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ABSTRACT

This conference report contains 5 addresses and 29 reports on the general theme of the school library as a center for lifelong learning. Submitted by librarians throughout the world, the reports reflect theoretical as well as practical perspectives, and include the following topics: (1) establishing, developing, and evaluating library resource center programs and services; (2) library education, professional development, and the role of teacher-librarians; (3) applications of information and educational technology in school resource centers; (4) developing students' information skills and information literacy; (5) promoting reading skills and literacy; and (6) publishing children's books. Experiences from Australia, Canada, India, Japan, Malaysia, Singapore, Scandinavia, Sweden, Thailand, and the United States are reflected in these materials. Appendixes include the conference agenda, a list of participants and a list of organizing committee members. (SD)

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18TH ANNUAL CONFERENCE

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

CONFERENCE PROCEEDINGS

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International Association of School Librarianship

PROCEEDINGS OF THE 18TH ANNUAL CONFERENCE

22-26 July, 1989

Subang Jaya, Selangor Darul Ehsan
MALAYSIA

THE SCHOOL LIBRARY: CENTRE FOR LIFE-LONG LEARNING

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PREFACE

The 18th IASL Annual Conference will be remembered as a significant event in the annals of school library development in Malaysia. Being the first international forum on school librarianship held in this country, this Conference gave our Malaysian participants the rare opportunity to meet, exchange ideas and establish personal contacts with some of the outstanding personalities in the school library profession in other parts of the world. The fact that this Conference was well received, as reflected in the participation of over 300 participants and the presentation of 29 papers, was, to us, a gratifying experience.

This publication is a record of the programme and activities of the Conference, which bore the theme "The school library: centre for life-long learning". Apart from the conference papers, its contents include speeches, some reports of meetings and other relevant information. The papers are arranged according to the main topics that had been identified for discussion at the Conference. The production of this document was made possible through the efforts of Mr. Wong Kim Siong, Mrs. Zaiton Osman, Mr. Bing Selamat Amir and Mrs. Ainun bte Md. Hashim. Miss Hareesh Kumani, Miss Alice Lee and Miss Usha Ram had also assisted in proof-reading the manuscripts. The typing was done by Miss Goh Bee Gan who undertook the task in addition to her normal office work.

We wish to express, once again, our gratitude to the International Association of School Librarianship for giving us the opportunity to host the Conference. We are also grateful to the Honourable Minister of Education and our Director-General of Education for their support and assistance. Our profound thanks

and appreciation also go to all the paper presenters for their valuable contributions.

Badiyah bte Hj. Abdul Manan (Chairperson)
Rugayah bte Abdul Rashid (Joint Chairperson)

Organising Committee,
18th IASL Annual Conference

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OPENING ADDRESS

The Honourable Saudara Anwar Ibrahim
Minister of Education, Malaysia

The 18th IASL Annual Conference is, to me, an event of some significance, not only for Malaysia as the host, but also for the other countries in the ASEAN region. I do not see this Conference as a forum merely for school librarians, but, in a broader perspective, also for those who are concerned with the development and dissemination of human knowledge.

In the geopolitical context, the countries from where we originate may be diverse or different in terms of priorities and interests, but the need for the development and dissemination of knowledge and information is common to all. The fulfilment of this need requires the cooperation and collective endeavour of all countries concerned. It is in the light of this need that I see the growing importance, not only of school libraries, but of libraries and librarianship in general.

The art and craft of librarianship has assumed a new and vital role in national development. I should say that it is no more a pastime for the lonely academicians or philosophers. What has changed the character of librarianship, as you are quite familiar, is the so-called Information Age.

It would not be an exaggeration if I say that the information possessed by us today surpasses the total sum of information ever generated in the history of mankind. It is for the first time in history that we are beginning to see information as a discrete entity. The sheer growth of information has created new challenges and new problems for those concerned with the preservation and dissemination of knowledge.

As professionals who are the purveyors of knowledge, it is absolutely important for you not to lose sight of the distinction between knowledge and information. Given all the quantitative increase in information, should we assume that all information is necessarily knowledge? This question certainly needs further deliberation by scholars. However, it does point out to the reality of a new orientation in the practice of librarianship.

Besides the epistemological issues raised by the Information Age, there are important political and economic dimensions which need our careful consideration. For instance, when such information has become a commodity used in conjunction with high technology, it is now a powerful tool of socio-political control in the hands of those who possess it. In other words, information has become a power ploy and it is now largely responsible for power politics in the world.

In order to deal with some of these aspects of information and knowledge, librarianship has to reorient itself in a new direction. It should no longer remain limited to the classification of books and journals, nor should it be looked upon as an auxiliary service to the community. Instead, it should be regarded as a vital community service where the distribution of knowledge is its primary objective. In this context, librarianship should be viewed as an arm of national socio-economic development.

The input provided by the libraries in national development must be considered at different levels. I have already pointed out that there is a definite need for an adaptation to the new reality of information. Similarly, there are issues which concern the relevance of available information.

Granted that there exists an unprecedented volume of information that is steadily on the increase, the question is: what kind of information and how much of that is relevant to socio-economic needs of our countries? In other words, the most

challenging task facing librarians is to evaluate and package the relevant information from what it exists today.

Let me illustrate this point. Most of us know that for the utilization of information as a resource, we are largely dependent upon the western nation. And that goes even for the information that relates to our own countries. We acquire that information at a substantial cost. Is it not high time that we start looking into certain strategies to end our dependence upon foreign sources of information? Should we not evolve national library and information policies which could take care of this important deficit in our information capability? In this context, Malaysia has already formulated a national policy on library and information services. These policies must not remain as static pronouncements, but should become dynamic means to accommodate the fast-changing domain of information.

For the ASEAN region, we must be aware of the fact that a new world order is emerging. It is the order of strategic alliance that brings together countries to safeguard their own national interests. In the wake of these regional alliances, such as the alliance of the European Community, we have to think not only of our trading interests but also, at the same time, pay equal attention to the alliance of knowledge. It is true that economic and social issues, by virtue of their urgency, tend to gain prominence. But, to my mind, it is the knowledge and information potential of a country that is ultimately realized in its development. Therefore, to think of effective regional alliance at the cost of knowledge may prove to be a folly.

The ASEAN region, like other regional alliances, has its own peculiar problems that must be studied and solved in the local context first and at the global level afterwards. For instance, in terms of dissemination of knowledge, we have to come up with innovative ways of knowledge distribution. While it is true that we cannot afford to neglect modern information technology, we need, however, to assess whether or not our

regional socio-economic conditions permit us to borrow from the West on a mass scale.

If we take a look at the condition of literacy in the region, we immediately realize that librarianship in the ASEAN region cannot be practised as it is done in other areas with a high literacy rate. This basic fact lies at the heart of our approach towards the development of library and information services in our region. I believe that in the wake of literary and technological disparities, the challenge faced by the ASEAN librarians is how to balance the two. That is to say, we cannot wait to acquire sophisticated information technology until we achieve a high level of literacy. We need to ask: how realistic is this thinking? Can we really do it? Or, for that matter, is it worth doing?

You will agree that these questions compel us to think about librarianship in a novel way. In the solution of these problems, one can see that policies on library and information science, once they are formulated, need to be integrated with the overall national policies. The process of decision-making that largely depends upon relevant and timely information can no longer remain aloof to the theory and practice of library and information science. What I am trying to argue is that we should give due recognition to the role our information resources can play in national development. It is possible only if, at national levels, we begin to realize the significance of our information resources and how they can be of help to us.

You will concur with me that I am not talking of library and information science at a mundane academic level. I want the sphere of influence of these professions be extended to the other areas where they are recognized for their resource value which is certainly beyond the bureaucratic norms.

In addition to this recognition of the nature of library and information science, we must start to build up a strong

regional alliance for knowledge. You must be familiar with the new coinage - Knowledge Engineering - which is beginning to change our very notion of how knowledge is generated and how it forms a part of human cognition. In similar vein, I look upon the knowledge alliance for the countries concerned as a means whereby knowledge is engineered in such a way that it re-enforces common objectives and helps build bridges of understanding and cooperation.

More specifically, in the context of librarianship, I invite your diligence to develop networks of knowledge. As we move forward in the area of information technology, we recognize the growing need of networks. Perhaps, it is one of the better ways to communicate. Our region has developed adequate infrastructure for the establishment of an effective network. I refer specially to the feasibility of an ASEAN-wide network of information resources which is accessible through on-line techniques. This would facilitate inter-library service and users would have a wider access to the regional resources.

In my opinion, given the technological challenges, the traditional ways of information exchange are obsolete. If we are able to develop information networks by utilizing modern computer and communication technology, it would be more efficient for us to purge the irrelevant from the relevant information. Through a shared system of information networks across the ASEAN region, we can look forward to lesser dependence upon foreign sources and we can produce reliable knowledge structures engineered for the local and regional needs.

In conclusion, let me emphasize again that the traditional perceptions about librarianship must be abandoned. We must look at it from a fresh perspective. At the same time, librarians face the challenge of evolving a strategy that would balance their resources against the national and regional needs. They should also realize that they are the part of what forms the core of national and regional decision making; that they are the

engineers of knowledge who do not simply guard its repository but gear it in a way that the social value of knowledge is enhanced. After all, for what use is any piece of information or knowledge, if it is not relevant to the needs of a society?

WELCOMING SPEECH

Puan Hajah Badiyah bte Abdul Manan
Chairperson
18th IASL Conference Organising Committee

On behalf of the Conference Organising Committee, I wish to express our sincere thanks to the International Association of School Librarianship for giving the Education Media Association of the Federal Territory of Kuala Lumpur and the Library Association of Malaysia, the opportunity to host this 18th IASL Annual Conference. We are happy that IASL is meeting again in South-East Asia after so many years. An international conference of this nature is of immense value, as it enables participants from different parts of the world to meet and exchange ideas and information related to their profession. In addition, it provides an opportunity for promoting cultural exchange and understanding.

We are very pleased that the 18th IASL Conference has attracted a sizeable number of participants from overseas as well as from within the country. Of the 300 odd participants attending this Conference, 96 are from overseas, representing 22 countries. Malaysia is represented by a cross-section of the academic community, comprising teachers, lecturers, teacher-librarians, professional librarians, officials from the Ministry of Education, and many others who are interested in the development of school libraries. We are also pleased that there have been many requests, both local and overseas, to present papers at this Conference. However, the constraint of time has prevented us from accepting all the requests. The 29 papers that have been accepted for presentation cover various important aspects of school librarianship and reading.

For Malaysia, the hosting of this Conference is timely as we are in the midst of a campaign to promote reading among our people. We recognise the need to inculcate the love for reading, especially among those who are still in school. This Conference emphasizes our commitment to the task of creating a reading society.

With this in mind, we have chosen as our Conference theme, "The school library: centre for life-long learning". We are of the conviction that the school library is a vital component in the promotion of reading, which is the basis for the acquisition of knowledge. To achieve the objective of education as a life-long process, information skills and the love for reading should be acquired. It is in this respect that the school library plays an important role as a major source of learning.

The planning and organization of this Conference began almost two years ago with our attempts to obtain financial support and to choose a suitable conference venue. We are very fortunate that in organizing this Conference we have the support of many people, not only from the Education Media Association of the Federal Territory of Kuala Lumpur and the Library Association of Malaysia, but also from various other organizations and individuals.

While it is impossible to mention each and every one who has helped us in our endeavour, I would like to acknowledge, in particular, the assistance given to us by the following people:

- * Yang Berhormat Saudara Anwar Ibrahim, the Minister of Education, Malaysia, for gracing the occasion with his presence and opening speech;
- * the Menteri Besar of Selangor Darul Ehsan, for agreeing to meet some of our expenses;

- * Yang Berhormat Datuk Haji Abu Hassan, the Minister of Foreign Affairs, for financing the welcoming dinner;
- * Yang Berbahagia Datuk Elyas Omar, the Mayor of Kuala Lumpur, for hosting one of the dinners;
- * Yang Berbahagia Tan Sri Abdul Rahman Haji Arshad, the Director-General of Education, Malaysia, for his support and consent in delivering the keynote address;
- * The Asia Foundation, for giving financial assistance to a number of participants from some countries in the Pacific region, Sri Langka, Bangladesh and Indonesia;
- * the Directors of the State Education Departments, for their support and co-operation;
- * the Tourist Development Corporation of Malaysia, for the presentation of the cultural dances and for paying some of the bills;
- * the Malaysia Airlines for 2 free tickets and special rebates on a number of tickets for our paper presenters; and last, but not least,
- * the International Association of School Librarianship for giving us the opportunity to host this Conference.

Above all, I extend my sincere thanks to my colleagues and all the committee members who have worked so hard to ensure the success of this Conference. Without their dedication and whole-hearted support, the planning and organization of this Conference would not be possible.

Finally, I wish to express, once again, our warmest welcome to all our guests from other countries. It gives us great pleasure to have you with us at this Conference. In

addition to attending the Conference for academic and professional stimulation, I hope you can also find time to socialize and mix with our local participants so that you may learn more about our country, our people and our culture. Ladies and gentlemen, I wish you a pleasant and enjoyable stay in Malaysia. Thank you.

WELCOMING ADDRESS

Michael James Cooke
IASL President

It is indeed a great pleasure to welcome you all on behalf of IASL to this 18th Annual Conference and especially to welcome participants from several countries not represented in our Conference before. The Chairperson of the Organising Committee has already mentioned that the largest representation comes from Malaysia. The hosting of the Conference in Malaysia has special significance for me. During my years of lecturing at the College of Librarianship, Wales, I have taught several students from Malaysia. They had all expressed a wish that one day the idea of hosting this Conference will reach their country. It was during my first visit to Kuala Lumpur in 1986 and in my work with my friend, Wong Kim Siong, that we both discussed the possibility of holding the Conference here. I am extremely delighted to be able to achieve this goal during my term of office as the President. As you are all aware, this will be my last year as the President of IASL.

It is clear that the Malaysian government is strongly committed to the development of school libraries to support their educational aims. We are indeed honoured that the Minister of Education is with us today to demonstrate this commitment. The fact that the keynote address will be delivered later in the day by the Director-General of Education is a further demonstration of this commitment.

We are truly pleased that this Conference is launched on the right emphasis by the presence of distinguished guests. The Organising Committee has put together an exciting program that will provide intellectual stimulation and challenge to us all. I

am sure we will go away from this Conference with a wider knowledge and perspective, and feel grateful to our Malaysian hosts for taking up the difficult task of organising this Conference. That so many of you are taking part in this Conference is a tribute to the work of the Organising Committee.

Lastly, let us together reward their efforts by our full participation in this program.

WELCOMING ADDRESS

Dr. Jean E. Lowrie
IASL Executive Secretary

It is a great pleasure to be here with you today and to say 'Hello' from the United States and from IASL. This 18th Annual Conference is a very significant one because it is the first time that we meet here in this part of the world, and we are extremely delighted at the reception given by a large number of people here. This is a special occasion for a number of reasons. Firstly, it is the first time that we are gathered here in this part of the world in Malaysia. Secondly, we have the largest number of participants we have ever had for our IASL Conference, and certainly, we have the largest number of countries represented here today. Thirdly, we are delighted to meet educators whom we have not met before, and many, we hope, will become our real international friends.

The program for the Conference has much to offer, and I trust that you will all find some area or some particular session that will be especially helpful to you when you return to your library or to your work. These five days will be fun, as there will be work and there will be stimulation. I look forward to meeting all of you during this Conference, and getting to know you a little bit better. And if you have questions about IASL or any activity about the Association, I will be delighted to talk to you about them.

Have a good week and thank you again for inviting us to Malaysia!

KEYNOTE ADDRESS

Tan Sri Datuk Wira Abdul Rahman Arshad
Director-General of Education
Ministry of Education, Malaysia

I am indeed very happy to be here this morning and to have been given the opportunity to make some general comments on the subject of this Conference in the Malaysian context.

This Conference is being held at a very crucial stage of our national education development. Education is the nerve centre of the development of any nation, including ours. It is through education that we hope to realise our national philosophy as stated in the "Rukunegara" or "National Ideology". It is also through education that the seeds of innovation for national development are sown and the developmental gains are consolidated.

In the fundamental sense, life-long learning is redundant by definition. Education and learning, like breathing, is and should be a life-long affair. The Koran admonishes all Muslims to learn from the cradle to the grave. More than three hundred years ago a great educational thinker, Comenius, wrote: "As the world is a school for the whole of mankind, from the beginning to the end of time, each age of man is his own school, from the cradle to the grave". John Dewey defines education as the constant process of reconstructing experience, adding that "education is not preparation for life; education is life itself". In earlier times and in traditional societies education blends with other family and communal activities. However, as the human and social organization developed from a homogeneous society to one characterised by increasing division of labour, education emerged as a separate institution. The teacher has

become a specialized agent of instruction and the school, the specialized agent for systematic transmission of knowledge and skills. Education thus has become a formal segregated activity, conducted for certain hours in certain places, and at a certain time of life. It seems to be a universal iron law that the means we adopt to achieve certain ends do more than affect the ends. They become ends. So with education, schooling has become synonymous with education and "being schooled" become synonymous with being educated, and the end of schooling for many of us has come to signal the end of learning and education. Hence the idea of a deliberately planned and carefully organized learning society in the way envisaged by Robert M. Hutchins in his book, The Learning Society, strikes many as a Utopian vision.

However, in recent decades, philosophers and educators have increasingly advocated that the idea is within reach. Hutchins foresees the blossoming of life-long education and the learning society with the advent of the twenty-first century, adding that it is an indication that education has come into its own. The authors of the 1972 UNESCO publication Learning To Be advocate that this "prospect seems to conform not only to the present day world's fundamental needs and major evolutionary directions, but also fit many phenomena emerging almost everywhere and in countries where the socio-economic structure and economic development levels are very different". I agree, but I also advocate that if life-long education is to be meaningful educationally, it must not be divorced from the normal formal educational activities right from the early years of primary schools and it should not be considered simply as an alternative way of providing education at the post-school level. An integral part of any system of life-long education must, therefore, be the primary and secondary level of schooling.

In this respect we, in Malaysia, have been in the process of preparing our educational system for the requirements of a learning society since we achieved independence three decades ago.

During the past twenty years, our country has made rapid strides in education. During that period, the earliest attempts were concerned with the quantitative development of the educational enterprise. We built more schools, trained more teachers, and provided places for more pupils in our schools. The enrolment at the primary school level increased by 9.1% from about 2 million in 1980 to about 2.2 million in 1985. The proportion of children aged 6 to 7 enrolled in Grade I increased from 98.6% in 1980 to 99.0% in 1985. During this period, about 11,000 classrooms were constructed to cater for the increased enrolment and to replace sub-standard facilities mainly in the rural areas.

While this development got steadily underway, we begin to look into other needs, particularly those that were relevant in our efforts to maintain economic progress, national unity and social stability. Now, the state is set to look into the quality of education in its diverse levels and areas. We are forced to come out with measures not only to provide equal educational opportunity but also to bring about equalisation of the opportunities to develop the intellectual capacity and skill upon which competence is based. Schools must rise to the requirements of the children from the rural areas and those from the depressed urban areas so that the processes of the democratization of education may proceed effectively.

At this juncture we have to be concerned with not only the quality of the curriculum and educational programmes but also the quality of the child who enters the school system and the child who remains in school and the youngster who leaves school so that they benefit fully from the experience provided at school. In pursuance of this overall aim, in 1983, the NEW PRIMARY SCHOOL CURRICULUM (NPSC) was introduced. The NPSC implemented in stages during the six years of primary school aims at the overall growth of an individual including the development of the intellectual, spiritual, moral, affective, aesthetic, social and physical aspects of human personality. It emphasizes the mastery

of reading, writing and arithmetic and the acquisition of knowledge and basic skills through attractive and meaningful activities, relevant and useful to students. The pedagogical principles of the NPSC are: (i) subject integration under broad headings, namely basic skills, man and environment, moral and spiritual values, art and recreation and manual skills; (ii) continuous assessment of students' achievement; (iii) group learning based on students' aptitude; (iv) activity oriented teaching/learning processes and greater reliance on teacher's resourcefulness and innovation; and (v) extra curricular activities to improve the interface between schooling and the national socio-economic life at large.

With the implementation of NPSC, a new Secondary school Curriculum (NSSC) is now being developed based on the NPSC lines and is expected to be fully implemented by 1993. The NSSC will be oriented towards general and teaching/learning strategies focussing on citizenship qualities and national unity. It will give special emphasis to relevant knowledge, skills, attitudes, creativity, moral and religious values. The new features of NSSC which our Ministry envisages to introduce are: (i) the integrated skills suited to modern living; (ii) citizenship education, and social and environmental sciences; (iii) aesthetic education; (iv) moral and religious education; (v) techniques for the development and production of resource materials; (vi) enrichment and remedial programmes; and (vii) extra curricular activities.

The demands of educational strategies towards life-long education call into being a new conception and organization of the school library. Traditionally speaking, the library is a depository for books and other printed materials. Ever since the invention of printing, books and other printed materials have been the main records of information. Information, in this case, is taken in its widest sense to include records of literary works, records of human discoveries, and records of other

knowledge discovered or thought of by generations of mankind. Such printed sources of information have been used for supplying reading materials and for the purpose of academic reference and research. With developments in the field of technology, the means for storing such information have also extended to include non-printed media such as photographs and films, audio and video tapes and discs, and computer diskettes.

The school library has not been left behind in this process of information development and storage. The school library of today not only contains books and other printed materials, but also includes information stored in the various media mentioned above. In addition, the concept of school library has expanded in order to accommodate a wider clientele. The school library is now seen not only as serving the needs of pupils but also the needs of teachers. With an extended clientele, the concept of school library has moved from a restricted usage by pupils as a source of reference and reading materials to a wider usage by both pupils as well as teachers as a storehouse of resources to facilitate the process of teaching and learning. In other words, the school library is no longer just a place for reading and writing, or for listening and viewing; it also functions as a place where teachers can locate some of their teaching materials and use them with their pupils, so that their pupils' learning activities include learning from various media available in the library. It is in this context that the term "educational resource centre" has emerged as a new generic term for "school library". In this address I would, therefore, seek to clarify that my use of the term "school library" carries with it the connotation of "educational resource centre".

The school library as an educational resource centre is a micro version of the vast information available in today's world. In this modern world, the aims of education are manifold. Amongst other aims, education today seeks not only "to create person but also to nurture the human quest for information", to

satisfy the human desire to learn and to know. "Information explosion" has become a thoroughly over-used cliché. However, it is a fact that when a person leaves school after his primary and secondary education experience (and even his tertiary education experience), he would have scratched only part of the surface of the information mountain. In order to nurture the human quest for information, and to satisfy the desire to learn and to know, any education plan requires that certain skills of life-long learning to be developed in the school-going child.

Allow me to confine myself to those life-long learning skills which we can help develop in the child using the facilities available in the school library or resource centre. Briefly, there are three basic skills. Firstly, there is the group of literary skills to be developed. These involve developing various reading and writing skills as well as those skills pertaining to the development of critical thinking and reading. They include developing in the child an ability to interact with whatever he is reading or writing. Secondly, it would be essential to develop the child's "inquiry or research skills". This entails knowing what information to look for and from which source, and how to retrieve such information from the library or resource centre. Thirdly, there is a need for a child to develop certain "information presentation skills". This last category of skills demands not only that the child is made aware of the various means through which information can be presented, but also that the information collected by the child can be presented in various forms (such as in word-description or graphic representation) and various means (such as print, audio or video formats).

Having established the premise for the discussion of the school library as a centre for life-long learning, allow me to bring the discussion to focus on Malaysian education. The thrust of the Malaysian Education Policy and Philosophy has been towards achieving national unity and integration of the diverse Malaysian peoples and to satisfy the nation manpower needs in order that

the nation produces citizens equipped with the skills and knowledge to further the cause of national development and economic progress. Moreover, since the introduction of the New Primary School Curriculum in 1983 and, thereafter, the Secondary School Integrated Curriculum this year 1989, Malaysian education has moved forward by seeking to give greater emphasis on the importance of developing the child intellectually, spiritually, emotionally and physically. It is the cardinal principle of our education policy and philosophy that the basic skills for life-long learning be developed in the school-going child. Towards this end, we have continuously emphasized that teaching and learning be experiential. Experiential learning demands that learning and teaching resources be made readily available and accessible. There are many contexts for experiential learning to take place. One of the contexts developed in Malaysia and elsewhere in the world is the evolution of the school library into a resource centre where experiential learning can take place in the school environment.

While the infrastructure to convert the school library into a resource centre may be physically created, there are underlying issues which threaten to make ineffective the use of the school library as a resource centre for life-long learning. The use of the school library as a resource centre for life-long learning assumes that there is a strong support system for such learning to be effectively executed. This strong support system demands that the curriculum structure and content render itself towards a resource-based learning approach, that the management of instruction and the instructional process itself be biased towards inquiry-based learning, and that the assessment of teaching and learning be based on the application and utilization of information which come in various forms and media.

It would be appropriate for this Conference to deliberate on some key issues which challenge the use of the school library as a resource centre for life-long learning and place your

deliberation within the global and Malaysian context. Permit me to phrase these issues in question form:

1. Do the curriculum content and structure encourage or discourage the use of the school library as a source for learning and teaching? Do curriculum structure and content promote inquiry-based approach to teaching and learning?
2. How do teachers approach the content in the new curriculum for the primary and secondary schools, and what are the criteria for assessing teachers' use of resource-based teaching and learning? Do teachers see themselves as instructors or disseminators of knowledge or as facilitators of learning?
3. How is the assessment of pupils' learning carried out in the instance where learning is to be experiential and resource-based? Are we contented with an examination system which demands some oral testing and mainly pen and pencil testing? Is it not time for us to consider the use of assessment procedure in which the presentation of pupils' learning can be made on non-printed formats?
4. How is the instructional process in school organised and managed in relation to the use of resources available in the school, in particular the resources available in the school library or resource centre? Do we need a more flexible time-tabling procedure to allow the use of various resources available in the school library? What are the implications in relation to staffing and the infrastructure available in the school? Does the size of the school promote the use of resource-based learning and teaching?
5. Examine the textbooks available as a basic source of information for teaching and learning. Are our textbooks so comprehensive in covering content areas and skills to be developed that there is no need for any other resource

material? Does the curriculum structure and content encourage the use of radio and television programmes, and subsequently computer software? Can teachers afford to dispense with the use of other materials except the textbook in order to produce good result?

6. What is the nature of the teachers' "accountability" in our schools? What are parents' aspirations? Can the examination aim to teach life-long learning skills? Can the examination system be structured in order that Grade A is scored by pupils who are capable of using various information-handling skills which they need to acquire through the use of the school library?

The questions are phrased simply but the issues are not simplistic. In this period of educational change in Malaysia, I feel we ought to examine the inter-relationship between curriculum demands and expectations, pedagogical management and approaches, examinations and assessment criteria, and social expectation. As we move into an era of resource-based learning using the school library as an agent for further development, let us bear in mind the higher ideals of developing life-long learning skills in our children.

I feel that as educationists, we are compelled by our professional ethics to be self-reflective; self-reflection is an aspect of life-long learning. Unless we look at ourselves as persons and as parts of an institution and become more prepared to learn more about our own actions - for example, about how we learn and how we teach, we cannot truly stake our claims as being educationists.

It would be useful if this Conference is able to identify and clarify the types of life-long learning skills which the school library can help to develop in our school-going children, and to examine this in the light of the emerging curriculum demands and pedagogical responses.

SCHOOL LIBRARIANSHIP: GLOBAL DEVELOPMENTS

Dr. Jean E. Lowrie
IASL Executive Secretary

It has been many years - indeed, not since IASL met in Melbourne, Australia in 1978 - that I have made a formal presentation at one of our conferences, so it is a very special pleasure for me today to share with you some of my thoughts.

There are really three parts to my talk this morning. First I would like to share with you a little about IASL itself since many of you have not been a part of our association before today. Secondly I would like to give you an overall view of what has been happening in school library/media centers over the last decade or so; and last, though not least, I would like to have us think together on what it means to be a professional - that is, a person who is engaged in doing a job which is service oriented.

As you know, this is our 18th annual conference. When we moved from being a committee within the World Confederation of Organizations of the Teaching Profession (WCOTP) in 1971, we continued to retain affiliation with them. For, as school librarians, teacher librarians or whatever nomenclature we use, we are very much a part of the educational program in our countries. For several years we met with WCOTP. But the time came when we needed to meet in places where there were strong library programs and personnel to serve as host. Although we no longer meet together, we continue to have close contacts. We also have tried to keep to the concept of meeting in different parts of the world so that as many people as possible could participate in conferences. But we have not been back in the

Pacific area for 10 years. So this conference in Subang Jaya is a cause for special rejoicing.

At our first IASL meeting in Jamaica in 1971, it was decided that a Newsletter would be a top priority. We needed to get to know each other. Marion Bernice Wiese, who left a legacy here with you, was our first editor who set a standard for international news of school librarianship programs. Since then it has grown from a 4 page mimeographed format to around 24 pages under the two successors, Donald Fork and Judith Higgins. It is the only such international newsletter available today. It is sent to every person, institution or association which belongs to IASL on a quarterly basis, and serves as a public relations document to many other groups and organizations.

It is a pleasure too to see how many countries are now represented in IASL. From a small group of persons from about 10 countries to today's representation of some 50 nations and close to a thousand members. We hope to keep on spreading the word and sharing our ideas and ideals. Our Association Assembly provides a conduit for exchange among association delegates representing specific associations during the annual conference.

A few years ago we made an in-depth study of our mission or purpose and objectives. I would like to read to you our current mission statement and goal priorities to give you a sense of the direction which we now hope to be taking.

Mission statement

It is IASL's mission to provide an international forum for those people interested in promoting effective school library programs as viable instruments in the education process.

Current priorities

- To promote the professional preparation and continuing education of school librarians.
- To foster and extend relationships between school librarians and other professions connected with children and youth
- To foster a sense of community among school librarians in all parts of the world.

Let me emphasize here that the use of the term "school librarians" does not under any circumstance imply that is the name by which we must be called. Indeed, "Teacher Librarian" is as popular in many places as is the term "Media Specialist". What we have done is simply choose this as our identification phrase. In fact our by-laws clearly state that any person interested in developing school library programs may become a member.

We plan to implement these priorities through workshops (post or preconference) on a specific theme using leaders from within the organization. The mechanism for this is still in the developing stage. We propose working more closely with professional organizations such as the International Reading Association, IBBY, etc, to improve the concept of school libraries within their organization. We would like to foster exchange possibilities, make better use of our publication "PERSONS TO CONTACT FOR VISITING SCHOOL LIBRARIES/MEDIA CENTERS" for communication at many levels, and to promote a commitment to professionalism and a sense of leadership growth.

More specifically let me delineate some of the activities which currently promote these priorities. This conference with its emphasis on life-long learning, indeed all our conferences, is one way in which we can all have a continuing education experience. The proceedings of the conferences, which may be ordered from the Secretariat, are a means of participating

vicariously in the conferences. All of this material is available for use in your particular school programs.

Secondly we have established a Leadership Development Fund which is designed to help one person a year (at present) from a developing country and who is a leader in that country to attend the annual conference. Last year Daniel Paraide from Papua New Guinea was our first participant. He is with us again this year and some of you may wish to talk with him about the value of applying for this grant and participating in IASL. This year Inder Vir Malhan from India is the recipient.

One of our greatest efforts has been through the IASL/Unesco Book program. This is an opportunity to help libraries in developing countries to acquire books in their language and for their specific needs. Money which has been given as gifts by many groups is converted into unums which are made available to the librarian and principal in a selected school for purchasing library materials.

"Support a Friend", a brainchild of one of our Australian members, is a small discretionary fund to which members may contribute and which then makes it possible to fund a membership for persons in countries where they may have difficulty in joining outside associations but are anxious to participate in IASL and receive our Newsletter.

Our publication program not only consists of the Newsletter and the annual conference proceedings, but also special publications like the recent BOOKS AND BORROWERS which is a festschrift for one of our founders, Margot Nilson, and which contains special essays on children's literature and school library programs from friends around the world. INDICATORS OF QUALITY FOR SCHOOL LIBRARY PROGRAMS is another recent publication which is an aid to evaluating programs and can be adapted to various situations in any country.

Not only have we maintained affiliation with WCOTP but we have also been a member of IFLA (International Federation of Library Associations) ever since the school library section developed. At least one person from IASL has been an official representative to that section on a regular basis. More recently we have developed a liaison with the International Reading Association and this past April participated in their conference with a seminar presentation by Ylva Lindholm-Romantschuk, our board member from Finland. We also have an official liaison person for IRA. Similarly, IASL is keeping in contact with IBBY (International Board for Books for young People). It is most important that reading and books for children and young people form a part of our thinking and work.

This is just a glimpse of what has been happening over the last 18 years. I hope you have found it of interest and that you are aware that despite growth we have a long way to go. But thanks to all of you and your colleagues back home, the cause of school library service at the international level is not dying.

School Library Developments

Now we need to look more specifically at the changes, programs and, yes, problems facing our profession today. This past year, along with Mieko Nagakura, I have been preparing a book on SCHOOL LIBRARIES: INTERNATIONAL DEVELOPMENTS which is to be published later this year by Scarecrow Press. Twenty four countries are represented in this work. I have used materials from these papers for part of this preparation and I am grateful to all those contributors for their input.

The decades of 1960 and 70 were highlights of development. Legislation implementing school libraries was passed. National and local subsidization was evident and generous. Library schools flourished and offered specialization in the field, producing many school librarians/teacher librarians. Audio-

visual equipment and materials had become an integral part of materials centers. Standards and guidelines were developed. The concept of integration into the total school curriculum and educational program was accepted.

But in 1980 new technology and computer utilization entered the field. Many librarians were pushed into using tools with which they were not comfortable. The information science phrase became the newest trend to describe the old order of things. Concomitant with this came cut backs in staff and financial support, causing readjustments in thinking and administering of service programs. New guidelines were being developed which took into account these new concepts and tools with emphasis on quality rather than quantity. There followed changes in library instruction, now called bibliographic skills. A broader emphasis on information skills in some instances almost eliminated reading guidance and literacy support. People such as Daniel Boorstein, Librarian of Congress, began to sound the alarm that we were over emphasizing information and forgetting knowledge. There is a profound difference between these two. The ability of our future citizens to distinguish between a compilation of facts and an evaluation of information in order to make intelligent decisions on their own is directly related to the availability and use made of library materials and the way in which we as teachers help our students to become independent thinkers and learners.

Specifically I have noted the legislation being carried out in many countries, types of education, certification and standards or guidelines; the professional associations or lack thereof, programs and services, and the types of libraries as major changes in this last decade.

Beginning with legislation, it is apparent that there is a thread of new legislation in several countries. In Denmark, where school libraries have been included in legislation for sometime since 1969, the aim has been to establish them in all

the folkeskole, and a law in 1983 has made school libraries obligatory. The board of individual schools will give the approval for materials to be purchased. In Norway, the new act for public libraries, 1986, has separated out school libraries to acts concerned with schools in general. However at the primary school level, both acts emphasize cooperation between the public library and the schools in a municipality and the recommended guidelines for such cooperation have been laid down. This is important because the school library may be the only one available in a certain locality due to distances. In India, the national Policy on Education (1985) is an ambitious program to provide quality education for all. New technologies, education for talented students, retraining of primary and secondary teachers through a 40 day national in-service program and telecasting through satellite are included. A nationwide movement for the improvement of existing libraries and the establishment of new ones will be launched. Provisions will be made in all educational institutions for library facilities and for improving the status of librarians. There will be emphasis on the development of books. This year a new National Policy on Library and Information Science states that "No school or college should be established without a library and qualified librarian. Primary schools where such facilities cannot be provided should share with community libraries. Where a community library does not exist, a primary school should develop a village library".

In China, after the cultural revolution, the Ministry of Culture, Ministry of Education and Central Committee of Chinese Communist Youth League convened in 1981 a session on work with juvenile and children's libraries all over the country. A State Council document to carry out parliamentary legislation for the restoration and establishment of library or reading rooms in primary and middle schools resulted. Rapid growth followed with 50,000 middle schools and 100,000 primary schools having their own libraries. Also in 1981, the Education Minister for Tianjin City passed the first ever "Provisional working regulations for libraries" - a regulation followed shortly by many

municipalities. The library is considered one of the most important components of the teaching structure in middle and primary schools. National standards place the professional school librarian in rank equal with the classroom teacher.

In contrast, in the United States, Congress can enact laws which effect public education but this is administered through categorical funding for special programs. The responsibility for administering these projects lies with the US Office of Education, but there is currently no personnel there to assert leadership. State offices are responsible for devising compatible guidelines for using these funds within their respective states. No recent legislation has been passed which makes any radical change in school library effectiveness. Rather, the new guidelines INFORMATION POWER, produced jointly by the American Association of School Librarians and the Association for Educational Communications and Technology, attempts to define a modern program which can be used as a guideline in all states and territories. It is definitely quantitative in emphasis. For example, it speaks of collections in terms of building holdings on the basis of needs and outside resources rather than stating the number of books per pupil etc. State statutes for establishing school libraries exist in 48 out of the 50 states. Joint school and public library programs and networking are encouraged, but selection policies, borrowers confidentiality etc. are often mandated. Local or regional communities/counties may establish their own regulations. States usually reflect national guidelines.

In West Germany, one finds a 1970 regulation regarding collection and size, but there is still a lack of federal guidelines. The main emphasis depends on state or city state decisions. While in the United Kingdom school libraries are currently a part of the Government Education Reform Bill. This has not yet been passed as far as I know. School librarians are emphasising the need to have a place in the national curriculum. As you can see there is no overall pattern for legislation or

standards, but this small sample does indicate that action is going on.

Certification, salaries and standards are closely aligned with legislation. Again some examples will indicate trends. In West Germany, for example, positions are filled by trained librarians with no school library specialization. Some teachers have a 2 or 3 day course on technical aspects if they are required to "tend" the library. School law says that teachers must be paid by the states and administrative costs by the communities. Since the librarian is both a teacher and an administrator, neither the states nor the communities feel a responsibility for support and there is apparently no relief in sight. In the United Kingdom, the primary schools are generally staffed by a teacher who takes this on as an additional job. At the secondary school level 7.0% of the schools in England and Wales have professional librarians, but in Scotland 40.0% are fully trained. The majority of the secondary school libraries are in the charge of a teacher librarian. **Regrettably** the certificate in school library studies launched in 1977 and validated jointly by The Library Association and the School Library Association ceased in 1986. In 1984 the Broome study for the Government Office of Arts and Libraries made specific recommendations. In 1985, therefore, a joint standing committee was established, consisting of The Library Association and the School Library Association to ensure regular liaison between the two groups. A special conference under HM Inspectorate to review recommendations from delegates to the Ministry of Education was convened. So once again the "professional" librarians and the teacher librarians are talking together.

There is a great diversity within the United States. There are state regulations which range from a Masters in Library Science with specified competencies to a requirement of any 12 credit hours of audio-visual and 12 hours of library science. Nearly all the states require teacher certification first, then that of a library/media specialist. Salary ranges generally are

equated with teachers, though some persons have negotiated a ten-month contract in order to have time during the summer to work in the library. Education programs for librarians also vary: fifty three accredited graduate schools plus 200 other programs ranging from a major to a minor concentration at the undergraduate level to certification of graduate levels in education, educational media etc.

In Australia there are various programs and levels of professional training. It may be a four year Bachelor of Education or a library method course in a one-year graduate diploma of education. One may specialize as a teacher librarian for a post graduate diploma. These may be offered by a School of Library and Information Science or through a School of Education. External courses are very popular. Teacher librarians are qualified teachers first as well as library specialists. They work on the same basis as classroom teachers. BOOKS AND BEYOND (2nd ed. 1979) was published by the Commonwealth Schools Commission and in 1987 this commission approved a grant for a research study to investigate school libraries and the total information needs of schools. One of the recommendations was to reexamine BOOKS AND BEYOND and make new recommendations. (I am at present not sure if this has been finished).

The School Library Law and the School Library Standards which were announced by the Ministry of Education in 1959 provide the framework of school library services in Japan. The law stipulated the definition and function, compulsory establishment of school libraries, guidelines for management and activities, establishment of a teacher librarian system and subsidies at the national level. Currently subsidies for book expenditures are granted to public elementary and lower secondary schools through the Law Concerning the National Treasury Share of Compulsory Education Expenses. Unfortunately there is a loophole which allows the appointment of a teacher librarian to be delayed "for a certain period of time" and this has been an excuse for many an administrator! The "School Library Standards" which has not

been mandated is qualitative in content and includes guidelines for management, collection, facilities, library instruction etc. The certificate of teacher librarian is required by the school library law. The prerequisite is a teacher's certificate. The curriculum and number of credit hours for librarianship certification are stated in the regulations of the Short Training Institute for teacher librarians issued by the Ministry of Education in 1954 and amended in 1968. In addition a variety of short courses and other continuing education experiences are available.

Most Nigerian school libraries are run by teacher librarians with occasional assistance including student prefects. In very few cases, the library is staffed by a qualified librarian. In some states it is common to find the library "run" only by a clerk. The teacher librarian is a teacher who has been assigned library duties in addition to the regular classroom load. Some have received a course in school librarianship as part of their teacher training or have attended an in-service course. Recently training has improved with the introduction of library science as an option in colleges of education and university education programs and the expansion of library schools. Unfortunately due to the economic situation not many of these newly qualified teacher-librarians have been employed. There is an effort on foot to reduce the classroom load for such personnel but this has not been implemented.

The Tanzania Library Service has prepared a manual for school libraries to guide school personnel in the organization of the library. In 1984 the Ministry of Education prepared school library regulations. The Commissioner of Education can enforce the inspection of every school library by an experienced professional librarian, and the school library should be established and operated in accordance with officially recognized standards.

In Canada elementary and secondary schooling is under the control of the provinces, so there is no national legislation directly concerning the development of school libraries. In the past few years a number of provinces have issued policy statements recognizing the significance of school libraries in education. In a few cases regulations have been established which further strengthen development. Provincial school library associations have developed qualitative and quantitative standards. The Canadian School Library Association developed STANDARDS OF LIBRARY SERVICE FOR CANADIAN SCHOOLS in 1967 and RESOURCE SERVICES FOR CANADIAN SCHOOLS in 1988. An update of these documents is now in process.

School libraries take many forms around the world. They may be in separate buildings on a campus. They may be combined public school libraries, in which case there are many variants: school libraries which share space with the public library during certain hours; school libraries which are administered by the public library; separate facilities for public and school use but in the same building. So much depends on the community itself, the population density, the basic support for finances etc. One can also find traveling collections of books which move from school to school depending upon the needs of the teachers. More and more one finds networking or a sharing of resources becoming a basic part of the library's resources. The use of modern technology now makes it possible for a small rural school to tap into the collection of any large school, municipal or university library. It is a real "open sesame" situation which is developing and school libraries will become more involved in this phase of service as time goes on.

Many countries have now organized professional school library associations finding that there is strength in numbers and closer communication. Again these take many patterns, with two being particularly prominent. At the national level there may be a national library association with a strong section or division for school librarians such as in Canada, Australia, USA

or Japan. Likewise one can find separate strong national groups such as the Nigeria School Library Association or the School Library Association in the United Kingdom. However, cooperative efforts with the overall national association is seen as a necessity even though there may be no legal connection. In many states and provinces there are separate associations. These may be part of the overall state association, be independent or be a part of the teacher association or union. The publication of standards, the push for national legislation, the projects in research, continuing education programs and publications in general are products of these professional groups. Membership may also vary. For example, those interested in library service, be they publisher, editor, audio-visual equipment specialist, librarian, trustee, etc. may belong to the American Library Association of which the American Association for School Librarians is a division. On the other hand, The Library Association in the UK, though it has a section for people working with children and youth, allows only professionally qualified members. This variation in membership requirements, the relationship of library association to teachers' union activities, the training or certification requirements for personnel, the use of different nomenclature such as school librarian, teacher librarian or resource specialist have unfortunately caused separation or misunderstandings which we all need to try to resolve. The cause of the profession itself is more important.

It can be seen that problems and programs are similar all over the world. It can be said that generally all of us have the same objectives - information sharing, reading guidance, use of new technology, library/bibliographic instruction or information retrieval, viewing and listening guidance - all in relation to the level of education currently in existence. It is also evident that relationships with public libraries and other resource centers are expanding. Efforts to plan with teachers, give them reference service, be involved in the curriculum plans for the school system, include the library in all educational

activities are apparent. There is an emphasis on greater independent learning, a concern to relate to computer instruction, both use and management, the development of automated cataloguing, circulation etc., and the use of data bases for faster reference. An interesting side note here is that in Denmark they are even planning to do away with textbooks per se, provide more varied materials in the school library and actually change the character of published materials to make the library truly a part of the teaching program.

But we have some common problems too. A lack of funding is apparent everywhere. Uneven certification standards within countries, problems with school administrators who perhaps do not yet understand the role of the school library, teachers who are not aware of the value of the available materials or how to use them, the need for continuing education and staff development shows up in every country. In some countries there is still a lack of indigenous materials in quantity which can be made available to the students. Illiteracy at all levels can be found.

Whatever the problem or concern, the need to talk together to try to find solutions which can be used by our peers is a significant activity which must be pursued. IASL can try but we need to work within each of our own countries as well to communicate better, to demonstrate the value of our work and then to share at the international level in whatever way we can.

I sincerely hope that this rapid survey and sharing of what is happening around the world will not cause a negative reaction, or one of despair, but rather a positive feeling that we are making progress, that we are not alone in our efforts in our own schools, that we have a means of sharing through our professional associations. I think the decade of 1990 will again be an important time for our work.

A Professional Librarian

Moving from the library per se to ourselves let us look briefly at our own images. When I was teaching in the library school of Western Michigan University, one of the important units in my graduate seminar related to professionalism. I want to make it crystal clear here that I am not talking about the degree or certificate you may hold, the name by which you are called. I am referring to the concept that a professional is one who serves - a doctor, lawyer, priest, teacher etc. There are certain attributes which are basic to a profession. In this respect I believe all of us can be professionals by accepting specific values and standards through which we try to carry out our work.

A recent article in "American Libraries" stimulated my thinking along this line. It is an area which I think we must all consider periodically. I do not intend here to get into a philosophical discussion of what differentiates a profession from an occupation. However I would like to point out some of the most accepted premises of what constitutes a profession:

"It has a body of knowledge and intellectual base; there is a relevance of basic social values; a training period is included in the total education program; it emphasizes the ideal of service to clients as a primary goal, autonomy or the freedom to control matters relating to the activities of members, and individual autonomy which resists supervision by someone outside the profession, a sense of commitment, sense of community and a code of ethics".

(Freely excerpted from Kathleen Heim's chapter "Professional Education: some comparisons" in AS MUCH TO LEARN AS TO

TEACH, Lee and Hamilton editors, Linnet
Books 1979, p. 129)

I believe that service is one of the main components of librarianship. People have a need for information, for reading guidance and assistance, for help in finding the right media to aid them in their quest for knowledge. If we are truly aware of our responsibilities as professionals we must be prepared to learn as much as we can to help our patrons, to have a better understanding of the field of specialization in which we, as school librarians, are working, to accept the fact that we are altruistic, we do enjoy helping other people and take pride in this.

