York Catholic District School Board

**T**his group of "Teacher-Librarians in Action" shared a collection of collaboratively planned units from a variety of grade levels (K – 11!), each of which uses the four-stage research process from Information Studies and integrates Information Studies expectations with grade/subject curriculum expectations. To top off an excellent, absolutely professional presentation, everyone in attendance was given a CD ROM with the presentation as well as all the units, all in Ministry licensed Corel so the CD can be used in any school board in Ontario. Impressive work from an impressive team!







OSLA AWARD WINNERS:  
Sandy Jones, Michele Regina, Phil Gagnon and  
Mary Kebalo-Plata (see p. 41)



## Visual Information and the School Library Program

STEVE MOLINE

Steve Moline challenged participants in his sessions at Super Conference to try out some of the strategies he was sharing. He asked us to find a way to visually represent the information from his sessions so we could see how powerful the strategy is for note taking. The “aha” in his session is how important visual information and representation is at every stage of the research and inquiry process.

To find out more about teaching information and visual texts see Steve Moline’s publications: *I See What You Mean: Children at Work with Visual Information*, Pembroke/Scholastic Canada, 1995.

*Show me! Teaching Information and Visual Texts*, Scholastic, Canada, 2001.

Steve Moline also publishes under the name of David Drew:

*InfoActive* (series of 48 books for grades K-2 visual literacy), Scholastic, Canada, 1998-2000.

*InfoActive Plus* (series of 10 books for grade 2-3 visual literacy), Scholastic, Canada, 2001. ■

## “Read All About It!” Newspapers, Literacy Skills, Free Resources on the Web

TIM RALPH

Computer/Program Facilitator, Durham District School Board

If Tim Ralph ever decides to moonlight at Yuk Yuk’s, be sure to make a reservation! He’s a riot! Despite difficulties with his Internet hook-up, Tim kept up the pace on a fun-filled and informative session that showed both classroom teachers and teacher-librarians how to fulfill curriculum

expectations while reinforcing students’ literacy skills.

Tim has a vast knowledge of what is available on the World Wide Web, and he provided information on how the web can be used to meet expectations from grade 4 to grade 8, in subjects as diverse as Social Studies, Science, Health and Physical Education and English Language Arts. He also showed how teachers can use on-line newspapers to teach critical thinking skills, bias, target audience, etc.

Of great interest was the surprising news that most of us can use our own computers to find out the reading level of our own writing and the writing of old classics as well as contemporary literature and newspaper.

Our only complaint was that the time allotted was not nearly enough. Much of what Tim demonstrated was based on his own experience teaching Intermediate students in Durham. From what we saw, we can only say: “lucky kids!” ■

Diana Knight

## Without Compromise

ROSS THOMSON

Teacher-Librarian, E. C. Drury High School, Milton.

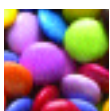
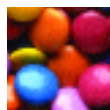
CATHY BROWN

Teacher-Librarian, E.C. Drury School for the Deaf.

How do you manage to run a school library that must meet the various needs of students with a wide range of abilities and exceptionalities – especially when that library has only a part-time teacher-librarian allotment? This was the focus of two teacher-librarians who share a library at a very unique campus.

Ross is the teacher-librarian at E. C. Drury High School in Milton. This is a school of approximately 1000 students, many of whom struggle with academic learning. Cathy teaches at the building next-door, the E. C. Drury School for the Deaf, which is a provincial facility. Because both are in the library for a relatively small portion of the teaching day, they’ve had to work together to maximize their library’s functionality.

Ross and Cathy put together a power-point demonstration to show us how they do it:



● large format instructions that help both hearing and hearing impaired students to find their way around the library

● a web page which contains information on research, format, citing material used, etc.