Likewise we have the responsibility of taking care of our heritage, of our various cultures. We must preserve in the best sense of that word this heritage so that today's youth as well as tomorrow's may have a better understanding of the world around them, can hopefully protect the environment, better understand each other and keep the trust which past generations have handed down. Objectivity as we work with library materials continues to be a basic tenet. A commitment to excellence should always be before us. We must be honest with ourselves and with our patrons. If we can keep these values in mind we will do a better job. It is as simple as that. In this age of technology we must continue to remember that we are the masters, that equipment should not dictate to us, that we set the standards, the goals and therefore our response to the tasks at hand is the key to the growth of librarianship in our school programs. I realize it is a constant battle in the face of today's shortages - money, staff, materials and facilities - but a quick look back occasionally can refresh us. We HAVE made progress. We CAN maintain a true professional attitude. We CAN through service to and cooperation with all involved in education create a richer environment for our youth. It has been said that "Enthusiasm is the greatest asset in the world. It beats money and power and influence" (Henry Chester). I do not know of any group of people

more enthusiastic than school librarians, teacher librarians, media specialists. If we hang on to this enthusiasm, I predict that by the time we reach the year 2000, school libraries around the world will be having a profound effect on education at all levels.

ESTABLISHING SCHOOL RESOURCE CENTRES:
THE MALAYSIAN EXPERIENCE

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Introduction

There are several indicators that may be used for assessing the quality of educational services offered by a country. One such indicator that is of particular interest to this seminar is the availability and effectiveness of resource centres in schools. The implications of this statement are:

- (1) school resource centres are essential for imparting the basic skills of reading, writing and computing;
- (2) if school resource centres are essential for providing quality education, then these resource centres have specific roles to play within the schools; and
- (3) if school resource centres have specific roles to play within the schools, then they should have a definite place in the implementation of national educational programmes.

It is with these assumptions in mind that I shall attempt to present an overview of the establishment of School Resource Centres (SRC) in Malaysia.

School Resource Centres: A Definition

The literature on school resource centres gives definitions of

SRCs that are varied in emphasis but similar in fundamental characteristics and functions.

I would like to define the SRC by stating that it is not merely a special room. Neither is it merely a collection of books and multi-media resources. Rather, the SRC is a systematically organized collection of carefully and purposefully selected book and non-book teaching-learning materials in particular, and information carrying materials in general, that are used to provide appropriate and timely information, programmes and services to pupils and teachers of the school in order, firstly, to strengthen the methods used and opportunities provided for the mastery of basic skills. In addition, they should assist in improving the quality of education provided so that firm foundations may be laid for the creation of an informed society that will consider life-long learning as part of its life-skills.

In today's world which experiences the phenomenal explosion of knowledge as well as rapid increase in the range of educational media through which this knowledge can be conveyed, it would be unrealistic and regressive not to build up all forms of media for use in schools. As information packaging developed beyond the printed book to radio cassettes, video tapes and other electronic formats including the computer diskettes, the nature of traditional libraries has to change to accommodate electronic and non-electronic audio-visual media as well as the print media. Hence the contents of SRCs need to be looked at primarily not from its physical form but from its capability and capacity to contain and convey ideas, information, data and knowledge. It is the acceptance of this that has led to the integration of the various types of media and the consequent change of the character of the traditional books - only school library.

In order to appreciate fully the establishment of SRCs in Malaysia, it is befitting that we take a brief look at Malaysia, the country, sketch its educational system, trace the development

of school libraries, outline the establishment of medic services and, in the process, examine the factors which have led to the emergence of SRCs as they exist today.

Malaysia: The Country

Malaysia, a federation of 14 states covers an area of about 328,334 sq. kilometers. It comprises 12 states in Peninsular Malaysia and the 2 states of Sabah and Sarawak. The two regions are separated by about 530 kilometers of the South China Sea. Peninsular Malaysia, covering 131,587 sq. kilometers has its frontiers with Thailand in the north and Singapore in the south, while Sabah and Sarawak, about 196,847 sq. kilometers, have their frontiers with Indonesia's Kalimantan.

All the states of Malaysia have been under British colonial influence which has left certain easily detectable marks on the education system. Peninsular Malaysia became independent of colonial rule in 1957, while Sabah and Sarawak gained their independence within Malaysia in 1963.

The population of Malaysia is estimated at 16.9 million for 1988. Of this 83.1% reside in Peninsular Malaysia, 7.4% in Sabah and 9.5% in Sarawak. The Malaysian society is multi-ethnic and multi-cultural. In Peninsular Malaysia 55.3% are Malays, 33.9% Chinese, 10.2% Indians and 0.7% people of other racial origins (Information Malaysia, 1988, p. 16). Sabah comprises Kadazans, Bajaus, Muruts, Malays, Chinese and a small percentage of Indians, Indonesians and Filipinos, while Sarawak is made up of Ibans, Bidayus, Malanaus, Malays and Chinese. This colourful multi-ethnic composition of the population has resulted in an education system that accommodates schools at primary level that use Bahasa Malaysia (the national language) as the language of instruction and also primary schools that use Chinese or Tamil as the language of instruction.

Education in Malaysia

Background

The development of the formal education system in Malaysia is usually divided into four periods - the pre-British colonial period, the pre-World War II period, the pre-independence period and the post-independence period (Ministry of Education, 1985, p. 4).

During the pre-British colonial period, education in Malaysia was mainly religious in nature and centred around Quranic teaching. The pre-World War II period (1824-1941) saw the establishment and development of education in four languages, namely Malay, Chinese, Tamil and English, reflecting the political and social set up of the country then. During the pre-independence period (1941-1957) educational development was shaped by the 1952 Education Ordinance, the main features of which were:

- (1) to promote a National School System by the gradual introduction of bilingualism in Malay vernacular schools and trilingualism in Chinese and Tamil vernacular schools through the introduction of National Language and English Language classes;
- (2) to maintain the existing English Medium National Type Schools; and
- (3) to develop vocational secondary schools (op. cit., p. 7).

The great strides made in educational development during the post-independence period (after 1957) have their roots in the Report of the Education Committee 1956 (popularly referred to as the Razak Report), the Rahman Talib Report (1960), and the Education Act of 1961. These shaped the establishment of National Schools (Malay Language medium) and National Type Schools (Chinese, Tamil or English medium). The English medium primary and secondary schools over a period of years were

converted to Bahasa Malaysia medium schools by 1975. In these schools, as in the Chinese and Tamil medium primary schools, English is taught as a second language.

In December 1979 the Cabinet Committee Report on Education was released. This committee made several recommendations dealing with the need for the equalisation of educational opportunity, improving opportunities for higher education attainment among youth from disadvantaged groups and many more. Included among the recommendations of this Report are several dealing with the need to improve school library services in the light of the Committee's acceptance of the important role libraries should and can play to improve the quality of education made available to our children in schools.

The post-independence period also saw, besides other things, the introduction of universal free primary education and the expansion of the administrative infrastructure of the Ministry of Education. Malaysia has a centralized system of educational administration and the administrative structure operates at four levels i.e. federal, state, district and school. The Ministry of Education comprises 20 Divisions of which the Schools Division, the Educational Technology Division, the Educational Planning and Research Division and the Teacher Training Division have played direct and significant roles in the establishment of SRCs.

The Fundamental Principles of Malaysian Education

Malaysia has a 6-3-3-2 pattern of primary, lower secondary, upper secondary and post secondary levels of education. Children are admitted into the first year of primary schooling at the age of six plus (Refer to Appendix A for statistics on the number of schools, pupils and teachers). Education is recognised in Malaysia as an important agent of social change and national development. In a multi-racial, multi-religious country such as

ours, schools are very crucial links in the nurturing and strengthening of inter-racial understanding and the harmonious development of national unity and loyalty.

The Central Curriculum Committee of the Ministry of Education, in enunciating the Malaysian philosophy of education, states:

Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and a devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable, who possess high moral standards and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the society and the nation at large. (Ministry of Education, 1988, p. 6).

School Library Development: 1957-1974

A review of the literature on the development of school libraries in Malaysia shows that school library services during their inception at the federal administrative level and the school level evolved around certain individuals and that they also benefitted from some conscious planning and some circumstantial evolution.

School libraries existed in Malaysian Schools during the pre-independence years. However, the earliest post-independence call for school library development, the training for librarian-

ship and the need for a national library system can be traced to an unpublished paper by W.J. Plumb, the then University of Malaya Librarian. Plumb's proposals appear "to have been ill-timed and ... did not receive immediate official attention" (Winslade, 1979, p. 38) probably because the country had other more pressing issues to deal with.

In 1961, the Malayan Library Journal in one of its articles recorded this:

Some Malayan Schools have very respectable school libraries of 10,000 volumes or more, and some have ambitious plans for the future. In other schools the library consists of small collections of books jammed into the bottom of a cupboard in a school corridor. In between these two extremes there is much variety". (Anobium, 1961, p. 11).

The early 1960's record some ad hoc attempts at school library development. The Persatuan Perpustakaan Tanah Melayu (PPTM) the predecessor of Persatuan Perpustakaan Malaysia (The Library Association of Malaysia) prepared and published a set of minimum standards for secondary school libraries in its journal (1963) and assisted school libraries through its preparation and publication of selected titles of books suitable for schools. (Abdul Rashid Ismail, 1961, p. 21-27).

A definitive step towards a more systematic plan for the development of school libraries was taken in 1962 when the Ministry of Education introduced a one-year full-time course in school librarianship at the Specialist Teachers' Training Institute in Kuala Lumpur. A pioneer batch of 13 teacher librarians were given formal training under this programme by Neile McCalla, an American school library specialist. The Ministry of Education also obtained two other library

specialists, Margaret Walker and Marion B. Weiss, made available under the Fullbright and Smith-Munat grants. (Ng, 1972, p. 71). The procurement of the services of these three individuals indicates the Ministry of Education's acknowledgement of the need for and the importance of school library services in the country.

In The School Library Manual prepared by Margaret Walker and published by the Ministry of Education in 1964, the then Minister for Education said that the publication "is an indication of the importance the Ministry attaches to the role of school libraries in the education of children. The Minister went on to add that to be effective "the school libraries must be well organised and must serve as the nucleus for teaching and as an active service centre for the purpose of providing teachers and pupils with a variety of well-organised, centrally located materials, printed and audio-visual, to supplement the textbooks used in schools". (Walker, 1964).

It is worth noting here that as early as 1964 not only the function but also the contents of school libraries were perceived to be little different from that of today's school resource centres.

In 1967 the Textbook Bureau of the Ministry of Education was given the responsibility of overseeing school library development. With this we can say that school library development moved away from ad hoc developmental activities centred around individuals and entered a period of institutionalisation. The Textbook Bureau conducted a school library survey and published basic book lists for school libraries. Speaking at a national conference on school libraries in 1970, M. Sockalingam of the Textbook Bureau said this about one of its duties:

School library materials - books, periodicals, pamphlets, pictures, filmstrips, recording etc. are selected to meet the

curricular needs of the individual school and the girls and boys who attend the school. (Sokalingam, 1979, p. 3).

The Bureau also initiated the UNICEF Pilot Library Project which was carried out in 80 rural schools between 1972 and 1975. The conception of this UNICEF project is a significant step in the development of school library administration. The project supplied selected schools with books up to 950 volumes per school. Under this project the selected school libraries were to be built up as models with proper cataloguing and classification system, to organize lending and borrowing of books and conduct library-based activities such as book-talks, story-telling sessions and book exhibitions. (Ministry of Education, 1975). The one glaring fact about this project is that it confined itself to the print-media alone. Was this because of the non-availability of audio-visual materials? Was it because audio-visual materials were too expensive for such a project? The answers to these questions, at this point in time, are hard to come by.

Another major development in the acknowledgement of the importance of school libraries and the recognition that they need proper management came in 1967 when the Ministry of Education issued its Courses of Studies Administrative Circular 3/67. This circular stipulated the minimum number of 25 teaching periods for teacher librarians so that they could devote more time to the school library duties. This circular merely encouraged, but did not compel, heads of schools to follow the 25-period suggestion. The circular was not successfully implemented at the school level because library work was not recognised as a subject in the curriculum and therefore it did not count towards the computation of staff-pupil ratio. Therefore many schools could not adhere to the provisions of the circular. In fact circular 3/67 may be considered to be praiseworthy more for its intention than for its practical implementation!

The concurrence of the increased responsibilities and workload of the Textbook Bureau and the recommendation of a non-governmental study of school libraries by Frank Keyse (1970) seem to have accelerated the creation of the School Library Services Unit in 1973. In that year, the Textbook Bureau relinquished its responsibilities for school library development which now came under the purview of the School Library Services Unit within the Schools Division of the Ministry of Education.

The School Library Services Unit was headed by a Federal Organiser of School Libraries whose duties included the following:

To give advice on and attention to all matters pertaining to library books and school libraries in the Ministry. (Wong, 1975, p. 9).

Hence for the first time we note a clear administrative cleavage in the treatment of book and non-book materials in the administration of school libraries. This specialisation and separation of the Federal Organiser's duties into matters dealing with library books may have been necessitated by other developments in the Ministry of Education, especially the growth of an active Educational Media Service Division.

Development of Educational Media Services: 1957-1972

In order to trace the development of the establishment of SRCs it is essential that we take a look not only at the development of libraries but also that of the educational media services.

In the early 1960's the National Audio-Visual Aids Centre was set up in the Ministry of Education. This Centre, initially attached to the Teacher Training Division, was subsequently

placed under the Schools Division of the Ministry. (Jesudoss, 1970. p. 40-44).

The Schools Radio Broadcasting Services began in 1966 under the Ministry of Information with the cooperation of the Ministry of Education. While the Ministry of Information was responsible for the administrative and technical aspects of this service, the Ministry of Education through the Central Advisory Committee chaired by the Director of Schools Division was actively involved in the selection of programmes. (George, 1987, p. 8).

Educational Television began in 1965 with a ten-lesson General Science programme produced by the Ministry of Education and the Ministry of Information. A second pilot project, a ten-lesson Biology programme was launched in 1966. The success of these pilot programmes contributed substantially to the establishment of educational television broadcast to schools on a permanent basis. Educational Television was officially launched on 19th June, 1972, nine years after television broadcast was introduced into Malaysia.

By the beginning of 1972, there were 4 agencies concerned with the production, organisation and promotion of teaching-learning materials for schools i.e. the National Audio-Visual Aids Centre, the Schools Broadcasting Services, the Educational Television Broadcasting Services and the School Library Services Unit. It is not too surprising therefore that at the school level the effects of these services began to be felt in a compartmentalised fashion. While the Audio-Visual Aids Centre produced and tried to popularise the use of these aids, the Schools Broadcasting Services encouraged the exploitation of their programmes to add flavour and fun to teaching and learning. Educational Television, by virtue of its novelty and intrinsic educational qualities, attracted the schools' attention. In the meantime the School Library Services Unit continued its programme

for the classification/cataloguing of books and the promotion of book awareness with much vigour.

The School Broadcasting Services (now known as Educational Radio), Educational T.V. and the National Audio-Visual Aids Centre were amalgamated into the Educational Media Services in 1972, one year prior to the creation of the School Libraries Unit within the Schools Division. The aims, objectives and activities of Educational Media Services have had significant influences on the schools. Apart from pedagogical effects, the Educational Media Services Division's distribution of hardware (radio, T.V., VCR) to schools and the provision of dubbing facilities for radio and T.V. have helped to increase the electronic audio-visual materials in schools. The availability of non-electronic Audio-Visual materials in schools also increased with the planned provision of learning packages for various subjects taught in schools. It is pertinent here to point out that the School Library Services Unit was not included in the Educational Media Services Division.

Thus in 1972, began the separation of book and non-book materials at the federal administrative level and this was confirmed in 1973 when the Federal Organiser of School Libraries was appointed and his duties were drawn up, as pointed out earlier in this paper.

This leaves us to conclude that the separation of policy initiators and implementors into distinct entities shaped the development of school libraries to such an extent that by the late 1970's not only were books and non-book materials physically separated but in-service teacher training for library organisation and non-book materials' production and use were looked upon as being unrelated in so far as the organisation of materials and the appreciation of the strengths of electronic, non-electronic, A-V materials did not cross the book/non-book boundaries. This separatist approach has had its effect on schools, and over the years more attention seems to have been

placed on the form rather than the purpose of library books and non-book media in the teaching-learning world. It must be stated here that despite all this, many practising teachers continued with the use of book and non-book materials as aids to teaching and learning as and when it suited them. The

collections of non-book materials - particularly in schools - tended to be small and were regarded as "belonging" to the individual teachers as opposed to being "school" resources available to all teachers. As a result the skills needed to organise such materials "enmasse" and to promote their use in schools did not receive sufficient attention. Such training in promoting the use of non-book materials as existed rarely went beyond the didactic needs of the teacher. (Winslade, 1979, p. 38).

What was lacking was not so much the multi-media materials but a conceptual and organisational framework such as that which exists under the system of school resource centres today.

A Period of Consolidation: 1974-1988

Some Overall Developments

Much was accomplished by the School Library Services Unit of the Schools Division during the 1974-1980 period. Briefly these included:

- The obtaining of an annual per capita library grant of \$1.20 for primary schools with the added proviso that schools with 100 or less pupils be given \$200 as a flat rate. For secondary schools the annual per capita grant

of \$2.00 and a flat rate of \$ 00 for schools with 100 or less pupils was offered. This is still the rate of library grant received by schools today.

- . The inclusion of a special room for the library in new school buildings of 6 or more class-rooms. This was started in 1974 with the secondary school buildings and gradually extended to primary school buildings. The library room was also furnished with a standard list of basic furniture (i.e. book shelves, catalogue cabinets etc.).
- . The publication of the School Library Newsletter "Berita Perpustakaan Sekolah".
- . The organisation of in-service courses in Library Science for teachers and teacher librarians.
- . The publication of an annual list of books recommended for school libraries. This booklist graded the books according to levels (Primary, Secondary, etc.) and classified them and also included the names, addresses of book sellers/ publishers/distributors from whom the books may be purchased. This last service was aimed specifically at schools in rural and remote areas where book shops are few and far between, if at all, so that they may deal through the post and obtain the required books.

The Education Media Services Division was also very active during the 1974-1980 period, not only with the production of educational radio and T.V. programmes for broadcast but also with projects that encouraged the use of non-book materials in the classroom. Some of these projects were:

- . the distribution of radio and T.V. sets to every school - primary and secondary;
- . the distribution of generators to schools with no electricity supply;
- . the setting up of District Media Centres on a very modest scale, with the initial distribution of slide projectors so that a cluster of schools within the district could

- avail themselves of the equipment and teacher expertise in the operation of the equipment;
- the production and distribution of charts and A.V. kits; and
- the dubbing and distribution of educational radio/T.V. programmes so that schools could increase their stock and use these programmes at times suitable to them and not merely during the times of broadcast.

The efforts of the School Library Services Unit of the Schools Division and the Educational Media Services Division to strengthen the reading habit among pupils and the use of book and non-book materials in the teaching-learning process at school level were greatly enhanced with the appointment of School Library Organisers and Educational Media Services Officers in each of the 14 State Education Departments. These 24 officers became the linch pins in the machinery that translated federal level policies into school level practices with regard to library and educational media services development.

That in the late 1970's and early 1980's books-only libraries, and the collection and use of electronic and non-electronic audio-visual materials developed along their separate ways is brought out by the following statement made by the then Federal Organiser of School Libraries:

... few schools are known to have taken positive steps to develop and organise their A-V resources or to integrate the audio-visual services with the book-oriented library services through the establishment of what is referred to as the Library Resource Centre. This may be attributed to the fact that the development of library and audio-visual services in schools is a comparatively recent phenomenon in this country. (Wong and Abdul Rafie, 1980).

The New Primary School Curriculum (NPSC)

One major development that took place in the education system was the introduction of the Kurikulum Baru Sekolah Rendah (KBSR) or the New Primary School Curriculum (NPSC) in 1983. The NPSC aims at the overall growth of the individual, including the development of the intellectual, spiritual, moral, affective, aesthetic, social and physical aspects of the human personality. This curriculum is based on subject integration under the broad headings of Basic Skills Area (i.e. the 3R's), Man and its Environment Area (i.e. humanities and environment plus spirituality, value and attitudes component) and the Individual Self Development Area (i.e. art, recreation, music and physical education). The NPSC aims at fostering the development of the individual through interesting and meaningful activities which are relevant and useful to pupils.

Integrated Secondary School Curriculum (ISSC)

As a logical extension of the NPSC, the secondary school curriculum is now in the process of being revised. The new Integrated Secondary School Curriculum (ISSC) was introduced in the first year of secondary school (i.e. Form I) in 1988 and will be progressively extended until the process is completed at Form V level in 1993. The ISSC is oriented towards general education and the teaching-learning strategies which focus on specific knowledge, creativity, manipulative manual skills, business skills, social sciences, computer education and moral and religious values. Both NPSE and ISSC encourage co-curricular activities.

The teaching-learning approaches under the new curriculum are based on the pedagogical principles which include activity - oriented teaching and learning using a smaller number of text books and placing greater reliance on teachers' resourcefulness. The NPSC and ISSC are radical departures from the previous

examination-oriented, subject-based and teacher-centred curriculum that thrived on the chalk-and-talk, and rote learning practices. In other words, the new curricula demand the greater use of all forms of teaching-learning aids and place greater emphasis on the use of books for the mastery of the curriculum. With this, then, the need for multi-media resource centres was more urgently felt. The need for and crucial role of SRCs began to unfold as one understood the aims and objectives of NPSC and ISSC. From 1983 onwards then, we can say that SRC began to be looked upon by the teachers and administrators of schools more as an essential service and less as an adjunct to or a luxury within the teaching-learning system.

The NPSC by its very nature may be said to have caused the various Ministry of Education administrative divisions to review, reassess and revise their roles and strategies in helping to achieve the goals of the national educational policies. The School Library Services Unit and the Educational Media Services were no exception. With the start of the NPSC, the preoccupation with the production of educational radio/T.V. programmes and the provision of library books seem to have given way to a greater concern over the proper organisation and purposeful use of print and non-print media to enhance the quality of education.

The State Educational Technology Unit: 1981

In 1981, while work was still being done at the pilot project level for the launching of the NPSC in 1983, two significant developments took place that greatly assisted the development of SRCs. First was the administrative integration of the posts of the State School Library Organiser and the State Educational Media Services Officer with the creation of the Educational Technology Unit at the state level. This unit was headed by the newly created post of Principal Assistant Director in charge of Educational Technology. This regrouping which came as part of a general reorganisation of posts within State Education

Departments, helped towards better exchange of ideas regarding the role of book and non-book media in the schools. Consequently it fostered a more conducive climate for the integration of the media and the creation of SRCs. This move, we can safely say, contributed greatly towards the understanding and acceptance of the rightful role of SRCs where it mattered most - the schools.

The MPPS Project: 1981-1983

The creation of the Educational Technology Unit at the State Education Department level facilitated the smooth and effective execution of the second significant development - that of the launching in 1981 of a special project for the promotion of library utilization i.e. Projek Menggalakkan Penggunaan Perpustakaan Sekolah or the MPPS project as it was commonly known.

The Ministry of Education, through the School Library Services Unit of the Schools Division expended M\$409,000 over a 3-year period during which 25 rural primary schools selected from the 14 States were given guidance, training, encouragement and financial assistance to popularise the concept of SRCs. This project and its objectives were approved by the Educational Planning Committee chaired by the Minister of Education himself. (Kementerian Pendidikan, 1984, p.2).

One of the specific objectives of this project was to make the school library into a resource centre with the integration of book and non-book services. Under this project the teachers in the project schools were given in-house training in the use of hardware such as the overhead projectors, slide projectors, film strip projectors and simple language laboratory equipment and the production of software such as OHP transparencies, low cost teaching aids etc. Teachers were also exposed to the more imaginative and effective use of library books through story-telling sessions, puppet shows, read-aloud sessions, silent

reading and simple project work that required the use of resource centres.

The MPPS project placed great emphasis on the physical integration and organisation of materials according to established school library practices. The rationale for this was simple: firstly, a SRC that depends on individual teacher's idiosyncrasies will head for failure especially when staff mobility is high; secondly, a systematically organised collection enhances easy retrieval which in turn encourages more frequent use of the materials by the clientele.

In the forward to the official report on the MPPS project, the Deputy Director General for Education, Datuk Abdul Aziz Ismail stated that the implementation of this project was an important and innovative step in the history of the development of school libraries in our country. Through this project, he added, the modern concept of school resource centres was popularised. He also pointed out that the launching of the project, its aims and its contributions towards the dissemination of the concept of school resource centres were timely because they supported the philosophy, and approach of the NPSC which, as stated earlier, was launched nation-wide in 1983 - the year the 3-year period of the MPPS project ended.

The early 1980's saw a feverish pitch of activity with regards to the setting up of the SRCs. Seminars, workshops and in-service courses pertaining to the theme of SRCs abounded. This period also saw a proliferation of publications on educational technology and school resource centres. One among these deserves mention, i.e. the book on cataloguing non-book materials by Atma Singh which speeded up the schools' efforts to catalogue the hitherto organisationally neglected non-book media. (Atma, 1984).

A national level seminar cum exhibition on SRCs was organised by the Library Services Unit with the theme School

Resource Centres: Towards Quality Education. At this seminar librarians and educational media services personnel came together as paper presenters and participants - a significant indication of the growing sense of understanding and co-operation in the creation of SRCs. This is borne out by the following statement made by the then Director General of Education Tan Sri Dato' Haji Murad bin Haji Mohd. Noor in a programme booklet (1982, p. 3) in conjunction with the seminar:

Since the 1960's the Ministry of Education has endeavoured to encourage the use of libraries and audio-visual aids in schools. In the 1980's what is being done is the exertion of effort to streamline the development of libraries and audio-visual aids through the Resource Centres.

"School Resource Centre": the Accepted Nomenclature

As in other countries, so also in Malaysia, much time and energy was spent rationalising and persuading administrators and teachers to accept the "correct" label that should be used for the integrated and organised collection of multi-media materials. "Educational Media Centre", "Library Resource Centre" and "Audio-Visual Library" were some of the names used. There were the ultra conservatives who clung to "the library" while the radical "media specialists" stated categorically that the library is dead! As one who has been directly associated with school library/resource centre developments for the past decade, I venture to say that this "War of the labels" gave rise to much soul searching and cool thinking at all levels about the concept, form and role of the multi-media teaching-learning materials' collection in schools.

The furor about the appropriate name was resolved on 1st March 1983 when the Ministry of Education directed schools with

integrated collection of multi-media materials to use the nomenclature "School Resource Centre".

In retrospect it can be justifiably stated that the MPPS project is indeed a watershed in the development of SRCs, for it demonstrated the organisational viability and educational value of functional SRCs within the context of the implementation of the NPSC at the school level.

State Educational Resource Centres

While the above developments were taking place at the school level, the Ministry of Education conceived and implemented the establishment of State Level Educational Resource Centres (SERC) which were initially placed under the Educational Planning and Research Division. According to the plans drawn up in 1979, four SERCs were set up in Kedah, Kelantan, Terengganu and Pahang, as pilot projects. These centres, in essence, function as teachers' centres and in so doing encourage production and use of multi-media aids in their effort to improve the quality of education. The SERCs are equipped with adequate facilities to assist state level administrators and school teachers to conduct in-service courses and seminars, produce materials and exchange ideas. (Wan Zahid, 1979).

The SERCs now come under the organisational and administrative purview of the State Education Department. They act as liaison centres between the federal administrative and policy-making bodies and the schools on matters pertaining to SRCs.

Ministry of Education's Special Project: 1985-1990

In 1985, the Ministry of Education embarked on a multi million dollar project directly related to the strengthening of SRCs in

primary schools. In that year 39.5 million ringgit was assigned to a 5-year programme for the centralised purchasing of "library" books in the National Language, English, Chinese and Tamil. The aim of this programme was to encourage the reading habit among pupils, increase the pupil-book ratio to 1:5 and assist schools in remote areas to build up a reasonable collection of books suitable to the needs and interests of the pupils. Under the same 5-year programme the Ministry of Education made available \$40 million for the purchase and distribution of basic equipment such as OHP's, handyman tool kits, cameras etc. to assist teachers with the production and use of multi-media aids in the teaching-learning context. This programme placed the establishment of a system of SRCs on a much firmer footing throughout the country. Built into this programme is the establishment of 350 District Resource Centres (DRC's) throughout the country. They are, in fact, an expansion of the District Media Centres set up by the Educational Media Services referred to earlier in this paper. These DRC's are temporarily housed in primary schools with the specific task of acting as materials banks, teachers' centres and production centres. With this, resource centres came to exist at three levels: the State level (in the 4 selected states), District level and school level. (Note: In those states which do not yet have fully equipped SERC's, the function are currently being carried out by the Educational Technology Unit of the State Education Department).

Training for SRC Teachers

No study of the establishment of SRCs will be complete without mentioning of teacher education specially geared to meet the new needs. From 1974 onwards a compulsory but non-examinable library utilization course was introduced in the teacher training colleges thus streamlining whatever courses that had existed previously. The Specialist Teachers' Training College has been conducting a one year course in Library Science since the 1960's. This course has been up-dated in the 1980's to include the

cataloguing, classification and organisation of non-book materials. The Specialist Teachers' Training College and the University of Science, Penang also conduct one-year courses for teachers in Educational Technology, especially on the production and use of educational radio and T.V. programmes and other non-electronic and audio-visual aids.

The Educational Media Services and the School Library Services Unit together with their state-level counterparts in the Education Departments, have been conducting annual in-service courses on a continuous basis for hundreds of teachers, headmasters and key-personnel at national, state, district and school levels on various aspects of media production and library management.

Special Publications

It was stated earlier that the early 1980's saw a boom in the publication of materials on Resource Centres. The Ministry of Education also aided the establishment and streamlining of SRCs through several of its publications. Chief among these are Berita Perpustakaan Sekolah (The School Library News which was stopped in 1987 and is now incorporated into Buletin Teknologi Pendidikan), Bulletin P.S.P. (E.M.S. Bulletin now called Buletin Teknologi Pendidikan), Jurnal P.S.P. (E.M.S. Journal) and several handbooks, curriculum guides for in-service courses and teachers' notes for Educational T.V./Radio programmes. These publications are produced on a regular basis and distributed to schools nation-wide, free of charge. These newsletters, bulletins, journals and handbooks have, through their articles and editorials, played a tangible role in promoting SRCs.

SRCs: Direction for the 1990's

The Educational Technology Division

The rapid development and popularity of the concept of SRC led many to take a closer look at the Educational Media Services Division and the School Library Services Unit of the Schools Division. It became more and more evident that with the integration of book and non-book materials in the school resource centres, with the administrative unification of the posts of the state library officer and the educational media officer under the Principal Assistant Director of Educational Technology in each State Education Department, the separation of the School Library Services Unit from the Educational Media Services Division was not only administratively unwieldy but also conceptually ambiguous.

In January 1988 therefore, the School Library Services Unit was taken out of the Schools Division and placed alongside the Educational T.V. Section, Educational Radio Section, Audio-Visual Aids Section and Engineering Section of the Educational Media Services Division which was itself renamed the Educational Technology Division. This move, in a manner of speaking, completes the cycle begun in the 1960's when School Library Services were visualised as including teaching-learning services based on the utilization of book and non-book, electronic and non-electronic materials. With this development, we can now say that the Ministry of Education has paved the way for a more coherent, concerted and concrete approach to the development of all facets of school resource centre services.

The Years Ahead

In the 1990's at the school level SRCs will no longer be spoken of as novelties in the Malaysian educational context. While continued attention will have to be given to the proper

organisation of materials within the SRC, while continued effort must be made to increase and up-date the collection, the years ahead will have to be characterised by the emphasis placed on the functional use of SRCs.

1988, which was declared the national Year of the Reader, saw many resource-centre-based activities at school, district, state and national levels. Included among these was the inception of the annual national level Information Quiz for the "Minister of Education Challenge Trophy". This quiz competition is organised by the Educational Technology Division with the cooperation of the National Library. It aims at motivating secondary school pupils to read widely and acquire useful and interesting information. The organisers prepare a list of suggested reading which encompass a wide spectrum of areas of interest and knowledge, and the quiz questions are based mainly on this guide.

The "Reading Camp" is another resource-based activity introduced by the Educational Technology Division in 1988. Secondary school pupils from the 14 states were invited to participate in a five-day residential camp which was aimed at exposing the participants to effective reading techniques, the skills of information search, acquisition, organisation, etc. and also to practical study skills. During the camp the participants were given opportunities for the intellectual and physical access to information. The camp activities included lectures, group activities, dialogues with authors and a visit to a book fair. The high point of the camp was the "information hunt" activity which required the participants to go through several processes of searching for information, including the use of the mobile library and the mobile museum which gave support to the camp. The success of the 1988 Reading Camp has led to the Educational Technology Division conducting short courses for teachers and key personnel on the organisation of such camps so that they may be held at school and district levels. Currently a competition for the production of audio-visual aids is being organised to

encourage teachers to design and produce teaching-learning materials. This is seen as an extension of the in-service courses that are conducted for the production of low-cost teaching-learning aids.

Realising that the mastery of the mere mechanics of reading and the mere knowledge of knowing how a collection is organised in a resource centre is insufficient in today's world, the Educational Technology Division organised a seminar for teachers in 1988 where the emphasis was on information handling skills. At this national level seminar Ms. Sharon Markless of the National Foundation for Educational Research, United Kingdom was invited to give lectures and workshops on information handling skills. A follow-up seminar-workshop is scheduled to be held in December 1989 for teacher educators, teachers and SRC organisers.

If SRCs are to become partners in the nation's endeavour to realise the national educational goals and objectives, no effort should be spared to help SRCs become sensitive and reactive to the curricular demands of the New Primary School Curriculum and its extension, the integrated Secondary School Curriculum. Indeed, resource centres need to become catalysts in veering textbook-bound, teacher-centred examination-oriented methods to pupil-centred, resource-based and activity-oriented methods that prepare pupils not only for examination success but also for higher quality of life through the persuance of excellence with the aid of life-skills that ensure life-long learning. It is in this context that SRCs deserve a definite place in the implementation of national educational programmes.

While this paper has attempted to give an overview of the development of SRCs it cannot be denied that resource centres at the individual school level are marked by uneven development. Several factors contribute towards this, including financial constraints, the quality of instructional leadership given by the head teacher, the availability of trained resource centre

teacher-organisers, the degree of support received from the society, etc. To increase the efficiency of the management and use of SRCs many schools have set up special SRC committees. These look into the administrative and professional aspects of resource centre management. In-house training at the school level for SRC organisers and subject teachers are conducted by several schools with the assistance of the District/State Education authorities.

In conclusion, it is pertinent to say that the Malaysian schools are poised for a period of greater resource consciousness in their efforts to meet the new curricular demands. Indeed the 1990's may well see Malaysian school resource centres moving fast towards becoming one-stop learning centres. The signs are that Malaysian education personnel are aware and keen to get schools into the main stream of the information age and meet its several demands with the help of active school resource centres so that pupils will leave school with the skill, knowledge and confidence that will make them part of the nation's culturally literate, learning society. However it is well to remind ourselves of the cautionary note given by Saudara Anwar Ibrahim, the Honourable Minister of Education in a recent speech (1989):

... unless the teachers are competent, neither conventional instruction nor innovation, as often required by educational change, is likely to be successful.

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Appendix A

Number of Schools, Pupils and Teachers in Assisted Primary
and Secondary Schools in Malaysia (31.1.1985)*

Level/Type of School	Number of Schools	Number of Pupils	Number of Teachers
<u>Primary</u>			
National	4,804	1,568,649	69,956
National Type (Chinese)	1,290	582,104	23,481
National Type (Tamil)	553	81,051	4,624
Sub Total	6,647	2,231,804	98,061
<u>Secondary</u>			
Normal	1,106	1,268,885	55,730
Residential Normal	12	5,858	665
Residential Science	16	10,138	1,089
Religious	25	12,614	739
Sub Total	1,159	1,297,495	58,223
TOTAL	7,806	3,529,299	156,284

Source: *Ministry of Education, Educational Planning and Research Division. Educational Statistics of Malaysia 1986. Kuala Lumpur, 1988.

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THE PAHANG STATE EDUCATIONAL RESOURCE CENTRE:
ROLE AND DEVELOPMENT

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Introduction

The Pahang State Educational Resource Centre is situated in Kuantan, the state capital of Pahang on the East Coast of Peninsular Malaysia. The Centre was established 6 years ago when the new buildings located on an area of 2.54 hectares were occupied in September 1983. It is 10 km away to the north of Kuantan town. The cost of this project was about M\$3 million.

The State of Pahang is one of the 14 states in Malaysia. It has an area of about 3,396,352 hectares. It consists of 10 Administrative Districts, out of which 8 are fully established and administered by District Education Officers and their staff. The state population is about 799,000 people.

The statistics of schools, teachers and pupils in the state as at 31st January 1989 are as follows:

Schools:

Primary Schools	433
Secondary Schools	95
Total	528

Teachers:

Primary Schools	7,749
Secondary Schools	3,815
Total	11,564

Pupils

Primary Schools	159,363
Secondary Schools	78,474
Total	237,837

Historical Development

In 1974 The UNESCO Identification Mission suggested to the Ministry of Education to establish Resource Centres to upgrade the quality of education in this country. The recommendation was thoroughly studied and was well received by the Malaysian Government. As a pioneer project, 4 State Educational Resource Centre (SERCs) were set up in each of the states of Pahang, Terengganu, Kelantan and Kedah. These states were then identified as having a low performance in the field of education in schools. This project was then implemented under the World Bank Loan Scheme for this country. The buildings in the four different states were completed between 1982 to 1984.

Between 1983-1986, the Pahang State Educational Resource Centre was in the initial stage of introducing its role to schools and teachers. It started with a minimum grant and personnel to run its activities. There were only 4 officers at the Centre to carry out its activities. During this introductory period we could only organise limited short courses on the

management of school resource centres and the use and production of teaching materials. Only the primary schools were involved.

As from 1987 onwards the staff was increased to 10 people and the services were extended to the secondary schools. We involved the secondary schools in our activities so as to provide our services in conjunction with the implementation of the New Integrated Curriculum for Secondary Schools which began that year.

With the merging of the Centre with the Educational Technology Unit of the State Education Department from 1.1.1989 our staff has increased to 18. Thus, the functions of our Centre has increased and its activities have doubled.

Objectives

The main objectives of the formation of the SERC is to uplift the quality of education pertaining to teaching and learning, especially among the rural primary schools by providing professional knowledge and skills to teachers to enable them to teach their pupils more effectively. Specifically the SERC has innovative plans to achieve the following objectives:

- (a) To respond to teachers' own definition of learning needs and to provide them with guidance and assistance so that they can enrich the learning experience of their pupils in the classroom.
- (b) To provide an environment where teachers can work on materials or projects for their pupils, receive instruction individually or in groups and to teach or learn from one another.
- (c) To advise and assist teachers in their school work and at the same time determine their starting points for further improvement.

- (d) To plan, organize and conduct in-service education programmes for teachers with the cooperation of other agencies in the Ministry of Education.
- (e) To conduct classroom research studies and other similar activities in order, among other things, to:
 - . assess and identify teachers' needs;
 - . improve the teaching-learning processes in the classroom.
- (f) to disseminate information on Curriculum and Educational Technology related to the process of teaching-learning.
- (g) To find solutions to the problems of teaching-learning in schools at the suitable time and place taking into consideration the needs of the teachers.
- (h) To enable the teachers to make an effort to overcome the day to day problems of the teaching-learning process by providing them supportive services in the form of expertise, physical and material facilities.
- (i) To stimulate efforts and interest among teachers towards increasing their level of professionalism.

Structure of Organization

The SERC is a unit in the State Education Department. The Chief Coordinator of SERC is directly responsible to the State Education Director. The State Education Director being the highest ranking officer in the State Education Department controls and directs the SERC in its administration and activities.

The SERC has a Management Committee at the state level chaired by the State Education Director with representatives from the various units in the education department as members. The committee advises and draws up policies for the administrative and operational activities of the Centre. It has also an Advisory Committee at the central level to coordinate policies and activities of the SERC. The Committee is chaired by the

Deputy Chief Education Director in the Ministry of Education with the State Education Directors and Heads of Divisions in the Education Ministry as members.

Professionally the SERC is divided into 2 main units, namely (a) the Professional Development Unit, and (b) the Resource Unit.

(a) The Professional Development unit is responsible for:

- . Curriculum development
- . In-service education
- . Research and Evaluation
- . Special education projects

(b) The Resource Unit is responsible for:

- . Production of Media resources
- . Supportin Media Services
- . Library and Resource Services
- . Advisory Services.

The SERC is headed by a Chief Coordinator assisted by a Deputy Chief Coordinator. There are 6 other Coordinating Officers who head Units such as the Research and Evaluation, Special Projects, In-service Training, Production, Library and Media Development. The Coordinating Officers are assisted by 10 other professional officers. It also has 16 supporting staff which include the clerical and general workers.

Since 1985 the SERC has its contacts with the District Educational Resource Centres organised by the District Education Officers. As from 1988 there are 38 District Educational Resource Centres (DERC) all over the state. The DERC is being coordinated and supervised by District Education Officers and managed voluntarily by the headmasters and teachers who form the Management and Technical Committee of the Centre. The DERC is equipped with basic equipment for media production such as

photographic, graphic, video, audio, handyman's tools and other AV hardwares.

The School Resource Centre in every school today is the nucleus for the learning activity in schools. The organisation and implementation of the School Resource Centre has been given due emphasis by the Ministry and the State Education Department. In many schools the School Resource Centre is centrally organised and managed through a committee. It is the aim of every school to set up a reasonably good resource centre. In most cases the school authority, through the Parent-Teacher Associations, has invested thousands of dollars on the development of the School Resource Centre. As far as the impact is concerned the pupils from these schools have benefitted most from the facilities and other services provided by the Centre, judging from their academic achievements and active participation in class and school activities.

Role of SERC

The SERC plays the role of an education resource centre as well as a teaching centre. As an education resource centre, the SERC is equipped with basic production and service equipment to provide supplementary services, such as supplying resource materials, equipment and media facilities and giving guidance on curriculum and educational technology. In addition various types of media are produced to help teachers in their teaching.

As a teachers' centre, the SERC organises in-service courses and other professional activities such as seminars and workshops on the production of various audio-visual aids. It provides other services such as printing, copying, borrowing and the use of other materials for teachers who come to the centre. The State Educational Resource Centre is a teachers' organisation, by the teachers and for the teachers. With the

hostel facilities, the Centre is fully utilised for in-service courses, workshops and discussions.

Physical Facilities and Equipment

To carry out its functions and to achieve its objectives effectively, the SERC is equipped with various physical facilities and equipment including the following:

1. Hostel Facilities

- . 18 hostel rooms
- . one dining hall
- . one prayer room for the Muslim participants
- . one recreational room equipped with indoor games
- . Outdoor facilities for tennis, volleyball and sepak takraw.

2. Lecture Rooms

- . one seminar room with a seating capacity for 120 participants
- . two lecture rooms each with seating capacity for 40 participants
- . one meeting room

3. Resource Library

It is equipped with various kinds of educational resource materials including:

- . Professional books on education, school textbooks and general informational books.
- . Magazines and newspapers.
- . Audio-visual hardware and software, such as: audio cassettes, video cassettes, 16 mm film, film strips, slides, maps and charts.
- . Cultural exhibits and display of other educational resource materials.

4. Teachers' Service Centre

There is a special room at the SERC which is equipped with physical and media facilities called Teachers' Service Centre. This is to enable teachers to come to the Centre to make various kinds of teaching materials. This centre is open during office hours for local teachers. Among the facilities available at this centre are as follows:

- . Graphic materials.
- . Duplicating machines for printing materials.
- . Transparency maker.
- . Audio and video duplicating machines/equipment.
- . Photographic and printing facilities.
- . Photostating machines.
- . Other facilities and equipment as requested by the teachers.

5. Special Room

- . Audio and video recording studios
- . One photography room
- . One graphic room
- . One printing room
- . One documentation room
- . Wood/metal workshops

PROGRAMMES AND ACTIVITIES

The implementation of the programmes is aimed at providing the necessary knowledge and skills for the improvement of the teachers' profession. The areas of training include the management of the School Resource Centre and teaching resources, the use of equipment and production of teaching materials/software and other projects based on problem-solving activities.

Special attention is given to the less advantaged schools in the rural areas and to overcome the specific problems faced by

the teachers in the classrooms. The identification of problem areas is made through surveys, discussions, and research in schools. This enables us to plan our programmes that will help overcome their problems. Among the activities and services provided by the SERC are as follows:

1. In-Service Courses including:

- . Management of School Resource Centres.
- . Management of educational resources.
- . Computer literacy.
- . Media usage skills.
- . Newspapers In Education (NIE).
- . Library management.
- . Printing skills.
- . Production of teaching materials.
- . Media personnel training programmes.
- . Creative writing.
- . Photography in Education.
- . Reading programmes.
- . Learning skills.
- . Production of reading materials.
- . Use of OHP and transparency production.
- . Video production.
- . Audio production.
- . Production of charts, model and diorama.
- . Slides production.
- . Other courses as requested by teachers from time to time.

2. Mobile Resource Service.

The SERC is provided with 3 vans and 2 other staff cars. From time to time the officers from the Centre visit the local DERCs in the rural areas to provide services to teachers by conducting short courses, giving demonstration and information on the use of various media equipment, providing services in reprography, duplicating audio/video

programmes, loan of books and materials for teachers and also giving consultative and advisory services on various aspects of educational technology and resource centre management.

3. Dissemination of Information.

Normally information is disseminated to teachers through bulletins and brochures. New information is provided to the schools on various aspects of educational technology and curriculum development.

4. Exhibition of Teaching Aids.

There is an exhibition room at the SERC where different types of teaching materials/teaching aids are displayed so that teachers who visit this centre will get some new ideas on resources in education and on how to use them in the classroom.

5. Supervision of schools.

The officers of the SERC visit the DERC and School Resource Centres to identify problems of teaching and learning and to make necessary recommendations to overcome the problems concerned. These visits are also useful in monitoring the activities of the School Resource Centres. The main purpose of the visits is to advise and to help the schools to improve the teaching-learning process.

6. Pioneer/Special Projects.

The SERC also carries out pilot projects in an effort to overcome the problems of teaching and learning and to find ways and means of improving the quality of education in the state. Among the projects organised are as follows:

- . Guided schools project.

- . Projects based on small schools.
- . Educational evaluation.
- . Special education projects for weak pupils.
- . Guided and planned reading programmes.
- . Curriculum development and methodology.
- . Development of District Educational Resource Centres.
- . Study skills.
- . English language magazine reading programmes.
- . Other projects based on need assessment done from time to time.

7. Production of Curriculum Materials.

The SERC also produces various forms of teaching materials such as charts, audio and video programmes, notes, reading materials, transparencies and multi-media kits. This project is carried out through workshops and courses by the teachers with the guidance of SERC officers and other trained key personnel from schools as facilitators.

8. Library and Resource Centre.

The SERC Library has a collection of more than 12,000 books and other collection of resources such as video and audio tape programmes, slides, films etc. The library is open to all teachers and officers of the Education Department for reference and loan. For teachers in the districts, loan of books is allowed during our mobile unit visits to their areas.