Cathy and Ross made it clear that they could serve their students much better if each was in the library full-time, and encouraged us all to keep advocating for a return to the “good old days”. ■ —Diana Knight

### Surviving The Cutbacks: Keeping Your Head Above Water When You Are Pushed Overboard!

BRENDA PARTRIDGE  
Percy Centennial Public School

A teacher-librarian from Kawartha Pine Ridge DSB, Brenda had developed some survival strategies and thought they might be useful to those of her colleagues facing drastic cutbacks, so she proposed a Super Conference session. Then, the bottom fell out of Brenda’s own world as she was cut back to a 0.3 teacher-librarian position. Suddenly, those survival strategies became much more personal! Brenda shared her story with a group of colleagues concerned about facing the same fate and used this story as a means of teaching us a variety of survival strategies – long-term and short-term, proactive and reactive. Brenda stressed the need to have a positive attitude and a vision, to be an advocate for the role of school libraries and teacher-librarians, and to work with others in the school and in the community. Despite being pushed overboard, Brenda is managing to do far more than tread water! ■ —Brenda Dillon

### The Indispensable Teacher-Librarian

DOUG JOHNSON,  
Director of Media Technology,  
Mankato School District, Minnesota

With a stand-up routine a comic would envy, Doug Johnson entertained, educated, and inspired a crowd of teacher-librarians large enough to fill a Crowne Plaza ballroom. He told us the

most valuable people in any organization during a time of change are those who can move from an existing area of expertise into a second area of developing need. He suggested teacher-librarians head for that edge, making themselves indispensable by becoming virtual librarians (with technical skills), crownesters (taking risks to see what’s coming), and rabble-rousers (inspiring others to act for a good cause). ■ —Brenda Dillon

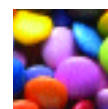
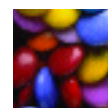
### Strut Your Stuff

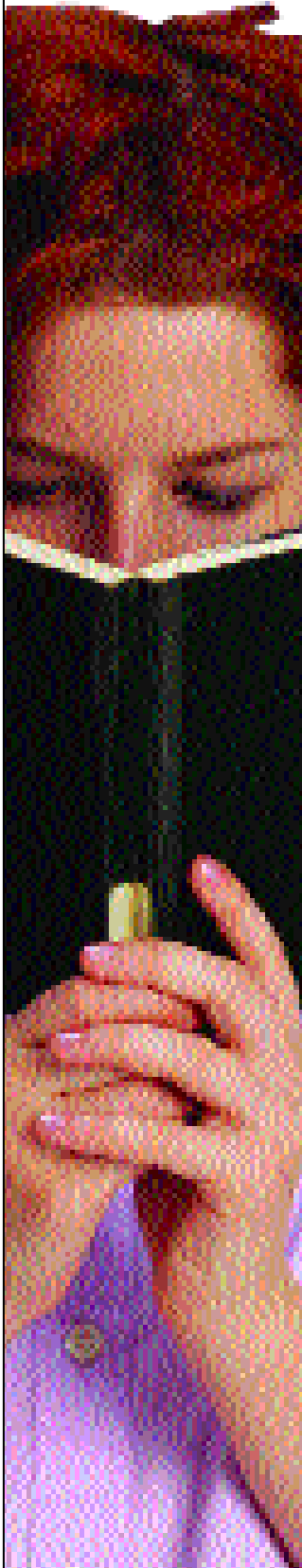
BOBBIE HENLEY  
Head of Library, Brantford Collegiate Institute  
SYA VAN GEEST  
OSLA President 2000-2002  
JO-ANNE LAFORTY  
OSLA President 1999

The message was advocacy – what it means, and how to promote it. After discussing some of the ideas we have already implemented successfully, Jo-Anne LaForty, Sya Van Geest, and Bobbie Henley walked the audience through some key resources, namely the video entitled School Library Information Centres, the Video Guide written by Jo-Anne and Bobbie to accompany it, and a new book written by Sya and Jo-Anne called *Coping With The New Curriculum*.

After this, they provided us with a template for designing presentations and roleplayed a teacher-librarian preparing a presentation to School Council. In addition to giving us a few ideas of what to pull from the resources, the role play emphasized the importance of communicating with School Council, a powerful possible advocate for library programs. It also gave us the confidence and the know-how to adapt a presentation to our own particular needs (acquiring additional funds for the Red Maple Program, for example). Scenarios outlining a variety of audiences, such as a principals’ meeting, grade 8 night, trustees, etc. were then distributed for group discussion.

This workshop was timely and full of practical suggestions. The resources used are easily accessible. Readers can order a copy of the video or the guide from the OLA office, (actually, each school should have received the video) and *Coping With The New*





**Powering Achievement: School Library Media Programs Make a Difference: The Evidence**

Keith Curry Lance and David V. Loertscher  
Hi Willow, 2001.  
Paper, 105 p.  
ISBN 0-931510-77-5  
\$40.00

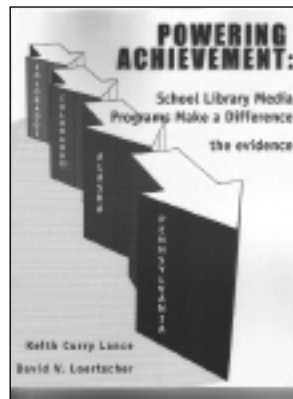
In *Powering Achievement: School Library Media Programs Make a Difference: The Evidence*, Keith Curry Lance, assisted by David V. Loertscher, provides a user-friendly version of studies Lance and others have conducted on the impact of school libraries.

“Part One: Presenting the Lance Studies” consists of four presentations (from one to 15 minutes in length) which present the results of the studies Lance and others have conducted.

Yes, Lance and Loertscher actually provide four ready-to-use presentations, complete with scripts, PowerPoint slides (the actual slides can be downloaded from the Library Research Service web site), and handouts.

“Part Two: Topical Presentations/Discussion Starters Based on the Research of School Library Media Programs” offers eight presentations/discussion starters for use with teacher-librarians, teachers, administrators, boards, and parents (often in collaborative groups).

Of course, the point to all this is to lead everyone involved to wonder how to reap these benefits for students in that school or district. And Lance and Loertscher cover that in “Part Three: Implementing the Findings”. There are also several appendices filled with useful information.



Although it can be used alone, *Powering Achievement* is designed to be used in conjunction with materials which can be downloaded from the LMC Source home page.

I already own copies of both the first and second Colorado studies, have downloaded and printed numerous articles on the impact of school libraries, and have used information available on the Library Research Service web site. Of course, it takes considerable time to accumulate all that information. And then to put it together for presentations. So I was absolutely delighted to discover that Lance and Loertscher have now published a book that puts it all together for me – and suggests how to use it! *Powering Achievement* is current, relevant, and user-friendly and I’m determined to find time to actually use the various presentations.

*Powering Achievement* should be on the bookshelf – or better yet, in the hands – of every single teacher-librarian. If you have easy access to copies (note the multiple!) in a district level collection, great. If not, buy one for your own school library. If you don’t have the budget for that, buy a personal copy. But get a copy. Read it. Use it. This book is a superb advocacy tool!

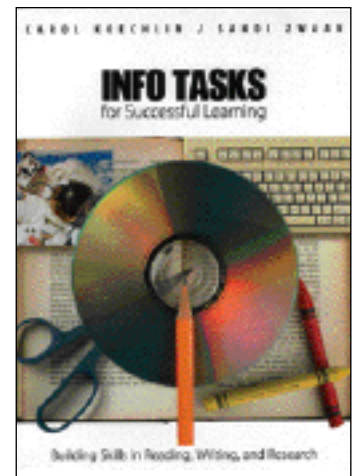
Brenda Dillon

**Between The Lines**

2 CD-ROM set with Teacher’s Guide.  
Tyndal Stone/NFB 2000.  
\$139.95

Integrating various types of media into the curricula for students in grades 8–12 is always a challenge, and this set meets it beautifully.