9. Research and Evaluation.

The research and evaluation programmes are to identify the problem areas so that solutions can be found to solve them. Regular findings and discussions with teachers and others involved are held and activities or projects related to the problems are carried out.

10. Development of District and School Resource Centres.

For effective teaching and learning at the school level, emphasis has been given to develop the School and District Educational Resource Centres in the state. Courses on the management and production of resources are held to ensure the success and full utilisation of the facilities available in the schools. These DERCs are being coordinated by the District Education Officer and the State Educational Resource Centre. It is hoped that more teachers will take part in the professional activities that are carried out at the DERCs as they are nearer to their schools.

CURRENT DEVELOPMENTS

Since its establishment in 1983, the Pahang State Educational Resource Centre has undergone many changes. This is the result of the rapid development in education such as the introduction of the New Curriculum for the Primary and Secondary Schools. Through the activities and roles of the SERC, there has been growing awareness among teachers and educators at large that quality education is based on pupil-centred and resource-based learning. As a result the scope and function of SERC has expanded tremendously.

The most recent development was the merging of the Educational Technology Unit which was formerly one of the units in the State Education Department with effect from 1st January, 1989. This has resulted in the increase in the roles of SERC to cover the former roles of Educational Technology Unit. These include:

- . Consultative agent on matters of educational technology.
- . Supervision of schools in relation to the resource centres and related activities.
- . Conduct in-service courses for teachers.

- . Collection of information and data.
- . Dissemination of information.
- . Coordinating the supply of technological equipment/ materials to the district and school resource centres as part of the project of the Ministry of Education.
- . Provide services in the form of expertise and materials to schools and District Resource Centres.

This year the State Educational Resource Centre has given the task to attend to the development of DERCs. In the State of Pahang there are 38 DERCs. With this new development the SERC shall have a closer linkage with DERCs in the running of their activities and the school resource centres in turn will have linkage with the DERC at the local level. 8 DERCs are based at the District Education Offices. These centres are under the supervision and control of the District Education Officers. 30 other DERCs are based in the chosen schools. These 30 centres are spread all over the state. The selection of such centres has been done carefully so that each district centre will have about 10-20 schools in its peripheral areas. These 30 centres are part of the 365 District Education Resource Centres identified by the Ministry of Education in the whole country. The main functions of the DERCs are:

- . Collection and loan of material.
- . Production of teaching materials.
- . In-service education/training.
- . Dissemination of information.
- . Coordination of activities.
- . Project on "problem solving" of the classroom teaching.

The DERCs have been supplied with basic equipment. The equipment for the centres are funded by the 8th World Bank Loan to this country. The equipment is supplied in stages to the DERCs through the central tender supply of the Ministry of Education. The setting up of these centres allows easier access for teachers to the DERCs as these centres are nearer to their

schools. The teachers can carry out various activities at the DERCs like the production of audio-visual aids, discussions on curriculum and solving teaching-learning problems.

The DERCs also act as Teachers' Centres for their respective area. It is the role of The State Educational Resource Centre to ensure that these DERCs carry out their roles as planned. These centres have to be monitored and supervised from time to time with the close cooperation of the District Education Officers. Though they have been supplied with the basic facilities for teachers' activities, we are not yet satisfied with the present progress, for we need more conscious efforts on the part of the teachers to be more aware of the importance of the latest and effective educational technology in order to help the school and their profession to achieve excellence in education.

Another recent development of the State Education Resource Centre is the Staff Development Programme for Coordinating Officers jointly organised by the Aminuddin Baki Institute (Institute of Educational Management) and The State Educational Resource Centres of Pahang, Terengganu, Kelantan and Kedah. The main objective of this programme is to give sufficient and relevant training to the Coordinating Officers of The State Resource Centres so that they can carry out their duties effectively and efficiently. The Training Programme is divided into 5 components as follows:

- . Curriculum Implementation.
- . Improvement and Measurement of Productivity.
- . Project Management and Implementation.
- . Planning and Programme Implementation.
- . Evaluation Methodology and Evaluation of the Programmes of the State, District and School Resource Centres.

The SERC has also ventured into the production of curriculum materials. These projects are carried out by teachers.

who have experience and skills in the various fields. It is thought that such projects will enable other teachers and pupils to benefit from finished products that are produced. This activity is initiated by SERC by having discussion to identify problems with the teachers and then to suggest possible solutions to overcome these problems. Among the production projects are:

- . Video production.
- . Audio production.
- . Slide and photo production.
- . Reading materials.
- . Charts and graphic production.
- . Transparency production.

The SERC has also started to train "key personnel" for media specialists for the DERCs. The in-service course for a 4 week duration for the teachers is to expose them to the techniques in the management of resource centers and other skills in media management. These teachers are expected to lead the activities of DERCs at the local level.

CONCLUSION

The establishment of the State Education Resource Centre is a concrete effort of the Education Ministry to improve the quality of education in this country. As such it is important that those involved in its implementation be more sensitive in participating in the projects that are planned to overcome the problems faced by the teachers in teaching and learning in the classroom. We are interested in giving the teachers the skills necessary to improve the teaching-learning process. We also give teachers encouragement and incentives to develop their professional qualities so as to make them more innovative and creative in carrying out their teaching duties in schools.

With the latest development in the establishment of our SERC, more teachers are exposed to new ideas and techniques in the educational field. With new knowledge and skills the teachers will be able to improve and increase their productivity and efficiency. It is hoped that the implementation of the in-service training and staff development programmes will help uplift the quality of education in schools. It is believed that only with quality teachers with high professional commitment we can improve the quality of education for our children. We hope in the near future every state in Malaysia will have a SERC which is essential for providing resources and organising research and training activities for educational advancement.

A VASTERBOTTEN EXPERIENCE: SOME ASPECTS OF
SWEDISH SCHOOL LIBRARY SERVICES

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June 1988

The call had come! I had been selected as an American Library Association Library Book Fellow. The ALA Book Fellows program, funded by a grant from the United States Information Agency was in its second year of operation. U.S.I.A. invited proposals from countries throughout the world for a program in which an American librarian could assist in some facet of library development. Eight of the fifty proposals submitted had been selected for funding. A call for candidates to fill these positions had been placed in "American Libraries" and the rest, as they say, is history!

I was going to Västerbotten County, Sweden where I would work in schools and public libraries in towns and villages throughout the county for five months. The goal of this project was to help children develop "a life-long love for reading". This goal certainly was compatible with the philosophy of school library service that I had espoused for 28 years, so I thought I could make a contribution.

I also wanted to develop a systematic research tool with which to survey the qualitative and quantitative aspects of the school library programs I would visit. I had used the Title II ESEA Evaluation Form to study school library programs in Illinois, in 1975 for my dissertation, but decided not to use it for this project. I was working on combining that form with

others when a friend saved me time and trouble by suggesting that I use the same survey sent out by The Center for Education Statistics of the U.S. Department of Education and summarized in Appendix A of Information Power. Brilliant idea! Now I had a survey tool and established current data against which to compare my own findings.

I even knew that Vasterbotten County curled up toward the Arctic Circle and that its largest city, Umeå, was south about 400 miles. I also heard dreadful stories of cold and darkness from Swedish immigrants. But could it be any darker than a December day in Chicago, or any colder than a January day in the Windy City?

October 1988

I had been granted a leave of absence by Morton High School District 201 where I was head librarian at Morton West High School, Berwyn Illinois. I had said goodbye to family and friends and boarded my TWA flight to New York, Stockholm and Umeå.

I arrived on a beautiful sunny fall day, received a warm welcome and a tour of Umea, a city of 90,000 inhabitants sitting under a canopy of golden leaves. The birch trees that lined the streets of Umeå were planted after a fire had destroyed the city one hundred years ago. The white birches were chosen because it is said their high water content will act as a fire deterrent. Umea is appropriately called "The City of White Birches".

November 1988

I felt very much at home in Vasterbotten County. Every house I visited had a wall or two filled with books. As I walked home in the early twilight peering in brightly lighted windows, the cozy

rooms are filled with books and plants. The long dark winters encourage this to be a reading society.

The new Stadsbibliotek of Vasterbotten County is only three years old. It had been built in conjunction with a cultural center in the heart of Umeå as a part of the town's pedestrian mall. The library is open for long hours to meet the needs of this reading society. The brightly lit rooms beckon from the mall. Upon entering the building one immediately passes a cafe and enters an inviting room finished in light wood with floors, chairs and tables all made out of clean white pine. Here one can find 77 newspapers and 881 magazines in 20 languages including Arabic, Tingrinja and Persian. There are 551,860 books also in many languages, in the main library collection, which averages out to about 6.2 books per person. The kommun budget for all materials at the Stadbibliotek is 2,860,000 SK which is about 31.77SK or \$5.30 US per person. Additional grants bring the total budget to 4.1 million SK for materials used by people living in all of Vasterbotten County. This library sets the standard for the other libraries in the county which are also bright, cheerful and busy.

My only question at this time was: "Where is the snow?" I had been in one beautiful soft snowfall early in the month in Lycksele. Every one said that the weather was unusually warm and dry. My Sorel snowboots looked clunky and unattractive on the dry walks and my snowmobile suit hung unused in closet. The middle of Sweden was deluged with snow. The north of Sweden was dry and dull! And what about the infamous darkness? The sun came up in a bright ball about 8 A.M. and it was twilight by 3 P.M. In between those times there were vivid blue sunny skies. The sunsets, as early as they were, were spectacular with red, pink and yellow clouds changing color by a few minutes.

December 1988

By now I had traveled several hundreds of miles by bus to eight different towns and villages where I had spent 40 minutes with each of 98 classes: talking about books; reading and telling stories; and showing slides of Chicago using a tape of Frank Sinatra singing "My Kind of Town". The students were interested in my life in Chicago and in United States culture in general. The elections were a big item. I had to go to Encyclopedia Britannica to brush up on the electoral college and found myself acting as a consultant to social studies teachers on this subject.

The students begin taking English class in grade 4 and one of the objectives of my program was to give them an opportunity to speak English and listen to American English being spoken.

Selecting the proper materials for reading and telling stories to students was a trial and error process. In thinking about intrinsically American tales, I came up with stories about Mike Fink, Pecos Bill and Paul Bunyan, which would be especially appropriate in this timber country. Well, no books of these tales were available. Efforts to obtain them through interlibrary loan from the Nordic countries failed.

I did find a book of Joel Chandler Harris' Uncle Remus, and decided to tell "The Tar Baby". After giving background of the tale; explaining "Brer"; talking about "tjara" the Swedish word for tar, I began the tale. In the midst of acting out the part of Brer Rabbit with head, legs and arms stuck on "tjara" baby, I realized with sinking heart that the students did not understand the story. I stopped, appealed to the teacher for help and we continued together. I told the tale in English and the teacher explained in Swedish as we limped to the conclusion. After that experience, I invented fantastic exploits of Paul Bunyan and his blue ox, Babe.

Where the Wild Things Are, Maurice Sendak's timeless story was very successful, in its own magic, and also because it is in one of the 4th grade English textbooks. Ezra Jack Keats' The Snowy Day was a hit, because children play the same games in the snow wherever it falls in the world.

For older students, I found the best books to use were those that had been translated into Swedish. If I had the Swedish copy with me, the talk was even more successful. Cynthia Voights' Homecoming had been translated so I could talk about it and relate it to Diceys' Song which was also in Swedish. Little House on the Prairie was very popular as it had been on television here too. I used Madeleine L'Engles' books, A Wrinkle in Time and Arm of the Starfish because I wanted to talk about her work and these two were available! When a student told me that the story of Wrinkle sounded familiar, I was very happy to discover that it had been translated into Swedish with the title, Ett veck i tiden.

The young adult collections seemed to contain more English than American authors translated into Swedish. I used books by Nina Bawden, Susan Cooper's The Dark is Rising sequence of five books and a 1988 book, The War Child or Krigsbarnet by Rachel Anderson, which I had read at Morton West High School and found here in Swedish.

Annika Holm, a Swedish author who has traveled to Nicaragua on three occasions, has written several books for young people about her experiences. I successfully used two of these, Drakbarnen and Nyckeln till det oväntade. Ulf Lofgren, creator of Ludde and Albin has adapted and illustrated six tales of Hans Christian Andersen. I used the Swedish version of his Emperor's New Clothes, after refreshing my memory by rereading the tale in English. Ulf's illustrations are enjoyed by children of all ages.

I also met with English teachers and librarians to discuss American literature for young people. The ALA posters and pamphlets on the Newbery and Caldecott Award books were used for discussion and gifts. I consulted on the display and gave a program on the theme "Buy an English book for Christmas" at the Umea Stadsbibliotek Open House.

As I visited schools and libraries, people opened their homes to me and shared their life and food with me. They prepared special local dishes such as wild moose and reindeer and the Swedish dumpling, pelt. They shared special mushroom and cloud berries which they had painstakingly gathered in the forests.

I learned much about Swedish life past and present, as I visited local artists and authors; listened to their sagas; and saw pictures depicting lives of their ancestors and families. I visited small local museums to view exhibits, pictures and artifacts of the life by these pioneers, not so long ago. I attended the premier of the opera, The Boy and the Horse, based on a vignette from Sara Lidman's books on the history of Vasterbotten County, which showed in vivid detail the hard cold life of these people of Northern Sweden.

By this time, I had compiled ten surveys of school library programs and entered them into the computer program which had been developed for this survey. I was also in the process of developing an understanding of the organization of school libraries and formulating a few informal observations concerning the state of school library programs in Vasterbotten County.

Bibliotekstjänst

BTJ is a library service company which is owned by the Swedish Library Association and the Swedish Association of Local Authorities. BTJ is an important part of every library because

it publishes a bi-weekly book selection pamphlet, "Sambindning", which reviews about 5000 Swedish and foreign language books a year. The libraries purchase the desired titles pre-cataloged from BTJ.

The company also has several databases to which libraries can subscribe. Artikel-Sök is a database which indexes 30 newspapers and 400-500 magazines through which is provided 500,000 entries on cultural subjects in the fields of art, music and literature. BTJ also provides hard copies of the articles to its subscribers. Bok-Sök is the public library central database with holdings of nine of the 24 Länsbiblioteks on line at this time. Bok-Sök indexes over one million Swedish, foreign and talking book titles and provides cataloging information and location of each book.

Audio-visual Service

The Vasterbottens Läns-AV-Centralen provides audio-visual services to educational, social and business organizations throughout the county. The center is supported through a percentage of the tax kronor and is administered by the governing board of Svenska Kommunförbundet whose policies are implemented by the 8.75 staff members.

Every person in the county has access to the collection and services of the AV-Centralen through the school, public library, community center, union or work place.

Other services available include the rental of video cameras and editor, training in media utilization and consumer knowledge. The following table shows the size of the collection and 1987 circulation figures:

	Size of collection	1987 Circulation
Tapes:	6,500	31,994
Video:	2,000	5,242
Film:	1,200	23,356

Educational Policy

Sweden has a very comprehensive State educational program accommodating six year olds through adults. Six year olds are entitled to one year of pre-school before starting regular school at age seven. Attendance at school through grade 9 is required of all children. These schools have different configurations depending on the size of the community. Some schools house grades 1-3, 1-6 or 1-9. But the basic configuration in larger Kommuns is grades 1-6, 7-9 and 10-12 in separate schools, respectively.

Upper secondary schools, grades 10-12, are designed for students who want to specialize in various subjects or go on to a university. These schools specialize in specific lines or curriculum. They are attended by 90% of the pupils who have completed the mandatory grundskolor. In the academic line which prepares them for a university, the students study humanities, sciences and economics. Schools have a practical line for those interested in mechanics, arts, graphics and the food industry.

The adult education program permits all adults to acquire a primary and secondary education and some continue on to attend the upper secondary schools with young people whose age is of their own children.

School Library Services

School library services in all of Sweden are hampered by a

national problem that has many ramifications: a librarian who works in a school is not required to be a teacher; a teacher who works in a school library is not required to take library courses. The majority of librarians working in schools, and teachers working in school libraries are highly motivated, dedicated professionals, who seek appropriate advanced training whenever possible. Nevertheless, this is an unacceptable philosophy to an American school librarian who has been involved in the certification battles which resulted in accreditation standards which require school librarians to be trained teachers with professional library courses.

Although the data from the survey is not ready for inclusion in this report, I can make some general observations about the schools and school library services in Umeå and the rest of the county.

Vasterbotten County Schools

I visited ten schools in seven different villages outside Umeå. The chief difference between school library service in Umeå schools and those throughout the rest of the county is that, in many village schools the school library (skolbibliotek) is combined with the public library (folkbibliotek). This combination presents a totally different set of variables and observations. All of the schools are cheerful places with halls and classrooms painted in bright colors. The halls are decorated with murals, sculptures and tapestries made by the students as well as by professional artists. That libraries and art are part of the responsibility of the Board of Cultural Affairs is very evident, especially when the kulturrechef is also the librarian as is the case in many village schools.

The libraries are all busy, crowded places. Most schools have an "open campus" policy in which students can go wherever they like when they are not in class. Individual use of the

library is high when students do not have classes and during lunch hour. When the library is also a public library, teachers can bring classes in during the day, even if the library is closed. Students are also permitted to return in the evening when the library is open.

Library instruction, in varying degrees, is given through Swedish classes by the teacher in consultation with the librarian. This occurs at different grade levels in different schools. but at the gymnasieskolan, all 12th graders are required to write a specialarbete (term paper). The librarians are involved in varying degrees in this project.

The school libraries are under-stuffed and most village schools do not have full time professional librarians. In these schools the kulturchef is usually the only professionally trained librarian serving both folkbibliotek and skolbibliotek on a half time basis, often assisted by a teacher for several hours a week.

The librarians are not responsible for audio-visual equipment or materials. All skol/folkbibliotek combinations have a collection of talking books for the visually handicapped and also have the local geneological records on microfiche, as well as microfiche cards of the holdings of the Stadsbibliotek. School libraries usually do not have any non-print media. All 16mm films, video-tapes, slides and audio cassettes are ordered by the teacher from the Vasterbottens Lans AV-Centralen. Most of the classrooms are permanently equipped with audio players, slide projectors and overhead projectors, as well as maps and screens. The audio players include both cassette and reel to reel for language study tapes.

The library collection consists of over ten books per patron. on paper. but it is hard to be accurate, because I have not yet found a library that takes inventory. The magazine collection is usually quite substantial with over 100 subscriptions in all but the smallest schools.

Umeå Schools, Grades 1-9

The Kommun of Umeå has 54 grundskolor. These schools run from a one-room school house with eight students to högstadiet of 7th, 8th, 9th grades, serving 400 students. All of these schools have library services. The largest have full time librarians. Some smaller schools are served by teachers in the building who work two hours a week in the library. Five of these schools have a combined skol/folkbibliotek. Sixteen small village schools are served by bokbussen.

Even the smallest school has a microfiche catalog of every book owned by the other 49 grundskolor and skolbibliotekscentral. The combined skol and folkbibliotek and the hogstadiet also have microfiche copies of the collection of the Stadsbibliotek.

These school libraries are supported by the services of the skolbibliotekscentral which is equivalent to the district media center in larger school districts in the U.S. The skolbibliotekscentral under the auspices of Stadsbiblioteket, the city library, provides collection development and consulting services to the 1-9th grade school libraries. These services are essential to the growth of the school libraries at this level, since most of the librarians are trained teachers with several hours a week release time to run the library. They may have one course in librarianship, but probably their only training is through the consulting services of the skolbibliotekscentral.

The school libraries send their book requests here, where they are ordered, processed and sent out to the schools. The skolbibliotekcentral also houses multiple copies of popular and important books which are sent to the schools upon request.

The consulting services include organizing meetings for librarians and teachers in which book talks are demonstrated, and books are discussed. Study days are held on specific topics. For instance, Annika Holm, a very special person and prolific

author of children's books held a creative writing seminar for teachers/librarians. Methods to encourage teachers and students to use the library are a popular topic for these study days.

"Quarter a day reading" is a special program in which parents are taught how to read together with their children and encouraged to do so for fifteen minutes a day. Both the librarians from skolbibliotekscentralen and the teachers in the schools hold workshops for parents. These are followed by instructional activities such as painting pictures and writing about the stories that are being read at home.

Umeå Schools, Gymnasieskolan

The three gymnasieskolorna in Umeå have many features in common. Dragonskolan and Östra have about 1500 pupils. Centrala has about 800 pupils on two campus. Here the students, most of them preparing for a university, attend grades 10, 11, 12. Most students study the theoretical lines such as humanities, sciences and economics, but the practical subjects are gaining popularity.

Centrala gymnasiet specializes in the practical lines of art, graphics, photography and video. The art students even have their own garret studio complete with skylights and dormer windows to catch the early twilight sun, high up in the old attic of the school.

Östra gymnasiet specializes in training for the food industry: butchers, cooks and restaurant workers. These students are able to practice their skills in their very own restaurant which is open to the public, although located on school grounds.

The two large schools, Östra and Dragonskolan each have 2 professional librarians sharing 70 hours and several people sharing 100 clerical hours. Centrala has one professional

librarian for 40 hours who serves two campuses with approximately 60 hours of clerical help. Dragonskolan and Ostra have bookbinders on the staff who bind back issues of periodicals, replace covers on paperback books and repair damaged books.

Because of limited staff, much of the responsibility for teaching research techniques is handled by the teachers with assistance from librarians. A systematic approach to research techniques is taught in the 10th grade Swedish class, using "Hitta i biblioteket!" a comprehensive instruction tool published by BTJ. The librarians also help in the research skill review in 12th grade in preparation for the "specialarbete". Teachers make library assignments in the academic line in proportion to their own commitment to library utilization. The librarians at Dragonskolan have done a magnificent job in integrating research skills into these academic lines, encouraging teachers, offering workshops and preparing materials for students.

Each of these schools use interlibrary loan and database searching to the best of their financial ability. all have a microfiche catalog of the collection of Stadsbiblioteket, and can order any book through them. If Stadsbiblioteket does not have the book, their staff searches the national databases such as Bok-Sök which is the public library central database or LIBRIS, which is the university and special libraries database.

Dragonskolan, through a special Kommun grant, has Bok-Sök and LIBRIS in their library as well as several other specialized databases in the sciences. They also have electronic mail and a fax machine through this grant.

Dragonskolan has developed Art Data, an internal database of magazine articles, and shares it with the other two schools which also contribute to the selections. Magazines are rotated to teachers who read them and fill out a form to include any article that they think is appropriate for the database. The

data is immediately added to the database and reproduced for a hard copy file which is also shared with the other schools. All three schools subscribe to Artikel-Sök through BTJ.

Each library has a collection of records and cassettes and three or four listening stations. Students ask for a specific title and receive earphones from the information desk. They plug into a listening station and the recording is played on a machine behind the desk. All other audio-visual materials are ordered by the teachers through the Västerbottens Lans AV-Centralen. Audio-visual equipment is either installed in classrooms or circulated through another department.

Observations

Throughout Västerbotten County, the libraries greatest strength is the breadth of the book collection which results from the comprehensive inter-library loan system. All of the combination skol/folkbibliotek and bokbussen have microfiche catalogs of the Stadsbibliotek holdings. In Umea, all grundskolor have microfiche catalogs of books housed at other schools and at the skolbibliotekscentral. If a book is not available at the Stadsbibliotek, the staff can locate it by referring to the databases. Should it not be available in Sweden or other Nordic countries, it is ordered from the publisher.

A special feature of the interlibrary loan system is microfiche access to geneological records of all of the parishes in Sweden. Each folkbibliotek has records of its own region and access to the entire collection through the Stadsbibliotek.

Printed materials are the primary resource in the library collections. Librarians are not trained in the use of audio-visual materials or equipment. Folkbiblioteken have a small collection of talking books for special patrons. Other than these, all audio-visual materials are ordered by the patron

from the Vasterbottens Lans-AV-Centralen. The schools appear to have an adequate amount of equipment. Audio players, slide and overhead projectors are installed in the classrooms. Video cassette players, TV monitors and film projectors are circulated throughout the building. Language classes make the best use of audio-visual materials due to their extensive utilization of audio tapes.

When the skolbibliotek and folkbibliotek are separate, there is usually a close coordination of collections. In many instances, the public librarian works several hours a week in the school library. In one case of which I am aware, the school librarian works one night a week in the folkbibliotek.

School librarians consider their function to be that of assisting students and teachers in locating the right book. They are dedicated to this role and do an excellent job. Since they are not trained as teachers, they do not view themselves in this role. Working with teachers to integrate library instruction into the curriculum is limited, but welcome when initiated by the teachers. The children librarians are very knowledgeable about books and well trained in speaking about them. The librarians are dedicated professionals who loved their work, feel they are doing a real service and wish they had time to do more to bring books and patrons together.

January 1989

Well, the snow and darkness have arrived! This is a wonderland with freshly fallen snow clinging to the branches of the evergreens. The sun comes up in the southeast at about 9 A.M. in hues of vivid pink, dashes across the southern horizon for about four hours, then sinks into the southwest in a haze of yellow. During these early winter days, it is dark by 2 P.M. Lights reflecting on the snow illuminate the streets and paths as people go about their daily activities, unhampered by the darkness.

Where had the time gone? I had already been in Vasterbotten county for three months. So far I had visited 98 classrooms and 40 libraries including two in factories and one in a prison. I had spent two days on bokbussen visiting small villages and country schools. I had met wonderful, knowledgeable people with vision and the energy to work toward making a reality of their visions.

In the cultural exchange department, I had sent 175 picture postcards of the Stadsbibliotek to friends around the world. I had distributed 500 book marks, 50 pins and 50 posters from the American Library Association throughout the county. Paul Newman and Bill Cosby greeted me from the READ posters in the windows of the Stadsbibliotek.

What can be accomplished in my remaining two months as a Library/Book Fellow? I look forward to speaking about Information Power and the teaching role of librarians at several conferences and also at several library schools. I look forward to visiting more schools and libraries, collecting more surveys and analyzing the data. I look forward to distributing the 200 kilos of books on American culture sent by the U.S. Information Agency. I look forward to talking with more children about books and the joy of reading. I look forward to continuing the work I have begun.

AN INFORMATION-SHARING SYSTEM FOR STUDENTS:
THE NEW YORK EXPERIENCE

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In 1983, the National Commission on Excellence in Education, in the report titled A Nation at Risk, warned that formal education in the United States had deteriorated and that there was "a need to elevate the United States to the standard of a Lifelong Learning Society." (Alliance, 1984, p. iii) The library and information science community responded in 1984 with a report titled Alliance for Excellence. One of its recommendations was "... that librarians at local, state and national levels develop and implement plans to share the resources of their institution in support of education and lifelong learning". (Alliance, 1984, p. 37)

This was five years ago. In New York State, the school library community was already deeply involved in a pilot program to provide just such resource sharing. Today that pilot program has spawned a full-blown network of 46 School Library Systems serving the nearly three million public and non-public school children of our state. It is a network dedicated to the theme of this Conference: the idea of the school library as a center for lifelong learning.

To understand the origins of the Systems, go back to 1950, "when the establishment of Public Library Systems in New York State was authorized by Education Law. By 1961 all counties in the State were included in Public Library Systems.... In 1978 Reference and Research Library Resources Systems (RRLRS) were authorized by Education Law ... providing services to the

research community.... The RRLRS also serve as agents for coordination of the regional bibliographic database and interlibrary resource sharing grants" (Griffiths and King, 1989, p. 1).

The idea of networking between public or research libraries and school libraries was given credence in 1978. The Board of Regents — 16 private citizens who, with the Commissioner of Education, make educational policy for New York State — proposed legislation to encourage the sharing of school-library resources and to bring school libraries into the sharing process with all other types of libraries (Barron, Interview).

The initial step came in 1979, with the funding of 12 pilot projects to establish links between individual schools in a geographic area and to bring them, in turn, into contact with both the public and the research library systems, usually referred to as "the 3Rs". Between 1979 and 1984 the pilot projects clearly demonstrated how resource sharing could improve student access to information (Lasting, n.d.).

In 1984, Planning Grants of \$20,000 were made available to each of the five big-city school districts and to the then 43 Boards of Cooperative Educational Services, which are regional units created to offer shared services to the public schools. They are popularly known as the BOCES. These grants would lead to the establishment of School Library Systems throughout the state.

The first full operational year of these Systems was 1985-86 and we are entering our fifth year of operation. It has been my privilege to be a member of the original Council in one of the 41 BOCES School Library Systems and to serve as its Chair for the past two years. (Four of the BOCES have been merged since 1984, making the current total of 41).

It is now difficult to imagine life without these Systems.

What Sive, in her excellent report on school-library networking, called the "unseen majority" (Sive, 1982, p. 1) - for school libraries account for two-thirds of America's libraries -- is now a visible force in New York, a force with two prime objectives:

One, to bring schools into the mainstream of library service in a large, diverse state.

Two, To enable students, regardless of their grade level, their ability level, or the wealth and location of their school, to share in the library resources of New York State, and, when appropriate, resources beyond the state's boundaries.

The student is no longer limited in his/her quest by a school library with an inadequate budget or by his/her own inability to visit a larger library collection. In the words of one of our students, students now have the ability to access "real libraries"

Much credit must be given to our state leaders. As early as the 1950's Robert Barron, now Chief of the Bureau of School Library Media Programs in New York, but at that time a public librarian, had suggested integrating school libraries into the public-library systems. The reaction was invariably negative: "They will just be a drain on us" (Barron, Interview). Yet Barron and others like him persisted and today in the State Education Department we have a unique level of cooperation between the Division of Library Development and the Bureau which Mr. Barron heads.

Every public and non-public school in new York State is eligible to be a participant in one of the School Library Systems, to which all but 25 of our 719 public school districts belong, including "special-act districts" which serve special populations such as the handicapped. There is no cost to the

school district, except the time of the library staff to participate. Any schools which are non-participants are still invited to all activities.

Until the establishment of the Systems, school libraries were islands. The staff sometimes drew on local resources because they had established personal contact with the local public librarian, or, more rarely, with a college or university library. But on the whole high school students, and certainly elementary students, found their resources limited. They settled for what was there.

Those of us here today see students as clients who deserve resources equally as good as those demanded by adults. The fact is that they are not always treated that way when they venture out to those "real libraries". And they are geographically constrained. As Dyer noted a decade ago, "the single most compelling reason for including school libraries in national bibliographic systems and inter-library loan arrangements ... is that the school librarian may be the only convenient access point for a given individual into an organized collection of knowledge...." (Dyer, 1979, p. 461).

The Mandates

The Board of Regents in 1985 amended the New York State Education Law by adding Section 90.18 "School Library Systems". This section defined the Systems, described their governance and staffing, spelled out the functions of the System Coordinator -- whose title is now Director -- and set up the mandates for these Systems. The prime mandates are:

- (1) To create a union catalogue of school-library resources, this data to be in a form (a full MARC record) which would be compatible with the databases of other library systems in the State.

- (2) To establish interlibrary loan policies and procedures to share requested material.
- (3) To establish effective delivery systems for interlibrary loan.
- (4) To develop a cooperative collection and development plan within each System.
- (5) To plan professional staff development through continuing-education activities.
- (6) To make librarians, teachers and administrators aware of the System's resources.

These mandates were to be executed by a full-time Director and a full-time clerk working with a volunteer Council of at least nine persons. Each Council must include representatives of the members of the School Library System and school administrators and of the public library system and the 3Rs system in the area. Council members would serve three-year terms, with one third of these members rotating off each year. They serve without compensation. In speaking with Systems Directors throughout the State, I found that our own experience was typical: the generosity of our public-library, college-library and 3Rs colleagues has been invaluable. They have come to innumerable meetings, provided wise counsel about automation, and generally been good friends as well as helpful colleagues.

The Plan of Service

Each System is required to provide a three-year Plan of Service which explains how these mandates will be carried out. The Commissioner's Regulations specify precisely what will be in those Plans of Service (Excerpts, 1985, pp. 41-42). For example:

- (1) Identifying all school districts and non-public schools and their libraries within the service area of the School Library System and the means by which the System will encourage membership.

- (2) The policies and procedures to be used for selecting the Council members, to assure that it is broadly representative of both providers and users of library service.
- (3) The means of locating materials within the participants' libraries through a machine-readable catalog consistent with the standards for regional bibliographic databases.
- (4) Procedures for accepting, verifying and responding to interlibrary loan requests and a description of the delivery system for sharing these materials.

Governance

Although this was a direction from the top down, the precise means for achieving these goals were not prescribed by the State Education Department. Each System was to act on its own, seeing the needs in its area, working with the existing library systems in its area, and using the technologies which seemed most logical to them in view of the local conditions.

To those of you working in state-directed educational systems this may seem an unusual amount of latitude. While jurisdiction over schools is given to the 50 states in the United States, in New York the tradition of local control is strong. Each city Superintendent of Schools or BOCES District Superintendent possesses a great deal of control over educational policy in his/her area, although the Superintendents themselves must be approved by the State Education Department and the Commissioner. So the State has realistically taken a leadership role, setting the standards, serving as the information locus, ready to offer consultation, but letting the troops in the field do the job.

The structure in place was the BOCES and the Boards of Education in our five large cities. The BOCES Superintendent, either on his/her own or with input from the Council or other advisors, would select the Director of each System. The BOCES or

big-city system also acts as the fiscal agent for each System, that is, all State funds come through them, and it submits the required Plan of Service. A maximum of five percent of the System budget may go to the BOCES for administrative costs, such as housing the System office. In many cases, the BOCES or cities also absorb such costs as photocopying, mailing, and the use of an existing delivery system.

The Director's job is a staggering one: he/she must be certified both as a school library media specialist and as a school administrator and supervisor. In addition, computer expertise is essential, although not required by the State, and leadership skills are vital. He or she is also a data-gatherer, budget-preparer and searcher for funds to augment the state's allocation.

While the Director and the clerk carry out the day-to-day work, the Council meets, by law, at least four times a year, and committees within the Council meet much more frequently. Our own Council currently includes the head of the Social Studies Department of a city school district and the head of technical services for a branch of the State University of New York. In its early days, the Council was greatly aided by the advice of a computer coordinator from a member school district and the head of interlibrary loan for the public library system, as we went about choosing a bibliographic utility to set up our database.

The members of each School Library System are actually the districts, rather than the individual schools, except in the case of non-public schools. A representative of these schools is elected by that constituency and sits on the Council.

The links with each school district are the liaisons — librarians appointed to keep all the school librarians in each district informed of System plans and activities. At least two meetings of the liaisons are required per year. Under the

Regulations, member districts must allow these liaisons the time to attend these meetings.

Funding -

The subject of funding is a sensitive one. For the fiscal years 1988-89, New York State spent nearly \$75 million on libraries and library systems (Mattie, Interviews). Of this, \$5.1 million was appropriated for the School Library Systems.

In 1985-86 the State Legislature had appropriated \$3.9 million. The allotment to each System was made on the basis of the total enrollment of public and non-public schools in each service area.

In the second year of operation, 1986-87; formula funding was introduced to take into account racial differences in the service areas. The Systems would now receive:

- . a base grant, plus
- . .19 per pupil member, plus
- . \$2.10 per square mile of their service area, plus
- . \$350.00 per member district

This funding formula continues today. For many Systems, funding is the overriding problem they face. For the cost of salaries plus benefits for the Director and clerk in these Systems, which at first consumed about 50% of each budget, rose to nearly 70% in 1987-88, (SLS Final Budgets, Chart), leaving little, or in some cases, nothing to carry out the service mandates. As one Director remarked, "The Mandates were laudable. They set high standards right at the start. But the funding has never been there".

The Results Thus Far

The first job of the Systems was the selection of a vendor for the creation of a MARC-standard union catalog for each System. The Councils and/or the Director had to choose a bibliographic utility and then decide what Dewey areas to enter into the database first, to be of most use to the members. With the state, six different vendors are being used (Brodart, Marcive, OCLC, UTLAS, Bibliophile and the Mid-York Public Library System, in descending order of preference). As of June 1988 more than two million monographic titles had been entered into these databases, but an estimated 21 million records (holdings) remain to be entered (Mattie, Interview).

In our own System, the Southern Westchester BOCES School Library System, the utility chosen was UTLAS, because it had already had experience with school-library clients and was also being used by both the local public-library system and our community college library. This decision-making process was described in a paper given at the 15th IASL Conference in Halifax (Higgins and Wood, 1986).

The choice of vendor elsewhere was dictated by similar considerations: local experience, cost quoted, and the interest of the vendor at that time. All Systems sought what the Commissioner's Regulations had required: compatibility, that compatibility to be assured through a full MARC record.

The choice of what to enter first varied. We voted to enter first the 300s and 900s, including biography and collective biography, and to enter only titles with a copyright date of 1980 or later. This spring our liaisons voted to enter all titles in the 900s regardless of copyright date, with the understanding that each school would weed its collection rigorously before sending in the required shelflist cards. At a cost of .80 per record, we cannot afford dead wood.

Other Systems proceeded differently. In Onondaga/Cortland/Madison, the current book acquisitions — fiction and non-fiction — of all schools were entered starting in September 1985. In addition, retrospective holdings in the 800s, regardless of copyright, were entered by all their high schools. In the Nassau School Library System, with the second largest enrollment in the State, literature, biography and selected history materials have been entered regardless of date.

In New York City, data entry was not by priority area. Instead, collections were chosen which appeared to have uniqueness and potential for interlibrary loan. After each collection was intensively weeded, the total holdings were entered, as are the new acquisitions of these schools. By June 1988, 183 thousand unique entries, print and non-print, had been entered from 149 school libraries.

In all cases, the Systems headquarters must be apprised of new acquisitions in and withdrawals from their designated subject areas. This makes more work for us at the building level, but at the same time reduces the frustration of asking for a title long since gone but still listed as held.

The goal of student access to this database is of prime concern. Ideally, if the catalog is kept current and the money is forthcoming, we would all have a CD-ROM or online catalog. In fact, many of us have had to settle for much less, and for good reasons.

Computer terminals are not yet the rule in our school libraries. The money is simply not there. Two years ago we polled our System membership about the equipment in each library. Twice as many schools had microfiche readers as had computers. In a relatively affluent area, only eight schools have computerized circulation systems, and only five have automated catalogs in various stages of completion.

So despite our first Council's endorsement of an online catalog of our holdings, when several years had gone by without giving the schools access to what they had sent in, we decided to pay for the production of a COMCAT (Computer Output Microfiche Catalog). Each member district received one copy. Each entry in this dictionary-format catalog includes the code or codes of the holding library or libraries.

In other BOCES Systems, the story has been different. For example, the Albany-Schoharie-Schenectady School Library System, one of the original 12 pilot programs, had a microfiche catalog as early as 1983. In 1986 it joined with three adjacent School Library Systems to produce a union catalog in both microfiche and CD-ROM format. Today it is also part of a CD-ROM regional database catalog. This will hold 1.5 million records from three public library systems and most of the areas in academic and special libraries as well as the records of the four School Library Systems.

As of June 1988, 11 Systems provided online access to monographs, three had paper catalogs, five offered CD-ROM and the majority, 36, offered microfiche to their members (Member Access).

Access to Serials

As students achieve better access to periodical citations through CD-ROM indexes and online searching, the number of requests for magazines has grown tremendously. I suspect that periodical budgets have not. So access to magazines through union lists of periodicals is essential.

The first step was to find out what schools already held. Each school was asked to send in its list of periodical holdings and the information was meshed. Simple union lists in paper form were quickly put together and distributed to the members. In

1987 our own Council voted to take part in a paper regional list of all public, academic, and school libraries in our county. This became a three-volume work, with new holding codes based on OCLC designations. But serials come and go, and space for keeping back issues may be limited. We needed a more current list. Our Director asked our 3Rs System, METRO, to produce a list of the holdings of our own and the two adjacent School Library Systems. For reasons of economy, a number of Systems have developed these merged union lists.

The value of this decision was brought home to me recently when an eighth grader chose as her topic for magazine research "How to Take Care of Your Horse". Ours is a District where the pick-up truck is far commoner than the horse. Using Wilsondisc, we found just the right article, in a magazine called Blair and Ketchum's Country Journal. Only one school, in the System just to the north where horse-owning is more common, held that magazine. Two days later she had the article.

Interlibrary Loan

From the point of view of libraries fearful that we would overrun them, the good news is that 85 to 90 percent of the interlibrary loans currently being made by school libraries are handled within their own School Library Systems. The number of items requested has increased from 64 thousand in 1985-86, the first year of the Systems, to 169 thousand for the 1987-88 year (School Library System Growth). In our own System, with 33 member districts and 46 non-public schools, the number of items requested and loaned grew from 880 in 1985-86 to 3069 in 1987-88.

As union catalogs have grown, so has potential access to other collections. Interlibrary loan may well be the most important service element of the Systems, both to students and to their teachers. All libraries have some unique titles to share, especially important as books now go out-of-print rapidly. One

speculates that the small, isolated school may benefit the most. For a union catalog and a successful delivery system now gives it access to collections which were geographically and financially impossible five years ago. In Lansing, New York, for example, a student determined to do a paper on Coco Chanel despite her high school's limited resources, did just that. The System produced books from three different college libraries.

On the inter-school level, loan may be done by phone, in writing or by electronic bulletin board for those libraries with phones, modems and communications software. It will soon be done by FAX (facsimile machine) between the Buffalo School Library System office and one of its high schools. The particular high school was chosen because it had a consistent periodical collection and because it had become a "net lender" to smaller colleges in the Buffalo area. The Buffalo System Director believes that it is important for her System to be able to lend as well as borrow: "It's a matter of pride for us to do our share. We don't want to be the poor relations in the state library system" (Hetzler, Telephone Interview).

With regional union lists of serials now in existence throughout the state, we are able to request materials from a college or public library, particularly when highly individualized assignments are given to upper-level students. If the need is for a magazine article and the location is known, the school librarian fills out the standard American Library Association ILL request form, includes a return label and mails it.

If a book is needed, the union catalog database is consulted first. If it is limited to schools and no school holds that title, the request goes to System headquarters. Hopefully, the title, author and imprint are correct. The clerk or Director accesses whatever databases are available to them and searches for libraries holding that title. If the title is not found, the request goes to the regional Clearinghouse designated by the 3Rs

system where the title is obtained either from within the region or from the State Library or beyond.

Sometimes the search may go far beyond, and the student or teacher is dazzled by our new resources. A technology teacher needs to examine a specific textbook he is considering for a new curriculum; there is no examination center for texts in our area. When a search of New York libraries did not turn it up, the Clearinghouse checked the OCLC database. Within two weeks the book came in from an Ohio university.

With so much interlibrary loan going on, much of it done by clerical staff, procedural guidelines already exist in some areas. This fall a committee from our own Council will come up with ILL guidelines to clarify when point-to-point borrowing is appropriate, to ensure that citations are complete, and to see that one lender with good resources is not overburdened with requests.

All of us have the challenge of educating students to plan ahead and I hope this is an easier task in your part of the world than it is in New York. Beatrice Angus, a System Director whose area contains 10 rural or small-city school districts but covers 756 square miles, has put it well: "The students now have a responsibility to plan so that we have the time to get the material for them" (Angus, Telephone Interview). The student who comes up with a dozen magazine citations only to learn that we carry only six of the magazines need not go away discouraged if he or she gives us lead time.

The Delivery System

Knowing that a book or article exists is half the battle; the other half is getting it to the student, especially to the younger, less mobile student. A description of the delivery system must be included in each System's Plan of Service, and the

Systems have responded ingeniously. While photocopies of articles can be mailed, books are delivered by United Parcel Service, by school-district bus drivers and by student couriers, sometimes students who attend 80CES educational programs. The delivery system may also be informal, e.g. the Director or clerk will drop off a book on the way home, or items may be exchanged at Council meetings or workshops.

The frequency of delivery may be daily, bi-weekly or weekly. In addition, the Systems interlock with the delivery systems of the public and 3Rs libraries, since it may be faster for them to send a book to a System office on their truck than to risk the U.S. mail. In our System, material is sent out with the film and video delivery service once a week. Schools who do not get this service get a book through United Parcel or by mail.

Cooperative Collection Development

The mandate for each system to develop a plan for cooperative collection development has been followed in varying degrees. In New York City, there were already strong special collections in some schools. Forty-nine special collections, including both print and non-print, now exist, ranging from Biology at the famed Bronx High School of Science to Asian Countries at Seward Park High School and Fashion and Costume at the High School of Fashion Industries.

Far to the northwest of the city, the Madison-Oneida System has gone in two directions: first, there is coordinated collection of monographs in the area of literature and literary criticism, the topic chosen by its members. And they have also designated depository libraries for periodicals already held by members. This provides in-depth coverage of selected titles in the Readers' Guide and in Children's Magazine Index. About one-quarter of the Systems have plans for cooperative collection of monographs as well as serials.

Other examples of CCD are in the Monroe 2-Orleans System, where the members decided to concentrate on two areas: Spanish Language and Cultures and Economics; and in the Albany System, where the Council and Director decided to concentrate on the seventh and eighth-grade requirements under the "Regents Action Plan" which mandated library-resource time for students in all of the subjects. Eleven junior high schools agreed to weed their collections, assess their strengths and weaknesses, and collect in each of the eleven subject areas needed, in addition to producing bibliographies for sharing.

There has been no special funding for cooperative collection development. Instead, the schools which agree to participate agree to collect in a special area and continue to collect, knowing that another school can and will support them with in-depth material in a different subject area. It does not supplant building a core collection, but it assures the members that somewhere nearby there are materials in-depth on the subject which, with advance warning, may be borrowed to broaden the number of resources available.

In fact, most systems have chosen serials as their first effort in cooperative collection development. In Southern Westchester our CCD committee members met over dinner. First, we polled all schools, elementary and secondary, to determine what serials they would like to have available but currently do not. The number of responses from the elementary libraries was heartening, because these librarians sometimes feel that many System activities are not really for them.

At our next dinner, the Director unfurled a spreadsheet listing names of serials and names of schools which had expressed an interest in them. Some were standard collection-development tools, such as Children's Catalog or Ulrich's; we agreed that these should be held at the System office. Any serial title which two or more schools had requested was considered for CCD. Using our union list, we checked what school held each periodical

at least five years. The Director will now contact 17 schools, asking if each one will continue to purchase one — or in rare cases, two — magazines they now hold. We are following the path taken by other Systems in building on existing strengths.

Awareness of Resources and Services

Until the Systems were formed, we were all but invisible to some teachers and administrators. The Plan of Service mandate number eleven was to include, but not be limited to "the procedures for promoting awareness among system members and participants" (Excerpts, 1985, p. 42). With the visit of the School Library System Director and through the work of the liaisons, many principals and Superintendents became aware of our existence. When these Systems offered database searching or brought new technology into their buildings on loan (at no cost), we went up a notch in their estimation. The Director's role as a consultant is invaluable; schools looking for help now know where to turn to. It is he or she who is able to get out to important local, state and national meetings and learn of programs or technical developments which will help building-level librarians and teachers.

The Director is also the conduit for information from public and academic libraries or their systems. Children's and young adult book reviews done collectively for public libraries in our County are now circulated to us. We are hoping to have the collections of new books upon which these reviews are based put in a central location for our members to examine. Joint programs with public librarians or members of adjoining School Library Systems are held, and, with financial support from each System, stronger programs can be presented. One of our most successful programs this year, on the subject of picture books, was co-sponsored by the education department of a local college and the public library system and featured Ethel Heins, former editor of the Horn Book magazine.