Directions and ideas are spoken or given visually on the CDs for the students and only printed out in the Teacher’s Guide, which provides everything a teacher needs – lesson plans, timing suggestions, writing assignments, rubrics, simulations – to make any segment of the program a creative experi-



ence.

Ensure that your system has high quality sound cards and use it with Media Literacy and Communications Technology courses or for student clubs creating their own promotional materials.

Reviewed originally for *Green Teacher Magazine*, 2001.

Dianne Clipsham

**Info Tasks For Successful Learning: Building skills in reading, writing and research**

Carol Koechlin and

This time-saving book features more than 50 activities that involve students in manipulating and organizing data as well as making connections with information in all subject areas. Each single page task focuses on a micro skill that makes an ideal mini lesson. The tasks are organized around four major areas of information literacy:

- \* Evaluating information for relevance and validation
- \* Sorting information to make connections
- \* Working with information and testing ideas
- \* Analyzing and synthesizing information for meaningful conclusions.

More than 30 student organizers are included to actively involve students in important strategies for using information. The repertoire of useful strategies will help students write tests, complete assignments, and even communicate with their peers, as they reach higher levels of understanding and achievement.

**Building Influence for the School Librarian**

Gary N. Hartzell.  
Linworth, 1994. paper,

184 pages. (Professional Growth Series)  
ISBN 0-938865-32-3  
\$58.00

Hartzell, an experienced high school teacher and administrator, values school libraries and school librarians and considers both essential components of the success of teachers, administrators, and students.

However, over the course of his career, Hartzell has noticed that school librarians don't generally have much influence in their schools and so can't contribute as much as they'd like to the success of their colleagues and students. Hartzell has written *Building Influence for the School Librarian* to help close this gap.

Written from an administrative and organizational influence perspective, *Building Influence* incorporates research and theory from business, government, and public agencies. It's important to note that Hartzell is not suggesting that schools or their libraries are businesses; he is simply arguing that these insights can be useful. Hartzell examines why school librarians lack influence, argues that influence

must be built and exercised, and suggests ways and means to do so. The goal is not influence for the sake of influence; the goal is influence in order to contribute to the success of staff and students. The nature of Hartzell's topic is such that the 1994 publication date is not a serious concern.

*Building Influence* certainly belongs in every district professional collection. Because this is the sort of book best read and digested in sections and to which the reader will want to refer as the need arises, it should be seriously considered for school-level professional collections.

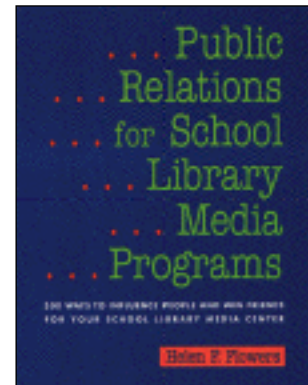
Teacher-librarians for whom this lack of influence is a particular concern might want to consider purchasing a personal copy which the reader can highlight, underline, and annotate at will. I must admit I decided to buy my review copy before I'd finished the first chapter and I suspect this book will be one of the ones I keep on my desk and refer to often, pen in hand.  
Brenda Dillon

**Public Relations for School Library Media Programs: 500 Ways to**

**Influence People and Win Friends for Your School Library Media Center**

Helen F. Flowers.  
Neal-Schuman, 1998.  
paper, 158 pages.  
ISBN 1-55570-320-8  
\$61.60

Helen Flowers, an experienced school librarian, covers everything a school librarian might need to or want to know about public relations.



The introduction defines and explains public relations and discusses a public relations plan. Chapters 1 - 7 each deal with a different focus or audience for public relations efforts: the school librarian, students, staff, administrators, district ad-

# Advertisement National Book Service



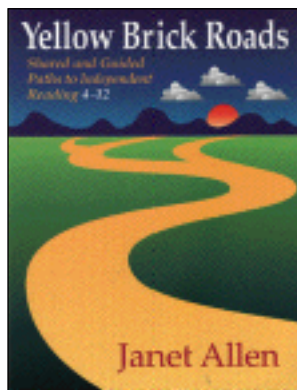
can come back for more later.

Whether we call it public relations or advocacy, it's certainly a concern for teacher-librarians and former teacher-librarians across Ontario. Flowers' book should certainly help us address this concern as it's comprehensive, easy to read, and so full of ideas that everyone is bound to find something useful.

*Public Relations for School Library Media Programs* should be in every district collection. If your district or teacher-librarians' association doesn't have a professional collection, and starting one isn't an option, then buy this book for your own school library. If you don't have the budget for this, then buy a personal copy. However you manage it, do make it a point to get your hands on this book - at least long enough to get some ideas and begin developing your own public relations plan. Brenda Dillon

**Yellow Brick Roads  
Shared and Guided  
Paths to Independent  
Reading 4-12**

Janet Allen. Stenhouse Publishers, 2000.  
304 p.  
ISBN 0-57110-319-8  
\$34.95



Teachers and teacher-librarians have one common goal - to create "lifelong readers and writers."

*Yellow Brick Roads* is a book that would be an excellent addition to a professional library. It deals with all aspects of a balanced literacy program and includes strategies for research, shared, guided, and independent reading.

The chapter on "Read Alouds" stresses the importance of including this type of resource right through to the high school level. "Organizing for Choice" suggests the responsibility of learning is in the hands of both the teachers and students and therefore requires support.

Although the role of the teacher-librarian is briefly touched upon, this book contains lots of practical ideas as well as blackline

**WHAT'S NEW**  
from the OLA Professional Store

The most exciting news coming out of the OLA Store this month is that the Association will in June become the exclusive agent in Canada of the International Reading Association and its extraordinary catalogue of titles.

Growing interest in literacy and in the promotion of reading resulting from the Super Conference appearances of Jamie McKenzie and Stephen Krashen told us that we needed to look more seriously for professional support for reading.

We were not unaware that teachers also have a keen interest in this area and it seemed to us that having this professional catalogue under our wing would give school librarians an advantage in their work with teachers. So for many reasons, the IRA catalogue is a good fit with the titles we already hold from Libraries Unlimited, Neal-Schuman, Linworth Publishing, Upstart, LM Source and ALA Graphics (the "Read" posters).

Here are some of the titles that have come into the OLA Store this month from the International Reading Association. New titles are arriving weekly. ■

masters and web site listings. There are also bibliographies of short story collections, poetry, novels and professional books.

This is definitely a must have in your professional library. Marilyn Willis  
**Classroom Strategies for Interactive Learning**  
2d Edition, 2001 \$36.70

**Comprehension Strategies for Middle Grade Learners**  
2001 \$27.10

**Early Literacy Instruction in Kindergarten**  
2001 \$27.10

**Guided Comprehension: A Teaching Model for Grades 3-8**  
2002 \$47.90

**Life's Literacy Lessons: Poems for Teachers**  
2001 \$15.90

**Read-Alouds with Young Children**

2001 \$28.70

**Reading, Writing and Talking Gender in Learning Literacy**  
2002 \$35.10

**School Censorship in the 21st Century: A Guide for Teachers and School Librarians**  
2001 \$39.90

**Struggling Adolescent Readers: A Collection of Teaching Strategies**  
2001 \$47.90

**Tiger Lilies, Toadstools, and Thunderbolts: Engaging K-8 Students with Poetry**  
2002 \$41.50

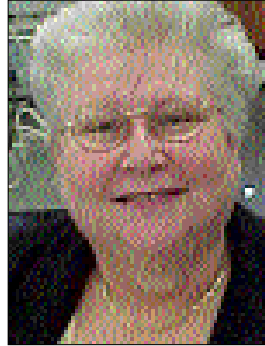
**To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy**  
2002 \$36.70

**What Adolescents Deserve: A Commitment to Students' Literacy Learning**  
2001 \$39.90





# President's Report



Esther Rosenfeld  
OSLA President 2002

I am pleased to be writing my first official message as OSLA President, and I look forward to an exciting year for OSLA.