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Mandate twelve in the Plan of Service requires a description of "procedures for encouraging communication among members and participants regarding effective practices and cooperative projects" (Excerpts, 1985, p. 42). For each System this has meant a newsletter sent to all members either directly or through the liaison. These newsletters, which are published more or less regularly, include calendars of local, regional, state and national library meetings; lists of recommended professional reading or new media; explanations of topics such as MARC records or Local Area Networks (LANS); news of state legislation for libraries; graduate courses of interest to school librarians; reports on what is new in automation; and articles on new professionals in the System. A recent issue of the newsletter from the Erie 2-Chautauqua-Cattaraugus System gave the responses from a member survey which had asked, "How do you use computers?", followed by an article enjoining laggards to get going and suggesting some computer software to start with in each curriculum area.

Outside of interlibrary loan, the System's prime value to the building-level person may well be making him/her aware of resources. We are too often bogged down in the minutiae of school life. We need to be made aware of resources the System has purchased or demonstrations and loans of new CD products it has arranged or invitations to important workshops put on by other systems.

At last the small district, because of its membership, has access to information and has clout. And at last the building person has an advocate to make each individual Superintendent and each Board of Education aware of what kind of library services can be provided if they will lend their support.

Staff Development

The Plan of Service also required a statement of how the System

would "assure continuing needs assessment and program development, including staff development needs" (Excerpts, 1985, p. 42). Staff development was and is a crucial area because of the isolation of school library professionals. Hitherto, we were on our own, designing our own "continuing education".

With the advent of the Systems, committees from the memberships or Councils addressed the problem, and nowhere perhaps more systematically than in the suburban Nassau School Library System. In recognition, this System was co-recipient of American Association of School Librarians/ABC-CLIO Leadership Development Award in 1988.

With 56 school districts and 207 librarian members, Nassau had always turned out many people for its full-day staff development meetings, but the speakers seemed to have no impact on the way that the librarians performed their jobs in their schools. Using \$194 left in the System budget in 1986, Director Carol Kroll surveyed the members and identified "a general feeling of discontent about the lack of regard for media specialists and about the way they were treated at the school site" (Tewell and Kroll, p. 245).

Kroll and Dr. Kenneth J. Tewell of Queens College/CUNY decided to assemble a planning team of interested librarians to review the survey, target goals for staff development and suggest strategies for reaching those goals. Over the summer of 1986 fifteen school librarians met, complaining that administrators ignored them or did not consider them as part of the school's professional community and had no knowledge of how to use them as a resource. Research with principals and other administrators confirmed these complaints.

The planning team decided that the first job in staff development was to reframe the librarians' view of themselves so that they did not feel ineffectual. They must become proactive rather than reactive.

Briefly, the planning team divided Nassau County into regional clusters, each cluster to be led by two facilitators who took part in two leadership training sessions to enable them to address group concerns. In all-day sessions the facilitators concentrated on skills which would make the librarians proactive. The cluster groups then met, working with five simulated situations in which their strategies to become proactive were developed. One of these sessions featured a talk on teachers' and administrators' views of librarians and how library professionals can re-position themselves in the school power structure.

Kroll noted some immediate outcomes. Foremost was a marked increase in support for the librarians by district Superintendents. And the librarians became active. Two of them taught a course on the use of library management software; in-service courses on critical thinking skills and one on the uses of storytelling were requested and offered; and a group of elementary librarians organized their own committee to design a new course for a local university. At the same time, the building people became more involved in their own districts and better able to lobby on behalf of their programs.

In other Systems staff development took other directions. In Monroe 2-Orleans, a documents librarian from the University of Rochester spoke on "Government Publications for the School Library Media Center". In our System a member with a keen interest in online searching taught an in-service course which attracted not only our own members but classroom teachers. More recently, we brought in an academic librarian from Boston to discuss that most loathsome but necessary of tasks, weeding the collection, and we hope to bring in subject specialists from public or academic libraries to help us refine this process.

Tangentially, I should like to mention a project which has not only helped us develop professionally but has given our upper-level students (and some teachers) direct and continuous

help. Our enterprising Director made it possible for any library with a computer and a modem and telephone to access a regional database system called Multi-PALS. Offered by the Information Services Division of our County government, Multi-PALS has eight databases. The three most used by high schools are the book collections in 12 academic libraries and one centrally-located public library; a database of local-news articles from local newspapers and the New York Times; and the union list of serials described earlier, but updated.

With a minimum of fuss, the student can do an author, title, subject, or term search on the subject of his/her research paper. Because we are near the community college, this is the book collection of choice, and at the present time the student can also hit "DS" for Display Status to find out if the book is on the shelf or if it is circulating. If it is in, typing in his/her Social Security number ensures that the book will be held for seven days. Usually, of course, the student needs it immediately and gets to the library sooner.

I mention Multi-PALS because it has developed not only my faculty's knowledge of resources outside our walls but also our students' sense of what is out there. Besides, thanks to our Director's skillful negotiations, we were able to subscribe to this group of databases for a flat fee of less than \$200 a year, with no limitations on the amount of use.

The Achievements

The achievements of the School Library Systems may be measured in several ways:

In numbers, there were more than 2 million monographic titles in the databases in machine-readable form as of June 1988, and more than 26,000 serial titles in the union catalogs.

In terms of day-to-day achievements, the Systems have:

- (1) Helped put phones in libraries where there were no phones.
- (2) Improved the professional status of the librarian. In Robert Barron's words, "In the building he or she has provided new services and is now seen as an important part of the educational team, someone who can do things for them". (Barron, Interview).
- (3) Advanced their members technically so that we now know, or know how to find out, what a particular technology can do for us to give us more time with students. Whether we can afford it is another issue.
- (4) Ensured that each one of us does not have to reinvent the wheel. We are not individually seeking the same information from other libraries, from vendors, publishers, or the State Education Department.
- (5) Provided power, through numbers, which the individual building person has never had. This includes obtaining group rates and System-wide demonstrations of new products. Districts also have the option of buying into a shared-service plan for circulation and OPACs for students.
- (6) Helped us serve faculty better, by making their professional research more successful.
- (7) Given us more time with students. They are the reason for our work. As Angus has said, "With the Systems, library research becomes a positive experience for the student". (Angus, Telephone interview).

While many resources existed before the Systems did, they were not easy to access. The student who wanted articles on suicide among teenagers for a mandated health-education course had to plow through volume after volume of the Readers' Guide searching for articles with that focus only. In one search mode of Wilsondisc, the two terms can be combined and in minutes the citations for the articles, if they exist, will appear. Standard assignments are becoming more interesting, not only because of the computer but because we have reduced the frustration level. We can readily get almost any material students turn up.

None of us will ever have everything a student wants. Even drawing on neighboring schools may not do the job. But the students are learning that we are connected to the outside world. Our success with them was evident when a third-grader in upstate New York asked an elementary librarian: "Can you get this book on interplanetary loan?"

The King Research Systems Study

To chart the future directions of all the library systems in New York, in 1987 the Division of Library Development commissioned King Research Inc. of Rockville, Maryland to conduct a study of all 76 library systems through interviews of all systems' directors, regional meetings, and surveys of randomly chosen members. Their findings and recommendations were released last month.

Their major finding was no news to us:

School Library Systems are not providing some services (that they should be providing) to any libraries.... In our judgement we feel that SLS are the most underfunded type of Library System. SLS are not funded at a sufficient level to provide the services they are mandated to perform and they could perform many library operational functions for school libraries with the potential of substantial savings. (Griffiths and King, 1989. p. 21).

The study has made a number of recommendations and I shall highlight only a few:

- (1) That, unlike other states which have included schools in multitype library systems if they wish to be included, New York maintain the three separate types of systems because

each system is enhanced by focusing on the special needs and requirements of their member libraries.

- (2) That Council members should be trained to understand the economic issues and the statistical methods of system operations and services.
- (3) That funding formulas take into account the number of member libraries (participants), which they currently do not.
- (4) That education law should specify that there is a special relationship between School Library Systems and the BOCES — that the Directors should not be considered merely as another BOCES employee. Rather, the SLS Directors should at minimum be given authority and responsibility for budgets.
- (5) That coordination of services and cooperation among types of library systems should take place through Intersystem Cooperative Networks (ICONS) in which each of the three types of member libraries would have equal votes.
- (6) That union lists should be online or on CD-ROM and ultimately there must be a statewide union list of holdings directly accessible by all libraries, assuring equality of access.
- (7) Noting that a source of antagonism in the past has been the assignment of the responsibility for distributing regional automation funds to the 3Rs systems, the study recommends that the division of funds should be made on the basis of pre-determined formulas or should be determined by New York State. (Griffiths and King, 1989, pp. 18-22).

The Reality

We do not have a perfect system, but it is a unique one in its extent, its aims and its achievements thus far. Barbara Imroth, Associate Professor at the University of Texas and an authority on school-library networks, recently said, 'Your system is good because you have had a lot of state leadership and a high level of development. The fact that you have a full-time coordinator

and a delivery system is way ahead of everyone else". (Imroth, Telephone Interview).

Excellent planning at the state level, hard work on the part of both the Division of Library Development and the Bureau of School Library Media Programs, long days by talented SLS Directors and thousands of volunteer hours by school librarians and librarians from the public and 3Rs systems have overcome many of the barriers to resource sharing which were so aptly noted in Information Power. These were: legal restrictions, staff time, planning time, networking costs and inequities among school libraries. Challenge Five of that document was "To participate in networks that enhance access to resources outside the schools". (Information Power, p. 12). I think I speak for many school library professionals throughout New York State when I say we have met that challenge and continue to meet it.

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DEVELOPING AN EFFECTIVE SCHOOL RESOURCE CENTRE SYSTEM:
THE WINNIPEG (CANADA) EXPERIENCE

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Winnipeg, Manitoba, Canada

Introduction

"I care about the future because that's where I am going to spend the rest of my life" is an idea I like more each time I share it with others. It was shared by one of the teacher-librarians in our system as we talked about the direction of library media services and how they have grown in Winnipeg School Division No. 1 in the last twenty-five years.

In September 1963, the first Supervisor of School Libraries was appointed to the Winnipeg School Division No. 1. He was given the responsibility of analyzing existing library services in the elementary and secondary schools, and presenting proposals for improving those services. This involved examining library collections, investigating library administration, reviewing book processing procedures, and evaluating current practices in the libraries.

In May 1964, a report was presented to the Administration and Board of Trustees which outlined a ten year plan of development to upgrade the school and district level services. To provide an overview of the development of the succeeding 20 years, Appendix 1 contains a three page media report done for the system, and is an accurate representation of the progress at that time.

The centralization of library media services has gone through several stages in Canada and the United States. In the early 60s and 70s, these centres may have been referred to in the literature as District Resource Centres, District Media Centres, Central Processing Units, Regional Support Services Centres, Teacher Centres. The one common thread in the discussion of these various units is the need for professional, technical, and clerical support services to the front line troops — the teacher librarians in the schools. In varying degrees they involved library services, audio-visual services, production services, professional development programs, consultative functions, co-ordinating activities and teacher make-and-take centres.

The early developments came to the fore when a burst of enthusiasm for school libraries and their potential thrust increased funding into districts in varying degrees for collections, facilities, and personnel. It became immediately apparent that professional staff were needed to provide the leadership and co-ordination for the wise expenditure of the funds. In Canada we piggy-backed on the coat tails of the impact of ESEA funding grants in the U.S. Many of our leading educators were following the "new standards" issued by AASL, and realized their potential.

It may be a chicken and egg discussion as to which comes first - the leaders or the funding. In either case, without one the other is handicapped. At the same time, one must note that without wise leadership, no amount of money will build a program.

Leadership

The importance of providing quality leadership at the district level for library media program development cannot be overstated. All districts should employ a district library media director/co-ordinator/supervisor to provide the leadership and direction to the overall library media program in the district. In some

geographic areas, more than one district may need to cooperate with a neighbor to contract the services of such a trained professional.

The district supervisor works with central office educators and administrative personnel to develop a philosophical basis for the improvement of both district and building level services. This is particularly important because the funding basis (at the province/state, division/district, and school levels) must be directly correlated with the scope of library services provided at each of these levels in the network. As an elaboration of responsibilities which may fall into each jurisdiction, Appendix 2 is attached from the Saskatchewan (Canada) Department of Education. This is a particularly good representation of the way the development and maintenance of resource centres in Canada are differentiated.

Qualifications

The district supervisor must be selected on the basis of knowledge and experience at one or more levels in the school library media program. The leader must have a vision of what school librarianship is, and how it can enhance the total educational system. Credibility and acceptance from school staff will be attributed to the person who has demonstrated what he/she believes in practical terms in the work place. Managerial, administrative and supervisory competencies must be demonstrated. Academic qualifications of at least a Masters Degree in School Librarianship or Educational Media Management accompanied by the necessary teacher certification for the district are imperative. Specialized training must be taken in library and information sciences, media and instructional design, and computer applications. These qualifications should be at a level parallel to the requirement for senior educational officers in the system. Ability to manage human resources effectively is very important.

Good human relations and communication skills are a high priority.

Components of Service

For an outline of the kinds of services one might expect to be developed at the District level, reference can be made to the following:

- . MEDIA PROGRAMS: District and School (AASL/AECT), 1975
- . RESOURCE SERVICES FOR CANADIAN SCHOOL (CSLA/AMTEC), 1977
- . INFORMATION POWER (AASL/AECT), 1988

All these documents give excellent summaries. The following pages give the details from the Canadian reference, and are cited for their closeness to the Winnipeg model. (CSLA, p. 6-11).

1. Administrative Services

Establishment and maintenance of the system-wide resource services:

- a. Establish and maintain working relationships with the senior administration of the school district;
- b. Establish and maintain working relationships with school learning resource teachers, classroom teachers, principals, consultants, and others;
- c. Establish and work with a district learning resource service advisory committee of classroom and learning resource teachers, principals, consultants, administrative personnel, board members, and students to provide continuing input in the development of the programme;
- d. Plan and co-ordinate system-wide resources:
 - (1) Carrying out continuing assessment and evaluation of existing programmes at the school and district

- levels to meet changing needs of students and teachers;
- (2) Plan services in co-operation with advisory groups and learning resource teachers;
 - (3) Design a system plan for implementation;
 - (4) Prepare budgetary estimates and participate in overall district-wide planning for educational programmes;
 - (5) Co-ordinate services.

2. Co-ordination of Development of Materials Collections

Location of resources at the school and district levels is determined by the fundamental necessity to ensure that all materials are easily accessible and freely available to students and teachers. The principal constraint is one of financial consideration, and it must be applied with discretion; filmstrips, for example, are not located at district level except for those on highly specialized topics.

The demand for a wide range of materials to support in-depth studies on the less frequent curriculum topics creates a necessity for exchange agreements with other resource centres, public libraries, and college libraries.

Application of this general rule ordinarily results in the co-ordinated development at the district and school levels of material collections according to three basic considerations: convenience to users, unit cost of acquisitions, and technological problems in their maintenance and distribution. A typical arrangement is:

- a. Materials used on a continuing basis by students and teachers are usually under the control of the school learning resource centre and may be kept there or signed out to teaching areas for varying periods of time: audio tapes, books, curriculum-laboratory materials, disc

- recordings, filmstrips, microfilm copies of frequently used materials, manuals, motion pictures (single concept and sometimes reel-to-reel 8 mm), overhead projection transparencies, pamphlets, periodicals, slides, study prints, and video tapes.
- b. Some materials may be kept partly in schools and partly at the district learning resource centre depending on frequency of use and/or costs of acquisitions: curriculum development materials, microfilms, models, kits, professional books and periodicals, realia, simulation games, and video tapes.
 - c. Motion pictures (16mm) are almost always lent from a district collection because of high unit costs of materials and the need for constant inspection and repairs.
 - d. Collections of masters of certain materials such as filmstrips, overhead projection transparencies, slides, and video tapes, are kept at the district learning resource centre for provision of duplicates to school and/or for electronic distribution by cable or microwave.

3. Circulation Services

Maintaining collections of materials at the district learning resource centre is justified from both an educational and financial point of view only when the circulation system is designed to make materials easily and equitably available to all teachers and students. Procedures for such a system must ensure that users located at a distance from the centre have the same access as those located in the immediate vicinity. Three related factors must be considered:

- a. Ready access to the resources by provision of a catalogue which makes it easy for teachers and students to locate materials related to specific topics;
- b. A booking system which enables users to reserve materials for use at a specific time;

- c. A scheduled distribution service specifically designed to support the reserve booking system.

4. Evaluation of Resources

The district learning resource specialist achieves the aim of co-ordinating the development of quality collections of materials by providing guidance and assistance. That goal is not accomplished by dictating the purchase of specific titles. The following points exemplify the type of assistance required:

- a. Develop co-operatively general guidelines for selection of materials;
- b. Make available from the district learning resource centre a wide range of current and retrospective selection aids;
- c. Co-ordinate selection procedures to reduce duplication of effort and give direction to collection development;
- d. Co-ordinate procedures for evaluating all materials, especially those which are not adequately reviewed, such as many audio-visual resources. The district learning resource centre should arrange for these evaluations because it is the agency responsible for bringing in materials for preview, circulating them to teachers for evaluation, maintaining for reference purposes a file of evaluation reports, and compiling bibliographies of the recommended titles.

5. Production Services

Production services provided by the district learning resource centre are designed to assist teachers in the local production of original materials and in the reproduction of duplicates from master copies of learning materials. This is usually accomplished in one of three ways:

- a. Technical support to teachers or school media technicians working in a school learning resource centre (or other decentralized production centre);
- b. Technical and logistic support to teachers or school media technicians working in the district learning resource centre;
- c. Complete discharge of all production responsibilities by centrally employed media technicians.

In general terms, the degree of decentralization of materials production capability to schools or groups of schools varies directly with the frequency of use in a given medium, except where this natural tendency is reversed by relatively high factors of cost and technical sophistication.

Even where considerable decentralization of production of materials has occurred, the district learning resource centre usually remains responsible for:

- (1) Professional and technical advice in the design and production of programmes;
- (2) Technical advice on the manufacture of specific materials;
- (3) Technical advice on the effective operation of production equipment.

6. Organization and Maintenance of Collections and Equipment

The district learning resource centre assumes responsibility for the policies and services essential to organizing resources at the school and district levels, in order to make such materials readily accessible to students and teachers. Responsibilities assumed by the district learning resource centre are:

- a. Leadership in establishing policies and procedures for organizing collections of various types of materials;
- b. Provision of centralized cataloguing and processing of

materials to reduce duplication of effort and reduce work load at the school level. Whether commercial sources are used, or whether the district learning centre assumes direct responsibility for the cataloguing of books, is dependent upon assessment of the estimated volume of production and a realistic comparison of costs. Cataloguing of audio-visual materials, however, must almost certainly be undertaken by the district learning resource centre because of the lack of standardized commercial services.

- c. Selection, purchasing, and organization of initial audio-visual, book and magazine collections to ensure that each new school begins operating with a collection adequate to support its educational programme. To achieve this end, collection development should start approximately a year in advance of the opening of the school.
- d. Assistance in the maintenance of school collections by co-ordinating a bindery programme for school learning resource centres;
- e. Establishment of policies for the inventory control, repair, and replacement of school and district learning resource centre equipment. Whether the repair service is undertaken by the district learning resource centre, by another department of the school district, or by a commercial agency, it is essential that provision be made to supply replacements, while equipment is being repaired.

7. Professional Development and Advisory Services

The district learning resource specialist assumes responsibility for providing professional development programmes (and related advisory services) pertaining to learning resources, as required to meet the needs of learning resource teachers, classroom teachers, consultants, and administrative personnel. This responsibility is

discharged by a combination of means such as individual and group consultation, meetings, workshops, seminars, visits to schools, and participation in curriculum planning. Some of the means that may be used are:

- a. Assistance with programme planning when instructional strategies centre around student and teacher use of resources by meeting with teachers in schools and in subject specialist groups;
- b. Provision of professional development programmes for learning resource teachers to assist them in fulfilling their job as a teaching partner and curriculum consultant;
- c. Participation in the work of the district committee responsible for co-ordinating curriculum development so as, among other things, to ensure the inclusion of a learning resource teacher on all subject curriculum committees;
- d. Provision of workshop in equipment operation and effective utilization techniques;
- e. Assistance with collection development by evaluating school learning resource centre collections in relation to the educational programmes offered;
- f. Consultation with architects and planning staff in designing and equipping new or remodeled schools, particularly in areas involved in the production or utilization of learning materials.
- g. Collaboration with planning staff in equipping new or remodeled learning resource centres in schools;
- h. Co-operation with district business management personnel in developing and maintaining purchasing and accounting procedures compatible with the needs of learning resource centres at the school and district levels.

The integration of the library media program into the district educational program's goals, objectives and practices is the most important leadership function facilitated by the

district supervisor. To the degree that integration of library media services into curriculum development, student assessment, staff development is successful, to a similar degree will the district program have stature and will obtain funding appropriate to its needs.

Vision and advocacy therefore are the two main thrusts that must be tirelessly pursued by the district supervisor. One needs clarity of purpose, and imagination in finding ways to involve others in reaching goals of mutual benefit to the students, teachers, and teacher-librarian.

If at first you don't succeed,
try, try and try again ...
each time another way!

Summary

Provincial, state, regional and district partnerships are designed to provide critical support for library media programs at the building level. These partners have varying and complementary responsibilities. The experts who provide leadership at each level must be strong advocates for the integration of the library media program into all aspects of the educational program. The greatest need in developing a district library media program is to have a person who has tireless energy, unlimited imagination and eternal optimism.

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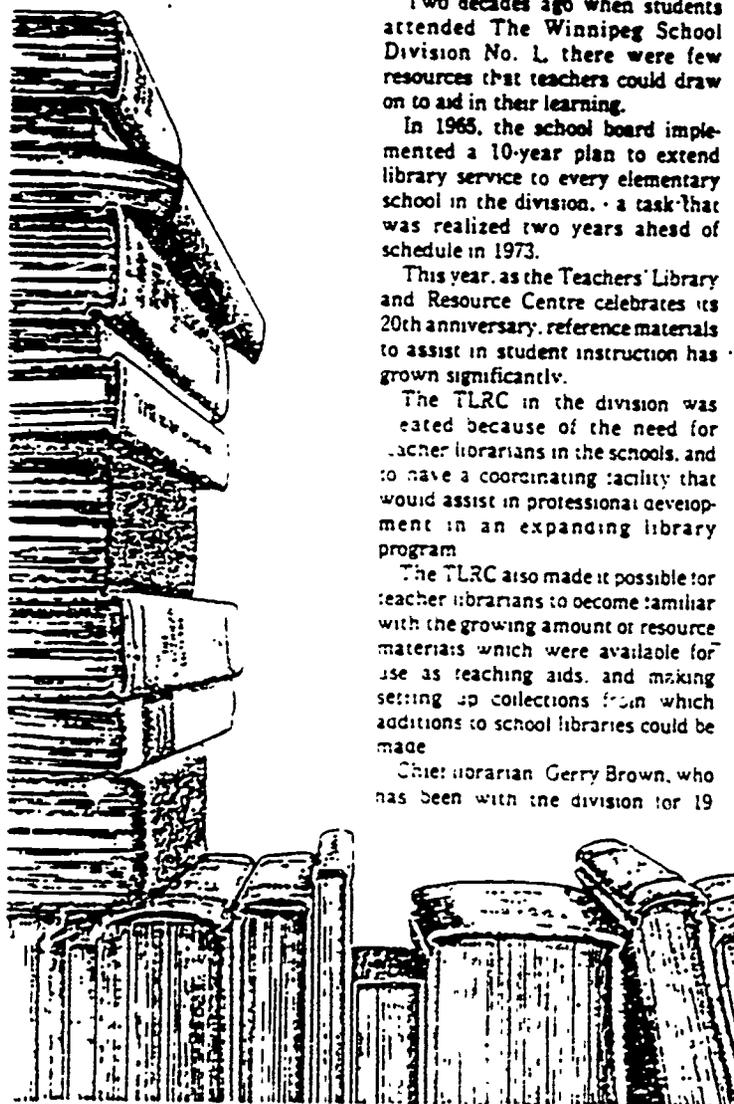
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Appendix 1

TLRC provides services to support educational programs

by Sandra Dudych



Two decades ago when students attended The Winnipeg School Division No. 1, there were few resources that teachers could draw on to aid in their learning.

In 1965, the school board implemented a 10-year plan to extend library service to every elementary school in the division, a task that was realized two years ahead of schedule in 1973.

This year, as the Teachers' Library and Resource Centre celebrates its 20th anniversary, reference materials to assist in student instruction has grown significantly.

The TLRC in the division was created because of the need for teacher librarians in the schools, and to have a coordinating facility that would assist in professional development in an expanding library program.

The TLRC also made it possible for teacher librarians to become familiar with the growing amount of resource materials which were available for use as teaching aids, and making setting up collections from which additions to school libraries could be made.

Chief librarian Gerry Brown, who has been with the division for 19

years, said that when TLRC was established, each secondary school had a central library with a teacher-librarian, who taught part-time.

"Elementary school libraries consisted of limited classroom collections. A major accomplishment has been the provision of library services to support educational programs in all the schools of the division. Each school has one or more teacher-librarians on a full-time, or part-time basis who give assistance to the classroom teachers in lesson plans using library resources," the chief librarian said.

The first service the TLRC offered librarians and teachers was a book collection. Later small format media such as films, cassette tapes, film strips and film loops were added.

In 1967 when a film library was established and film could be used more effectively in larger groups, small format media for classroom teaching was reduced and the smaller media were used for individualized learning.

Acquisitions of additional audio-visual equipment, including videotape equipment, extended the variety of resources available to teachers in supplementing lesson plans.

"The professional development of the TLRC has laid a broad base for a larger educational program in the schools. We have tried to build a library and media services program as an integral part of the classroom," Mr. Brown said.

Using the school library as part of classroom learning means that teacher-librarians are freed from the mechanics of library operation to assist classroom teachers and students with projects



TLRC audio-visual maintenance technicians Ron Hayden and Brian Fussey examine equipment.

The processing of books and resources is now handled by school library clerks or library technical assistants in conjunction with personnel at TLRC.

"This has contributed to a strong professional development program for teachers and access to library resource teachers for students," the chief librarian commented.

The network of support services and materials offered through TLRC are headed by Mr. Brown, assisted by library and media services consultant Jean Baptist.

They are aided by Mary Green, head of technical services; Anne Hicks, head of cataloguing and reference librarian, Connie Teller who are supported by 14 clerical staff, two audio-visual maintenance technicians and two library technical assistants.

The chief librarian's main responsibility is in library personnel development. He works closely with principals and school librarians in matching school needs and consults with principals on library personnel evaluation.

His other responsibilities include efficient management of TLRC and renders assistance in physical development of division libraries, equipment and collection purchases. He also provides liaison with other consultants in the division, principals, members of the senior administration and external agencies.

For Jean Baptist, her main duty is

working with schools to improve library programs and to make new librarians aware of the library program.

She is also responsible for the vital aspect of professional development of library personnel through the provision and organization of workshops and study sessions. These concentrate on literary and cultural appreciation and independent learning skills of students and organization and administration of libraries.

Another area of responsibility of the library and media services consultant is in the division's film development program. Here, Ms. Baptist meets with film representatives, identifies films for preview, manages preview programs in 15 schools and makes final selections for purchase.

Ms. Baptist also works with library

Explains the division's library services programs

media service personnel committee members in producing TLRC's handbook which explains the division's library services program.

Library technical staff assist schools in ordering, acquiring, cataloguing and processing resources and materials. The staff also maintains files of publishers and provides information on selections for school use or purchase. Purchase information is verified, school orders are pooled for discount and budget records maintained.

The staff maintains a master data file of all books and library materials in the division, as well as producing catalogue cards, coding, processing, rebinding and repairing materials. Delivery and pick-up of materials from all schools is also handled by this department.

Another feature offered to schools is in production services in the provision of equipment, resources and limited technical assistance to teachers in the preparation of materials including laminating, cassette and videotape dubbing and



Earl Gray grade seven student Billy Babbeles uses filmstrip projector for individualized learning.

mastering of transparencies.

The maintenance technicians who work in the division's audio-visual depot, repair all equipment used in the schools, including micro-computers.

Maintenance personnel keeps an inventory of frequently used parts and assists with divisional equipment inventory. Help is also given to library technical assistants in summer maintenance programs conducted in junior high and elementary schools.

Other audio-visual services offered include loaning equipment in school emergencies, provision of specialized equipment and resources for special events.

Approximately 30,000 items are circulated annually through TLRC's film and video library, which is comprised of 2,200 film and video titles.

Personnel also locate and circulate film or videos from outside agencies, if required.

One of the most visible services provided by TLRC is the reference and information services, where staff provide information on available resources which may be used in classroom lessons, or more in-depth projects.

If the staff cannot accommodate queries using division resources, they may redirect them to other agencies.

Reference and information services personnel maintain a close liaison with the division's consultants for information and accessibility of

resource materials for curriculum development. The department also maintains circulating and specialized collections.

Proof reading and translation of materials are also offered on a limited basis.

Maintaining the philosophical goal of supporting educational growth of students at all levels through the use of libraries is an area the chief librarian feels that he is responsible.

"Since 1977 teachers have been aiming at helping students acquire independent learning skills.

"This has been a major significant change, because it means that the skills students acquire are broader than just library skills - the skills are related to everything going on in the classroom and in life," Mr. Brown said.

Earl Grey librarian, Evelyn Lamb says elementary schools begin developing independent learning skills in nursery and kindergarten classes through the library awareness programs.

"The key to developing library interest at the elementary level is to make the library a warm, inviting place where students do not feel threatened," she said.

Mrs. Lamb said the non-threatening environment involves good teacher-librarian and teacher preparation using library materials and resources in promoting classroom activities.

The librarian said another library awareness aspect teacher-librarians and teachers develop in elementary students, is to expose them to the pleasures of recreational reading at an early age.

She says this cultivates an awareness in other types of literature, and gives students an appreciation for different styles of writing and this enables them to further develop their literary and language skills.

Library awareness takes on greater significance at the secondary level as teacher-librarians and classroom teachers strive to broaden students' learning skills.

Elmwood high school librarian Arlene Stanul says the use of textbooks at the secondary level is not all encompassing, so relying on



Chief librarian Gerald Brown peruses library materials with TLRC department heads Mary Green and Anne Hicks.

materials and resources offered through school libraries and TLRC is very important.

"Teachers and students have to look for information beyond what can be presented in the classroom. Libraries have to help supply those resources," Mrs. Stanul said.

The librarian said moves towards "untextbook courses", such as grade 12 geography, which studies current human and social aspects, increasingly puts teachers in situations where curriculum needs are heavily dependent on materials available through libraries.

Mrs. Stanul said the library also provides encouragement for students to write and create their own literary works by supplying them with samples of literature by different authors.

TLRC also publishes information through the media catalogue which details films and video selections for

schools use. A newsletter is also sent out in the division's administrative bulletin as well as in "Inklings", a monthly publication of resources, events and workshops available for library personnel.

Changes taking place in the curriculum or in availability of materials is passed on to teacher-librarians, classroom teachers and administrators through TLRC publications and workshops.

"Appraisals", another TLRC publication reviews new materials that are available to libraries. There is also a compilation of bibliographies for library use in subject areas of art, gifted and talented, multiculturalism and music.

"Some of the most exciting developments in cooperative planning and development of library programs is in work with consultants, using their skills in professional development of librarians," the chief librarian said.

Appendix 2

Responsibilities

The province, the school division and the school each has a role to play in the development and maintenance of resource centre services in Saskatchewan. The responsibilities which fall into each jurisdiction's area of responsibility are as follows:

Province	Division	School
<p>Responsibilities which fall within provincial jurisdiction include:</p> <ul style="list-style-type: none"> • providing direction for the development and maintenance of a province-wide system of resource centre services through legislation, regulations and policies. • developing guidelines to direct the development of resource centre services in Saskatchewan. These guidelines may include: <ul style="list-style-type: none"> — roles of principal, classroom teachers and resource centre personnel (professional and technical) — basic collection — collection development — budget — facilities — administrative support — resource sharing — co-operation with outside agencies — staffing — programming • providing funding to school divisions through regular operating and capital grants and, where appropriate, through special initiatives. • developing, communicating and continuously evaluating provincial policies and guidelines relating to resource centre programs. • assisting school divisions to evaluate and assess their school library policies, guidelines and procedures. 	<p>Responsibilities which fall within school division jurisdiction include:</p> <ul style="list-style-type: none"> • developing policies, guidelines and procedures for the resource centre program which, while addressing the unique needs of the division, are consistent with provincial policy. These policies and guidelines may include: <ul style="list-style-type: none"> — the division's legal responsibility for providing effective instructional programs — staff allocation — role of the resource centre — resource centre program development, implementation and assessment — roles and responsibilities of principal, classroom teachers and resource centre personnel (professional and technical) — selection of resources — sharing of resources — collection development — technical services. • providing funds to division schools for the development and maintenance of effective resource centre programs. • communicating, and continuously evaluating policies, guidelines and procedures relating to resource centre programs. • evaluating and assessing resource centre policies and procedures developed in schools. 	<p>Responsibilities which fall within school jurisdiction include:</p> <ul style="list-style-type: none"> • developing statements of goals and objectives for the resource centre program based on the needs of the individual school. • developing policies and programs consistent with divisional policies and guidelines. • developing a budget for needed materials, supplies, equipment and services, based on identified resource centre goals and objectives. • developing, communicating and continuously evaluating policies and procedures for the resource centre program. • promoting, through the Board of Trustees or the Local School Advisory Committee, the implementation of provincial and divisional policies.

Source: Saskatchewan Education, Resource-based Learning, 1987, p. 13-14.

Province

- developing an implementation plan to assist all schools to reach an acceptable standard of resource centre service.
- providing leadership in the development of resource centre programs in Saskatchewan through:
 - inservice
 - research
 - dissemination of national and international trends and ideas
 - a teacher bursary program.
- providing leadership in the development of consultative services to school divisions.
- recommending learning resources which support provincial courses of study.
- including in all new curriculum guides, statements relevant to the role of the resource centre in relation to the specific subject area.
- facilitating co-operation with professional associations and relevant outside agencies, for networking and sharing of resources.
- co-operating and initiating discussion with appropriate outside agencies, to ensure wide access to information, materials and services not otherwise available in the school.

Division

- developing short and long-term plans for the implementation of policy and guidelines
- providing leadership in the development of resource centre programs through:
 - inservice
 - professional development opportunities.
- providing consultative service to individual schools and across the division.
- supplementing basic collections in individual schools by developing and providing access to a central collection.
- ensuring the provision of a basic collection and professional services for very small schools
- developing policies and reciprocal agreements relating to resource sharing, for the supplementing of collections at the school and divisional level.
- co-operating with appropriate outside agencies to ensure wide access to information, materials and services not otherwise available in the school

School

- developing long-term plans for the implementation of resource centre goals and objectives.
- providing co-operative inservice programming for teachers and teacher-librarians.
- developing and organizing, for easy retrieval, a resource collection that supports the curriculum and meets individual and group needs.
- providing programs and services that ensure the planned use of the resource collection.
- co-operating in resource sharing agreements initiated by the division.
- co-operating with appropriate outside agencies to ensure wide access to information, materials and services not otherwise available in the school

Appendix 3

1987-88 Library Media Service Goals for T.L.R.C.

Theme: School Library Programs: Linking Life and Literacy

Goals in Cooperative Teaching and Consulting

1. To consult with principals, librarians and teachers to assist them in establishing the school's library media service program priorities and appropriate plans of action.
2. To work with teacher librarians in developing the skills used in the cooperative planning, teaching and evaluation process.

Goals in Independent Learning Skills Development

1. To work with teacher librarians to plan for the integration of its instruction into curricular units of study.

Goals in Literacy and Cultural Appreciation

1. To work with librarians and teachers to plan the interaction of literary and cultural appreciations and understandings into library and classroom programs.
2. To share, within the division and externally, examples of successful LCA programs, including resource bibliographies.

Goals in Production Services

1. To assist principals and librarians in evaluating the scope of production service appropriate for their school programs.
2. To make available external expertise in assisting division personnel to develop their own production skills.

Goals in Publicity and Public Relations

1. To organize informal support groups of principals and librarians to discuss the direction and maturity of library media service programs.
2. To produce Inklings, Appraisals, the Library Media Service Personnel Handbook revisions, Conference Calendar, specialized bibliographies or units of study for distribution in the division and externally.

Goals in Organization and Administration

1. To propose a feasibility study for automation involving a network of school library media services with T.L.R.C.
2. To present a film collection development plan to the Administration.

Other Goals

1. To work cooperatively with subject area consultants in the effective utilization of media in their content area.
2. To plan and implement joint workshop and in-service programs with content area consultants.

September 1987

Date

Librarian's Signature

Principal's Signature

EVALUATION OF EDUCATION RESOURCE CENTRES: THEORY AND PRACTICE

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Evaluation is not a new concept.¹ As early as 2000 B.C., evaluation was used to appraise individuals who sat for the civil service examination in China. In ancient Greece, teachers like Socrates were using evaluation as part of the learning process. Besides appraising individuals, evaluation also requires us, at times, to determine the worth of or the value of programmes or products. It can thus be said that evaluation has always been with us and everyone is, in his own way, an evaluator.

Efforts in evaluation can either be informal or formal in nature. Informal evaluation is dependent on casual observations, perceptions, implicit goals and subjective judgement. Formal evaluation, on the other hand, is recognised by its dependence on checklists, structured visitation by peers, controlled comparisons and standardised testing of individuals.

The focus of this paper is formal evaluation — its theories and practice — the latter as applied to an evaluation study of state education resource centres in Malaysia. Aspects to be discussed relate to (1) definition of evaluation (2) evaluation criteria (3) differences between research and evaluation (4) evaluation paradigms and (5) an evaluation study of state education resource centres in Malaysia.

Definition of Evaluation

For the purpose of this paper, formal evaluation is defined as "the process of establishing value judgements based on evidence about a programme or a product".² The need to ascertain the worth of a programme or a product in itself suggests that values are involved in evaluation. Value judgements are based, however, on evidence in the form of description and data collected and analysed of a programme or a product through research techniques such as surveys, experimental designs, systematic observations and case studies.

A programme is defined as an organised set of activities whose purpose is to provide services to its clientele. Examples of programmes are the establishment of education resource centres (ERCs) by the Ministry of Education, Malaysia, under the Fourth World Bank Loan in 1977 to enhance the quality of education³ and Unesco's drive to reduce illiteracy rates in 1990.

Apart from a programme, a product constitutes yet another object of evaluation. Examples of products are textbooks, computer software, and educational and psychological tests.

Evaluation Criteria

Cronbach and others⁴ have emphasised that evidence in the form of description and data pertaining to a programme or a product must be collected and reported in a manner so as to influence social thought and to allow for the application of criteria in judging evaluation studies. Some of the criteria are discussed below.

Effectiveness of the programme or product is an obvious criterion. The evaluator examines the data in order to ascertain the extent that the programme has accomplished its stated objectives. In assessing the programme's effectiveness, evaluation can either be absolute or comparative in kind. In

absolute or non-comparative evaluation, effects are measured in one group only and the results are compared to an absolute criterion. With comparative evaluation, the effectiveness of a programme is measured against an alternative programme that is designed to meet the same objectives. Data from both programmes are then examined to determine which one is more effective in attaining their common goals. The evaluator would not only collect data on the attainment of programme objectives but also look out for unanticipated effects. The second criterion is efficiency. Here, financial and other data are used to determine the extent that resources have been maximised to attain programme objectives. The attainment of objectives is judged in relation to programme costs incurred. A third criterion is fairness or justice. The evaluator assesses the benefits accruing to society in general as a result of the existence of the programme. There is the need to ascertain if the programme, while benefitting a sector of society, is, in fact, detrimental to another segment of the population. Acceptability constitutes the fourth criterion whereby the programme is judged on the degree that it provides satisfaction to the participants. The fifth criterion is aesthetics which reflects the qualities of unity, harmony and coherence of a programme or a product.

With regard to the question of who performs the evaluation, evaluation theorists seem to differ in their opinion. Some hold that the evaluator, being most familiar with the evidence, is in the best position to make the judgement. Others contend that the evaluator, an objective and neutral inquirer, should hand over the evidence to a "decision maker" who then provides the judgement. Yet others feel that the evidence ought to be made available to all parties concerned so that value judgements are made by a number of groups, each acting according to its own interests and standards.

Differences between Research and Evaluation

Research and evaluation have many defining characteristics. An awareness of these characteristics is likely to assist us in the effort to distinguish evaluation from research studies.

The primary distinction between research and evaluation lies in the intent and purpose of the investigator. First, research seeks general explanation. Its purpose is to contribute to theory and general knowledge. On the other hand, evaluation is less interested in contributing towards theory building. Evaluation is parochial rather than universal. Its purpose is to appraise specific programmes or products and determine their worth.

Another distinction between research and evaluation is the origin of the study. With a researcher, the origin of study is rooted in curiosity and motivated by the search for knowledge. The researcher is answerable to the scientific community for how the study is carried out and reported. Conversely, an evaluator is normally commissioned by a "client" to conduct a study when a decision about the programme or product must be made. When an employee of the agency that administers the programme is the evaluator, the effort is termed "internal evaluation". Should the evaluator be engaged from outside the agency, we have what is referred to as "external evaluation". Thus while researchers are autonomous and answerable to the scientific community, evaluators are commissioned and answerable to their clients, audiences and stakeholders.

Although it is never attained, research aims at value neutrality. Researchers are dispassionate and impartial about the direction the results take. Evaluators have clients and stakeholders, with an interest in the programme being evaluated. Therefore evaluations must represent multiple sets of values and include data that address these values.

Evaluation Paradigms

Just as researchers are governed by alternative paradigms that give rise to different approaches to doing the work, evaluators are also governed by one of several paradigms. A paradigm is a kind of organising framework constituting a set of beliefs and assumptions through which the world is viewed by an individual. The four main alternative paradigms in evaluation can be differentiated from one another primarily by their different conception of what evaluation is. This difference, in turn, gives rise to other distinguishing features of these paradigms. These other distinguishing features relate to the relationship between evaluator, client and stakeholder, the issue of who should make the judgement of the worth of the programme or product, and the criteria by which evaluation studies can be judged. Many models or approaches have been developed for each of these four paradigms, namely, evaluation as applied research, evaluation as part of systems management, evaluation as professional judgement, and evaluation as politics.

Evaluation as Applied Research

One theoretical position conceives of evaluation as applied research. Many evaluators began their careers as research scientists in fields of study such as economics, sociology, psychology and applied statistics. Naturally enough, these research scientists were inclined to apply the scientific theory and method rigorously to the conduct of evaluation studies. Under the influence of this paradigm, the terms "research" and "evaluation" are entwined. For example, a major professional association of evaluators is the Evaluation Research Society and an important journal is entitled Evaluation Review: a Journal of Applied Social Research.

The basic assumption of the evaluation as applied research paradigm is that due to imperfect programme design and

implementation, some educational and social innovations are likely to fail. As a result, it would seem logical to eliminate systematically the ineffective features of the programme from the promising innovations.

For example, a pilot study of the New Primary School Curriculum in Malaysia was carried out on a small scale in 1981 before it was implemented nationwide in 1982. The performance of pupils in some three hundred pilot schools was compared with that of pupils following the old primary school curriculum. This evaluation is primarily formative (occurring while a programme is being developed and for the purpose of improving it prior to its dissemination), comparative (treatment and control group) and quantitative in nature.

This paradigm which perceives evaluation as applied research has several assumptions. Firstly, the evaluation is carried out for the benefit of policy makers. Provided with experimental data, policy makers are likely to act rationally in the implementation of the effective components of the programme. Secondly, the goals of the programme are few and agreed upon by all parties. Thirdly, the methods for evaluation are experimental and quasi-experimental. The criteria for judging evaluations are internal validity (extent to which one could claim, in our example, that the independent variable, New Primary School Curriculum, was responsible for or caused the dependent variable, pupil achievement) and utility for policy makers.

Evaluation as Part of Systems Management

This group of evaluation theorists contends that evaluation is part of systems analysis and the goal is to assist managers in the administration of their programmes. The task of the evaluator is to describe the inputs, processes and outputs, relate them to one another and provide the information to the

manager who can then make decisions that regulate and improve the functions of the system.

Under this paradigm, there are three evaluation models or approaches. They are the Tylerian model, planning, programming and budgeting system (PPBS) and the context, input, process and product model (CIPP).

In the Tylerian model of Ralph Tyler,⁵ evaluation is conceived as a recurring process. Evaluation feedback may be used to reformulate or redefine objectives. Modification of the objectives and of the programme being evaluated will result in a corresponding revision of the plan and programme of evaluation.

The major steps in programme evaluation in the Tylerian model are (1) establishing broad goals or objectives (2) classifying objectives according to curricular content and defining objectives in behavioural terms (3) developing or selecting measurement techniques (4) collecting achievement and performance data (5) comparing data with behaviourally stated objectives and (6) studying the data to ascertain where the curriculum can be improved.

Tyler's approach to evaluation is evident both in the Eight Year Study of the 1930s⁶ and the National Assessment Project.⁷ The primary emphasis of the evaluation is on the congruence of behavioural performance with stated objectives.

Another approach to evaluation subsumed under the system management paradigm is the planning, programming and budgeting system (PPBS).⁸ In PPBS, the conception of evaluation is to compare outcomes with inputs. The specific objectives of a system are identified. Each programme is analysed or broken down into component subprogrammes and activities. These programmes are basically related to the objectives of the system and analysed according to their costs in terms of personnel, supplies and other resources used. Alternative subprogrammes —

interchangeable activities that would probably achieve the same objectives - are proposed and each programme is subjected to cost analysis. This PPBS process assists the manager to arrive at better decisions about the programme. At the end of the programme cycle, evaluation is undertaken and a comparison is made of actual accomplishments with programmatic objectives.

Evaluation theorists such as Alkin, Provas and Stufflebeam and associates⁹ have developed further Tyler's goal-attainment model. These extensions of Tyler's model include the evaluation of the value of attaining system goals and a study of the actual day-to-day activities of the programme. One of these extended models is the context, input, process and product model (CIPP) of Stufflebeam and associates.

In the CIPP model, the approach is cyclical in that feedback is continuously being provided to the decision maker and new information may lead to a re-examination of earlier decisions. There are four components to evaluation: context, input, process and product. Contextual information relating to the setting, history and social environment serves as a basis for developing goals that will lead to system improvement. Input evaluation provides information regarding ways and means of using resources to achieve programme goals. Under process evaluation, programme activities are monitored to provide feedbacks to decision makers who are then able to introduce changes to improve programme functioning. In evaluating the programme, its goals are operationalised. Indicators identified are measured either before and after a programme cycle or only at the end of it.

The methods of evaluators working in this paradigm which considers evaluation as part of systems management are likely to be surveys of satisfaction with services provided to the programme clients, surveys of policy makers to determine what their goals, needs and priorities are, analysis of programme costs and monitoring processes of the programme. Formative

evaluation would be used to obtain interim feedback to enhance programme improvement.