For many of you who have had to face continuing cutbacks in staffing and budget, it has not been a year full of good news. However, it is my belief that profound change is occurring and that good news is coming.

## THE CRISIS WE FACE

There is now a widespread realization that there is indeed a crisis in school libraries in Ontario and that this crisis has come about largely because of both the inadequacy and the inflexibility of the school funding model.

The February 2002 issue of *Quill & Quire* had a long feature article on the crisis in school libraries and indicates that just when students need school libraries more than ever, declining budgets, staff reductions and general neglect have left school libraries in a desperate state. The article lays the blame squarely on declines in funding and professional staffing.

## THE MEDIA ARE WATCHING

Roch Carrier, National Librarian of Canada, advocates for school libraries at every opportunity. The media have taken a great interest in what he has had to say and the impact is growing. He is the individual

around whom everyone across the country is rallying – he is an advocate extraordinaire and worthy of the cover of this issue.

The media continues to report on the importance of information literacy and reading as essential lifelong skills in a knowledge-based society. We know the connection, but we need to help the public and the educational community make the link between information literacy and reading and school library programs.

Finally, parent groups such as People for Education continue to provide the public with hard data about cutbacks and the erosion of school libraries, and continue to voice strong concern about equity of student access to school library programs and quality resource collections.

## THE ONTARIO LIBRARY COMMUNITY IS ON OUR SIDE

The entire Ontario library community is on our side. The OLA Board of Directors has supported the development of an advocacy campaign for school libraries and has made it a top philosophical and financial priority. The Board is investing a great deal in next month's Summit on School Libraries (see page 31 for a taste of this invitational program). OLA is inviting principals, directors, senior administrators, government and a host of influential individuals to take part at OLA's expense.

Important to us as well has been OLA's support of our full partnership in the Ontario Digital Library and Ontario Knowledge Network for Learning initiatives.

We are not alone. School libraries in Ontario will be revitalized, perhaps not by this government, but by the next.

## OSLA'S SUPER ADVOCATE

We can only marvel at Sya Van Geest's advocacy efforts during her two-year presidency of OSLA. Her passion for school libraries and her incredible energy have set an incredibly high standard of commitment for us. Fortunately for all of us in the school library community, Sya is not disappearing but continues as our Past President.

For 2002, we welcome two new members to Council: Anita Brooks-Kirkland from Waterloo District School Board representing the West Central Region, and Mark Kaminski from Toronto District School Board who is our OSLA Webmaster.

A great thanks goes to retiring Past President Jo-Anne LaForty.

## MUCH MORE IS COMING!

Watch the OSLA listserv, the OSLA web site, and *The Teaching Librarian* for significant news coming on the OSLA's Summer Institute, new publications, @ your library initiatives, Secondary School Ministry funded curriculum supports, the

## 2002 OSLA COUNCIL

Esther Rosenfeld

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

Angela DiPrima

Secretary-Treasurer  
York Catholic District School Board  
diprima@learn.ycdsb.edu.on.ca