Managers constitute the main audience of this paradigm which views evaluation as part of system management. In judging evaluation reports, the criteria relate to their usefulness to managers, timeliness and credibility and technical adequacy.

Evaluation as Professional Judgement

In this approach to evaluation, the main emphasis is that judgement about the quality or effectiveness of a programme or a product is best made by those with the most expertise. A programme or a product is evaluated against established standards in the field by expert judges and its strengths and weaknesses are reported to the administrators concerned.

There are two models in this paradigm which conceive evaluation as professional judgement. Use of the accreditation model is found in activities such as the viva in doctoral examinations, review of proposals on the part of individuals engaged by funding agencies, site visits to evaluate programmes supported by federal or state governments and visits by accrediting agencies (North Central Association in the United States as an example) to schools and universities.

In accreditation, standards against which schools and universities are measured are generally based on the collective judgements of individuals perceived as possessing expertise about secondary schools or institutions of higher learning. Institutions are required to undergo an extensive self study based on a set of guidelines issued by the accrediting agency. Site visits are then made by experts who, in the course of their work, observe the operation of the institution, meet with officials of the institution and talk to various persons affected by the institution's operation. The visiting team then

deliberates on the quality of the programme and submits a final report to the accrediting agency. In turn, the agency meets, deliberates and takes any action deemed necessary.

Feeling uneasy about the conventional methods of evaluation, Eisner¹⁰ and his students at Stanford have tried to develop and articulate a qualitative and artistically grounded approach to educational evaluation. In the connoisseurship model of Eisner, two concepts of particular importance are "educational connoisseurship" and "educational criticism". In Eisner's view, the best person to evaluate a programme is the connoisseur. Not only can a connoisseur discern qualities and relationships that others, less well differentiated, are less likely to perceive but he is also able to recall his experiences with similar programmes so that comparisons can be made with the one currently studied. In transforming the qualitative aspects of a connoisseur's experience into a form that others can read, educational criticism is resorted to. The critical review does not only provide an artistic description of events and objects but also their interpretation and evaluation.

Perceiving evaluation as professional judgement, evaluators make use of direct observations and interviews with participants in the course of their work. Checklists based on the criteria established in the field may also be used. The assumption made is that peer review provides objective, valid and reliable judgements.

The audience for this paradigm consists of programme administrators and relevant professional associations. In judging an evaluation report, criteria applied pertain to its comprehensiveness, credibility and extent that recommendations of expert judges is adopted by programme administrators.

Evaluation as Politics

Evaluators have expressed dissatisfaction with the limited impact that evaluation studies exert on the decisions of policy makers. A case in point is Title I, the federal programme for compensatory education of the disadvantaged in the United States. Although evaluation studies¹¹ have indicated the negligible impact of Title I, yet political power has been exerted by its constituents for the maintenance of the programme, currently referred to as Chapter I of the Educational Consolidation and Improvement Act of 1981.

It cannot be denied that evaluation and politics are inextricably mixed. Evaluation theorists like Cronbach views evaluation as "a process by which society learns about itself". The role of evaluation is to assist in the operation of a democratic and pluralistic process by enlightening all its participants.

Under this paradigm which conceives of evaluation as politics, two models are discussed. In the response evaluation mode of Robert Stake,¹² the emphasis is on descriptive and qualitative data which include multiple perspectives and multiple value positions relative to the programme. One of the model's assumption is that any programme has several group of stakeholders and each of them merits consideration in the evaluation design. Each deserves to be informed of the programme's success and failures as incorporated in the evaluation report. An informed group of stakeholders is able to contribute more effectively to judgements and decision making.

The method involves a plan of observations and negotiations. Various individuals are engaged to observe the programme and prepare narratives and portrayals. The evaluator finds out what is of worth to his audience and reports accordingly. Opportunities are given to programme personnel and

audience to react to the accuracy of portrayals and relevance of findings respectively.

Cronbach's approach¹³ constitutes the second model to be discussed in this paradigm. Each evaluation is a fresh undertaking and an extensive period is spent in deciding on a comprehensive list of questions and issues which constitutes the focus of the evaluation study. In collecting the data, several techniques can be used, namely, survey, case study, experiment and quasi experiment. The evaluation report not only describes the programme outcomes but also the programme and the setting in which it occurs. Emphasis is given to the importance of a credible, validated and clear evaluation report so that the information needs of stakeholders are satisfied.

The methods used in the evaluation - as - politics paradigm are more varied and eclectic than in other evaluation models. Evaluation designs are sufficiently flexible to accommodate changing circumstances and needs of shareholders for information. The main concern of evaluators is to transmit information that is understandable to the stakeholders.

To generate worthwhile information for its stakeholders, a series of small designs incorporating varied methods and perspectives is preferred to a tightly controlled experimental study as in the evaluation as applied research paradigm. The criterion to apply in judging the evaluation report is the extent that its contents have resulted in enlightened judgement and policy formulation

The foregoing sections have described four paradigms for evaluation and a selection of models or approaches within each of the four paradigms. A comparison of three of these evaluation models by Tyler, Stufflebeam and Stake, together with the accreditation model, is given in Appendix A. The paradigm and models discussed gives us an idea of the scope and variety of

approaches than an evaluator can use to yield reliable and valid judgement in evaluation studies.

An Evaluation Study of State Education Resource Centres in Malaysia

The four State Education Resource Centres (SERCs) were set up between 1976 and 1985 as one of the four project items¹⁴ within the Fourth Education Project in Malaysia. One of the objectives of the Fourth Education Project was to improve the quality of primary schooling in the less developed states of Malaysia, namely, Kedah, Kelantan, Pahang, Perak and Trengganu.

It was envisaged that the objective of improving primary education could be obtained by the provision of adequate school facilities and trained teachers. Furthermore, there was a need for all teachers to be acquainted with new development arising from the establishment of the Educational Media Service Division in 1972 and the Curriculum Development Centre in 1973 as new divisions of the Ministry of Education, Malaysia.

Objectives

With these needs in mind, the four SERCs were established in Alor Star, Kota Bahru, Kuantan and Kuala Trengganu as in-service teacher training centres for the states of Kedah, Kelantan, Pahang and Trengganu respectively. Within the broader objective of enhancing the quality of primary education, the purpose of the SERCs was to expand and strengthen in-service training. There would be courses to upgrade untrained or poorly qualified teachers and to familiarise all teachers with the new curricula, teaching techniques and instructional resources developed by the Education Media Service and the Curriculum Development Centre.

Each year, the professional staff of the SERCs would provide in-service training to 16,000 teachers. About 8,000 teachers would receive in-service training at the SERC premises while another 8,000 teachers would be given in-service courses at schools. The SERCs would have 160 boarding places and 240 classrooms.

The Study

An evaluation study was carried out in the first half of 1984 to examine the progress made in the establishment and development of the four SERCs.¹⁵ Data were obtained from the following sources:

- (1) documented information and other printed materials made available by the Project Implementation Unit (PIU) and the Educational Planning and Research Division (EPRD) in Kuala Lumpur, and by the SERCs in the four states;
- (2) field work which entailed interviews with PIU and EPRD personnel, and with the Directors of Education or their Deputy Directors in the four states, and Public Works Department (PWD) staff, visits to the four SERCs and interviews with the professional staff, and visits to schools in the four states and interviews with the heads and teachers, and
- (3) questionnaires administered to the professional staff of the SERCs and a sample of heads and teachers from primary and secondary schools in the four states.

In the evaluation study on the establishment and development of the four SERCs, the data collected are very comprehensive and they range from objectives, costs, layout and design, construction, furniture and equipment, educational outcomes, staffing to organisational structure and administration. For the purpose of this paper, the focus is on

the educational outcomes and lessons learnt in the implementation of the SERCs as new educational entities in Malaysia.

Educational Outcomes

In evaluating the educational outcomes of the SERCs, we have to bear in mind a number of considerations. Firstly, Kedah and Kelantan SERCs - completed in February 1982 and August 1982 respectively had been in effective operation for about three to four years since the occupation of their premises. In the case of Kedah, this should be qualified by the fact it was not until the beginning of 1984 that all services, in particular air conditioning, were fully functioning. For Pahang, the period of operation had been slightly more than two years since the completion of the centre in September 1983. In Trengganu, however, the premises were taken over by the SERC staff in December 1984 and the centre had been in operation for about a year or so. Thus, except for Trengganu, the SERCs had been functioning for a sufficient period of time - from two to four years - to allow for some evaluation of their educational outcomes. Secondly, the SERCs experienced serious shortages of funds for recurrent expenditure, staff, audio-visual equipment and books as a result of the government's austerity drive following the slowing down of the national economy since 1982. Any assessment at this stage must necessarily be limited given the fact that the shortages indicated have held up the development of the four SERCs.

In-Service Training

In terms of in-service training, the proposal was made that each year 2,000 teachers would undertake a course of one week's duration at the SERC and another 2,000 would be given equivalent training at schools in the state. The objective was to upgrade untrained or poorly qualified teachers and to acquaint all

teachers with new developments in the learning and teaching processes.

Where practice is concerned, one-week courses have been relatively rare. A majority of the in-service programmes are typically in the form of workshops over a duration of between one and four days. In relation to the actual number of teachers trained as compared to proposed targets, the number of student units trained were all very low in 1983, the highest being Kelantan with 11% of the proposed target of 4,000 as shown in Table 1. In the first half of 1984, all states except Trengganu exceeded the numbers of the whole of 1983 albeit still low with Kelantan now reaching 15% of the target figures. These results reflect the early stage of development of all the SERCs, the lack of funds and staff to provide more courses and the fact that in-service training is neither the only nor the main priority of the SERCs. However, the data for 1985 indicate that the number of student units trained in the SERCs had increased. In the case of the SERC Pahang, the increase was very marked, reaching 19.4%

Table 1
SERC Student Units¹

SERC	Appraisal	Actual		
		1983	Mid-1984	1985
Kedah	4,000	47	148	600
Kelantan	4,000	432	586	2,800
Pahang	4,000	48	53	774
Terengganu	4,000	13	3	n.a. ²

- Notes. 1. One student unit equals five days of training.
2. Not available.

of the target figures from a low of 1.3%. However, the centre in Kelantan continued to provide in-service training for the highest proportion (70%) of the appraisal target.

So far, the SERCs have emphasised their role in acquainting all teachers with new developments arising from the establishment of the Educational Media Service and the Curriculum Development Centre. That the SERCs have been given little attention to the function of upgrading untrained or poorly qualified teachers can be explained partly by the fact that the Teacher Education Division of the Ministry of Education provides short-term in-service courses and to-date, the SERC staff themselves are neither trained nor qualified to be in-service educators.

The in-service programmes organised by the four SERCs were generally well regarded by participatory heads and teachers. As shown in Table 2, about 70% or more of the participants rated the in-service programmes with respect to their "organisation", "clarity of objectives" and "usefulness" as "good" and "very good". Almost all of the remaining participants rated these aspects of the training programmes as "average".

In addition to these ratings, general comments relating to the in-service programmes were obtained from interviews with school personnel in the four SERCs. With the SERC in Kedah, the personnel involved at the school level felt that the duration of the courses was too brief. The number of courses on photography, especially with regard to processing and developing of photographs, were insufficient to meet the needs of teachers. In Pahang, the opinion was expressed that the one-day workshops at the zone level was too brief for the subject matter to be dealt with in-depth. However, they considered themselves fortunate to have a centre which served as a focus for teachers to meet and discuss their problems and experiences where previously, they had no place to go to for consultation purposes.

Table 2
Ratings of In-Service Programmes by School Participants
(Percentages)

Aspect of Programme	Rating				
	Poor	Fair	Average	Good	Very Good
Organisation					
Kedah	1	2	25	65	6
Kelantan	0	3	27	60	11
Pahang	0	2	24	65	8
Terengganu	0	0	25	75	0
All States	0	2	25	63	9
Clarity of Objectives					
Kedah	1	4	22	64	10
Kelantan	0	3	27	59	11
Pahang	0	2	19	68	11
Terengganu	0	0	25	50	25
All states	0	3	23	63	11
Usefulness					
Kedah	2	4	11	59	24
Kelantan	1	2	23	53	22
Pahang	0	4	11	60	26
Terengganu	0	0	33	67	0
All States	1	3	16	57	23

Note. Percentages do not add up to 100 in some cases due to rounding.

Other Purposes

It is clear that almost from the time the SERC project was first discussed, other purposes and functions were also intended by the Ministry of Education officers. Following a study tour of four countries in 1978, a team of key planners from the Ministry prepared a paper which reflected their views on the type of ERC which would best serve Malaysia's educational needs. This paper, modified in 1981 as an official EPRD publication,¹⁶ was crucial in expanding the role of ERCs considerably. In addition to being an in-service training institution, it is to function in the following ways:

- (1) a resource centre providing a variety of services for teachers such as the provision of book and media library materials, reprographic equipment, and workshop facilities, production of teaching aids and learning materials, and dissemination of information on educational changes and innovations, and useful teaching practices;
- (2) a teachers' centre where teachers feel free to engage in many activities such as the design and production of curricular materials, exchange of ideas and socialisation;
- (3) carry out and evaluate research, especially at the local classroom level;
- (4) decentralise educational activities from the federal, state and district to the school level; and
- (5) provide innovative professional leadership and co-ordinate professional activities in the state.

Overall then, it is evident that the conception which the Ministry has of the SERC has moved far beyond viewing it as solely an in-service training institution. The SERC is seen as a

multi-purpose institution with many plans to implement and the functions proposed indicate fairly ambitious intentions.

Perceptions of SERC and School Staff

To ascertain the extent that these intentions were shared by the SERC staff and school heads and teachers, they were asked to indicate three main purposes for the establishment of the SERC. Of the twenty-two staff from the four SERCs, 55% of them cited in-service courses as a primary concern, thus indicating that the original purpose for the centres remained a high priority in their view. Rather unexpectedly, the same percentage of SERC staff considered research and studies, especially in the classroom, to be another important purpose for which the centres had been established. About 50% of the SERC staff focussed their attention on the SERC as a resource centre.

Where the school staff in the four states was concerned, Table 3 suggests that the giving of expert advice and assistance to teachers in resolving teaching and learning problems, and the development of new teaching techniques were considered by 43% of them as a primary purpose of the SERC. This was followed with 33% of school heads and teachers who expressed the opinion that one of the main purposes of the SERCs was to provide physical resources and facilities for the teachers to use at the centres. Together, these two purposes relate to the advisory role and physical facilities which a resource centre can play and provide respectively.

Activities

The discussion here is based on the results of interviews and observations together with data from the questionnaires. Table 4 summarises the perceptions of heads and teachers with regard to the activities which are taking place in the SERCs while Table 5

Table 3
SERC Purposes: Perceptions of Heads and Teachers

Purpose	Heads and Teachers Citing									
	Kedah		Kelantan		Pahang		Terengganu		All States	
	No.	%	No.	%	No.	%	No.	%	No.	%
Giving advice and assistance	65	39	83	52	62	39	19	40	229	43
Providing resources/facilities	51	31	52	33	56	36	15	32	174	33
Raising standard of teaching and learning	33	23	47	30	60	38	12	26	157	30
Disseminating educational innovation and other information	44	26	20	13	36	24	5	11	137	25
Conducting in-service	39	23	33	21	23	15	7	15	102	19
Providing a loan service of materials and equipment	22	13	10	6	31	20	20	43	83	16
Providing a centre for teachers to exchange information and ideas and to socialise	23	14	16	10	23	18	5	11	72	14
Helping to set up resource centres in schools/districts	29	16	10	6	27	17	3	6	56	10
Providing a centre for reference and collation of information about teaching and learning	18	11	13	8	9	6	5	11	45	8
Carrying out research	8	5	15	9	6	4	3	6	32	6
Assisting in production of low-cost teaching aids/materials	10	6	7	4	8	5	3	6	28	5
Supplying teaching aids/materials to school	23	8	7	4	5	3	2	4	27	5
Encouraging interest, initiative and creativity of teachers	2	1	5	3	11	7	0	0	19	3
Coordinating various educational services	3	2	13	8	2	1	0	0	18	3

Note. Percentages in Tables 3 to 5 are based on the following numbers of heads and teachers responding: 167 (Kedah), 159 (Kelantan), 157 (Pahang), 47 (Terengganu), 530 (All States).

Table 4
SERC Activities: Perceptions of Heads and Teachers

Activity	Heads and Teachers selecting									
	Kedah		Kelantan		Penang		Terengganu		All states	
	No	%	No	%	No	%	No	%	No	%
Giving advice and guidance to teachers to improve teaching and learning	152	91	153	96	128	82	29	62	462	67
Providing resources and facilities for teachers to use at SERC	149	89	131	82	137	87	40	85	457	66
Providing a loan service to teachers of a range of materials and equipment	129	77	95	57	115	73	38	81	381	57
Disseminating information or organising demonstrations, displays to do with innovations	117	70	100	63	121	77	25	53	363	56
Functioning as a centre where teachers can socialise and exchange information and ideas	121	72	111	70	117	75	14	30	363	58
Helping to plan and set up resource centre/library in school/district	123	74	95	59	123	82	70	43	397	61
Conducting in-service programmes	111	66	116	73	89	57	14	30	330	52
Doing research in which teachers and SERC staff carry out experiments/projects on teaching and learning	38	23	120	75	17	11	5	11	180	34
Preparing and providing a question bank for teacher use	30	18	96	60	23	15	8	17	157	30
Coordinating purchasing and cataloguing of books for school libraries	49	29	48	30	42	27	6	13	144	27
Providing a mobile service to schools	35	21	44	28	40	25	4	9	123	23

Table 5

Most Important SERC Activity: Perceptions of Heads and Teachers

Most Important Activity	Heads and Teachers Selecting	
	No	%
<u>Kedah</u>		
Giving advice and guidance to teachers	50	30
Conducting in-service programmes	29	17
Providing resources and facilities for teachers to use at SERC	27	16
<u>Kelantan</u>		
Giving advice and guidance to teachers	69	43
Providing resources and facilities for teachers to use at SERC	27	17
Conducting in-service programmes	22	14
<u>Pahang</u>		
Giving advice and guidance to teachers	50	32
Providing resources and facilities for teachers to use at SERC	26	17
Helping to plan and set up resource centres/ library in school/district	26	17
<u>Terengganu</u>		
Giving advice and guidance to teachers	10	21
Providing a loan service to teachers of a range of materials and equipment	10	21
Providing resources and facilities for teachers to use at SERC	9	19
<u>All States</u>		
Giving advice and guidance to teachers	179	34
Providing resources and facilities for teachers to use at SERC	89	17
Conducting in-service programmes	65	12

indicates the three activities most frequently selected by them as being of the greatest importance.

Of the activities conducted in the SERCs, those relating to their function as resource centres seem to be the most developed. Services offered include the giving of advice, provision of resources and facilities, including a loan service, and the dissemination of information. About 70% or more of the school personnel are aware of the fact that these activities are taking place in the SERCs. The SERC's function as a teachers' centre is also known to about 65% of the teachers although it has experienced less development, particularly in terms of being a social centre. All SERCs have initiated research studies to investigate school conditions and identify problems but Kelantan has made the most progress. About 73% of the school personnel are aware of the research efforts of the SERC Kelantan and these have culminated in the Adopted Child Project which is discussed later on in this paper. Local studies of this nature provide good examples of the benefits of decentralising educational activities from the federal to the state and school level.

Kelantan

Kelantan SERC has sought to establish its guidelines for development in accordance with recommendations from official sources, in particular the EPRD document and the meeting which set up the SERC Advisory Committee in 1982. In this, it has been greatly assisted by the Director of Education who had been one of the key contributors to the EPRD document while serving as the Deputy Director of EPRD. With his keen interest in and support of the centre, Kelantan SERC is in a unique position to develop in accordance with the philosophy of the SERC concept as envisaged in the minds of the key planners. It is for this reason that greater attention is given to the Kelantan SERC in this section.

After about three years of operation, Kelantan SERC is the most developed of all the SERCs, being the centre of a great variety of activities. Among the activities are the following: many in-service programmes organised either by the SERC or the State Education Department (SED) professional units at the centre, comprehensive supervision of a number of schools, assistance to schools and District Education Offices in their efforts to establish ERCs, regular discussions with SED officers to develop new approaches to problems and increase co-operation between SERC and SED, and the Adopted Child Project.

The Adopted Child Project was initiated in early 1983 when the SERC identified 17 rural primary schools with poor academic performance (some as low as zero percentage passes in the national Standard 5 Assessment Examination) for its attention and supervision. These schools were visited by teams of SERC staff to collect information relating to school management, classroom learning and teaching, and the attitudes of the community in and outside the schools. The information collected enabled the SERC staff to formulate strategies which would enhance the performance of the low-achieving pupils in the 17 rural primary schools.

Following this, the heads of the 17 schools were brought together at the centre for a workshop to discuss ways and means of implementing the school curriculum more effectively. Subsequent to the meeting of the heads, a workshop was held for Standard 5 teachers of English, mathematics and science from the schools involved in the project. At the workshop, items in the syllabus, especially those most often tested in the assessment examination, were listed and analysed. Test questions were prepared and administered to all schools in the states to obtain information on pupil performance.

Eventually, about 85 Standard 5 pupils from 23 schools (the original 17 designated schools together with six others which sought permission to join the project) were selected on the basis of their potential to do well in the following national

assessment examination. With the consent of the parents, these pupils were "adopted" by the SERC and brought to the centre for ten days during the second term school vacation (July-August 1983). Here, the pupils were not only inducted into hostel life and introduced to effective learning method but also provided with intensive guidance and help with their studies. On the basis of their test results, the pupils were divided into good, average and weak groups for tutorial sessions which involved enrichment, reinforcement and remedial work. As a follow-up, diagnostic reports on the pupils involved were sent to the schools as a guide for further action on the part of the teachers concerned.

The results of the 1983 Standard 5 Assessment Examination were impressive. As many as 15 of the adopted pupils scored A grades in all five of the examination subjects. Generally, their schools achieved significant improvements with six of them achieving 30% to 48% passes as compared to zero percentage passes for 1982. With the firm commitment of the State Government, the project has been implemented in all five districts within the state involving about 1,000 pupils.

A substantial attempt has been made by the Adopted Child Project to diagnose and grapple with real problems in rural schools and, in particular, to provide immediate assistance to some pupils. Its success has helped the SERC to gain publicity and, more significantly, recognition as an educator and innovator in the eyes of pupils, teachers, heads, parents and SED officers. Project outcomes have also demonstrated the benefits of localised classroom research and experimentation as part of the decentralisation process in education. Of special value has been the involvement of a number of heads and teachers who, in their interaction with SERC staff, have gained in professional development.

The project, however, has not been without criticism. In striving to achieve project targets, considerable pressure had

been asserted on both teachers and pupils. The teaching was very examination-oriented and directed towards answering of examination questions in order to gain five A grades. Focus was only given to children with a potential to achieve five As. It was felt that weak and average pupils should be considered as well.

In response to the last criticism, Kelantan SERC has implemented two projects to provide assistance to low-achieving pupils in the rural schools. One of the projects involves the children of Kelantan fishermen who are of low socio-economic status and the other relates to the pupils of 40 rural schools under the Integrated Reading Programme.

Lessons Learnt

According to original estimates, an implementation schedule of about three years' duration from mid-1976 to mid-1979 was envisaged for the construction of the SERCs. However, the actual implementation period was 8 years, representing some 5 years of delay in completion. The main causes of the time overrun had been changes in SERC design to emphasise its role as a resource centre and delays in construction and provision of essential services, and furniture and equipment.

With a time overrun of more than five years for the SERC project as a whole, there are adverse effects. In particular, inflation and commitment charges have increased costs substantially. As a less tangible but more serious effect, the SERCs in terms of their educational purposes have lost valuable time for developing their potential expertise and thus contributing to improvement of teaching and learning in their respective states.

The standard building design used for all of the SERCs with limited modification to suit local conditions has been found to be inadequate in many respects. There is a need for a

spacious hall and additional lecture and seminar rooms to cope with large numbers of teachers attending courses and other activities at the centres. An increase in hostel accommodation and associated facilities is also appropriate. There is also a shortage of storerooms. Some of these design deficiencies can be attributed to unanticipated developments in the functions and services of the SERCs which necessitate additional space and facilities. Also, it was accentuated by the fact that the SERC as an educational innovation was an unfamiliar concept to most of the personnel involved in its design. Yet, it is equally true that many of the weaknesses in design could have been avoided. In the introduction of an educational innovation like the SERC, it is therefore important that in the early stages of planning, the concept, role and function of the centre be clarified as fully as possible for all involved in policy making, design and implementation. That the outcomes of the SERCs have generally been positive in this instance is fortunate for otherwise, scarce resources of the nation would have gone to waste.

Under the technical assistance programme, 12 fellows were sent for overseas training in 1978/79. However, only four are presently working in the SERCs, of whom three are the Principal Coordinating Officers of Kelantan, Pahang and Trengganu and the fourth is also in Pahang SERC. Due to delays in the construction of the SERCs, most of the others became too senior for positions in the resource centres on their return. To minimise the loss of professional expertise, particularly at the crucial beginning of the centres' programmes, efforts are to be made to ensure that fellows are deployed to work in the areas in which they have received training under the technical assistance programme.

The question of where the SERC as an innovative educational institution should be located within the organisational structure at federal and state levels is one of considerable importance. Although broad guidelines in the matter are provided in the EPRD document, more specific policies

and decisions are now the responsibility of the SERC Advisory Committee and EPRD at federal level and the SERC Management Committee at state level.

Impact of the Evaluation Study of SERCs

Based on the development of ERCs following the evaluation report of SERCs in 1984, one is inclined to conclude that the evaluators' findings have created considerable impact on the judgement and decision-making process of programme administrators and decision-makers. For example, in terms of organisational structure, the SERCs are no longer emplaced under the EPRD of the Ministry of Education, Malaysia. Instead, SERCs are presently under the purview of the Educational Technology Division of the Ministry of Education, Malaysia. Also, ERCs have been established not only at the state level but also the district and school levels as well. Thus development is timely in view of the implementation of the New Primary School Curriculum in 1982 and the Secondary School Integrated Curriculum in 1988 both of which are research-based in terms of the learning and teaching process. Furthermore, resource centres in the twenty eight teacher training colleges would be upgraded to enable trainers to introduce the concept of resource-based learning and teaching to the trainees.¹⁷

Conclusion

To realise the potential utility of evaluation, a number of steps is suggested. Firstly, research efforts in evaluation should continue to be conducted. For example, conventional methods of scientifically grounded evaluation tend to focus exclusively on the products and outcomes, neglecting thus the condition, context and interaction that results in these consequences. Qualitative data that expand our understanding of how we come to know will create new avenues for educational evaluation. Also, evaluation

methodology is likely to be enhanced with the identification of methods and techniques used in other professions and disciplines that may have utility in educational evaluation. Secondly, some evaluation practices can be improved. There is a need, for example, to have evaluation included from the very beginning of a programme, including the planning stages. In evaluation studies where it merits, a delay of some final judgements is acceptable until long-term outcomes can be assessed. There is a need for evaluators to understand that there are often multiple audiences and perspectives for any evaluation effort. Evaluators also need to be sensitised to the importance of the context in which evaluation is carried out, particularly in taking into account political realities. Thirdly, the training of evaluators can be improved.

In the Malaysian context, the practice of evaluation of ERCs requires, first and foremost, the establishment of standards to serve as guidelines for the development of this educational innovation. These standards are to be spelt out for the establishment of ERCs at the state, district and school levels. The present situation points to a serious need to train individuals directly for evaluation roles among academicians, education officers, school administrators, teachers and in particular, personnel within the education resource centres. A knowledge of evaluation skills and methodologies will promote periodic evaluations of ERCs to indicate their weaknesses and strengths. The continuous improvement of ERC programmes and products will, in turn, strengthen their utility to the school clientele in the move towards resource-based learning and teaching in the new Malaysian curricula at the primary and secondary levels.

Footnotes

1. Historically, formal evaluation has been associated closely with the measurement tradition in psychology and education. R.L. Thorndike and E. Hagen in Measurement and Evaluation in Psychology and Valuation reiterate that many writers see little discrimination between the processes of measurement and evaluation. For a detailed treatment of the history of measurement per se, see Du Bois, P.H. A History of Psychological Testing. Boston, Allyn and Bacon, 1970.
2. Mary Lee Smith and Gene V. Glass, Research and Evaluation in Education and the Social Sciences, Englewood Cliffs, Prentice-Hall, 1987, p. 30.
3. Malaysia Fourth Education Project (Loan 1329-MA), Washington D.C., Projects Department, East Asia and Pacific Regional Office, 1986.
4. Cronbach, L.J. and others, Toward Reform of Program Evaluation: Aims, Methods, and Institutional Arrangements; San Francisco, Jossey-Bass, 1980.
5. Ralph Tyler, Basic Principles of Curriculum and Instruction, Chicago, University of Chicago Press, 1950.
6. E.R. Smith and R.W. Tyler, Appraising and Recording Student Progress, New York, Harper and Row, 1942.
7. F.B. Womer, What Is National Assessment? Ann Arbor, Mich., National Assessment of Educational Progress, 1970.
8. The planning, programming and budgeting system (PPBS) was first used in the Defence Department by Robert McNamara in the 1960s. PBBS was applied to the other department in the executive branch as a way of assessing the efficiency of the social programmes administered by them. (E.R. House. Evaluating with Validity, Beverley Hills, Calif., SAGE, 1980.)
9. M.C. Alkin, Evaluation theory development, Evaluation Comment, 2, 1969, p. 2-7, M. Provus, Discrepancy Evaluation, Berkeley, Calif., McCutchan, 1971 and D.L. Stufflebeam and others, Educational Evaluation and Decision-making, Itasca, Ill., Peacock, 1971.
10. Elliot W. Eisner, The Art of Educational Evaluation: A Personal View, London, Falmer Press, 1985.
11. M.W. McLaughlin, Evaluation and Reform, Cambridge, Mass., Ballinger, 1975.
12. R.E. Stake ed., Evaluating the Arts in Education: A Responsive Approach, Columbus, Ohio, Charles E. Merrill, 1975.

13. L.J. Cronbach, Designing Evaluations of Educational and Social Programs, San Francisco, Jossey-Bass, 1982.
14. The other three project items relate to the establishment of 850 primary schools in Kedah, Kelantan, Pahang, Perak, Trengganu, Sabah and Sarawak; a teacher training college at Miri in Sarawak; and three near industrial training institutes in Labuan (Federal Territory), Pasir Gudang (Johore) and Kuala Trengganu (Trengganu), and extension to the two existing ones in Kuala Lumpur and Prai (Province Wellesley). The Fourth Education Project was partly supported by a World Bank loan.
15. David M. Tow and Rohana Zubir, Education Resource Centres, Fourth Education Project in Malaysia, World Bank Loan 1329-MA, Kuala Lumpur, 1984.
16. Educational Planning and Research Division, State Educational Resource Centres, Kuala Lumpur, EPRD, 1981.
17. "New approach in training of teachers", The Star, 6 April, 1989.

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Appendix A

Comparison of Four Evaluation Models on Selected Characteristics

Characteristics	Models			
	Tyler	Stufflebeam	Accreditation	Stake
Definition	Compares student performance with behaviourally stated objectives	Defines, obtains & uses information for decision-making	Develops standards for educational programs	Describes and judges an educational programme
Objective	Determines extent to which purposes of a learning activity are actually realised	Provides relevant information to decision-makers	Identifies weaknesses in education of teachers & students; self-improvement	Describes & judges educational programmes based on formal evaluation
Emphasis	Specifies objectives & measures students' learning outcomes	Uses evaluation reports for decision-making	Uses personal judgement to evaluate education process, self-study	Collects descriptive & quantitative data from various audience

Appendix A (cont.)

Comparison of Four Evaluation Models on Selected Characteristics

Characteristics	Models			
	Tyler	Stufflebean	Accreditation	State
Evaluator's Role	Curriculum specialist evaluates as part of curriculum development and assessment	Specialist provides evaluation information to decision-makers	Professional colleagues make recommendations - a professional judge	Specialist collects, processes & interprets descriptive & judgemental data
Relationship to objective	Evaluation implies attainment of behavioural objectives at beginning of course	Terminal stage in context evaluation is setting objectives; input evaluation produces ways to achieve objectives, product evaluation assesses if objectives are attained	Self-study judgements are based on sets of pre-determined criteria	Ex-nes goal specifications & priorities; identifies areas of weaknesses & strengths. Up to evaluator to help in formulating behavioural objectives
Relationship to Decision-Making	Actual student performance data provides information for decision-maker to use on weaknesses & strengths of curriculum	Evaluation provides information for use in decision-making	When deficiencies are identified, programme revisions are requested to correct sub-standard conditions, corrective process is built in	Submits reports including recommendations to various audiences. Bases judgement on either absolute or relative standards
Types of Evaluation	Pre & Post measurement of performance	Context Input Process Product	Self-study Visits Annual report Evaluation panels	Formal vs informal
Criteria for Judging Evaluation	Behavioural objectives clearly stated. Objectives contain references to course content & mental processes applied	Internal & external validity Reliability Objectivity Relevance Scope Credibility Timeliness Efficiency Pervasiveness	Reflects interests of programme administrators. Often uses standard criteria	Should be panoramic; include descriptive & judgemental data; provide immediate relative answers for decision-making, formal objective, scientific, reliable

Source: Adapted from Blaine R. Worthen & James R. Sanders, Educational Evaluation: Theory and Practice, Worthington, Ohio, Charles A. Jones, 1973, p. 210-15.

SCHOOL LIBRARY STANDARDS FOR CANADIAN SCHOOLS:
DEVELOPMENT EFFECTS AND VALUE

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School library standards play an important part in the development of library programmes. Although there is often disagreement among professionals on how standards have been developed and applied to any given situation, school libraries today would be in a very sad state were it not for standards. In this paper I will discuss the historical development of standards in the Canadian setting; the effect standards have had on our school libraries and the point we are now at in the development of standards for the 1990's.

The Oxford English Dictionary (1933) defines standards as "a degree of definite quality or as a measure of what is adequate for some purpose". Webster's New World Dictionary (1966) defines standards "as a criterion by which one may judge, a level of excellence". For purposes of this paper I will use standards to mean a measurement by which school libraries can be judged. However, before I speak about the development of standards for Canadian school libraries I believe it is important that some background on the development of school libraries in Canada be considered.

School libraries in Canada date back approximately 50 years. The city of Vancouver in 1939 had a library in every school, a school librarian and a central ordering and processing centre provided by the public library system. This, however, was a unique situation and it was only until the 1950's that other large centres began to develop their secondary school libraries.

Rural areas and small towns and villages were by and large without such service until some years later.

It was the decade of the 1960's that brought about tremendous changes to Canadian society at large and to education in particular. The explosion of knowledge, rapid technological changes and the development of new formats of knowledge brought about educational changes and the development of new educational goals which would better prepare us in adapting to changes in the decades to follow. Educational experts were bombarding the teaching profession with new educational trends, personalized learning, independent study, open area classrooms, educational television and the concept of continuous progress. The use of the multi media approach to teaching and the development of new curricula guidelines which would allow teachers to develop more flexible courses of study brought about many desirable and some undesirable changes. New subject areas were developed and some of the more progressive school districts were initiating locally developed courses within some of their schools. It was in this period that libraries in both elementary and secondary school accelerated at a rapid rate. Educators realized that new educational courses and programmes could not possibly succeed without financial support to develop library facilities, develop collections and provide personnel to staff the facilities.

The 1960's through the mid 1970's saw a great amount of energy put into the development of school libraries. For many of us who were inexperienced in the field of school libraries, these were years of growing and learning. Mistakes were made, but there were also many positive and exciting happenings. In many parts of Canada "Demonstration Libraries" were set up in schools as models. School officials, school librarians and interested members of the public visited these libraries to see first hand what it was school libraries should be doing for the education of children and young people. Many of these visitors went back to their own communities with new ideas and renewed enthusiasm and

attempted, with varying degrees of success, to put what they had learned into practice.

The Encyclopedia Britannica Award was established and awarded each year at the CSLA Conference, provided that participants met the criteria set out in the award's guidelines. This award had the effect of making school districts strive to improve their facilities, collections, staff and services. Perhaps the most positive aspect of the award was the public relations that was generated by it. Certainly, districts which won the award benefitted from the community interest that was generated by it.

You will note that I mentioned the term services in speaking about the Encyclopedia Britannica Award, but I did not dwell on it. I purposely did not do so because while school librarians agreed that services to teachers and students were vitally important, few of us knew the implications of service. The vast majority of school librarians in the 1960's and early 1970's were novices. We had no clear concept of what our role entailed and therefore it was highly unlikely that we would be able to articulate our role to administrators, fellow teachers or the public.

Furthermore few of us had little training in the area of librarianship. Much of the training that was offered in university courses and through workshops covered the organizational aspects of libraries, the philosophical role of libraries and building the collection. The teaching role of the school librarian, though mentioned, was really on the periphery. The body of professional literature in Canada on the teaching role of school librarians was just beginning to develop. There was no statement on standards until the latter part of the 1960's. We were fortunate to have the American School Library Standards to rely upon but they were not always applicable to the Canadian situation.

One other consideration that must be mentioned was the role the government had played in developing school libraries. Canada is a federal state made up of ten provinces and two territories, however, education comes under the jurisdiction of each province. Thus there have been considerable differences in the development of school libraries among the provinces. There is no strong federal office of education providing leadership at the national level, nor is there general funding for school libraries from the federal source. CSLA has attempted to act as a clearing house for school libraries across Canada and on occasions has acted as a lobby group on some issues. However, it does not have a large membership and finances are always a major problem. It does, however, keep provincial associations informed about national concerns.

While all the provinces have paid lip service to the importance of school libraries there was not any binding legislation that enforced their development. Over the years local school boards have gained a great degree of autonomy from Ministries of Education and unless there was strong leadership and support for libraries at the district level little was done. To their credit some provincial governments did appoint provincial supervisors or coordinators but often their roles were more of a consultative nature. The Ministries did not give much support to the development of a strong library section. The 1980s has seen some change in this regard when three provincial governments were involved in preparing positive documents on the role of school libraries. These documents, Partners In Action (1982) from Ontario, Focus on Learning (1985) from Alberta and Resource Based Learning: Policies Guidelines and Responsibilities for Saskatchewan Learning Resource Centres (1987) from Saskatchewan have been well received by teacher librarians and school boards but again they are not part of official legislation within the School Acts of the provinces.

Prior to 1967 Canadian schools that attempted to improve their libraries were forced to look elsewhere for guidelines.

It was natural that we looked to our southern neighbor. Two documents from the American Library Association were heavily relied upon. They were the 1945 publication School Libraries for Today and Tomorrow, and the 1960 publication Standards for School Library Programs.

Although Canadians are not particularly known for their nationalism, there was at all levels of administration, and from the grassroots, a demand for a set of Canadian standards that would meet the needs of Canadian school libraries. In particular, there was a real need for a written statement of the role of library services in the educational programme. Such a statement, it was believed, would surely benefit school administrators, school librarians and classroom teachers.

Between the years 1960-1967 there were two national surveys conducted on the role, services and development of school libraries in Canada. These surveys were carried out by the Young Peoples' section of CLA (1960) and by the newly formed Canadian School Library Association (CSLA) (1962). The response to these surveys was overwhelming! Committees were struck at both provincial and national levels. By 1965 a preliminary publication was completed and presented at a two day workshop at the annual CLA convention. Based on the decisions made at the workshop and submissions from various individuals, the 1967 standards became a reality. The first national school library standards in Canada are certainly a high point in the development of school libraries.

What Did the Standards State?

Five specific areas were discussed:

- (a) The Role of the Library in the School
- (b) Elements of Effective School Library Services
- (c) District and Area School Library Systems and Provincial Services

- (d) Special Aspects of School Library Services
- (e) Responsibility for School Library Services

In addition, there were two appendices: one dealt with Quantitative Standards for School Libraries and the other with Library Equipment. While time does not permit a full discussion of each of the areas, some comment is justified. Section one on the role of the library discussed the philosophical aspect and gave a broad overview of the library in the school. The library should support the curriculum and it should help to develop teachers and administrators in the educational process. It was also to promote and participate in the acquisition and development of the collection of professional materials for the staff. Lastly, it was to interpret its resources and services to the teaching staff, students and administration. Effective service could only come about if the entire administrators could not deny the truth of these statements. However, there was a weakness in them. That weakness was that there was no attempt made to give suggestions and examples of how the statements could be put into effect. The statements assumed that we knew how and for many of us that was not the case. Even in today's society such statements are of little value unless suggestions or examples of how to put them into effect are included.

The factors which would affect successful service were: a well developed collection; proper organization of materials; a trained librarian; accessible service, adequate facilities to provide for a variety of activities and the development of a broad reading programme. While school libraries and education in general agreed with the positive suggestions many of them were not put into effect. Why?

- (a) There were not sufficient funds available and often those which were available were not used wisely.
- (b) Governments paid lip service to the importance of libraries but made no binding legislation to force school districts to develop libraries. Hence in some districts where there

was strong support libraries developed, while in others where support was non-existent little was done to improve the situation.

- (c) Priorities were not clearly established. Often facilities would be built and collections would be developed but the librarian in charge often had classroom duties which meant the library became a study hall, a depot for the jetsam and flotsam of the school.
- (d) There was a lack of training for teachers and administrators on the role of the library in education, and this became a great stumbling block.

While teacher training institutions and universities did develop training programmes for school librarians, no thought was given to the training of classroom teachers and administrators on the role of the library and the school librarian in the educational programme. Consequently, school libraries and the school librarian remained on the periphery of education. This problem still plagues us today. Not one teacher training institution in Canada has included in its teacher training programmes a course for classroom teachers on the role of the school librarian in the general curriculum. In the training of school librarians, however, this is the focal point of training. Any changes in the attitudes of the staff and administrators toward the library have been brought about by school librarians in the various schools, by strong supportive, consultative staff at the school district level and by active teacher librarian associations within the provinces who have lobbied long and hard for change through the publication of articles, resource manuals and reports.

Section two of the Standard discussed the elements of effective school library service. Suggestions for building an adequate library collection of print and nonprint materials were made. Although no specific criteria was set out for purchasing materials, the standards did state:

It is the responsibility of the central school library to provide and maintain up to date instructional materials that will satisfy the needs of staff and students.
(p. 14)

While librarians did not disagree with accepting the responsibility of building the collection to meet the needs of teachers and students, the problem which faced them was: how should this be done? The Standards gave no suggestions or examples that one could follow or adapt. Unless school librarians had taken courses in the selection of materials or had attended workshops emphasizing criteria for selecting materials and building collections in a responsible manner, most of them tended to use the publishers' catalogues or followed prescribed lists which Ministries of Education sometimes provided. At best the building of collections was done in a haphazard manner.

The development of school library facilities was discussed at considerable length. This Section was extremely useful to school librarians and administrators alike because it gave good sound practical advice on the importance of the preparation of a statement of the educational functions of the library. This necessitated a detailed account of what kind of services were to be given and from this the physical space required could be assessed. Further, with regard to facilities the standards (1967) stated that

Planning should be the co-operative effort of a working committee composed of representatives of the school board, the superintendent, the principal, the librarian, members of the staff and the architect. (p. 15)

The training of school librarians was another important section of the 1967 Standards. One of the positive aspects of the section on training was that the school librarian should have

certification in both library and teacher training. The 1967 Standards suggested that a bachelor's degree with teacher training along with a degree in librarianship would make school librarians fully qualified. The Standards further suggested that not all school librarians would likely acquire a library degree. Thus, Colleges of Education should develop programs which would give specialized training in cataloguing and organizing materials, information and reference services, audio visual services and children's and young adult literature. Nothing was mentioned about the selecting of materials. Most school librarians have taken their training through Colleges of Education.

With so many small schools with less than 100 students in the rural and village areas it was very difficult to give services which large schools could be expected to provide. The Standards did take this into consideration and suggested that schools with less than 300 students could have a part time librarian who could give service to two schools. In some instances, a librarian was appointed for one school on a part time basis. For the rest of the time the person would have classroom teaching duties. This type of service is still in effect in many schools of this size. While the ultimate in services cannot be expected in such schools, it is better than having no service.

The 1967 Standards gave librarians some very practical guidelines to follow in developing a library budget. They suggested that library materials be divided into three categories: books, periodicals and non book materials. Librarians were strongly cautioned to choose materials which would first and foremost meet the needs of the curriculum and secondly would provide a good reading programme. The Standards also justified the purchase of periodicals and newspapers as an important part of the reference collection because of the up to date information one could obtain from them. The justification for non print materials was that they supplemented the print

collection, and presented materials in a different manner. Furthermore, it would cater to different learning styles of students and teaching strategies of teachers. Thus non-book materials were to be given serious consideration in the budget.

The first Canadian Standards also laid down general guidelines for the development of school district library services. In some parts of Canada, school districts did develop central library services. Often there was a district supervisor or consultant whose role was to develop services throughout the district and to develop a central collection from which schools could borrow materials which their own collections lacked. Very often it was the central collection that developed the professional collection of materials for the teachers in the schools. In some of the larger and more wealthy districts, centralized processing and ordering of materials were part of the services offered.

In some provinces a provincial coordinator was appointed by the government. Their principal role was to provide consultative services to school boards and to produce bibliographies for new materials which would aid school librarians in selecting materials. They also acted as a lobby to the Ministry of Education, albeit an often ineffective one, partly because of the lack of staff, a heavy workload and insufficient budget.

The Standards which I have alluded to thus far are qualitative ones. Such standards are always hard to measure. In those early days of library development it was extremely hard to effectively measure them. This was partly because of the lack of training, experience and knowledge about how one should proceed in an evaluation. Today we are much more professionally capable because we have a much clearer concept of our role as a teacher librarian, we are better trained, and professionally we are better equipped to carry out the task of evaluation.

In the 1967 Standards there were two sets of appendices: one of which set forth quantitative standards for school libraries. Actual figures for materials were given for school enrolments of 150, 300, 500 and 1000 students. For most school librarians those numbers became an extremely important goal to be reached. The role those quantitative standards played was far more important than the authors of the standards had intended them to be. The authors had intended that quantitative standards be used solely as guidelines and not as definite goals to be attained. Far too much effort was placed on trying to reach the prescribed numbers suggested for books, periodicals, filmstrips, etc. Too often the quality of the overall programme was sacrificed to the quantity of materials. This is not to suggest that quantitative standards are not important. They were and still are important, but they must always be used with discretion.

Even with many problems left undiscussed, the 1967 Standards still played a tremendously important role in helping a young and hesitant professional organization on to its feet and guided it firmly in the right direction.

In 1969 the Education Media Association of Canada which is now called the Association for Media and Technology in Education in Canada, (AMTEC) developed a set of guidelines called Media Canada: Guidelines for Education. Like many professional educational organizations which are basically working towards the same goals but have different philosophies the Media Association and CSLA had their differences. Minor differences in the roles which print and non-print played in the educational programme existed in the minds of people in both groups, but the major problem was the difference in the roles of the audio visual specialist and the school librarian. The Media and Technology people saw themselves as an entirely separate entity within the school. Furthermore, they believed that school librarians knew little about the use of non-book materials and the philosophy behind their use. School librarians felt some hostility to a

group which they believed was encroaching on their turf. The common ground on which the two groups could meet was that both were deeply concerned with improving teaching strategies for teachers and learning styles for students. By 1972 it became evident that there was a need for a new statement on the role of library services in the schools. It was clear to both organizations that genuine cooperation was needed by all educators working with learning materials regardless of the medium or format. The two associations agreed to prepare a joint publication. A committee of ten, five from each association, spent the next five years preparing the document. The publication Resource Services for Canadian Schools was published in 1977 by CSLA and AMTEC.

The 1977 Standards did look at the five basic areas which the 1967 standards had considered: personnel, materials and equipment, facilities, funding and programmes. Besides, the new standards looked at developing closer liaison between school and public libraries and the better utilization of all resources of the community, whether local, provincial or national. It also gave many good suggestions on how such cooperation could be carried out. In addition to this, there was a short section devoted to evaluation and strategies for implementing change. The 1977 Standards were an improvement over the 1967 Standards in that when statements were made concerning the tasks that needed to be done, examples were given which could suggest ways to carry out the tasks.

By the 1970's, school libraries and district resource centres across Canada were in various stages of development. While many of the libraries had similar problems, such as budget constraints, availability of qualified personnel, and the development of various kinds of services to name just a few, the new standards did not attempt to address these problems by developing a set of quantitative standards. Instead, they attempted to help school districts, and provincial school library associations develop guidelines and standards within the

framework of Resource Services for Canadian Schools which would meet their individual needs. In this attempt they were reasonably successful because they did help districts and individuals clarify their role and the role of the school library in terms of the functions it performed in the educational process.

School librarians were, by and large, much better prepared collectively to understand and digest the 1977 Standards. Many factors influenced this. As a profession we now had close to 15 years experience of working together. We had a much better understanding of the kinds of questions we needed to be asking. However, we did not always have all the answers. Nevertheless knowing what to ask was a big step forward. For the most part, school librarians were becoming better at articulating their role and in general they had a much better basis on which to judge the new standards.

Certainly CSLA did a much better job of preparing its members for the new standards by keeping them informed of what was happening. They published many papers asking, probing and searching questions which made people do some serious thinking about standards, libraries and education in general. In one such paper, Gerald Brown, one of Canada's leading figures in school libraries, set out a series of questions which each librarian would need to consider before attempting to use the new standards. He asked such basic questions as:

- (1) When teachers in my school think of the school library, what comes to their minds?
- (2) In what order would teachers in my school prioritize their need for facilities - materials - equipment - staff?
- (3) Why would they rate them in this order?
- (4) Would I agree with them? If not, could I explain why?

A similar set of questions the librarian needed to think about were developed for discussion with the school administrator:

- (1) How does our school compare with others in the District?

- . size of facilities?
 - . size of collection?
 - . kinds of staff members?
- (2) What kinds of activities are carried on in the library?
 - (3) How many of our staff make effective use of what we already have?
 - (4) What are five things I would like to see happen for which I need my administrator's support?

Such questions were extremely helpful in aiding school librarians to set priorities and to develop evaluation strategies to measure the effectiveness of the library in the school.

Were there weaknesses in the new standards? Certainly they were far from perfect. Many people were unhappy because there were no quantitative guidelines. The Committee thought long and hard about including quantitative standards but decided against it. It was felt that school libraries across Canada were at so many different stages in their development that such standards would have little meaning for most libraries. Librarians by and large still felt the need for at least some help in establishing the size of the collection with regard to print, non-print, periodicals, etc., and as a result, people still referred to the old 1967 Standards. One positive result of the lack of quantitative measurements in the 1977 standards was that many provincial school library associations and provincial ministries of education began to develop their own quantitative standards.

Many professionals felt the standards did not say enough about the importance of the library. Many people also criticized the written format of the material. Long drawn out statements which often belaboured the point being made and many complicated flow charts were not the most interesting things to read. Working librarians found little time to digest much of the material.

In 1979 CSLA published a paper on the Qualifications for School Librarians. While these qualifications are not part of any set of standards, they certainly should be included in any new standards to be developed. The Committee under the direction of Ken Haycock drew up a list of nine areas in which school librarians must be competent. Each competency included a list of indicators which could be used for measuring its effectiveness. Although all the competencies are important, two have particularly been heavily stressed. They are:

- (1) Cooperative Programme Planning and Teaching
- (2) Professionalism and Leadership

Cooperative programme planning and teaching stresses the role of the teacher librarian (as we are now called in Canada) in working in a cooperative planning and teaching role with the classroom teacher to develop units of work based on the curriculum. The role of the teacher librarian is to incorporate informational and research skills formally called library skills into the content area of the curriculum which lies in the domain of the classroom teacher. The results from this approach have been mixed. Many people sing the praises of this approach, while others have some reservations. The other competency, "Professionalism and Leadership", has received much attention from teacher librarians. The results from this competency have been startling. The number of in-service programmes in which teacher librarians have taken an active role at school, district and provincial levels has increased considerably. In many provinces in Canada, teacher librarians are taking a very active role in the professional teachers' organizations. Thus the role of the school library and the teacher librarian has been raised considerably in the eyes of teacher organizations and the public.

What of the 1980s? What has CSLA done with regard to improving standards? What have provincial professional groups done? Many provincial school library associations have worked closely with their provincial ministries of education to produce written documents on the role the school library must play in the

education of young people. As it was mentioned earlier in this paper, the Ministries of Education in the Provinces of Ontario, Alberta and Saskatchewan worked in close cooperation with teacher librarians in their respective provinces and produced excellent documents. The documents suggest long term plans for the improvement and further development of partnership between teachers and teacher librarians in promoting the development of research and informational skills to be built into the content areas of the curriculum guides. With the development of such a partnership there need to be an improvement in the selection techniques and upgrading of collections to include new formats, computer disks, CD Rom, microfiche, etc. Facilities, increased services, closer cooperation with the public libraries and agencies within the school community as well as with the provincial and national agencies are also part of these plans. To carry out such plans, money must be forthcoming from both the school districts and the provincial governments. Budgets over the past ten years have not increased. In fact, in many areas they have decreased. Even where budgets have remained constant, the shrinking buying power of the dollar has caused school districts and teacher librarians great concern and difficulty in maintaining collections at their present level.

Many provincial teacher librarian associations have worked and produced provincial guideline statements on developing improved library programmes for their own provinces. Three such documents worth of mention were produced in 1986/87 by the Saskatchewan Association of Educational Media Specialists, the Nova Scotia School Library Association and the British Columbia Teacher Librarians' Association.

The Saskatchewan document deserves particular mention because it zeroed in on the role of the school library resource center in the school curriculum. It is a short concise document that discusses the role of the school administrator, the classroom teacher and the teacher librarian in developing a

strong service oriented programme based upon the curriculum needs.

The Nova Scotia document is a much broader document which discusses the overall development of libraries in that province. Included in the document are the role and philosophy, facilities, funding, personnel, collection development, programme management and district services. Some general quantitative standards as well as qualitative standards are included.

The British Columbia Teacher Librarians' Association in 1986 produced a manual and three video tapes on the changing role of the school library and teacher librarian in education. This first rate document set out a detailed rationale for change and how to implement change within the school. The development of cooperatively planned units of work between the classroom teacher and the teacher librarian, supported by the administration are based on the curriculum guides. Study and informational skills are built into the content of the curriculum and the roles played by the classroom teacher and the teacher librarian are clearly established. This work also had a significant impact at the national and international level.

CSLA, the national organization, is in the process of updating the 1977 Standards. However, instead of developing a set of standards in one source, it has elected to develop over the next few years a set of four documents to be published as they are required. The first such document was published as Rationale #1: Guidelines for Effective School Library Programs in 1988. This six paragraphed document sets out clearly the major goal school libraries must work towards, that is education in Canada must develop students who will be informed, self directed and discriminating learners. It goes on to point out the role of the school library in developing this goal.

For the last 50 minutes or so I have attempted to present to you the development of standards in Canadian schools. I have

tried to present to you an honest and straight forward account of some of the problems we faced in the development of standards as well as some of our successes. If I have any advice to offer you in developing standards for your particular countries I would say firstly: that standards are necessary. We must have some way to measure what we have accomplished and what we hope to accomplish as future goals. Having spent considerable time in the South Pacific working in the development of a training programme for librarians I am aware of the multitude of problems which libraries face - problems which often seem to be almost insurmountable. The first ingredient one must have for the improvement in school libraries is commitment to the cause of school libraries and the role they play in the education of young people. This commitment must be at three levels. First, there must be a commitment from governments in the training of teachers. Part of the training must involve the role libraries and the teacher librarian play in the education of children and young people. If we are to give students the required skills to help them reach their potential and take an active role in their communities as adults we must build those skills of locating information, choosing that information which is applicable to the situation, organizing and presenting it into its proper form and drawing conclusions from what they have gathered. This requires a partnership among the administrator, the classroom teacher and the teacher librarian. The days of the text book, the chalkboard, the lecture method and rote learning are diminished. They are still alive and well in many classrooms, and while they will still play a role in education, to that role must be added methods which will teach students to question, to think, to experiment, to analyze to draw conclusions and to make decisions. The role of the library, the teacher-librarian, the classroom teacher and the administrator acting as facilitators of learning can bring about this change. Secondly, there must be a commitment on the part of school boards to support teachers in their teaching activities and students in their learning activities and study habits. This commitment can be shown by giving substantial financial assistance to upgrade school

libraries. When school boards or those in authority do this they will have every right to it. Thirdly, there must be commitment on the part of teacher librarians, administrators and classroom teachers to improve and change some of their teaching strategies so that students upon leaving school will have developed those life-long learning skills, which will better fit them for tomorrow's world. Once there is a real commitment to the importance of libraries the other problems in developing facilities, building suitable collections, the training of teacher librarians to administer the library, organizing the library collection, building the collection and giving services will certainly be easier to attain.

The dilemma one always faces in the development of a set of standards is: at what level should they be set? If they are too high, they will be unrealistic, if they are too low, they may be seen as inadequate. There is no easy answer to this problem. One needs to consider what is affordable at that point. Standards cannot be reached quickly so one must also consider a time frame of five years, seven years, or ten years to establish standards.

Should standards include both qualitative and quantitative statements? Again, one needs to consider the knowledge that those who are developing the libraries and working in them have at that particular time. From my own personal experiences, I strongly believe that quantitative standards are always valuable and should be included in any set of standards that are being developed. The important point to stress to users is that quantitative and qualitative standards are guidelines, not absolutes. Furthermore, such standards can never remain constant. At regular intervals they need to be revised and upgraded to keep up with changes in society.

Lastly, constant encouragement to those people at the grassroots level must be forthcoming. Those in charge of school libraries need to be told they are doing a good job. This kind

of support from the authorities is vital. Such support must be extended to the administrator and the classroom teachers as well. Remember, "Rome was not built in a day", and standards cannot be developed in a day, either. Long term goals must be set and then worked towards with commitment and cooperation on the parts of governments, administrators, teachers and teacher librarians.

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STANDARDS OF EXCELLENCE FOR LIBRARY MEDIA PROGRAMS:
REPORT OF A SUPPLEMENTARY PRESENTATION

This is a report of a talk jointly delivered by Alice Nelsen, a school media specialist, and Dr. Edward Barth, the Coordinating Supervisor of the Palmer Park Educational Media Center, Maryland, U.S.A. The introduction to this talk, given by Nelson, provides general information on the school system and the educational media services in Prince George's County. Following this, Barth begins by stressing the importance of evaluation and then goes on to examine a document entitled "Standards of excellence for media programs" published by the Prince George's County Public Schools in 1988.

General Information

Prince George's County is a suburban area in the state of Maryland, adjacent to Washington D.C., on the east coast of the United States. This County has the 14th largest school system in the country with 104,600 students and 171 schools. There are about 6,500 educators and 7,000 classified employees. The schools are divided into grades: K-6 in 114 elementary schools; 7-8 in 27 middle schools and 9-12 in 20 high schools. In addition there are 10 special education centers. The school system stresses innovation and creativity, and as a result it has developed an extensive school program. When it began in 1986, only 2 programs were offered in 4 schools; but now 13 different programs are offered in 47 schools, or 27.0% of the 171 public schools in the County. The original programs were created as a desegregation effort, targeting at schools where the number of black students had exceeded 80.0% of the total enrolment. Last year about 60.0% of the students who participated in all the programs were black - this is almost equal to the percentage of black students in the entire school system, that is, 63.6%.

Sixteen of the elementary schools have what is called the "Pelican Two Program", in which the ratio of students to staff per school is 20 to 1. Each of the schools in this program has a full time library media specialist and a full time reading teacher. In addition each school also has a computer laboratory which gives the students the opportunity to improve their academic skills as well as to become familiar with the application of computer technology. Test scores in these schools have improved noticeably in grades 3 and 5 in reading, language and mathematics. The schools offer a variety of courses, including biotechnical, communications, foreign languages, humanities and international studies. There is also a program for the talented and gifted.

Library Media Services

The Educational Media Service Center in Prince George's County is housed in a converted elementary school with 24 classrooms. The Center has a professional library with books, periodicals, microfilms and computers for word processing and on-line searching. There are a number of units and sections, including a unit for classroom instructional material, a graphic/photo-graphic section, TV studio with editing equipment, a review and evaluation section for all types of library reading material, audio-visual supply and accounting department, a section for special education material, review rooms and a section providing duplicating services for cassettes and video tapes. The film library has a collection of approximately 15,000 films and 4,000 video tapes valued at about US\$2.5 million.

The duties of the office of library media service include: staff development, bid specifications for equipment, interviewing of personnel and coordinating the production and utilization of all instructional materials in the curriculum areas. The services of the office fall within the Department of Educational Technology which is part of the Division of Educational Instruc-

tion. The media specialists are certified in teaching and library media services. Their posts are full time and they do not teach outside the library media field. In the employment of the media specialists, although teaching experience is preferred it is not a requirement.

Need for Evaluation

In his introductory remarks, Barth emphasises the importance of evaluation. To him, life is a process of judging, selecting, deciding and evaluating. When we go to the store to purchase an item, we must develop a standard to judge what we want to buy. We have to identify our needs, check our resources, judge the product and then select the best with what we can afford. When we are in college, we are judged according to our ability; the professors determine whether or not we are suitable to be qualified as teachers or library media specialists. In short, all our life is one of judgement. And yet there are educators, library administrators and even librarians and media specialists who claim that what they do cannot be measured because what they work with are intangibles. It is the premise of the speaker that whatever we do in education should be measurable. The educational goals and objectives can be identified and used as a basis for evaluation. In the field of school library media services, there are a number of observable factors which can indicate whether or not, by means of an assessment, a program is successful.

In the State of Maryland and in Prince George's County Public Schools, a set of standards has been drawn up for evaluating the library media programs at the district level and school level. According to Barth, the plan for evaluation developed so far is not the final one, and it may not be applicable to other places with different library situations. Nevertheless, it is a starting point towards achieving a standard of excellence in the media programs.

The Document

For the rest of his talk, Barth examines the document entitled "Standards of excellence for library media programs". This publication is a compilation of information from various sources designed to provide the user with a means of assessing the library media program within individual schools. One of the major sources used in the development of this document was "Standards for school library media programs in Maryland", produced by the MSDE Division of the Library Development Services.

The first part of this document (pages 1-15) includes the mission statement and curriculum statement of the Prince George's County Public Schools, characteristics of effective schools and guidelines pertaining to personnel and library media collection. The second part (pages 16-40) contains the "Standards for school library media programs in Maryland".

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(Reported by Wong Kim Siong)

INFORMATION SKILLS FOR THE MODERN WORLD:
CAN THE SCHOOL LIBRARY COPE?

Michael J. Cooke
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Over recent years there seems to have been a much wider interest in the role of information skills in education. I think we can learn from each other in this area if we recognize that we share very similar problems.

The principal changes taking place internationally in society arise from structural changes in the world economy — changes which affect all of us, wherever we are operating. We are facing new technologies deriving from micro-electronics, combined with a widespread decline of many traditional industries, particularly heavy engineering, steel and ship building and this is making radical changes in the patterns of employment world-wide. It is clear that the full effects of these changes have been largely disguised by the world-wide recession resulting from the ending of the cheap energy policies upon which industrial growth was based earlier this century.

Structural unemployment caused by the introduction of the new technology has been largely masked by the recessionary unemployment resulting from the decline in world trade which followed the energy crisis, but I think the effect on future patterns of employment will outlast the present recession. As industry climbs out of the recession, it will largely do so by investment in new products and processes which will fail to absorb the large numbers of unemployed in the industrialised countries, a process which has been referred to by some economists as "jobless growth". In so far as traditional

industries are recovering. they are doing so largely in newly industrialising nations such as Korea and Brazil and close to us here, Indonesia. If economic recovery is to occur in Western Europe and North America I do not see a revival of employment in the traditional industrial sector.

We also see a blurring of the distinction between the patterns of production in the industrialised world and the Third World. On one side we find an increasing number of high-tech products from the Third World are now of top international standard. A good example is the 30 seater Embraer 120 airliner from Brazil which is a market leader in the short-haul turboprop market. Even in space technology, some countries of the Third World are catching up.

In other ways, the Third World is losing its competitive edge, which its pool of cheap labour gave it in traditional industries, such as textiles, as the application of information technology enables the industrialised nations to produce more sophisticated products with a minimum of labour. This is perhaps the most important characteristic of current industrial development in the West - the increasing importance of information as a marketable product. More and more 'information' is going into the goods which industry produces from "smart" sewing machines to programmable machine tools and industrial robots.¹

There are clear implications in these developments both for the skills that will be needed in the work place and for the way that people will use their leisure time.

Most commentators agree that we need a radical review of the nature of work and the expectations that young people have about work. As industries expand and contract in response to the shifting patterns of production and the development of new technologies, those in work can expect to change direction in

their careers regularly, as the nature of that work and its products change dramatically.

Education and training therefore needs to be seen as a lifelong process and students must be prepared for this before they leave the formal framework of the school. Education is an evolutionary process and though the challenges facing us today may be different, they are not new. As long ago as 1956 Patricia Knapp wrote:

Educators recognize that accelerated social change requires that education, particularly general education, be concerned not with solutions for today's problems, but with methods of solving tomorrow's.²

The microelectronics revolution and its effect on schools is part of this evolutionary process. It is now recognized that information has become the liberator of mankind. The person who is informed will no longer easily be enslaved by the decision of others.

Information is wealth, and rapid and wide access to information is power.³

Schools constitute an environment in which information is a key raw material for their development. It is also the place where most people have the opportunity to receive a basic introduction to the skills they will need to access and utilize the information, which must equip them for the rest of their life.

It should not be surprising, therefore, that there is a growing infiltration of the microcomputer into manipulation of information within the school. How will the school make the most effective use of this new technology? It is in the area of

developing information skills that the microcomputer has an important contribution to make.

For many years in the UK, we have recognized the importance of equipping students with the skills required to make the most effective use of the learning resources available to them. It has been given a greater sense of urgency by the emphasis and requirements of the new curriculum innovations. These new curriculum approaches have highlighted the need for information handling skills and the realisation that in using information technology, students need to be able not only to acquire mathematical skills, but a range of thinking, questioning and evaluative skills. It has brought about the need for a partnership between the school librarian and the teacher, as the use of a wide range of learning resources has shown the need for the library to be integrated into the curriculum. It has encouraged the development of information skills linked to information technology. One of the major problems that school librarians in the UK must face is that often their own knowledge and expertise in information skills, which many have acquired in their own professional education, is not matched by a similar level of knowledge and expertise among all teachers. The school librarian therefore must not only educate the students, but ensure that teachers are aware of the existence and potential of information skills. Librarians and teachers need to work together to build upon the understanding of the process of learning and encourage greater self confidence in the learner.

In the past we have rightly criticised librarians for teaching library skills in isolation from the curriculum. So often this "library skills" approach has failed to emphasise the need for students to think about the information they were acquiring, to ask why they were acquiring it and how they were going to use it.

The new curriculum being developed through the General Certificate of Secondary Education (GCSE) has placed much

importance in project work which involves the students in work on their own or in small groups using a range of resources. Project work is not a new approach for us, but it has not always been the effective learning experience for the student that was intended.

One of the reasons for the ineffectiveness of much of the earlier project work was due to its lack of purpose. It seemed to the student to be a rather vague activity. They were not really clear what was expected of them. This situation was improved greatly when more structure was put into the planning of project work and involving the librarian in the planning process did much to bring this about.

One of the useful tools that came out of this process first appeared in a publication edited by Michael Marland "Information skills in the secondary curriculum".⁴ These nine steps to research have been often quoted since and some of you may be familiar with them in one form or another.

1. WHAT DO I NEED TO DO?
(formulated and analyse need)
2. WHERE COULD I GO?
(identify and appraise likely sources)
3. HOW DO I GET TO THE INFORMATION?
(trace and locate individual resources)
4. WHICH RESOURCES SHALL I USE?
(examine, select and reject individual resources)
5. HOW SHALL I USE THE RESOURCES?
(interrogate resources)
6. WHAT SHOULD I MAKE A RECORD OF?
(recording and sorting information)
7. HAVE I GOT THE INFORMATION I NEED?
(interpreting, analysing, synthesising, evaluating)
8. HOW SHOULD I PRESENT IT?
(presenting, communicating)
9. WHAT HAVE I ACHIEVED?
(evaluation)

Since that time a number of research projects have been set up by the British Library to critically examine the role of the school library in supporting the curriculum:

- 1986 Tools for learning edited by Markless and Lincoln
- 1987 Learning information technology skills - Carter and Monaco
- 1987 Knowledge, information skills and the curriculum, editor Hopkins

Several factors came out of these reports:

Purpose - the importance of developing in students the skills associated with clearly identifying the purpose of work, and also making sure the student had a clear idea of the teacher's purpose in setting an assignment. Carter and Monaco found that:

Pupils were rarely told why they were to undertake a task and (especially in secondary schools) they usually saw the reason for its fulfilment merely at the level of obeying instructions.⁵

Location - students seemed to be good at finding large quantities of information, but this information gathering is often not related to an identified need or purpose. Students need clear guidance on using libraries and resources to find information as part of an overall information process.

Use - it seemed that finding resources is a purely mechanical process but making effective use of these resources to tease out information which was related to the original identification of purpose, involved many complex skills that have often been neglected by schools once the student has become "literate".

Presentation - the reports indicated that teachers and librarians expected students, to be able to present information in

a logical, interesting and well structured manner without ever

- (a) discussing the importance of presentation with students or
- (b) teaching students about methods of presenting information in a variety of ways.

Methods - involving students in an examination not only of what they learn, but how they learn cannot be covered by one talk by the teacher or librarian. It has to become a permanent part of the teaching process in the school. Teaching information skills has to be carefully planned by the teachers and librarians working together as a team so that the students recognise that the skills they exercised in finding information in history for example, can also be used in geography or biology.

Planning - in identifying purpose, students need to be encouraged to plan ahead in their project work and where possible to view the project in total. In Tools for learning, it was suggested that students be encouraged to split the atom i.e. to break the topic down into a number of manageable parts.⁶

Throughout the various investigations that have taken place over more recent years, it has become clear that schools need to develop a total resource policy for their school; a view put forward very strongly by Ann Irving in her publication "Study and Information Skills Across the Curriculum".⁷

As well as these more traditional developments, school librarians in the UK have been active in promoting the use of the microcomputer outside the computer studies department. The creation and use of databases in schools has helped to emphasise even more the need to develop information skills across the curriculum. Students using the range of software packages now available to schools such as KWIRS, SIR, QUEST or CAMBASE will find that they are being asked by the microcomputer to input search terms to find relevant information. It is clear that unless students have planned their search strategy so that they

are using appropriate keywords, they are likely to retrieve too much information, much of it irrelevant to their purpose. As Carter and Monaco (1987) point out:

The introduction of IT into schools does not appear to require pupils to acquire information skills which differ significantly from those required to use all media.⁸

The UK environment during this last decade has been very encouraging towards the introduction of innovative technologies. The government through several departments have given support to schools to become involved and other agencies have also given support in a variety of ways. I thought it might be useful therefore if I finished with a review of some of the developments in which schools are involved.

Very early in the process, schools were encouraged to introduce microcomputers into their teaching and although those who work with microcomputers in the mainstream of information services may be forgiven for dismissing school applications as merely peripheral, this is not true with many schools in the UK. Indeed in some aspects of their information work, schools have been showing a lead, in seeking to extend database skills.

It may be useful to examine the influences that have brought about this change.

First there has been the growing emphasis placed on information skills as activities central to all subjects. A national project "Information Skills in Schools" (INSIS) was set up by the National Foundation for Education Research in England and Wales and with British Library support a Liaison Officer for Information Skills was appointed from April 1985 to April 1988.⁹

Information handling skills ceased to be regarded as the

sole province of the computer studies department and were recognized as fundamental to work across the curriculum.

At the same time the introduction of the General Certificate of Secondary Education (GCSE) has required teachers to seek curricular materials to support resource-based learning and this need has started to direct attention, not only to external databases, but also to the organisation and exploitation of in-school resources. These initiatives have been fed by the small, but growing body of research investigating the effective use of databases in schools. Typical of these is the "Microcomputer in the School Library Project" (MISLIP) which was introduced to the IASL Conference in Reykjavik by Dorothy Williams. This project found that students using keyword, indexed, bibliographic databases can develop genuinely cross-curricular skills in handling information.¹⁰

Another important development on the British scene, which has important complications for librarians, is an approach to education called Supported Self-Study. This is an attempt to give students in school an introduction to the concept of "Life-long Learning". It is hoped through this approach students:

- (a) will become more actively involved in the learning process;
- (b) will find their work more adapted to their individual needs;
- (c) will learn how to become more responsible for their own learning.

While this approach is an aspect of resource-based learning, its emphasis is on the management and tutoring of the process as well as the resources.

There are three essentials of supported self-study:

Resources specially chosen to support the independent learner.

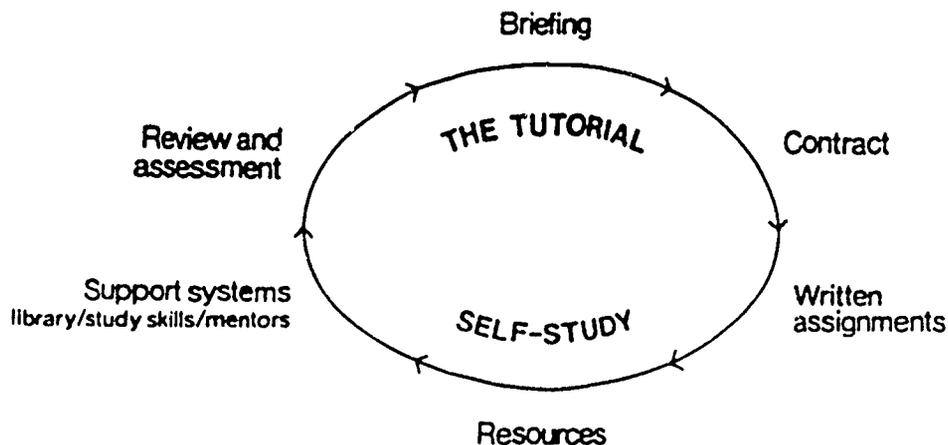
tutoring provided regularly and usually organised in small groups.

Management designed to provide a disciplined framework.

The UK Council for Educational Technology has been largely responsible for developing this project. It has evolved over a long period starting with a number of investigations during the period 1979 to 1981 aimed at finding out how new learning systems and technology might contribute to the current problems of secondary schools. Next followed three distinct phases:

- Phase I (1981-1983) - further investigation into current practice and experience in systems of independent learning.
- Phase II (1983-1985) - intensive trials in a number of secondary schools.
- Phase III (1985-1988) - support for local authority development programmes in Supported Self-Study.

The approach is perhaps more clearly illustrated in this diagram:



The Co-ordinator of the project has been Philip Waterhouse and he has written an introduction for teachers.¹¹

In 1985, in a publication called "Better Schools" the Department of Education and Science said:

the quality of school work can be improved where LEAs and schools succeed in making available to both primary and secondary pupils, an adequate stock of books and other information including new technology, through the school library.¹²

One of the areas where the school librarian has been able to make a contribution is in the use of view data systems.

One of the view data systems available in Britain is PRESTEL which was launched commercially in 1979. In this system the information is made available via the telephone line and a modem to the user's visual display unit and microcomputer. (For those of you not familiar with the term, the Modem is a small box which simply translates the computer's signals to an audio signal which can be transmitted by telephone). The educational potential of Prestel was recognized at an early stage and in 1982 a joint initiative was launched by Cf.T, British Telecom and the Department of Trade and Industry. The initial questions which were examined included equipment needs, location, management and information needs. Close liaison was maintained with educators at all levels in the development of the database and a significant group of users, in this exploratory stage, were librarians in schools, who quickly realise the opportunities Prestel offered in the way of information sources and its potential for developing learning skills.

In January 1985 The Prestel Education Services was launched.

The service offers "Microviewdata" which is a schools' version of the commercial view data software operated by Prestel. It enables the student to go online to Prestel, search for information, read, print and save it to disc. This stored information can later be edited, rewritten or added to and original work can also be created by the students. The frames of information created in this way may then be organised into a database and linked together to form an electronic book, containing contents and index pages accessed by an electronic routing technique.

After the success of this system others have been developed and we now have:

The Times Network for Schools (TTNS) which offers electronic mail and notice board services, as well as a central database of information built up from educational and other resources. Schools' usage is subsidised by commercial sponsorship.

The National Educational Resources Information Service (NERIS). This is a database aimed mainly at teachers and concerned with information and learning materials that are currently held in hundreds of different locations. The database can hold full text entries which can be down loaded directly to schools.

This early work is now being taken a stage further with a project initiated by the British Library Research and Development Department. They have funded a two year research project (May 1987-April 1989) whose aim is to investigate the educational value and use of large online database in schools.

The project has four main objectives:

- (i) To initiate use of a selection of online systems by a select group of staff and pupils.
- (ii) To support, monitor and evaluate their usage.
- (iii) To identify, describe and assess their educational value.

- (iv) To identify physical and/or intellectual constraints to access and make recommendations for in-service education and training of staff and pupils.

As you can imagine it is only a small pilot project. It involves four secondary schools, one primary school and one sixth form college. The age range is from 10 to 18 years.

Since the project seeks to discover the educational benefits of online services to students, no artificial areas for study have been created. Instead a variety of existing curriculum areas and topics are used.

The Head of the project is Ann Irving, who may be familiar to some of you because of her work with study and information skills in schools. She is currently a Deputy Director (Information) of the Microelectronics Educational Support Unit, which is a government agency located at the University of Warwick.

It is too early to have any final report yet, but one of the librarians working with the project has already drawn conclusions about the education value and potential of using online services.

- Computers are used purposefully.
- Because there are good reasons for using computers, technofear is reduced.
- Keyboard skills are developed.
- Information technology is used in a cross-curricular way.
- Cognitive skills are developed.
- Students have to think about making relevant choices from many information options.
- Students have to develop skimming and scanning techniques.

- Students need to learn to select and discriminate between information.¹³

Another exciting area of development is Interactive Video. It is very early days for school involvement in this technology, but there are encouraging signs of useful developments on the British scene.

1. Domesday Project

Perhaps some of you may already be familiar with this, but for the benefit of others I will introduce it.

First why Domesday? In 1086 William the Conqueror commissioned a survey of life as it was in Britain at that time and this was published as the DOMESDAY BOOK. 900 years later, the British Broadcasting Commission (BBC) set about a repeat performance "a collective portrait of the United Kingdom in 1985".¹⁴

They involved close to a million people through 12,000 volunteer schools and other organisations all over Britain, providing information about life in their own community from the smallest village to the densely-populated city centres. Further information was collated from available national sources.

The result was two video discs holding sufficient data for two million pages of information plus 20,000 Ordnance Survey maps and nearly 120,000 photographs.

The discs are accessed by means of a microcomputer linked to a specially developed laser disc player from Phillips. The first disc consists of information about Britain on a local basis - an Ordnance Survey map plus local data, text and pictures compiled by volunteer groups.

The second disc contains information from major national data sources ranging from population statistics to arts and crafts. This disc is illustrated with approximately 40,000 pictures acquired from museums, archives and picture agencies.

The discs themselves contain all the indexes and microcomputer software to enable users to retrieve, combine, compare and present the material in vivid and exciting displays on the monitor screen. Since the launch of this project the BBC has been working on other combinations of material which can exploit the same technology and in 1987 they launched ECODISC which looks at the problems involved in managing Slapton Ley, a nature reserve in South Devon, aimed at the GCSE Biology syllabus. In 1988 they launched VOLCANOES, which is a joint project with Oxford University Press and examines the activities of six major volcanoes and COUNTRYSIDE, a disc sponsored by nine organisations involved with the environment and includes a simulation of a working farm.

The BBC have now established a unit specifically to develop this technology and this Interactive Television Unit has a number of on-going projects including the LONDON DISC which traces the history of the city from Roman times to the present day and a major science initiative. The unit has obviously shown its worth as it won a 500,000 grant from the New York based Markle foundation. Part of this grant is being used to employ an Education Schools Television Officer who will visit schools to see IV in action.

2. Interactive Video in Schools Project

This project was established by the British government with the purpose of investigating the potential of the integration of the technologies of video and computing in order to create a learning and teaching resource which is flexible and responsive to the needs of both learner and teacher. It was recognized that few

interactive video packages had been developed for use in the classroom and none had been trialled over a wide range of school environments and curriculum applications. This IVIS project therefore set out to develop eight interactive packages covering a range of curriculum areas in both secondary and primary schools. The packages were designed to use existing microcomputers in schools in the UK ie. Acorn and Nimbus machines, and the software was designed to accommodate several different video disc players. The eight packages were:

- (a) Geography Disc: containing archival material from a variety of sources including film, video, slides and maps.

The material was selected to cover three topics: Weather and Hydrology on one side of the disc. The Changing World on side two.

The commentary on the disc was aimed at GCSE level but the disc could be used across the whole secondary age range.

- (b) the Design Disc: aims to help students understand the design process and actively apply it to their own projects. The disc demonstrates the design process by examining commercial applications like the Coca-Cola can. Almost 2,000 slides are used for reference and stimulation.

- (c) Teacher Training Disc: the development of this disc has been undertaken by Moray House, Edinburgh, which is a college which specialises in teacher education. The project was The Primary Development Environment Studies Programme (PDEP) which aimed to enhance the teaching of environmental studies. One side of the disc contains a

physically-oriented river study and the other focusses on the social aspects of urban development.

- (d) Social and Personal Education: this disc was produced by the Northern Ireland groups. It is called "Challenges" and is aimed at 14-16 year age range. It provides a resource which allows a young person's views and opinions to be sensitively challenged and probed in a non-threatening manner.
- (e) In-Service Teacher Training: this was designed as a series of four discs and the first called "Missing the Obvious" is concerned mainly with the primary school age child. It focusses on the needs of the child in the learning process, and requires teachers to consider learning in the context of the world outside the school. Other discs planned for this series would in turn consider The Teacher, The Curriculum and The School and the Community.
- (f) Mathematics Teaching: this is an interactive video package for use in secondary mathematics. It is called "School Disco" and aims to bring the mathematics of the real world into the classroom. Students using the package are asked to plan and organise a school disco and are faced with the problems inherent in such a venture: where to hold the event, who to hire to provide the music, what refreshments to provide, the price of the tickets and what publicity is needed. The success or otherwise of the event depends upon their decisions and is followed through in the package.
- (g) Life and Energy: an ecology video disc for primary and middle school science. It explores the conversion of solar energy into forms in which it can be utilized by plants and animals.

- (h) Modern_Languages_Project: a French language disc based on shopping in a fictitious town in France (Siville). The disc contains views of the town and a selection of shops for the student to choose. The student also chooses to buy one or two items from several shops or several items from one shop. He has to find his way to the shop - a policeman is on hand to help with directions.

The trialling and piloting of these eight packages took place throughout 1987, in approximately one hundred schools throughout the country. Information from these trials came back to the project team and they published their report in 1988.

What of the future for information activity in schools? Can the school library cope? It seems likely that information systems in the future will include an increasing access to external databases with online, full-text retrieval of materials via electronic publishing. The development of such school information systems must encourage more positive thinking about the creation, searching and use of the information. An immediate question we must face is: do schools have the staff with the right skills and experience to work in this environment? Perhaps what is needed is a new breed — the Information Manager who will be a combination of systems analyst, computer specialist and school librarian, able to create workable and useful resource systems.

For some this is an exciting future, for others they may be inclined to say "Stop the World, I want go get off". Where do you stand?

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THE INFORMATION SKILLS PROJECT:
A SINGAPORE EXPERIENCE

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Background

In order to share my experience, I must give you a little bit of background knowledge so that you will understand how and why the project evolved. The Unit I work in at the Ministry of Education is called the Library Development Unit. Our main role is to initiate, develop and implement library and reading programmes in schools.

Our schools, like most in the region, are not staffed by professional librarians. Our teachers take on the library as part of their extra-curricular duties, very much like being in charge of prefects or sports. They are called Library Co-ordinators and they have teacher-librarians to assist them.

One of the ways our Unit provides assistance to these Library co-ordinators is through training. We try to provide them with enough knowledge to manage their libraries and run reading and library programmes. Together with the British Council, we initiated a series of training modules for Library Co-ordinators in 1985. We call it the In-service Modular Training Programme. It consists of 3 modules - Module 1: The Function, Purpose and Management of A School Library; Module 2: Young Adult/Children's Literature, and Module 3: Information Skills. Lecturers from the United Kingdom, brought in by the British Council, provided training for the first 2 years of the training programme. We were very fortunate to have two prominent

authorities on Information Skills come to provide training for Module 3 - Mrs. Ann Irving from the Loughborough University of Technology who trained our secondary school teachers and Mrs. Pat Avann from Warwick University who undertook the training of the primary school teachers. Thereafter we ourselves took over the training of our Library Co-ordinators.

During many sessions at these modules the Library Co-ordinators shared their concern about students who lacked the ability to do project work and research assignments. Many felt that these students could not work independently and lacked the skills to locate even basic information. The students were also unaware of the resources available and how to use these resources properly. Clearly, there was a need to teach these students information skills, consciously and systematically. We decided then to initiate a project to teach these skills with the following objectives.

- (1) to teach students a wide range of skills so that they could employ various strategies for the tasks at hand, and
- (2) to expose them to a variety of information forms.

Problems We Anticipated

We knew that many teachers who had yet to be aware of the need to teach these skills would need to be convinced to incorporate the teaching of these skills into their lessons. We did not expect this to be an easy task. Many teachers would be trying hard to complete the syllabus for their subject areas and hence, the teaching of information skills with them would be a low priority. These were the two major topics of discussion that inevitably cropped up whenever we talked to our Library Co-ordinators. The Library Co-ordinators also felt that the lack of teaching materials was a discouraging factor.

Solutions

We decided that if we had to initiate the teaching of information skills, then it would have to be done with a few conditions:

- (1) We would develop a teaching package so that teachers would not need to look for materials all the time.
- (2) We wanted only Library Co-ordinators who had been trained by us to teach information skills. This would ensure that there would not be a completely different interpretation of our package.

Developing The Package

In 1986 the Library Co-ordinators from 7 schools, viz. Balestier Hill Technical, Broadrick Secondary, ChIJ Toa Payoh, Nanyang Girls' High, Outram Secondary, Ping yi Secondary and Fuchun Secondary, and officers from our Unit started writing lesson plans for the teaching of these skills. The materials were tried out in the 7 pilot schools the following year.

The Components of the Information Skills Programme

So what do we teach? Our lesson plans and materials cover the following areas:

- (1) Reading skills: These have received special attention. Generic skills such as skimming, scanning, how to read for different purposes and how to read for information are taught.
- (2) Library skills: These have been included as we believe that access to a system must first be possible before any information can be retrieved and manipulated. In addition to getting to know a library and how it works, students are also taught how to use a dictionary, a directory, and an encyclopaedia. They also learn about the parts of a book and their relevance to information retrieval.

- (3) Extracting and using information: We notice that most students seem to lack flexibility in making use of the information available to them. This can be seen in their habit of copying chunks out of books and passages for their projects and assignments. Their inability to cope with information handling can also be seen when they are faced with questions which are different from those in the conventional mode that they are used to. To cope with this, students are taught the skills of listening and questioning, note-taking and note-making, and differentiating between fact and opinion. In addition, they are given lessons on visual literacy, that is, looking at details in pictures and making interpretations based on these details.
- (4) Organising skills: The students are also taught how to organise themselves for their tasks/assignments and how to carry out research.
- (5) Presenting skills: In the area of presentation, teachers are encouraged to expose students to a variety of ways of presenting information other than the all too familiar written report form. These could be in the form of dramatization, model-making, collage work, verbal reports, mock trials.

Method of Implementation

To ensure systematic teaching of these skills, we decided that all schools on the project would teach information skills to all their Secondary One students. The lesson plans we had prepared would be enough for one scholastic year and hence we could at least ensure that from 1987, all Secondary One students in our project schools would have been taught information skills. For the other students in Secondary Two and above, in many project schools, the Library Co-ordinators gave a 'crash course' in information skills.

Project Schools

How do we identify the schools for our Project? As we believe that curriculum innovation should be encouraged and not imposed, we checked with schools to see if they were willing to join the project. If there was one criterion we followed, it was that we would try to enlist schools which saw the need to improve their students' ability to approach and use information. We felt also that many of the disadvantaged students would need this awareness of information skills. After the first year of implementation, we invited Mr. Michael Marland, Principal of the Westminster County School and an esteemed authority on information skills and pastoral care to come and give a series of workshops for our Principals. Some of the more enthusiastic Principals volunteered to come into our project there and then!

Evaluation and Monitoring

Officers from our Unit visit schools on the project 2-3 times a year to observe the lessons taught. A checklist is used so that common areas are evaluated. After each lesson, the teachers fill in a feedback form stating the strengths and weaknesses of the lesson and the materials used. Based on this feedback, we revised the materials in December 1988. Efforts were made to include materials which cater to the needs of a wide range of students, from the average to the extremely bright, and on many topics that would interest a Secondary One student.

Progress So Far

The progress has been encouraging. In a recent survey conducted by our Unit, all schools which have implemented the programme since it started two years ago, found the programme useful. The teachers reported that students who had gone through the course seemed to be more confident and independent when doing their

research assignments. They were more interested in what they read and had become less passive learners. They were more aware of the skills required for their assignments and could locate, select and organise information more efficiently.

The students were also found to be more observant of the printed word as well as other visual forms of information. Their ability to pay attention to details was reflected in their written work as well. The teachers also felt that their students had made the most progress in areas such as skimming, library and note-taking skills. Other subject teachers had also reported an improvement in these students' reading skills. The students themselves gave positive feedback on the programme. They indicated in checklists which were given to them regularly, that they found the skills taught useful, and the lessons beneficial.

It is our hope that more schools in Singapore will join this project. As our colleagues in the other departments are also introducing the skills as part of teaching strategies in the other subject areas, we believe that in the near future it would be possible to arrive at and practise a policy which advocates information skills across the curriculum.

EDUCATION FOR SCHOOL LIBRARIANS:
A SCANDINAVIAN PERSPECTIVE

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When people outside Scandinavia are asked what comes to mind when they think of this region, the most frequent mention is of the world famous social services and secure livelihood. People recognize Sweden for her Volvo-cars, Norway with her oil, and Denmark with her wonderful dairy products, not to mention the famous Scandinavian design. Probably one can say that some of the most beautiful libraries in the world can be found there.

This paper does not, however, deal with the design of the libraries or the furniture, but the intention is to trace in a brief manner the development of educational programs for school librarians in this area. In order to make this coverage a little more understandable, I have chosen to outline also briefly the educational system, teacher training and education for librarians to see where the educational programs for school librarians fit in.

First, a few words to explain the use of terminology. "Scandinavia" proper consists of three countries, Denmark, Norway and Sweden. In addition, two other countries are closely attached to all discussions on Scandinavia, i.e., Finland and Iceland. These five countries are properly called the NORDIC COUNTRIES, a term much less known outside this region than Scandinavia. In this paper my discussion includes all of these five countries situated in northern Europe.

The Nordic countries have a history that is closely interwoven and the area has been politically and culturally

connected through the centuries. Iceland and Norway have been ruled by Denmark, Finland by Sweden and at one point all the five countries were ruled by the same monarch. Each country preserves its own identity, each has its own language, although people from the three Scandinavian countries can understand each other. Finnish and Icelandic people must learn a Scandinavian language to be able to communicate in Nordic meetings.

Population in these countries is also relatively low and population increase limited. The total population in all five countries is only 23 million divided as follows (1987 figures):

Population	<u>Denmark</u>	<u>Finland</u>	<u>Iceland</u>	<u>Norway</u>	<u>Sweden</u>
total (in thousands)	5.129	4.938	247	4.198	8.414
Population age 0-14:	901	952	62	803	1.500

During the second half of this century great efforts have been made to cooperate in all conceivable aspects of daily life. People can travel without a passport from one country to another. The region forms a common work-market, which also means that professional education must be coordinated to the extent that people from one country can practice their profession in another country provided that they can cope with the national language.

As far as education is concerned, all countries have 99% literacy level or more, as well as obligatory and free education to all. It may therefore come as a surprise to how little coordination there is in the education for school librarians. In fact, the problem of how to prepare school librarians in this region is very far from solved and several temporary solutions have been offered.

We will now look at each of the five countries, and outline the main characteristics of the preparation for school librarians.

Sweden

In Sweden a three-year foundation school was adopted as early as 1894 and many schools were functioning prior to that date. Compulsory education was extended to four years in 1928, to six years in 1950 and to nine years in 1962.¹

Some school libraries were already in existence before the turn of the century and as early as the 1920's some library instruction was included in the teachers' colleges. In the 1930's the School Council (Skolöverstyrelsen) provided summer courses for school librarians on the elementary level. Several plans to organize a program on a permanent basis have been presented during the past decades. In 1962 a report was prepared which defined the role of the school librarian in the pedagogical context as well as in the context of school policy. The role was considered so important that it was suggested that the school librarian should have almost dual qualification where the teachers' qualifications should form the basis and in addition the educational requirements should be close to the professional preparations of librarians.² In 1969 a new plan was proposed to the effect to organize a one-semester educational program for school librarians, with a teachers' degree and teaching practice as entrance requirements. Nothing came out of these plans but the School Council has organized occasional summer courses for school librarians.

Presently a few teachers' training colleges offer continuing education courses of five weeks for school librarians, and some communities have organized short courses for the school librarians in their own communities. The subject matter covered in these courses varies from one school to another.³

In Sweden there is one library school, College of Library and Information Science in Borås, [Högskolan i Borås], which prepares librarians for all types of libraries. The program is two years divided into four semesters. Entrance requirements are two years of university education. The first year is common to all students including basic courses in classification, cataloging and reference. During the second year the program is organized mainly along two lines.

- (1) The culture and information line, and
- (2) The information and documentation line.

The first includes the public and school libraries and the other is more oriented towards the academic and special library sector.

Since 1976, the fourth semester has included a so called "children's block", directed towards library service to children. This block is altogether 70 hours of instruction with emphasis on children's literature, children's culture and children's and school libraries. More than half of the children's block is devoted to the various aspects of children's literature. The other half includes a discussion on the role of libraries in elementary and secondary schools, information skills, and three projects are required, one of which must be connected to school library operations. In addition, interested students can select optional courses which prepare them for school library work ⁴

The College in Borås has also offered continuing education courses in school librarianship.