Sya Van Geest

Past-President  
syavg@home.com

Kendra Godin-Svoboda

Durham District School Board  
godinsvoboda\_kendra@durham.edu.on.ca

Flavia Renon

Ottawa-Carleton District School Board  
flavia\_renon@ocdsb.edu.on.ca

Anita Brooks Kirkland

Waterloo Region District School Board  
anita\_brooks-kirkland@wrdsb.on.ca

Michelle Regina

York Catholic District School Board  
reginam@ycdsb.edu.on.ca

Bobbie Henley

Grand Erie District School Board  
bhenley@bfree.on.ca

Cheryl Dinnin

Thames Valley District School Board  
trains@execulink.com

Joyce Cunningham

Rainy River District School Board  
joycec@jam21.net

Rose Dodgson

Toronto District School Board  
rose.dodgson@tdsb.on.ca

# PORTFOLIO REPORTS

## PORTFOLIO: PROFESSIONAL DEVELOPMENT

led by Michele Regina

## 4TH OSLA SUMMER INSTITUTE

### DATES:

**Monday August 19, 2002 to  
Tuesday August 20, 2002**

### LOCATIONS:

**Greater Toronto Area, Durham,  
Hamilton, Ottawa**

Teacher-librarians must take a leadership role in helping to create quality research assignments for students that incorporate the expectations of the *Information Studies* curriculum and subject curriculum expectations. The focus of the OSLA Summer Institute this year will therefore be on Designing Research and Inquiry Units/ Lessons based on the four-stage research process.

This two-day institute will provide an opportunity to:

- share experiences and ideas
- gain skills and knowledge in the design process
- explore samples of excellent units
- develop practical lessons/units to use in your SLICs
- use the Electronic Planner as one tool in the design of quality units and lessons

### REGISTRATION AND MORE DETAILS:

**See the enclosed. Watch the listserv.**

## PORTFOLIO: SUPER CONFERENCE

led by Rose Dodgson

OLA Super Conference 2002 lived up to its name, it was truly "super." It appears from all our evaluations that this year's event was a great success, enthusiastically enjoyed by all.

The tremendous success of our annual conference is dependent on the involvement and support of all members: the untiring work of all of the volunteers, the outstanding quality of the presentations by our speakers and the commitment of all of the convenors. Congratulations to all!

Even as we celebrate the success of this year's conference, planning is already under way for Super Conference 2003. Become part of the tradition.

Take an active part in continuing to make our conference successful by sharing your expertise and experience. Please respond to the Super Conference 2002 message posted on the OSLA listserv and send in your ideas or proposals for next year's Super Conference. Use the form on page 83 in the Super Conference 2002 Program or on-line at <http://www.accessola.com/programs/super-conference>.

The 2003 Super Conference Program Planning Co-Chairs are Jo-Anne LaForty and Brenda Partridge.

## PORTFOLIO: PUBLICATIONS

led by Cheryl Dinnin

Many thanks to those of you who took the time to comment on the first issue of OSLA's redesigned, rethought magazine, *The Teaching Librarian*, with its new editor, Bobbie Henley.

The literacy focus of the first issue in this new volume will be useful to both classroom / subject teachers and to teacher-librarians as we collaborate to improve student achievement in traditional literacy. Together with this issue on advocacy and the next issue on leadership, we hope you find them to be important tools for you and your program.

With each issue, we look for your feedback through "TL Mail" and we are encouraged by the number of ideas you have been willing to share already in our new column, "It Worked for Me" (p. 6).

Send your ideas electronically to the editor or any member of the editorial board. (E-mail addresses are in the front of each issue.)

We're looking for writers from across Ontario with positive messages for our school library community. Let us know if you have article ideas you'd like to pursue - for *The Teaching*

*Librarian* or for the OLA magazine, *Access*.

If you are a teacher-librarian having success collaborating with a specific subject teacher, we'd like to hear from you. Broadening our communication through the publication of successful curriculum ideas in subject magazines is another role of this Publications Portfolio.

Keep in touch with us and with each other!

## PORTFOLIO: MEMBERSHIP, AWARDS, NOMINATIONS

led by Joyce Cunningham

Many of you attended the OSLA award reception at this year's Super Conference. There we honoured the Teacher-Librarians of the Year (Mary Kebalo-Plata of the Halton District School Board, and Michelle Regina of the York Catholic District School Board) along with the Administrators of the Year (Phil Gagnon of the Dufferin-Peel Catholic District School Board, and Sandy Jones of the Greater Essex County District School Board).

That evening you heard all of the recipients speak most eloquently about the library programs in their schools and districts. One common theme that emerged was the significance of the whole team

(trustees, directors, superintendents, principals, teacher-librarians and library technicians). Once again, we heard outstanding teachers remind us of the importance of the library program in a child's learning and the successes that we can celebrate when the team works together.