In view of the contents of courses offered to school librarians in Sweden one may conclude that the main role of school libraries is to influence students' reading habits and encourage them to read rather than viewing the school library as an integral part of the educational program of the school. This view is further supported by the circulation figures which are almost entirely of fiction books. Opening hours of an average of

6 hours per week in the primary schools does not indicate much curricular activities.⁵

Norway

Norway celebrated its 250th anniversary of publicly maintained basic schools in 1989. The Danish king, Christian the fourth, issued a decree in 1739 to establish schools all over rural Norway and offer primary education to all children between 7 and 14/45 years in preparation for confirmation.⁶ Primary schooling became compulsory in 1887⁷ and primary school legislation was renewed in 1899 to make primary school 7 years. The primary school was extended to nine years in 1959.

In 1974 a "Model plan" was established for Norwegian schools abolishing the separation of students into classes according to capacity, and establishing great flexibility in the use of textbooks and other sources of information. However, this new plan was not supported by strong library collections and the development of school libraries was mostly the work of individual teachers. In 1987 the plan was revised to include more structure into the program.

The first Act of secondary schools was passed in 1896, which subscribed a four year program in addition to primary education. The present legislation is from 1974 and took effect in 1976, covering four years in addition to the compulsory nine years of primary education.

The interest in providing reading material to children is reflected in a central committee of seven people formed in 1886 to provide children with sufficient variety of quality literature. The government initiated a system where the school libraries were funded for their book acquisition. These grants enabled all new schools to acquire a basic book stock and in 1907 altogether 2200 school libraries had been established. By 1914

the administration of these libraries was transferred to the Ministry of Education, but the committee continued to function in an advisory capacity.

School libraries became an integral part of library legislation in the first Library Act of 1935. The school library was considered to have a double role, i.e., that of providing books for leisure reading and supporting the educational program in accordance with the curriculum. The Library Act of 1947 made school libraries compulsory in all elementary schools.

The Library Act of 1971 proposed for the first time that the school library should be run by a school librarian. However, no decision was made as to the qualification these new professionals should have. This has created arguments, but in general, it was accepted that the main emphasis should be on the pedagogical preparation and that the library techniques could be purchased from the public libraries. Cooperation between public and school libraries was made compulsory.

The new Library Act of 1971 abolished local boards for school libraries and transferred their administration to the appropriate school boards. However, the school boards were not accustomed to dealing with school libraries and no provision was made for them in the school legislation. In addition very few teachers had any practice in the use of school libraries.

Research into the effect of the 1971 legislation showed that no school was up to the standards in stock and opening hours were too short. The conclusion was that the lack of trained school librarians had hampered proper school library development.⁸

In 1985 a new Library Act excluded school libraries, which were subsequently included in the Education Act. Both Acts include provisions for cooperation among these two types of libraries.

Where the communities are very small, the professional expertise of the public library is placed at the disposal of the school authorities. To formalize this cooperation, the Directorate of Public and School Libraries have issued guidelines for this cooperation. [Vejledende retningslinjer for samarbeidet mellom folke- og skolebibliotek], which recommends networking between school libraries within each community and the appointment of a local school library consultant.

In most cases school libraries in Norway are served by teachers who are paid a small annual fee for looking after the library. Reduction in teaching is only 2-4 hours per week for library work.

An experiment was launched in 1974 where 30 schools in one community employed a professionally trained librarian working 20-24 hours a week in the primary school. The reports are controversial. Some were very much in favor of this, but this system has been opposed strongly by the Norwegian Teacher Librarians' Association.

General library education in Norway is provided by The Norwegian School of Library and Information Science [Statens bibliotekshøgskole] which offers qualifications for work in all types of libraries. The library program there is a three-year program with two years of common studies and one year for specialization.

The program is basically divided into four diagonal lines which transcend all the three years:

- (1) Methodology, including pedagogy, automation, research methods and statistics.
- (2) Literature and society, including children's literature.
- (3) Information studies, including classification, cataloging, indexing, etc.
- (4) Administration, including school library management.

Students who wish to specialize in school librarianship can also take elective courses to extend their knowledge in the field.

Educational courses for teachers in school librarianship have been offered by some teachers' colleges as a continuing education program of one semester. These courses emphasize mainly three basic elements:

- (1) The school library in the learning environment.
- (2) Library techniques.
- (3) Children's literature and media.

A course plan of 300 hours with similar content has been prepared by a committee of teachers and librarians and was submitted in April, 1989 and now awaiting acceptance by the authorities.⁹

Denmark

As in Norway, universal elementary statutes were enacted in 1739, requiring schooling in preparation for confirmation. The Danish constitution prescribes that education shall be compulsory and free in public institutions and the Education Act of 1958 prescribed 10 years of primary education for all. That legislation was revised and in 1976 compulsory education was shortened to 9 years with a non-compulsory 10th year and an optional pre-school. A Grammar Schools Act was passed in 1809.

Presently there are two types of secondary education, i.e., general upper secondary education which is preparation for higher education and vocational training, preparation for work in trade and industry.¹⁰ Higher education is carried out in five universities, and a variety of professional institutions, including 26 colleges of education for pre-school teachers and 31 training colleges for primary and lower secondary school teachers in addition to several specialized colleges. Grammar school teachers need a university degree and a 6-month course in

educational theory and practice. Library education is carried out in one of these specialized educational institutions, the Royal School of Librarianship.

The Royal School of Librarianship has no involvement with the education of school librarians for the primary schools. In principle the library school prepares people for all other types of libraries. The School of Librarianship offers a library degree of four years, divided into 8 semesters of 15 weeks each. The first four semesters are common to all students but semesters 5 to 7 offer some elective courses for students to select according to the level of interest, one of which is children's libraries. The last semester is devoted to a final project.

The Royal School of Librarianship has a very strong program of continuing education, but "there have been no courses on secondary school libraries and libraries in professional schools, etc., during recent years".¹¹

Education of primary school librarians is in the hands of the Royal Danish School of Educational Studies (Danmarks Lærerhøjskole). In 1965 a Ministerial Decree specified that school librarians in primary schools should have a course in school librarianship offered by the School, prior to appointment. The Decree offered no specifications as to the length or content of the program.¹² This course, however, has been offered ever since, mostly as a three-month course but for a while as a course of one year. The course is divided into four sections:

- (1) The functions of the school library.
- (2) Knowledge of instructional materials.
- (3) Preparation of instructional material.
- (4) Laboratory work.

The first part, amounting to about 50 lessons, includes such themes as legislation, classification, cataloging and bibliographic aids, administration and public relations.

The second part, which is the largest amounting to about 150 lessons, covers children's literature and children's media, instructional material, reading habits and reading development.

Section three lasting about 40 hours consists of preparation of instructional material such as slides, tapes, layout for printed material and work in a television studio.

The fourth section includes work in an instructional media laboratory where the students receive a hand-on experience in the production of a variety of instructional material.¹³

The emphasis on instructional material and children's literature should be looked upon as the functions of the primary school library as outlined in a Governmental Decree no. 392 dated July, 1984:

The school library shall serve the instructional program of the school and contribute to the general development of each individual student by providing books and other suitable material for instructional and leisure use, as well as providing the necessary guidance in the use of these materials.¹⁴

The role of the school library is to arouse the students' interest in good reading, and help them to achieve proficiency in reading according to their abilities. The school library is also the place to teach students to appreciate the services of the public library.

The emphasis on the school library's role in promoting the reading habits stands out as the main role within the school and it is reflected in the educational program for school librarians.

Continuing education courses are also offered by the Royal

Danish School of Educational Studies, including a course of school library leaders, a course on children's literature, children's and youth reading habits and evaluation and analysis of literature, and a course on automation in school libraries.

Finland

Upon Finland's independence in 1921 came a legislation on compulsory school attendance and eight years of schooling. This was divided into 6 years of primary education and 2 years of lower secondary school. In 1962 an optional 9th year was added. The Finnish constitution stipulates compulsory education for children from age 7 to 16 in the children's own language. This provision has probably been taken in view of the two national languages in Finland, i.e. Finnish and Swedish. The Education Act of 1978 confirms the principle of comprehensiveness in schooling and also stipulates that all educational facilities shall be free, including books, meals, medical and dental care as well as transportation to and from school. Secondary Education Act also dates from 1978. Secondary education included vocational schools of two years and vocational institutes which train people for managerial tasks.¹⁵

Finland has 21 universities and teacher training is provided by 10 of these universities. Primary school teachers receive their education in Departments of Education, but teachers who plan to work in the secondary schools must complete their speciality (or specialities) at the university and subsequently undergo teacher training during the last year. The students are required to take three subjects within the university and they might therefore, hypothetically, take library science as one of their subjects.

Library Science is taught at three universities, in Tampere, Oulu (which started in 1988) in the Finnish language and in Abo in Swedish. The library education programs form a part of

the Departments of Social Science where students can take two years in librarianship as a minor and an additional subject to finish their first degree. Thus, it takes five years to complete the Master's Degree. The University in Tampere is the only library school in the Nordic region which offers a doctoral program in library science. Within the library science program the students do not have much opportunity for specialization with the exception of a thesis.

The school libraries in Finland are in general served by teachers who work in the school library for a few hours a week. The teacher training colleges do not offer any educational programs for teacher librarians on a permanent basis but such programs are being planned. Occasional summer courses of about one week are offered in the use of the school library. These courses are voluntary and offer no credits or increased salary.¹⁶

In Finland the school library development does not seem to have received much priorities. In a memorandum from the School Council in Helsinki from 1986,¹⁷ it is specified that the school library in the primary schools shall mostly consist of reference material to support the instructional program. The library legislation specifies that the public and school library services shall be coordinated to prevent unnecessary overlapping. This memorandum offers guidelines for the operations of the school library and specifies that the school library shall be operated by a teacher appointed by the school administration. In selecting the teacher, the administration shall take into consideration whether the teacher has education in librarianship or previous experience in school library or public library work. No specific education requirements are made for the prospective school librarians.

Iceland

The first general Educational Act was passed in 1907, making

education compulsory for all children from the age of 10-14. It was, however, not compulsory to send children to school but all children had to take a final examination to prove their knowledge. An Education Act of 1946 made compulsory education of eight years, and by 1974 a major reform was made and a new Act passed. Comprehensive legislation on secondary education dates from 1988. The Education Act of 1974 made it compulsory for all primary schools to have a school library to serve as the main support for the educational program of the school. The Act, however, provides no educational requirements for school librarians.

In Iceland there is one University [Háskóli Islands] and one College of Education [Kennarahaskóli Islands]. The College trains students for work in the primary schools and offers a three year degree of Bachelor in Education. The teachers in upper primary and secondary schools must have a university degree in their field, (usually a B.A. degree) and in addition they must take one year of pedagogical studies which is offered by the Faculty of Social Science within the University. The teachers are, therefore, educated in two different institutions that have very little cooperation.

Library education is within the Faculty of Social Science at the University and is a three-year program offering a B.A. degree. Students can opt to take all three years in library science or select one year as a minor from any field within the University. A B.A. degree with a major in Library Science provides a legally protected title of professional librarian, and the teaching profession also has a legally protected title. Students in most fields within the University can take one year of librarianship as a minor with their main subject.

The Library Science Program has offered a one year program for school librarians since 1979. This one year consists of 9 courses which have been selected from within the general library program. This program roughly corresponds to a minor in

librarianship requiring cataloging, classification, reference and bibliography. In addition the school librarians must take a course in school library management and a course in children's literature which is optional for other library science students. Since all the courses form a part of the library program this arrangement makes it possible for teachers to qualify as professional librarians with one additional year.

However, the Association of Primary School Teachers is unhappy about the location of the school library program within the University and has proposed a new program within Teachers' College modelled after the Danish program for school librarians. The Teachers' College has a very strong program of continuing education and has offered several summer courses in school librarianship to teachers.

According to the Secondary School Act of 1988 all secondary schools must have a school library. Most of the schools have a provision for a part time librarian and in most cases, professional librarians have been appointed to the secondary schools.

Conclusions

Education for school librarians in the Nordic region leaves much to be desired. The issues can be summarized as follows:

- (1) Education of teachers for the different levels of schooling is not carried out in the same institutions. In Sweden, Denmark and Norway there are different types of higher education institutions, including universities, university-level institutions [högskola], colleges of art, and teacher training colleges. Historically there has been a hierarchical educational structure in the education of teachers, where primary school teachers attend special colleges, and the secondary teachers (at least those who

teach in grammar schools) must have a university degree in addition to half or a whole year of pedagogical training.

- (2) Education of teachers and librarians is carried out in different types of institutions which make the two professions forged into separated channels with very little possibilities of cooperation. Norway, Sweden and, to some extent, in Iceland the education for primary school librarians seems to have been a bone of contention between the professional librarians and the professional teachers. Denmark, however, has made a sharp division between the training of school librarians for primary schools and all other types of librarians, pulling the educational program into one of the teacher training institutions.
- (3) Finland and Iceland are the only countries where teacher training is offered within the same universities as librarianship. In both countries there exists the possibility of establishing a program where students can combine their subject studies with librarianship, although this seems to be a simpler matter in Iceland where the library science program and the pedagogical studies are within the same Faculty. However, neither country has managed to find a solution which is agreeable to everybody.
- (4) In addition to the structural problems, i.e., where the educational programs should be offered, the main issue seems to lie in defining the role of the school librarian within the school and subsequently the knowledge required of the school librarian. The emphasis on the role of the school library in the promotion of reading brings the school library very close to the public library. The demands on the services of the school library in curricular planning seem to be very limited if not non-existent in many instances.
- (5) The Nordic countries have not found a solution to the education of primary school librarians although several models exist. The two countries which offer programs for primary school librarians, Denmark and Iceland, have selected different alternatives, Denmark offering the

program as an extension to the teaching preparations, and Iceland as part of the library science program. The contents of these programs also reflect the difference, indicating the national views on the role of the school librarians within their institutions.

- (6) All the countries need to improve the preparation of teachers in the use of the library as a teaching tool. No matter how well prepared the school librarian is, the school library cannot function efficiently unless the teachers use the services with ease.
- (7) Finally it should also be kept in mind that the educational requirements for school librarians need a constant revision in terms of the roles and functions of the school library within the school and the society in general.

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DEVELOPING A CURRICULUM FOR TEACHER LIBRARIANS

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Introduction

With the advent of the information age, the emphasis in teaching has changed from the rote approach to that of nurturing the intellectual skills in critical and creative thinking. A reasoning and questioning approach to learning requires access to materials and sources for wider reading and research on topics taught in the classroom. Where else would such nuggets of information be found other than in the school library which has changed its image from a "storehouse" to a "learning centre". At the helm of this learning centre is the teacher librarian.

Who is a teacher librarian? Is he a teacher trained in librarianship or is he a professional librarian equipped with the theory and practice in education? An examination of the literature on the education and training of teacher librarians in different countries reveals that both definitions are acceptable. The survey also states that a teacher librarian should have dual qualifications, that is, in education and in librarianship. This is necessary because he plays a dual role - as an administrator where he manages the school library and as an educator where he becomes an equal partner with classroom teachers in the effective implementation of the learning - teaching programme for the whole school curriculum. Here, I agree with Ken Haycock who says that "the school resource centre serves quite a different function from other types of libraries due to an emphasis on teaching young people how to process and use information" and likewise,

the term "teacher librarian" is preferred to the "school librarian".¹

In Malaysia the teacher librarian is primarily a teacher and he is equipped with specialised knowledge and skills in librarianship so that he can provide an effective and meaningful school library programme not only to achieve the objectives of the school curriculum, keeping in line with the national educational policy, but also for life-long education. Thus the teacher librarian plays a dual role - that of a teacher in the classroom and also as an organiser of the School Resource Centre (SRC).

Training in School Librarianship: Present Situation

In Malaysia today, several institutions provide training programmes in school librarianship. The National University of Malaysia offers school Library Science as an elective for graduate students taking the Diploma in Education Course and for undergraduate students doing Bachelor in Science and Education Course. It also offers school library science course at Master in Education level. In the MLS programme of the University of Malaya "School Librarianship" is offered as an elective. In the MARA Institute Of Technology, "School Librarianship" is offered as an elective to students taking a 3-year Diploma in Library & Information Studies. Besides the above programmes, the main responsibility of the education and training of teacher librarians in Malaysia is borne by the Ministry of Education which conducts courses at 2 levels, the basic and the specialist. The Education Technology Division (Library Section), offers librarianship, an 80-hour training programme in 2 stages, to serving teachers. This course provides basic training in school library administration and organisation and utilisation of its resources. This programme is considered as a pre-requisite for teachers attending the professional one-year full-time specialist training in school librarianship offered by the Teacher Training

Division of the Specialist Teachers' Training Institute (STTI), Kuala Lumpur. The STTI is the only Teachers' Training College in Malaysia that provides a one-year full-time specialist training in school librarianship for qualified teachers. A professional Certificate in Teacher Education (Library Science) is awarded at the end of the course.

Incidentally, mention must be made here of the "School Library Utilisation" Course also offered as a compulsory subject in the pre-service teacher training programmes in the 28 Teacher Training Colleges in Malaysia. The aim of this course is to produce more effective teachers.

In this Paper, I will examine mainly the development of the curriculum for teacher librarians offered at the Specialist Teachers' Training Institute, Kuala Lumpur, from 1962 till now. Particular attention will be paid to describe changes to curricula content and the rationale for doing so. Attempts are also made to survey the present trends in the formulation of a curriculum for teacher librarians in educationally advanced countries so that these views can be used as a framework for the future.

Historical Perspective

The 1960s

School library development in its early stages became significant in Malaysia only after Independence in 1957. In the fifties and sixties, there were hardly any trained teacher librarians in the country² because prior to 1962 courses in school librarianship were not available locally. The need for school libraries and trained teacher librarians was earnestly expressed by the Malayan Library Group, (now known as Malaysian Library Association) to the Ministry of Education. As a result, in 1962, the Ministry of Education started the first school librarianship course in STTI,

with the help of an American adviser, Nelle McCalla. Thirteen teachers were trained in various aspects of school librarianship.

The aim and purpose of the training "is to provide at least one person from each state with sufficient library training to organise and develop school libraries within the designated area and to plan short courses to train other teachers to assist in the development of libraries in schools".³ To meet this objective, an intensive programme of studies comprising 3 major parts, as shown below was formulated.

Part I: 6 compulsory papers

- . Introduction to School Librarianship
- . Selection of Library Materials
- . Classification
- . Cataloguing
- . Reference work
- . Administration of the School Library.

Part II: visits to school library in the different states.

Part III: a research Project/Long essay of about 5000 words.

This course was discontinued in 1963. However, it was significant because these were the trained teacher librarians, who were responsible for planning and conducting a series of in-service courses in different parts of the country in subsequent years.

The 1970s

In the 1970s, school library development gained momentum. A National Conference on School Libraries organised by the Malaysian Library Association in 1970 emphasised the importance

and use of school libraries for the achievement of quality education.

In 1974, an annual grant was given to all primary and secondary schools for the purchase of library books. Besides, all secondary schools built after 1976 were equipped with a library room.

Another significant development in 1973 was the establishment of a School Library Unit at the national level. The responsibility of this Unit was to plan, implement, co-ordinate and supervise the school library development programme. This resulted in the appointment of State Library Organisers throughout the country.

In the early 1970s too, a basic course in the Management and Utilisation of School Libraries was introduced as a compulsory subject in the pre-service teacher training programme.

As a result of all these developments there was an urgent need to provide professional training in school librarianship for library organisers, key personnel and lecturers in the teacher training colleges (TTCs). Therefore, the school librarianship course in STTI was reinstated in 1975.

In comparison the new curriculum with 8 compulsory papers was wider in scope and academic content compared to that of 1962. Most of the relevant elements of the original curriculum were retained with the following modifications.⁴

- . New areas like "Bibliography", "children's Literature", "Library in Education" and "Research Methodology" which were considered relevant, were added.
- . "Introduction to school librarianship" was replaced by "School Library Development".
- . Practical attachment to school libraries for one day every week throughout the school year was introduced to enable

the students to study school library conditions and suggest improvements for the organisation of school libraries to the teachers-in-charge of the libraries.

A panel reviewed the content of the curriculum at the end of the year and made further modifications.⁵ Realising that eight core components were too many, the panel integrated the contents and reduced the components to six. Two new papers were added namely, "School Library Utilisation" (to emphasise the utilisation aspect), and "Information Agencies" (for better inter-library services). Another useful change was the attachment of students to school libraries for a block period of 6 weeks. During the attachment students could not only study school library conditions and suggest remedies but also, if possible, effect changes.

In 1979 the Malaysian Library Association submitted a 'blueprint'⁶ for school library development to the government. Significant recommendations made by this "Blueprint for School Library Development in Malaysia" included greater emphasis on library utilisation, the need for curriculum changes and teaching methods and the setting up of resource centres in schools and TTCs.

In the same year, the implementation of the National Educational Policy based on the Cabinet Report⁷ called for changes in the schools system, its curriculum and teaching-learning strategies. It also emphasised informal education through school libraries. As a result, the school librarianship course at STTI was again revised in 1979 to keep it in line with the above educational changes.

The revised curriculum comprising seven papers namely: (1) SLRC and the educational programme; (2) Organisation and administration of the SLRC; (3) Information Methods; (4) Information resources; (5) Information technology; (6) Information agencies and their services; and (7) Library research. This

curriculum had a different emphasis as "school libraries" were now looked upon as "school library resource centres" (SLRC). The educational role played by the SLRC as well as aspects of information technology were stressed. The aim of the course, as stated in the syllabus, was to produce teacher librarians, who "will be better equipped to organise and build up a school library resource centre that is sensitive and flexible in responding to the educational needs of the school ... [and] can carry out a library-based, research orientated learning/teaching programme".

The 1980s

In the 1980s there was a greater momentum in the development of school librarianship developed in line with changes in the national educational system. The introduction of the new integrated primary school curriculum known as "Kurikulum Baru Sekolah Rendah (KBSR)" in the early 1980s required the setting up of well-stocked school libraries and learning resource centres. At the same time, the school resource centre concept was introduced and the term "school library" was officially changed to "school resource centre".⁸ The role of school libraries was changing from that of a "traditional store house" and "dispenser" of books and other printed material to that of a resource centre housing all kinds of media and playing a more active and instructional role in the school curriculum.

The concept of Resource Centres has also been introduced in all Teacher Training Colleges since the late Seventies. The post of a graduate teacher librarian was created for the first time in 1980, thus enabling a full-time library officer to manage the Resource Centre. Following this the school librarianship course at STTI was revised in 1981 to make provision for the training of college librarians as well. The new curriculum, while retaining most of the elements of the previous curriculum, included a few new topics. It was restructured to meet the

requirements of the semester system. It comprised 12 papers for Part One as follows:

Semester I

1. Organisation of Library Materials I
2. College Libraries
3. Principles of selection and collection building
4. Reference materials & reference services
5. Research Methodology
6. Utilisation of media & reprography

Semester II

1. Organisation of Library Materials II
2. School Libraries
3. Children's and adolescent literature
4. Library in education
5. Production of media
6. Information agencies & comparative Librarianship

In Part II, a more meaningful objective was given to the practical attachment to a school/college resource centre. The students had to apply their theoretical knowledge and skills acquired in actual practical school/college library situation. They were required not only to help organise the school/college resource centres but also to teach library skills and organise library promotional activities and reading guidance sessions. College librarians were sent to the TTCs for practical attachment. Examinations were held bi-annually at the end of each semester.

The Present Curriculum

In 1984, the curriculum of the school librarianship course was further revised to meet a new requirement of the Teacher Training

Division, that is to implement the semester system formally in all colleges. Simultaneously, it also wanted a curricula revision of all the one-year full-time specialist courses⁹ with the aim of standardizing, as far as possible, the main structure, format, the duration of practical attachment and the level of the respective courses. The details of the librarianship course are as follows:

(a) Objective of the Course

The purpose of the present course is primarily to educate and train teacher librarians to manage school resource centres. The course also provides professional training to library personnel in the Ministry of Education at the district, state and national levels, and also in the Teacher Training colleges.

(b) Entry qualifications

Only qualified teachers with basic training are eligible to apply for this course. The minimum educational entry requirement for this course is a School Certificate in Education/Malaysian Certificate in Education and a Teaching Certificate plus a minimum qualified teaching service of five years in addition to two years' experience in school library work. Preference is given to those who have attended the basic level school librarianship programme organised by the Educational Technology Division (Library Section), Ministry of Education.

(c) Course Structure and Curricula content

The course structure comprises three main parts:

Part I (Theory - 6 core areas)

- . Management of school resource centres.

- . Organisation of materials in the school resource centre.
- . Utilisation of the school resource centre.
- . Reading and reading materials for children and adolescents.
- . Production and use of media.
- . Research methodology.

Part II (Practice)

Practical attachment to school/college resource centres for 5 weeks.

Part III (Research)

A research project/long essay of about 5,000 words on one aspect of school librarianship.

(Note: for details of the syllabus for Parts I, II and III, see Appendix A)

(d) Strategies of implementation

The course is for a duration of 1 year, divided into 2 semesters, each semester lasting for about 18 weeks. The teaching-learning strategies include lectures, academic tutorials, practicum, study visits, practical attachment or internship in schools/colleges, observation, interview, discussion, seminar, workshop and preparing research reports.

(e) Course evaluation

Course evaluation includes evaluation by final examination and with continuous course work. In Part I, three Papers, i.e. Management of School Resource Centre, Skills for the Utilisation of Resource Materials, Reading and reading materials for children and adolescents are evaluated through final Examination and course work. The other components are evaluated

through course work only. (See Appendix A for details of the components). Candidates are required to pass in all the three parts to qualify for the award of a professional Certificate in Teacher Education (Library Science). Candidates are also required to pass both the final examination and course work.

Recent Studies and Trends

In 1986, the International Federation of Library Associations published a document entitled "Guidelines for the Education and training of school librarians". This document advocated three basic components for an effective school library programme, that is, (a) Librarianship (b) Management and (c) Education.¹⁰ A schematic presentation of the essential competencies of the IFLA Guidelines are shown in Fig. 1. All these essential competencies are offered in the present curriculum of school librarianship at STTI.

From an article "A review of selected, recent research in school librarianship with potential value of programme improvement"¹¹ by Helen Lloyd Snoke, we get an insight into the current developments in the school library scene in some advanced countries including the United States, which can serve as guidelines for future developments in school librarianship in Malaysia. Loertscher's survey recommends the presence of full-time professional and full-time clerical staff for the library media programme as "the single most important variable in an excellent library media programme".¹²

Mosley's survey concludes that a programme of reading guidance in which the librarian plays a major role can improve elementary students' reading achievement and attitude towards reading.¹³ Hauck stresses that providing information services is the prime role of teacher librarians.¹⁴ Christensen advocates

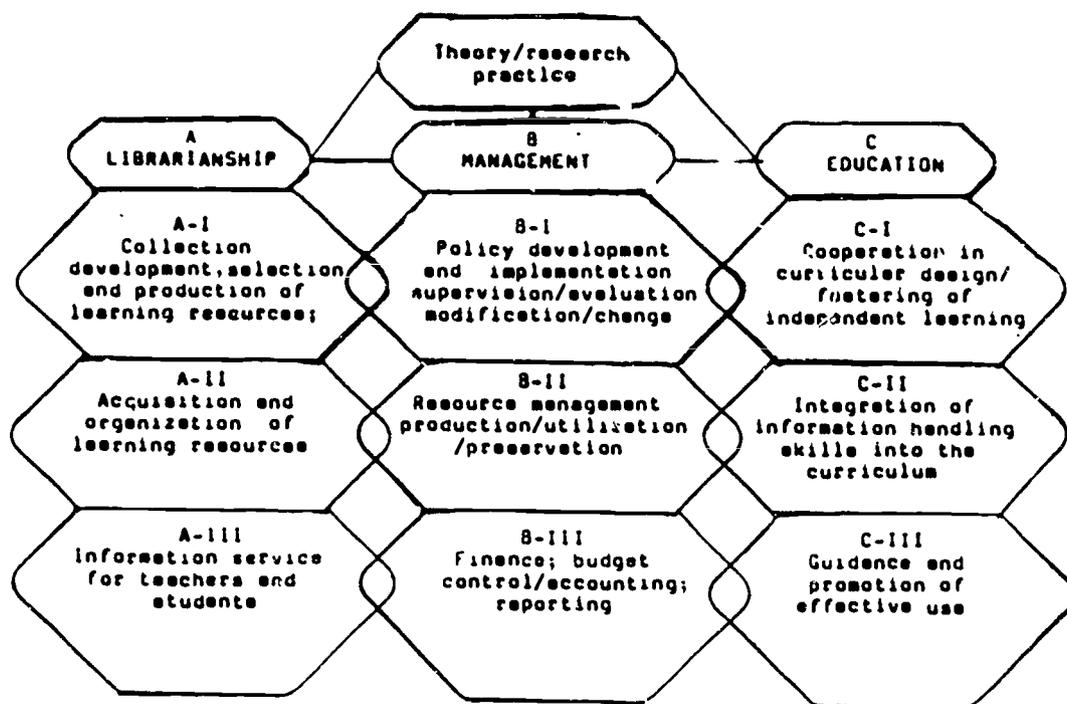


Figure 1
Schematic Presentation of Essential Competencies

Source: Sigrun K. Hannesdottir, ed., Guidelines for the education and training of school librarians, IFLA Professional Reports, no. 9. The Hague, 1986.

that the "essential characteristics of a model library media specialist include leadership, commitment, involvement in curriculum development, and service."¹⁵

Another study reveals that information skills are being given a new focus and emphasis. Jacqueline C. Mancall, Shirley L. Aaron and Sue A. Walker describe the information skills programme as "characterised by wide-ranging resources and services designed to bring the user into contact with special information whether in book, magazine, film, database, or other physical unit, and to help him/her evaluate and use the desired information or ideas effectively. They contend that a major part of the time of the teacher librarian "must be spent helping the students develop the thinking skills that will equip them not only to locate but also to evaluate and use information effectively and thereby become information literate".¹⁶

Another recent trend in school librarianship is the use of computers not only for quick and easy information retrieval and bibliographic search but also for computer-assisted instruction. Regular continuing education programmes for practising teacher librarians to upgrade them professionally is another useful feature practised in advanced countries.

School library development in Malaysia has come a long way since its initial stages of development in the late fifties and early sixties. Today, most schools are equipped with resource centres which support the school curriculum. Contrary to the situation in many countries abroad, school library development in Malaysia is fully supported by the government not only in terms of finance, staff development and training, physical facilities and resources but also in ascertaining that SRCs play a dynamic educational role in the school system.

Similarly, the education and training of teacher librarians have progressed tremendously from its humble beginnings in the early sixties. The curriculum of the in-service courses (both the basic and the specialist) in school librarianship had been revised many a time within the past 2 decades in line with the educational changes initiated by the Ministry of Education. It can be said that the present

curriculum of the school librarianship course is up-to-date because it has incorporated the essential components like management principles, organisation and utilisation of non-book resources, information skills, reading guidance and the production and use of media. However, in addition to this, the kind of emphasis that should be given to teacher librarians as seen in the recent literature on school library development in advanced countries can be considered in designing a curriculum in the future. Here are some important points for consideration.

- (1) Greater focus should be given to the educational and curricular role of SRCs rather than on the organisational and technical aspects.
- (2) Essential components, such as communication skills, public relations, computer application, computer-assisted instruction, information storage and retrieval with the use of computers should be included.
- (3) The teaching of information skills within and across the curriculum should be emphasised.
- (4) Greater emphasis should be given to reading guidance and help pupils to acquire critical thinking skills not only for the present needs but also for life-long education. As proclaimed in the Unesco School Library Media Manifesto, the thrust should be to lead them "... towards a life time use of libraries for recreation, information and continuing education".¹⁷
- (5) The provision of regular continuing education for practising teacher librarians to upgrade themselves professionally.

Conclusion

I would like to conclude my paper by quoting from Senese who

provided a vivid description on the calibre of teacher librarians that we should be producing in Malaysia today:

Unless teachers and leaders of library profession produce the dedicated, enlightened and dynamic librarians needed to operate the nations' libraries effectively, the important role of libraries in undergoing the nation's educational programme and in helping to establish a true learning society will not come to reality. Without your [i.e. teacher librarians] imagination, forcefulness and guidance, libraries and library services would occupy only a secondary role in the education horizon.¹⁸

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Appendix A

The Curriculum of the one-year specialist
course in School Librarianship at STTI (1989)

Part 1: Compulsory Papers

Paper 1 - Management of School Resource Centre

Competencies: Participants should have the ability to understand the role of the SLRC in the modern educational context and to know how the Resource Centre should be planned, established, organised and administered so that it provides effective services.

Content: Historical development of school libraries in Malaysia and the other developed countries; philosophy, concept and role. Functions, Planning, Administration, Collection building, Finance, Personnel, Information agencies; and evaluation.

Paper 2 - Organisation of Materials in School Resource Centre

Competencies: Participants should have the ability to classify and catalogue book and non-book materials, and organise them for easy retrieval of knowledge.

Content: Introduction to classification schemes, classification of resources, DDC Scheme and its adaptation to school libraries. Introduction to cataloguing, Functions, Objectives, Cataloguing tools, Descriptive Cataloguing of book and non-book materials, Reference entries: Subject cataloguing, Filing, Limited cataloguing for schools.

Paper 3 - Skills for the Utilisation of Resource Materials

Competence: Participants should have the ability to plan, design in co-operation with teachers and students library-resource-based activities to support the teaching-learning process. They should also be able to give guidance and promote reading among children.

Content: New trends in teaching-learning processes, role of SLRC as an integral part of the school curriculum, library skills, information retrieval skills including note-taking and preparation of bibliographies. Types of reference sources, reference service, integration of the use of SLRC in the teaching-learning process, reading guidance.

Paper 4 - Reading and reading materials for children and adolescents

Competencies: Participants should have the ability to select and

evaluate suitable reading materials for children and adolescents and the competencies to promote reading guidance.

Content: Developmental differences of children and adolescents, reading and children, categories of reading materials, bibliographic control, selection and evaluation, publications and reading promotion.

Paper 5 - Production and use of media

Competencies: Participants should have the ability and skills to use basic equipment in educational technology and reprography and the ability to improvise and produce low-cost materials to support the teaching-learning process.

Utilisation of media

Content: Human communication, systems approach, characteristics and methods of utilisation of media (hardware + software), individualised learning and media, society as a learning resource.

Production of media

Contents: Principles of graphics, Production of media, Repair of printed materials, exhibitions and displays.

Paper 6 - Research Methodology

Competencies: Participants should have the ability to carry out simple research in the field of school librarianship and to present reports in a systematic manner.

Content: Introduction to basic concepts, Identification of problem approach, collection of data, Reliability and validity, analysis of data, preparing a report.

Part II: Practical Attachment

Participants should have the ability to apply the theories learnt in practical situations in school and college resource centres for a period of 5 weeks under the supervision of the lecturers and sometimes by the teacher librarian.

Part III: Research

Participants should have the ability to produce at the end of the course a long essay in the form of a research report of about 5000 words, based on any aspect of school librarianship, using either primary or secondary sources.

THE EDUCATION AND ROLE OF TEACHER LIBRARIANS:
AN AUSTRALIAN PERSPECTIVE

Joe Hallein and Judy Phillips
Gippsland Institute of Advanced Education
Victoria

Education and, therefore, school libraries, are a state responsibility in Australia. However, the massive development of school libraries in the 1970's and the many education programs for teacher librarians that began during this period were a result of the Commonwealth School Libraries Program which provided federal funds for school library development from 1969 to 1986. As a result of this program, virtually all of the 10,000 schools in Australia have a library.

However, not all of these libraries are staffed by a qualified librarian. Almost every high school in the country has someone appointed as a teacher librarian and the majority of these have a tertiary level qualification in librarianship. In January 1988 the authors wrote to the Heads of School Library Services in each Australian state and from the replies it was found that in Western Australia only three of the 193 secondary school librarians are not trained teacher librarians. New South Wales estimates that 55-66% of the teacher librarians in its 379 secondary schools are trained, and only nine of the 163 high schools in Queensland do not have trained teacher librarians. The situation is much bleaker in primary schools. The School Library Section of the Library Association of Australia states that only 1% of primary schools are staffed with a professionally qualified full time teacher librarian (*Incite*, November 6, 1987: 4). Western Australia does not appoint full time teacher librarians to primary schools. In Victoria it is the choice of individual primary schools to appoint qualified individuals with

less than half being trained and in New South Wales it is estimated that only 20-25% of its primary teacher librarians have tertiary level qualifications in librarianship. Teacher librarians are always trained teachers and are employed on the same salaries and conditions as are classroom teachers.

Tertiary level qualifications in Australia can either be a preservice qualification usually as part of a four year Bachelor of Education program or as a "Library Method" course in a one year Graduate Diploma of Education program. Post service courses are designed for trained experienced teachers and are usually a one-year postgraduate Diploma course. In each of the Australian States (except Tasmania) and the Australian Capital Territory, there is at least one library school offering a specialised course for teacher librarians as well as for general librarians.

In some institutions, such as Kuring-gai College of Advanced Education in New South Wales, teacher librarianship courses are taught by the School of Library and Information Studies. In the other colleges, such as Gippsland Institute of Advanced Education in Victoria, the course for teacher librarians is offered by the School of Education (see Appendix for further details).

Courses for teacher librarians are offered both through traditional internal studies, where students attend classes at a college campus, and through external studies programs that require students to attend classes at special short schools or in some cases they do not require students ever to attend formal classes. Australian library schools have been pioneers in offering external courses to teacher librarians, and colleges such as Riverina-Murray Institute of Higher Education and Gippsland Institute of Advanced Education are currently teaching hundreds of prospective teacher librarians across the country. In a large country like Australia, with a scattered population outside the metropolitan areas, it would be impossible for rural teachers to attend college classes on a regular basis. External

students are supported by detailed study guides and are supplied with books of compiled relevant readings as well as textbooks. Video and audio tapes and computer disks are also used to deliver teaching programs.

There has been a shift in the emphasis of the curriculum of colleges offering training to teacher librarians in the late 1970's. Education for teacher librarianship in Australia was based on the idea that teacher librarians needed to be competent in the three areas of education, administration and librarianship. While it is still recognised that these are the building stones for a successful education program for teacher librarians, teachers of librarianship have seen these areas in a new light.

Most teacher librarianship educators in the 1960's and the 1970's assumed that the education skills that a teacher librarian developed as a classroom teacher could be transferred to the educational role of the teacher librarian, and library schools paid little attention to further development of a trainee teacher librarian's educational skills. It is now widely recognised that many of the education competencies needed by a teacher librarian are different from those used by classroom teachers. Library schools are now teaching educational skills such as cooperative curriculum planning and resource-based teaching to their teacher librarianship students.

While the traditional areas of administration such as staffing, budgeting and planning are still important components of teacher librarianship courses, other areas have been added to the curriculum. Program evaluation is an important component of administration courses, which reflects the emphasis on accountability in Australian education. The individual's personal development as a manager is now seen as a very important component of teacher librarianship courses and library schools are teaching skills in time management and stress management. Communication skills are now viewed as a necessary component of

any course for training teacher librarians. Many teacher librarianship education components now contain modules designed to help students to be politically aware of school and community environments and to develop political skills such as negotiating and lobbying.

Early programs to train Australian teacher librarians often emphasised the routines of librarianship such as circulation procedures or typing catalogue cards. Most library schools now emphasises policy rather than procedures, and with the widespread application of computer technology in Australian school libraries, the teaching of manual procedures has become obsolete.

The Australian Schools Catalogue Information Service (ASCIS) was the first national cataloguing database designed for schools in the world. It has been in operation for five years and cataloguing and classification units have all been changed to teach students how to access and utilise the database for cataloguing. The ability to access a wide range of commercial and government databases for information retrieval is now also an essential component of teacher librarianship courses.

There has also been a shift in many library schools from offering a traditional course in children's literature to courses that look at the wider range of children's resources both print and non-print. There is also an increasing emphasis on the role of the teacher librarian in the school's language and literacy programs. Because most Australian teachers are familiar with the operation of a wide range of audio visual equipment, library schools in the main no longer teach courses in this area.

The school library practicum is viewed as a very important aspect of the training of teacher librarians. All but one of the specialised school librarianship courses include a period of working in a school library under the supervision of a trained teacher librarian, allowing students to put theory into practice.

Working with students and teachers to allow them effectively to utilise the school library resources is viewed as the most important aspect of the practicum.

In the last ten years, the education of teacher librarians has shifted from a program designed to train teachers to work as librarians in schools to one which recognises that the central role of the teacher librarian is that of an educator who uses a range of resources to improve the teaching and learning programs in schools.

This emphasis on the role as a teacher librarian has also been reflected in Australian literature on the subject. Jim Dwyer contends that to undertake a successful educational role, the teacher librarian must be a member of the educational team and assertively advocate an educational role for the school library program. "Their major task in practice must be to be an equal partner in the planning, implementing and evaluating of learning programs for students" (Dwyer, 1987).

Janet Adams of the Victoria Ministry of Education has stated that there are four basic principles for teacher librarians. They are:

- (1) The major responsibility of the teacher librarian is a responsibility for curriculum. This responsibility is to be equal to that of teachers and principals.
- (2) Effective use of teacher librarians demands that the main client group of the teacher librarian be redesigned as the teachers not the students. Teacher librarians who work in isolation from teachers in promoting learning strategies are largely ineffective and in some areas counter-productive.
- (3) The major task of the teacher librarian is to move beyond supporting and enriching the curriculum towards accepting equal responsibility with teachers for planning and implementing curriculum. This co-operative curriculum program planning ensures the library's involvement in

curriculum to a "coherent consistent program of education".
(Ministerial Paper No. 6)

- (4) Co-operative curriculum program planning requires the development of a long term change strategy. This means that there must be a commitment to a long term change process which must include a reclarification of the role of the teacher librarian. This redefinition must be undertaken, taking into consideration the implications for teacher librarians in the implementation and planning of curriculum and how this curriculum role means change from the teacher librarians' traditional role as resource provider (Adams, 1987).

In other Australian states a similar message is given.

"Libraries in New South Wales Government Schools" is a policy statement put out by the Department of Education to be implemented in New South Wales school libraries.

This document states unequivocally that "the purpose of the school library is to enhance teaching and student's learning within the total program of the school by:

- (1) Co-operating with teachers in planning, implementing and evaluating teacher/learning programs.
- (2) Providing opportunities for students to develop information skills and use them competently and confidently."

These information skills must be developed "in the context of learning in co-operation with the classroom teacher".

In New South Wales the Director General endorses the co-operative curriculum role of the Primary School Librarian by approving the policy statement that "the teacher-librarian is a member of the school's total teaching staff and as such must be actively involved in the teaching/learning processes".

While the literature clearly sees that Australian teacher

librarians have a role as equal partners in the education system who are closely involved in cooperation curriculum planning and teaching, the Australian research in this area does not support that this role is a reality.

In a study of teacher perceptions of the school librarian, Broadbent found that "the implications of the school librarian as school resources co-ordinator and having a role in curriculum development seems to have been overlooked by teachers and educational administrators" (Broadbent, 1978).

In a 1987 study on teacher librarians' perceptions of their ideal and actual role, conducted by Judy Phillips for her M.Ed, the following conclusions are obtained:

- (1) That primary teacher librarians in Victoria are not following the co-operative curriculum planning and teaching role as outlined in the model.
- (2) That primary teacher librarians are still performing traditional roles in children's literature as resource managers.
- (3) That primary teacher librarians are not taking a lead in implementing technological change within the school and do not perceive this as their role.
- (4) That most primary teacher librarians are working in school libraries without any clerical support except for volunteers.
- (5) That primary teacher librarians are teaching isolated classes to allow class teachers to take their allotted administrative planning time.

Since there seemed to be such a difference between the role of teacher librarians as portrayed both in the curriculum of library schools and in the literature of librarianship compared to the perceptions of this role held by practicing classroom teachers and teacher librarians, the authors decided to conduct a study to determine just what Australian primary school libraries

actually do. The project was funded by the Australian Advisory Council on Bibliographic Service and was conducted in 1988.

The forty-eight primary school libraries the Australian State of New South Wales and Victoria kept diaries over a two week period in which they recorded their activities, by checking one of eleven difficult activity categories every half hour.

What Teacher Librarians Actually Do

The two-week diaries were analysed to determine what percentage of time teacher librarians actually spent on each of the eleven categories. The following table shows how primary school teacher librarians in New South Wales and Victoria spend their time during school.

1. Teaching Library Classes	26.6%
2. Cataloguing	9.3%
3. Co-op Teaching with Class Teachers	4.8%
4. Working with Small Groups & Individuals	3.2%
5. Planning with teachers	3.1%
6. Administration	9.5%
7. Non Library Teaching	4.6%
8. Lunch Breaks	10.8%
9. Other School Duties	5.1%
10. House Keeping, Clerical	13.2%
11. Other	9.7%

The "other" category included such items as sick days, school being closed, school excursions and camps.

Primary school teacher-librarians spend 26.6% of their time teaching library classes in isolation, an activity that is universally condemned in the literature as being unproductive at best, while only spending 4.8% of their time co-operatively teaching which is the preferred model.

The researchers divided the eleven categories in the diary into five main categories: 1. teaching in isolation, 2. cooperative planning and teaching, 3. professional library tasks, 4. clerical tasks, 5. lunch, other.

(1) Teaching in isolation was a combination of:

- Item 1 Teaching library classes
- Item 7 Non library teaching
- Item 9 Other school duties

(2) Cooperative Planning & Teaching was a combination of:

- Item 3 Co-op teaching with class teachers and
- Item 5 Planning with teachers

(3) Professional library tasks was a combination of:

- Item 2 Cataloguing
- Item 4 Working with groups & individuals
- Item 6 Administration

(4) Clerical tasks included:

- Item 10 Housekeeping & clerical tasks

(5) Lunch, others included:

- Item 8 Lunch
- Item 7 Breaks
- Item 11 Other

The percentage of time that primary school teacher librarians spent on each of the five major categories was as follows:

Teaching in Isolation	36.0%
Professional Library	22.0%
Co-op Planning Teachers	7.8%
Clerical	13.2%
Lunch & Other	20.5%

The figure of 36% of time spent in instructional activities not co-operatively taught or planned indicates that primary school libraries are not well integrated into the school curriculum.

Studies have shown that Primary School classroom teachers only spend 43% of their day in direct instruction (Turney, P. 5) if Teaching in Isolation by Librarians is added to Co-op planning and teaching, a figure of 43.8% of time spent on teaching is reached. One wonders how our teacher librarian can manage a "normal" classroom teaching load as well as being able to run the library.

Professional libra., tasks occur 22% of the time while non-professional library tasks take up 13.2% of the time. Teacher librarians spend 36% of time teaching in isolation and 35.2% on Library task, with only 7.8% devoted to co-operative planning and teaching. Teacher librarians are, in the main, operating as the very traditional role of teachers and librarians, and are not adopting the curriculum role specified in the literature which is that of being mostly involved in co-operative planning and teaching.