Building that co-operation and trust is not always easy. There are those outside forces who would like to divide us and conquer us. To combat this we are looking for more accounts of the successful team efforts. We are also meeting with outside groups such as the federations and other library organizations.

We recently met with Pam Casey, President of the Ontario Association of Library Technicians. Pam emphasized the need for a common front, communication and co-operation.

We currently have 1412 OSLA members and although we take pleasure in that number, we know that there are many more teacher-librarians who are not members. Thus in the next year we will explore ways to increase the membership even though many now find themselves as part-time teacher-librarians.

Many of you have wonderful ideas, suggestions or concerns that we need to hear about. Please keep in touch. ■



Photo: Russell D. Barber School, Mississauga.

## SUMMER 2002

**May 2nd Toronto**  
Ontario Library Association's  
**RED MAPLE AWARD 2002**  
**AWARD LUNCHEON**  
St. Lawrence Market  
North Building

**May 3rd Hamilton**  
**May 10th Sudbury**  
**May 14th Thunder Bay**  
**May 31st Ottawa**  
An OLA Education Institute  
workshop  
**SEARCHING FASTER AND**  
**SMARTER ON THE WEB**  
with RITA VINE

A fast-paced combination of demonstration and ample hands-on practice time to provide librarians with a framework and the methodology for searching the Internet efficiently.

**May 3rd School libraries**  
**May 4th Public libraries**  
Ontario Library Association's  
**SILVER BIRCH AWARDS**  
**PROVINCE-WIDE VOTING DAY**

**May 23rd**  
Ontario Library Association

**SILVER BIRCH AWARDS 2002**  
**AWARDS CEREMONY**  
at the Milk International  
Children's Festival Of The Arts,  
Harbourfront Centre, Toronto

May 26th-28th  
An OLA Leadership Forum  
sponsored by the  
OLA Board of Directors  
**THE SUMMIT**  
**ON SCHOOL LIBRARIES**  
Valhalla Inn, Toronto

The focus is on building a consensus around the way in which the modern school must develop and support information-literate learners, not only for the new curriculum but for the new work force. The future direction of school library programs within the context established.  
By invitation

May 26th, 7 p.m.  
**THE SUMMIT**  
**ON SCHOOL LIBRARIES**  
Dr. Ross Todd,  
University of Technology,  
Sydney, Australia  
Valhalla Inn, Toronto

This is a public event. Register on the OLA web site.

May 25th  
**ONTARIO SCHOOL LIBRARY**  
**ASSOCIATION COUNCIL MEETING**

**Jo-Anne LaForty**  
is being awarded the Canadian School Library Association's Teacher-Librarian of the Year Award at the CLA Conference in Halifax. Our congratulations on a much-deserved award. Dianne Clipsham is interviewing Jo-Anne for *The Teaching Librarian* this

Presiding: Esther Rosenfeld,  
President.  
June 19th-23rd  
**CANADIAN LIBRARY ASSOCIATION**  
**CONFERENCE**  
Halifax, Nova Scotia

August 19th-20th  
**THE ONTARIO SCHOOL**  
**LIBRARY ASSOCIATION**  
**SUMMER INSTITUTE 2002**  
Hamilton  
Oshawa  
Ottawa  
Toronto (Woodbridge)

Take a leadership role in creating quality research assignments for students that incorporate the expectations of the *Information Studies* curriculum as well as subject expectations.

## UPCOMING

January 30th, 31st  
and February 1st  
**ONTARIO LIBRARY ASSOCIATION'S**  
**101st SUPER CONFERENCE**  
**and TRADE SHOW**  
Metro Toronto Convention  
Centre, Toronto

ALA Graphics







**The Ontario  
School Library Association**

**Summer  
Institute  
2002**

**OSHAWA**

Pierre Elliott Trudeau Public School

**HAMILTON**

Location to be confirmed

**OTTAWA**

Nepean High School

**TORONTO**

Holy Cross Catholic Academy in Woodbridge

**August 19th and 20th, 2002**