Qualifications and Role

	Trained teacher	Trained teacher & some library training	Trained teacher & trained library qualifications	Total Group
Teaching in isolation	46.4%	30.4%	35.9%	36.0%
Professional Library	15.6%	17.7%	25.5%	22.0%
Co-operative Planning & Teaching	4.5%	11.5%	7.4%	7.8%
Clerical	16.4%	12.0%	12.7%	13.2%
Lunch/Other	17.0%	28.0%	18.4%	20.5%

Individuals with no library training spend much more time teaching than do individuals who are trained or partially trained and they spend less time on professional library tasks and more on clerical tasks than do trained teacher librarians. Trained teachers without librarianship training probably feel more comfortable in carrying out tasks that fall within their areas of training. However, being a fully trained teacher librarian does not mean that one will be more involved in co-operative planning and teaching. They will rather carry out more professional librarianship tasks and less co-operative planning and teaching than with those with some library training. It was not clear why those with some library training were involved in so much time in the "other" category.

Full-time Vs Part-time Teacher Librarians

	Part-time N=10	Full-time N=29
Teaching in isolation	33.6%	37.5%
Professional Library	17.1%	24.0%
Co-operative	11.7%	6.4%
Planning and Teaching		
Clerical	13.8%	12.9%
Lunch/Other	23.9%	19.2%

While full-time teacher librarians tend to spend slightly more time teaching and carrying out professional library tasks than did part-timers, the latter were slightly more involved in co-operative activities. There were no real significant differences in the role of part-timers vs. full-timers. Because only four of the 29 part-timers were located in Victoria, this aspect may well be influenced by geographical location as well as time fractions spent in the library.

Membership in Professional Association

	Yes	No
Teaching	33.4%	39.3%
Professional Library	25.4%	18.8%
Co-operative Planning and Teaching	6.9%	8.8%
Clerical	11.7%	14.6%
Lunch/Other	22.5%	18.5%

There was a slight significant difference in the amount of time spent on Professional library tasks and the "lunch, other" category between the two groups but it appears that membership in a professional association does not significantly affect the role carried out by the teacher librarians.

Clerical or Technical Assistance

	Yes	No
Teaching	32.5%	37.8%
Professional Library	18.7%	24.1%
Co-operative Planning and Teaching	7.8%	3.4%
Clerical	14.7%	12.5%
Lunch, other	20.6%	22.1%

Those with clerical assistance are more involved in co-operative planning and teaching than are those without clerical assistance and are slightly less involved in teaching in isolation and carrying out professional tasks than their colleagues who do not have clerical assistance. It is interesting to note that those who have clerical assistance report that they do more clerical work than those without such assistance. It may well be that teacher librarians who lack

clerical assistance and therefore must carry out all library tasks themselves would view some clerical level tasks as professional.

	Size of School				
	<150	151-250	251-400	402-600	>600
Teaching in isolation	37.5%	42.0%	37.7%	33.4%	21.7%
Professional Library	9.9%	19.5%	21.2%	27.4%	26.2%
Co-operative Planning and Teaching	2.9%	9.5%	4.7%	9.8%	20.4%
Clerical	10.5%	12.5%	15.1%	12.8%	9.8%
Lunch/Other	39.0%	16.5%	21.4%	16.7%	22.1%

The size of the school made no significant difference in the role of the primary school teacher librarian in the three mid range schools. In schools of less than 150, teacher librarians spend significantly less time carrying out professional library tasks than in other schools, with small collections in small schools there would be less professional library tasks to be performed. They are also less involved in co-operative planning and teaching, a factor which might be influenced by the fact that in the smaller school the teacher librarian is in the school for one day a week and often does not get to interact with the other school staff.

There were only two schools of over 600 in the sample and both were located in New South Wales and both had clerical assistance. While the teacher librarians spend less time in teaching in isolation and more time in co-operative planning and teaching it is unclear whether this is a function of size or location. However, as most of the small schools were also located in New South Wales and the teacher librarians spent only 2.9% of time in co-operative planning and teaching, size might well be an important factor.

Locations of School

	Sydney	Melbourne	Gippsland	Hunter
Teaching in isolation	23.9%	44.4%	38.3%	27.4%
Professional Library	21.4%	20.1%	26.1%	15.2%
Co-operative Planning and Teaching	21.8%	2.6%	4.1%	15.7%
Clerical	13.3%	14.4%	3.5%	7.0%
Lunch/Other	19.4%	18.6%	19.0%	28.7%

There is no real difference between the role of librarians in Metropolitan schools, Sydney and Melbourne, and those in regional schools, Gippsland and Hunter, except that those in regional schools spend far less time on clerical tasks than do those in Metropolitan schools.

Location by State: New South Wales/Victoria

	NSW	VIC
Teaching in isolation	25.8%	40.7%
Professional Library	18.0%	23.7%
Co-operative Planning and Teaching	18.5%	3.4%
Clerical	6.9%	4.4%
Lunch/Other	24.6%	18.8%

The State System in which the primary school teacher librarian works was the most significant variable affecting how they spend their time during the school day. Victorian teacher

librarians spend 40.7% of their time teaching in isolation while those in N.S.W. spend 25.8% in these activities. New South Wales teacher librarians spend 18.5% of time in co-operative planning and teaching compared to only 3.4% of time spent on this activity by those in Victoria. When the two diary items that make up the co-operative planning of teaching area -- item 3 "Co-operative teaching with classroom teacher" and item 5 "Planning with classroom teachers in person or in curriculum meetings" -- were analysed, it was found that N.S.W. teacher librarians spent 14.2% of their time in co-operative teaching, while only 0.9% of time was spent in their activity by those in Victoria. 4.6% of New South Wales teacher librarians' time was taken up in planning and 2.6% of the Victorians' time was involved in planning.

It is clear that Victorian primary school librarians have not taken on the role of co-operative planning and teaching that is the model endorsed by the literature of librarianship. Spending less than 1% of time in co-operative teaching really means that it is not taking place at all in most Victorian Schools and it is clear that primary school library programs in Victorian Schools are not being developed in co-operation with classroom teachers.

The reason for the state differences are several. The N.S.W. library policy, which instructs schools to have teacher librarians and classroom teachers work co-operatively is clearly a factor in the difference. The restructuring of the Victorian Ministry of Education and moves to decentralize have meant that the state has been left without a strong central school library service which could provide direction to schools to enable them to be involved in co-operative curriculum planning and teaching. The school library service in New South Wales has been very active in promoting the concept and in making schools aware of the State library policy and the means to achieve it.

Victorian teacher librarians are expected to provide release time for classroom teachers for the administrative and

planning time. At the time of the study this was not the case in New South Wales, although following the change in government in that state, primary school teacher librarians may be used to provide relief time. As Janet Adams of the Victorian Ministry of Education has said, "If teacher-librarians are providing teachers with spare periods, planning becomes impossible and the program is doomed to failure" (Adams pp. 10), and this is what appears to have happened in Victoria.

How much a primary school teacher librarian is used to provide relief for classroom teachers is the biggest single factor that will determine if co-operative planning and teaching will take place or not. If educational authorities do not help to establish an environment where co-operative curriculum planning and teaching can actually take place, then teacher librarians will become increasingly frustrated with being told by the library profession and the literature that they should be carrying out one role, while in reality they are working in conditions that prohibit them from really being involved in co-operative curriculum planning and teaching.

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Appendix

Library Schools Offering Specialised Courses in School Librarianship

1. Brisbane College of Advanced Education,
Department of Communication and Resource Studies,
Victoria Park Road,
Kelvin Grove Qld 4055.

Head: Mr. Geoffrey Chapman
Courses Offered: Graduate Diploma in Teacher Librarianship
2. Canberra College of Advanced Education,
Centre for Library and Information Studies,
P.O.Box 1,
Belconnen ACT 2616

Head: Dr. Nancy D. Lane
Courses Offered: Bachelor of Education,
Primary or Secondary Teacher Librarianship
3. Gippsland Institute of Advanced Education,
School Librarianship,
Switchback Road,
Churchill Vic 3842

Head: Mr. Joe Hallein
Courses Offered: Graduate Diploma in School Librarianship
Bachelor of Education (School Librarianship)
4. Kuring-gai College of Advanced Education,
School of Library and Information Studies,
P.O.Box 222,
Lindfield NSW 2070

Head: Mrs. Mairead Browne
Courses Offered: Graduate Diploma of Applied Science
(Information/Teacher Librarianship)
Bachelor of Education (School Librarianship)

5. Melbourne College of Advanced Education.
Department of Library and Information Studies,
757 Swanston Street,
Carlton Vic 3053.

Head: Ms. Angela Bridgland
Courses Offered: Bachelor of Education (Librarianship)
Graduate Diploma in Library and
Information Studies (Teacher Librarianship)

6. Riverina-Murray Institute of Higher Education,
School of Information Studies,
P.O.Box 588,
Wagga Wagga NSW 2650

Head: Dr. Brian Cornish
Courses Offered: Graduate Diploma in Teacher
Librarianship

7. South Australian College of Advanced Education,
Lorne Avenue,
Magill SA 5072.

Head: Ms. Lynn Walsh
Courses Offered: Bachelor of Education
Graduate Diploma in Teacher
Librarianship

8. Western Australian College of Advanced Education,
Department of Library and Information Studies,
Nedlands WA 6009.

Head: Ms. M. Wilson
Courses Offered: Bachelor of Education (Teacher
Librarianship),
Graduate Diploma in Teacher
Librarianship

(Source: Library Association of Australia Handbook 1987/88)

NEW TECHNOLOGIES FOR TEACHING AND LEARNING:
IMPLICATIONS FOR THE SCHOOL LIBRARY

Dr. Laurel A. Clyde
Western Australian College of Advanced Education
Perth

Introduction

The potential of new technology to improve educational access and outcomes was highlighted in a report tabled in the Australian federal parliament in March this year. The report, An Apple for the Teacher? Choice and Technology in Learning, was prepared by the House of Representatives Standing Committee on Employment, Education, and Training, chaired by Mr. John Brumby, MP. The Committee sought written submissions from institutions, individuals, and associations, and held public hearings in the capital cities. In releasing the report, Mr. Brumby noted that "while major changes have been made to Australia's education system over recent years, further changes - realising the potential of new forms of technology - are crucial to continued improvements in our education and training systems". Technologies mentioned in the report include audiotapes, video, optical discs (particularly CD-ROM and videodisc), broadcast and narrowcast media (basically radio and television in various forms), computer-assisted learning, electronic mail, facsimile, videotex, online information services, teleconferencing, and satellite transmission. The report looked critically and carefully at the various technologies, the use being made of them currently, and the potential. In doing so, it drew attention to the fact that many of the limitations of the application of technology, or barriers to its effective use, are human, administrative, or legislative, rather than factors inherent in the technology itself.

Technology in education has not been a concern only at the federal level in Australia. In all Australian states and territories, educational trials of one or other of the new technologies were under way in the first half of this year. In Western Australia, an electronic mail trial (using Telecom Australia's Keylink service) was being undertaken in the Merredin region. In New South Wales, Victoria, and Queensland, major administrative computing systems for schools were being developed or trialled, and all three of these states announced programmes for significant new expenditure on computer technology. In the Northern Territory, work proceeded on Edlink, the territory-wide network to link all schools (and other institutions such as libraries and colleges), based on an IBM mainframe computer in Darwin. Other projects related to the use of electronic mail, electronic bulletin boards, online information services, computer-based school administration systems, school library automation systems, satellite transmission, and video conferencing.

In Queensland, there was an announcement in February that six million dollars Australian would be spent on schools computing in 1989, with a further six million to be spent in 1990. Four major areas of computer usage were to be emphasised: business education; computer courses; the provision of electronic learning centres; and what was called "learning access". This "final area, learning access, embraces the creation of access to information databases, use of computers for students in remote areas, and for the delivery of instruction between school via telecommunications links".

In part, the emphasis on this area of "learning access" and information access stems from the simple reality of Australia's geography and demography. We have a relatively small population scattered around and across a very large and often inhospitable continent, and, for many small communities in rural or isolated areas, the more traditional means of providing education or information services are inadequate. Early

twentieth century Australian developments such as the flying doctors and the Royal Flying Doctor Service, the correspondence schools and schools of the air, itinerant teachers and travelling schools, the pedal radio, "box libraries", the "tea and sugar" train on the Nullarbor (which brought a travelling shop to some of the most isolated settlements in the world), even flying parsons and church boats (on the inland rivers) were responses to these conditions of life. It is not surprising, therefore, that the newer communications technologies emerging in the later years of the twentieth century are being considered so carefully in Australia, and their educational value explored.

In this paper, a range of newer information and communications technologies will be discussed, particularly in relation to their educational applications. These technologies will include optical storage media (such as videodisc, CD-ROM, CD-I, and CD-V), satellite communications, teleconferencing, electronic mail, electronic bulletin boards, online information services, computer-based information retrieval and management systems, fifth generation computer languages, and new developments in computer software. The approach will necessarily be selective rather than comprehensive, given the time constraints of the conference session.

Optical Storage Media

CD-ROM technology has been commercially available now for four years; videodisc technology for rather longer. Newer developments in this field include CD-I, CD-V, WORM, PROM and EPROM. These discs are read by an optical laser beam (hence the term "optical storage media"), using a microcomputer linked to an optical disc player. Their most important features are that they allow for storage of massive amounts of information in a very small space; searches can be performed very quickly using the microcomputer; and music, still and moving pictures, text, voice, and computer programs can all be stored on the one disc.

New techniques are being developed now which will lead to improvements in these media.

Already, there has been much discussion about the impact that CD-ROM, in particular, will have on education, libraries, and school libraries. A thriving publishing industry has grown up around this medium, as witness the range of books on CD-ROM and its applications in the 1989 Meckler catalogue alone. Several journals devoted entirely to CD-ROM applications are on the market, including CD-ROM Review and CD-ROM Librarian. International conferences on CD-ROM, for librarians, information workers, and industry specialists, have been held; a major one will take place in Melbourne, Australia, this month. And we now have an annual reference publication, Guide to CD-ROMs in Print.

A few schools and school libraries began using CD-Rom players as early as 1986; now more are doing so. The 8th Annual Survey of the States, 1988, conducted by Electronic Learning magazine, revealed that CD-ROM players could be found in twenty states in schools for years 10 to 12; in seventeen states in schools for years 7 to 9; and in fifteen states in schools for years K to 6. All secondary and middle schools in the District of Columbia had CD-ROM players, while forty percent of secondary schools had them in Connecticut and twenty-five percent in Pennsylvania. In Australia, one of the first purchasers of a CD-ROM player was a school library - Ipswich Grammar School near Brisbane. The CD-ROM version of The Academic American Encyclopedia has been popular with Australian schools; the rationale for such a purchase has usually been the need to ensure that students are aware of current developments in information technology and have the opportunity to develop information retrieval skills that will help them in the workplace. Other CD-ROM discs which have been trialled or used in schools include the ERIC database (for an information service to teachers), Microsoft Bookshelf (which offers several standard reference works on one disc, including Roget's Thesaurus, The World Almanac, Bartlett's

Familiar Quotations). the 1981/1986 Australian census data on CD-ROM, and The World Factbook.

In the area of curriculum-based educational courseware, videodisc systems have had a slightly greater uptake, particularly following the success of developments like the British Domesday Project. The 1988 American Electronic Learning survey, quoted earlier, showed that videodisc players were used in twenty-two states in schools for years 10 to 12, in eighteen states for years 7 to 9, and in sixteen states for years K to 6. Sixty-five percent of secondary schools in New Hampshire, and fifty-five percent of middle schools in that state, had videodisc players, but the takeup in other states was considerably smaller. Courseware on videodisc is being used in American schools in areas such as science, art, language education, mathematics, and remedial education. In Australia, major videodisc projects have included the Aussie Barbie disc for teaching English as a second language, and the Ask the Workers careers videodisc for schools. Recent refinements which are increasing the effectiveness of videodisc as an interactive medium include the use of Apple's HyperCard software as a "front end" to the videodisc, to improve searching and access to information on the disc.

Optical storage devices offer enormous possibilities for integrating a wide range of media and giving rapid access to the information stored on the disc. Their wide acceptance in schools and libraries, however, is likely to depend on the material made available on optical disc over the next few years, and on the effectiveness of steps currently being undertaken to overcome problems of lack of compatibility between the different systems.

In the meantime, developments in this field of optical storage media are constantly being announced, and a great deal of experimentation and research is going on. CD-I, announced in 1986, but released only in 1988, offers advantages in terms of the range of media incorporated on the discs, and in the degree of interactivity. No commercial units are readily available in

Australia, so it has been hard to assess the viability of CD-I; it is probable that it will develop as a parallel product to CD-ROM, rather than as a competing medium. CD-V, which provides for video and audio tracks, is being developed as an alternative to pre-recorded videotape for the storage and distribution of video programmes. In addition, optical media which allow the user to "write" information to the disc, as well as to access pre-recorded information, are also under development. Most publicity has centred on WORM and EPROM.

Satellite Communications

Most of the services provided by satellite communications systems are also available through conventional terrestrial networks, especially in heavily-populated areas. What distinguishes satellites, such as the Australian AUSSAT satellite system, is their capacity to provide clear and reliable communications across a wide geographical area. Satellite networks currently have another advantage over terrestrial networks, in that they can transmit television signals. However, as the optical fibre communications network grows, this advantage will diminish. The AUSSAT system, operated by OTC in Australia, carries telephone calls, radio, television programmes, and computer communications. It provides an efficient means of communicating from a single location to a number of other locations - known as point-to-multipoint communications. Messages are beamed up to an AUSSAT satellite from OCT earth stations around Australia, for transmission around the world. From the satellite, the message are beamed back down and received by another earth station. The AUSSAT system comprises three satellites, known as the A-series satellites. These can carry a total of fifteen 12-watt and 30-watt transponders, which transmit signals through four spot beams, each covering a particular region, and a national beam. A transponder can relay up to one thousand telephone conversations at any one time, or one full broadcast quality television signal. In 1991/1992, the A-series satellites will be replaced by newer

B-series satellites, which will be more powerful, have a longer operational life, and give increased operational flexibility. While the overall use of the AUSSAT network is increasing gradually, one area of real growth is video conferencing, particularly involving the use of one-way video (via satellite) and two-way audio links (via terrestrial lines). The Report of the House of Representatives Standing Committee on Employment, Education, and Training, quotes a submission received from the South Australian government, on the value of this mode (p. 39):

The ability of satellite technology to achieve the combination of terrestrial audio teleconferencing and live television from the classroom, creating an electronic classroom, is its most powerful and useful characteristic.

In 1986 and 1987, a trial of distance education by satellite was conducted in outback Queensland by the Mt Isa School of the Air and AUSSAT. In this trial, eight year 6 students, living on station properties several hundred kilometres from each other in the north-west of the State, were linked to each other and their teacher at the Mt Isa School of the Air through a voice and data satellite network. An earth station capable of sending and receiving voice and data, and receiving television, was supplied to each student and the school. Each student was also given an Apple II microcomputer, a modem, and printer. Students worked through specially-designed learning packages, assisted by regular voice contact with the teacher, a one-way video link, and a computer communications link.

In designing the system, it was envisaged that a student and the teacher, or a group of students without the teacher, would be able to work together on composition or question and answer exercises. The teacher would be able to display typed text on the

... screen of an individual, a group, or the class, during a lesson. The teacher could add, alter, or delete text on the screens of any or each student, or hand over control to any student who could then add, alter, or delete text on the screens of the teacher and all students in the class or group. Teaching or discussion on diagrams would also be possible, with students or teachers able to interact using a common visual image. (Apple Macintosh News, December 1988, p. 7).

The evaluation of the trial suggested that "students who participated became more motivated, diligent, and willing in their schoolwork. They found their studies easier and more interesting". The Queensland Department of Education's evaluation report on the trial concluded that

the first year of the trial provided clear indications of the potential for distance education of open line teleconferencing, data transmission using microcomputers, and close coordination among learning opportunities. The trial experience provides solid justification for the costs of continuing to work toward communication systems capable of good quality multi-channel voice transmission. Systems based on one-way, one-to-many communication, or on two-way, one-to-one communication, have their uses in education, but the potency for teaching and learning of two-way, simultaneous communication among all members of a group have been graphically demonstrated by the trial experience. (p. 35).

There has been a suggestion that a similar use of satellite communication could bring small groups of students in isolated schools together into a class for particular subjects, when there are not enough students in one school to offer that subject on a rational basis. In fact, the potential for school-to-school communication was highlighted by this trial, and by other projects in the last two years. However, the sheer cost of the Mt Isa Distance Education by Satellite Trial (for a small number of students), and of other such satellite-using ventures, is likely to be an inhibiting factor until such time as the technology becomes cheaper. The other possibility is that the new, laser-driven optical fibre cables being used by OTC will overtake satellite communications. These cables will cross the Tasman Sea to New Zealand, and extend to North America and Asia. They will have vast communications capacity, capable of transmitting, say, moving pictures and data, across the land and the ocean floors, at almost 300,000 kilometres per second, and they will not need the earth stations that are now required for satellite transmission.

Teleconferencing

The use of the telephone in education and for information retrieval and dissemination is scarcely new. However, now that modern telephone lines can be used for more than one-to-one voice communications, new possibilities are emerging. The report of the House of Representatives Standing Committee on Employment, Education, and Training (p. 35) makes the following observations.

Communicating via telephone is a valuable means of exchanging ideas, information, and advice Technological advances have made it easier for one-to-one communications to be replaced by telephone conferencing. Also called teleconferencing, audio teleconferencing, and telephone teleconferencing,

it is the linking of three or more people by telephone in two or more locations. It has been fostered as a teaching and learning technique in recent years, although the concept was pioneered several decades ago on HF radio by the School of the Air. Expansion of telephone conferencing has occurred particularly in South Australia, where the Education Department's Educational Technology Centre developed a loud speaking telephone with multiple microphones, called a DUCT (Diverse Use of Telecommunications Technology). More than 300 schools in South Australia are now involved in some way with telephone conferencing. DUCT equipment is also being used in other States: for example, it has been adopted to provide the main audio link within and between clusters of rural secondary schools in Victoria. Moreover, the Brisbane College of Advanced Education had developed its own conference terminal, the Hybrid, which is also being marketed throughout Australia. Both the DUCT and the Hybrid are cheaper to purchase than the terminal marketed by Telecom and are more suited to educational applications.

Ultimately, developments in communications services will allow easy pictures and data transmission as part of the interactive teleconferencing process. Already, one-way video with two-way audio linking several locations is being used in educational applications in Western Australia, as is slow-scan television with two-way audio. Two-way data links with two-way audio are also possible now, at reasonable cost.

Some examples of the use of teleconferencing in the Australian educational setting are outlined below.

At Kidman Park Primary School in South Australia, the application of teleconferencing to the primary school curriculum was trialled, culminating in a report, Via DUCT to the World, in 1986. The equipment was located in a withdrawal room in the library resource centre, and the teacher librarian acted as both "a partner in planning" and a partner in the actual conduct of the teleconference sessions. She also assisted teachers to identify and locate suitable people outside the school to take part in the teleconferences as "resource people". Teleconference sessions, involving groups of children in the school, included discussions with children's authors Robin Klein and Eric Hill (for Children's Book Week); an interview with the editor of The Bulletin on journalism; and a discussion of the "One and All" yacht project with Sir James Hardy. In an article on the trial, Di Pepper (1987, p. 12) discusses the potential of teleconferencing (particularly for country schools), for bringing specialist speakers into the classroom or enabling children to question eminent people in Australia and overseas who could not possibly visit the school concerned. She also suggests that an advantage lies in the fact that "almost total concentration can be placed on the interview, unlike outside excursions, where many distractions and insignificant irrelevant details can crowd out the important information". This is not to suggest, of course, that there is no place for excursions; rather, that teleconferencing provides a new, and sometimes more appropriate tool.

The School Library Association of Queensland (SLAQ) has been using teleconferencing (often combined with the use of videotape, or one-way video, or data links) to bring continuing education opportunities to teacher librarians working in schools throughout Queensland. Known as TeleSLAQ, this continuing education programme was first introduced in 1983.² The teleconferences, organised from

Brisbane, using the resources of the Brisbane College of Advanced Education, have involved groups in up to twenty different locations, with two to three hundred people taking part. Topics for the teleconferences have included "Resources for Reluctant and/or Less Able Readers", "Audiovisual Applications of the Microcomputer", "New Developments in Bibliographic Organisation", and "Microcomputers in Schools and School Libraries". Some of the TeleSLAQ tele-conferences have involved people from outside Queensland; for instance, a 1985 national teleconference on "Co-operative Networking as a Basis for Resource Sharing" involved around two hundred people, with groups in Brisbane, Darwin, Alice Springs, Adelaide, Canberra, Wagga Wagga, Atherton (North Queensland), Bundaberg, and Perth. For Perth participants, this meant the sharing of ideas with colleagues in other states and territories, in a way that is not normally possible except through travel to attend conferences.

In this last year, another series of continuing education activities for teacher librarians has involved teleconferencing. Workshops on the use of online information services in schools and school libraries have been conducted in regional centres throughout Tasmania. For this series of workshops, the resource person was Ms Sandra Naude, senior Librarian at St Hilda's Anglican School for Girls in Perth, Western Australia, who spoke to each of the Tasmanian groups from Perth via teleconference, and answered questions from those taking part.

Professional meetings have also been enhanced through the use of teleconferencing to involve participants in other locations. The National Committee of the School Libraries Section of the Australian Library and Information Association uses teleconferencing to hold its annual general meetings and to hold national meetings on

particular issues. Not only can all states and territories be represented, but large numbers of people can take part in each location. At Western Australian College of Advanced education, our Teacher Librarianship Consultative Committee, which provides advice on the offering of our teacher librarianship courses, has expert members in other states and territories, who join the meetings via teleconference. Since we have external students in other states, this input from outside Western Australia is vital for course development.

Electronic Mail

The report of the House of Representatives Standing Committee on Employment, Education, and Training describes electronic mail in the following terms (p. 32):

Electronic mail whereby messages are exchanged electronically ... improves the ability of users to work collaboratively in developing and sharing ideas, advice, and information, yet it frees them from the need to communicate simultaneously. One central computer functions as a clearing-house among users of the network. Messages that have been sent are stored in the central computer until the addressee "logs on", at which time the message is presented on the addressee's screen. Systems software used for electronic mail also permits users to send messages to a public "bulletin board" where any other user can read and respond to them in the same way. Multiple bulletin boards can be set up and access to them can be restricted if desired.

Telecom Australia's electronic mail service, Keylink, is now being used by more than eight hundred schools across the nation. It provides the basis for several national and state projects related to the educational use of electronic mail. It also provides link to international electronic mail systems, and to systems within other countries. Some of the recent or current projects based on Keylink are outlined below.

The Computer Pals Across the World Project involves schools in many different countries, including the United States of America, Australia, New Zealand, Canada, the United Kingdom, Peru, France, West Germany, Japan, Sweden, and China. The Project matches schools in different countries, and sets guidelines and goals for their electronic mail exchanges, so that the use of computer communications is firmly based in the educational programmes of the schools. One of the Project's founders, Malcolm Beazley, said in 1988 (Czerniejewski, 1988, p. 5), "Having witnessed the reactions of many disappointed students during the period of electronic mail trials in this country (disappointments which resulted from lack of sound educational programs within which the electronic exchange could take place), I felt it was imperative for this project to have set educational aims and objectives as well as an established program, which would guide the students' experience in this electronic mail medium. Thus the Project is viewed as more than just an exercise in electronic mail but rather as an electronic language exchange project which provides a basis for incorporating all aspects of the English Language Arts. First and foremost, the Project aims to provide a writing environment in which students can write for a real audience". Students are able to share experiences, opinions, discussion of current events, social and cultural information, creative writing, and newsletters through the Project. It began in 1983 as the Australaskan Writing Project, a link between Alak High School in

Wainwright, Alaska, and Turrumurra High School in Sydney. Now, almost eight hundred schools are involved, and two international conferences associated with the Project have been held (one in Alice Springs in 1988, and one in Portland, Oregon, this year).

In 1987 in New South Wales, the Education Department's Computer Education Unit undertook a trial of the Keylink electronic mail system. In a report on the trials at the Information Online 88 conference in Sydney, Martha Heeren noted that "electronic mail offers many possible ways of enhancing the curriculum for students and giving support to teachers by expanding the communication network, and reducing geographic, environmental, and professional isolation". (Heeren, 1988, p. 243). Student use related to language and writing development activities; data gathering for projects concerned with weather statistics, consumer prices, and Australian history; fostering communications networks for children with disabilities; computer awareness and computer studies; and for projects associated with the Australian Bicentennial. Teacher use related chiefly to professional development activities; exchanging information about curriculum topics, resources and approaches; and sharing such things as worksheets and tests. The use of electronic mail by New South Wales continues, through the EDUCATION.NSW service based on Keylink. More than four hundred schools use the service.

In April this year, Keylink was used by New South Wales schools to enable students across the state to participate in the activities associated with the visit to Australia of children's author Roald Dahl (McKenzie, "Galah Session", 1989, p. 33). Such author tours often involve only schools in major population centres, and electronic mail was seen as a way of extending this involvement to remote schools. In preparation for an interview with Dahl in Sydney, twelve primary students at Belmore south

Primary School (a Sydney suburban school) placed a message on Keylink, asking students throughout the state for questions that could be put to the author. Responses came from schools up to nine hundred kilometres away (including Lord Howe Island Central School, and Hay Public School in the State's far interior). The Belmore students edited the questions for the interview, which also involved 190 students of the Broken Hill School of the Air, participating by teleconference links. The results of the interview were edited and shared with all participating schools via Keylink.

Other Australian states and territories are also using electronic mail for educational purposes. The Queensland Department of Education has an EDUCATION.QLD service, using Keylink, to "give students the opportunity to relate and communicate with other students throughout the State", and to provide administrative links (McNulty, 1989.. n.p.). In Western Australia, the Ministry of Education commenced a trial electronic mail project, also using Keylink, early in 1989. Initially, this has involved schools in the Merredin District, north-east of Perth, plus district offices and the Perth central office. In the Northern Territory, the Edlink territory-wide network, based on an IBM mainframe computer in Darwin, provides facilities for electronic messaging, including the use of electronic mail for inter-library loans between school libraries and between school and other libraries.

This list of electronic mail projects highlights the fact that there can be educational benefits for students, personal and professional development benefits for teachers, and administrative benefits, in the use of this form of communication. For school libraries, there are possibilities related to access to information held in locations external to the school, and for inter-library loans, as well as for professional contact and professional development.

Electronic Bulletin Boards

While online information services have been available since the 1960s, changes are occurring in this industry which are already having an impact on schools and school libraries. One of the most interesting of these changes is what can be called the "democratisation" or "popularisation" of online information. Just as desktop publishing has revolutionised print publishing, making high-quality printing facilities available to people and organisations who could not afford them years ago, so developments in computer-based information services are enabling small organisations and individuals to set up services of their own. While it is unlikely that these small services will ever challenge the "multinationals" like Pergamon ORBIT Infoline or DIALOG, it does mean that people have a wider choice of online information services, many of which are now local and cheap - or even free. In the last few years, we have even seen individual schools and libraries become online information providers through their own electronic bulletin boards. Facilities offered by such boards can include public bulletin posted by the operator, electronic mail, a "conferencing" facility, a "chatting" facility (by which users logged on to the system can "talk" to each other via the keyboard), interactive games, facilities for downloading software, and networking with other bulletin board systems.

In the United States of America, at least twelve of the state departments of public instruction have established, or are establishing, electronic bulletin boards for statewide communication. Depending on the aims of the system, the users may be teachers, school administrators, regional consultants, teacher librarians, parent groups, or school students - or all of these. In California, for instance, a statewide system is being set up as a resource for teachers, administrators, and children. Some schools, school districts, and regional centres in the state have already created their own local systems, and the Californian statewide system will link these. The advantages of this include better communications facilities for teachers and administrators

across different school districts; contact that is not bound by constraints of time (messages left on the system can be read when convenient) and location; the facilitation of contact between children through the use of electronic mail for creative writing projects, inter-school projects, and information-gathering for classroom work; the provision of an example of information technology in action, for the benefit of students and teachers; and the rapid dissemination of administrative documents and policy statements from state, regional, or district offices.

In Australia, several electronic bulletin boards have been established by state education authorities. In South Australia, the Angle Part Computing Centre's NEXUS bulletin board system, available to teachers and schools throughout the state, provides a range of "sub-boards" covering areas of special interest, or catering to the needs of special groups. Among the sub-boards are boards for teacher librarians, mathematics teachers, people involved in special education, people interested in fantasy. The electronic mail facility on the system allows for individuals to contact each other. In addition, the NEXUS system makes available a file of the Australian Associated Press (AAP) news service, which can be searched by keywords and relevant articles downloaded. NEXUS is free to schools, though telephone charges still have to be paid. In Victoria, electronic bulletin boards operated by sections of the Ministry of Education include SCI-NET for science teachers throughout the state, SCEC-NET for computer teachers, and LIB-LINK for teacher librarians. In Queensland and New South Wales, Keylink has been used to set up electronic bulletin boards for teachers, while in Western Australia, a trial electronic bulletin board on Keylink, called LIBRARY.INFO.BB, has been set up by the Ministry of Education. In addition, individual schools have created their own electronic bulletin boards, for various reasons: as an activity for the computer club; as a way of enabling parents and community members to keep in touch with school activities; as an information service for the school community; as a means of teaching students about communications technology.

It is evident in the professional education literature that interest in electronic bulletin boards is growing, and that they have a wide range of applications in education. This is reflected in the fact that two papers and five poster sessions were devoted to electronic bulletin boards at the 1987 Australian Computer Education Conference in Perth, while advance planning for the 1989 conference in Canberra shows a continuing interest in the topic. Electronic bulletin boards have implications for information access in the school, for information dissemination, and for teaching and learning. They can be a very useful resource. It is important, then, that teacher librarians are aware of them, and take advantage of them in meeting the information needs of the school community.

Other Technologies

A range of other technologies which are having, or have the potential to have, an impact on teaching and learning, can be mentioned only briefly here. One or two of these will be discussed in more detail in the conference presentation itself.

- Online Information Services. Online information services of various kinds have been available for many years. However, high costs, and the need for specialised equipment and sophisticated search skills, made them virtually inaccessible to many teachers librarians in the past. The growth of school-oriented services, the increasing availability in schools of microcomputers and modems, improved access facilities, and more user-friendly searching, are changing this situation. In Australia, the establishment of ASCIS (Australian Schools Co-operative Information Service) as a national online service for schools, has helped to make administrators, teachers, and teacher librarians more aware of this technology. ASCIS offers review information on fiction, non-fiction, and audiovisual resources; purchasing information; catalo-

guing information for school libraries; and information about a range of policy documents and curriculum materials that have been generated by education authorities across Australia. Evidence of growing schools interest in online information services is not now hard to find. In 1987, the School Libraries Section (WA Group) of the Australian Library and Information Association produced a report, Online Information Services for Schools: Implications for School Libraries, while reports and documents have also been produced, and research studies done, in the United Kingdom, France, and the United States of America.

Computer-based Information Retrieval and Management Systems. Once these systems were outside the financial reach of schools. Now, however, schools are using automated library and information systems, either as standalone systems, or as part of a larger library network. These systems are improving access to information and resources in schools, and providing a means for teaching information search and retrieval skills that are relevant in today's world. In 1989, there are at least fifty integrated computer-based library management systems on the Australian market alone, many of these, such as Prolib, Lothlorien, Sir-Cat, and BLISS, designed specifically for the needs of schools. The New South Wales Department of Education has developed the microcomputer-based OASIS school administration software for use by individual administration system developed in association with Softlink Australia, and based on the ALARM software. The OASIS software will be provided free to government schools in the state, and assistance will be given with the purchase of hardware. In the Northern Territory, a different approach has been taken, with the development of a territory-wide network, called Edlink, based on a mainframe computer. This network incorporates the LINNET library (of which the state library, university and college libraries, government special libraries, and

school libraries are members). The DORIS/LIBIS library software, the basis of LINNET provides for cataloguing, circulation, acquisitions, inter-library loans, and messaging.

New Software Developments. New software developments of various kinds are likely to have an influence on education and libraries in the future. Fourth generation computer languages are already providing a more sophisticated base for information storage and retrieval systems and for educational applications; fifth generation languages are likely to extend this process. Expert system "snells" will provide the basis for the development of computer-based systems to carry out such tasks as the identification, by searching a remote database, of resources likely to be of use to a school library, or the scheduling of group use of the library. Probably more exciting are developments like hypertext and hypermedia (exemplified in HyperCard for the Apple Macintosh and Guide by Owl International), which allow for the incorporation of voice, music, sound effects, still and moving pictures, in a database, and for the location of information in the database by browsing and through flexible, non-linear searches, as well as by the more traditional forms of keyword searching. The instructional applications of HyperCard, as well as its applications in library promotion, and as a "front end" to online databases, catalogues, or CD-ROM databases, are now being explored.

Artificial Intelligence. Artificial intelligence research, including work in such areas as neural networks, heuristic programming, knowledge processing, and expert systems, is an area of enormous potential. It has practical applications in such things as database construction techniques, online searching, and computer-based school library catalogues. Artificial intelligence

interfaces, and particularly those incorporating voice recognition, will allow the user to interact with the computer in the user's own natural language, rather than by typing special commands. It is worth noting that at least one Australian artificial intelligence research and development project currently under way relates particularly to school library catalogues.

New Hardware Developments. Sometimes it is impossible to separate developments in hardware from developments in software - both go together. Artificial intelligence systems, for instance, often include specially-designed chips, as well as operating system software and the application software. Other developments, such as OSI ("open systems interconnection") relate to hardware, software, protocols, and standards. There have been many such developments in the computer industry over the last year or so which could ultimately have implications for libraries and education. These would include research on superconductors; work on VLSI ("very large scale integration"), which is leading to better and faster computer chips; the development of the "smart book" (credit card sized units which plug into a book-sized battery-operated reader); new storage media like "digital paper", which offer capacity and speed far above that of CD-ROMs. At the Perth Computer Show in April, I used a microcomputer which had a full range of software built in, 48K of RAM (extendable), was less than 2cm thick, weighed less than one pound, and cost less than \$1000 Australian. I then moved on to use an even smaller machine, the size of a paperback, which had word processing and database capabilities and cost less than \$400 Australian. We are moving towards the situation where "a computer on every desk" in the school may well be feasible - though that computer may look rather different to what we imagined.

Conclusion

A feature of many of the developments outlined in this paper is that they relate to communications, learning media, information access, and information retrieval - areas traditionally associated with the school library. Further developments are coming, some of them enhancements to existing technologies, others completely new. Teacher librarians need to be well informed about what is going on, and to assess each new development realistically in terms of the aims of their school, the school library programme, and the needs of the library users.

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EDUCATIONAL TECHNOLOGY: ITS IMPLICATIONS ON THE ROLE OF
THE RESOURCE CENTRES IN THE TEACHING AND LEARNING PROCESS

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Introduction

One wonders how in a conference of the International Association of School Librarianship, where one expects to raise and discuss matters pertaining to books, cataloguing, reading and even the application of new technologies to the process of library use, the area of technology of education features as a relevant and related aspect for discussion. The theory of technology of education (not to be confused with the technology in education which will be discussed later) has relevance in the context of the changing role and functions of the library. This paper with input from several people from the Malaysian Association of Educational Technology presents the idea that the library, particularly school libraries, can function as the focal point for curriculum design and planning in the school milieu. Needless to say, some views which may appear to be contradictory to commonsense views are entirely my own.

The gists of this paper are as follows:

- (1) It presents briefly the development of educational technology (I am using this term to refer to both the technology of education and technology in education) until the present day and makes the observation that despite 50 years since the first radio went on the air, the full potential of technology of education has not been fully realised.
- (2) There has been some success stories in the advancement of

education as demonstrated by the impressive development and expansion programme of the Division of Educational Technology, Ministry of Education, up to the present time, but I may not be too far wrong to surmise that in Malaysia the process of adopting technology has been unplanned, at random and perhaps haphazard, leaving negligible impact on individuals. Some basic problems for this negligible impact are attributable to the negative attitudes towards the idea of technological usage which is not fully understood. Many less enlightened people view educational technology as merely burdensome. Some of these problems will be subsequently delineated.

- (3) Arising from the points above, the paper examines what educational technology is and is not and draws some misconceptions that people still have about it.
- (4) In the final analysis, suggestions are made for the culturalization of educational technology in the Malaysian education system and for making greater efforts towards disseminating a thorough knowledge of educational technology that is crucial if individuals are to feel a sense of commitment to the theory and principles as the basis for improving teaching and learning.
- (5) The process of educational technology and the application of its theory and principles to more effective library utilization and functions cannot be underestimated.

The Historical Development of Educational Technology

Educational technology developed in tandem with the development of science. Arising from certain scientific discoveries, which have been well tested, sets of principles and generalisation have developed which could be applied to the solutions of practical problems. Transferring the scientific principles to the solutions of practical problems became the domain of technologists, and in the field of education the application of

certain scientific principles was aimed at improving the process and product of learning.

Principles	Behaviourism	Management	Physical
	Learning	Systems approach	Optic
	Perception	Management	Mechanic
	Cognition	Cybernetics	Electrical
	Motivation	Macroeconomics	Circuits
	Measurement	Microeconomics	Chemistry
Techniques based on scientific principles	Programmed learning Learner analysis Tasks analysis Reinforcement	Needs Assessment Systems analysis Systematic design Cost analysis	Optical engineering Communication engineering Chemical engineering Electrical engineering
Application of principles to learning	Utilization of learning materials to meet learning conditions	Management by objectives Systematic approach to learning	Audio visual equipment, radio, telephone, etc. Storage and retrieval eg. computer

Figure 1: Comparative Contributions of the Different Sciences

Source. Robert G. Stakenas and Roger Kaufman. Technology in Education: its human potential. Phi Delta Kappa Ed., Foundation, Bloomington, Indiana, 1981.

In the field of education, three scientific principles have been responsible for the development of educational technology. This may be perceived from Figure 1 which shows the contributions of the science of behaviourism, management science and the physical sciences to the field of education. Firstly, discoveries in the physical sciences and the development of the radio in the 1930s came to influence educationists in their teaching. Audio visual aids were perceived to aid the process of teaching which stressed the utilisation and effect of media on teaching per se rather than on considerations of the learner's psychological make-up or the effects of media on student learning.

The development of the science of management has led to the evolution of the principles of organisation as a systematic approach and, consequently, these have been applied to education, as will be seen later in this article. Similarly, discoveries from the physical sciences have helped to widen the educational, instructional and training possibilities. On the other hand the introduction and, lately, the computer, has made it possible for more effective, individualised distance learning.

What is Educational Technology?

Educational technology has been misrepresented as "hardware" — an assemblage of things to aid teaching. It has also to be differentiated from instructional technology which is very specific to the design of classroom instruction. Educational technology has wider implications to mean the harnessing of discoveries from scientific developments towards the management of education as is illustrated in Figure 1.

Hawkrige (1976) and Galbraith (1967) describe educational technology as the "systematic application of scientific or other organised knowledge to practical tasks". Hence to reiterate, technology refers to the creative application of scientific

discoveries to the solution of practical problems, while science refers to the body of knowledge which has been tested and regarded as sets of general principles or generalisations, and educational technology refers to the application of the discoveries from the sciences to the solution of practical problems in education.

Davies (1978) has identified 3 concepts of educational technology, each of which is based on different assumptions covering different perspectives.

Educational Technology 1

Educational technology 1 (ET1) emphasises the use of machines and equipment. Technology is perceived to be the mechanisation and automation of the process of teaching and learning by using machines to transmit and disseminate information quickly to the widest audience possible. In this context, machines are used to increase the impact of the teacher rather than on learning per se. In ET1 the assumption is that the primary function of the student is to soak up as much knowledge like a sponge and the function of the teacher is to transmit the knowledge. The information is well structured to facilitate rote learning. In ET1 audio visual aids are used to help the teacher get his message across to large numbers of students as quickly as possible such as the CCTV. The human factor and machines and other teaching materials are not systematically coordinated on the basis of identifiable objectives.

Educational Technology 2

This concept evolved as a reaction to the concept of ET1 as "hardware". In Educational Technology 2 (ET2) the assumption is that the individual learner has the potential for maximising his own intellectual development. Hence in the context of ET2,

teaching and training is directed towards making it compatible with the learner's age, ability and aptitude. The role of the teacher is as an adviser. The new concept rose from the development of behaviouristic science which places importance on the psychological development of the individual. Learning becomes the predominant objectives in the teaching and learning process. The focus in education has now shifted from the teacher and teaching to the learner and learning. In ET2, the hardware is not dispensed with but the focus is on the learner and his learning. It may be said that ET2 represents the "software" approach and technology is the design of learning experiences in which machines and other teaching materials only function as the instruments for disseminating information (Davies, 1978).

The development of the concept of ET2 has a parallel development to the development of programmed instruction in the 1960's as a result of Skinner's work on operant conditioning.

As a result of Skinner's behaviouristic psychology, learning materials are organised in small well structured tasks to facilitate mastery of learning objectives which have been identified and written in detailed, precise terms. The objectives also determine the selection of teaching materials, suitable teaching strategies, the expected responses and behaviour patterns of the learner.

The concept of ET2 presents a more holistic and systematic approach to education in terms of applying scientific principles and is more focussed on the learning aspect but it was deemed as being inadequate for ensuring efficient organisation in the context of modern organization theory. This has resulted in a more comprehensive concept known as ET3.

Educational Technology 3

ET3 is the culmination of all the salient features from ET1 and

ET2. It represents a systems approach based on organizational theory. Davies (1978) states that ET3 rejects systematic development (i.e. step by step, rigidly mechanical or mechanistic procedures) as the only way of proceeding in favour of a systematic (i.e. organic rather than mechanistic) set of procedures focussing rather more deeply on the processes as well as on the products of teaching and learning. It applies system analysis concept to education, and its bias is somewhat less towards the individual per se and rather more towards the group or team within which an individual plays a role.

In ET3 the assumption is made that the individual has control over his own self and is capable of making decisions and of solving his own problems. ET3 stresses the importance of integrating several variables within the teaching and learning milieu: the needs of the learner and specific tasks, the needs of the teacher, and the needs of the organization itself in determining decisions about content, strategy, and media selection and methods of evaluation.

The Development of Educational Technology in Malaysia

In Malaysia, too, the development of educational technology flourished along similar patterns. In the early stages, educational radio, which went on the air in 1940 and later became formalised in 1966, was at first perceived as an aid to teaching.

Despite its widespread application in the past 50 years the full potential of ET is still not fully understood or realised. The advancement of technology in education is not concomitant with the application of ET theories and principles to the solution of educational problems. This constitutes the crux of the problem.

As an illustration, when the CVCTV was in vogue in the 1960's some excited educators were quick to jump on the bandwagon

and organised a series of lectures by CCTV at great expense in terms of equipment and money. It was thought that the new technology would be the answer to the need for efficient dissemination of the content to a large group of students in the shortest time possible. When the novelty had worn off the new technology soon became obsolete and the programme abandoned for more traditional face to face lecturing method. This is a good example of the use of technology that went sour because technology was used without the systematic identification of the students' learning attributes and needs which ought to dictate the teaching strategies and materials used in the learning process. Educators were then temporarily enamoured with the technology in education and failed to understand that this was different from technology of education.

The manner in which the transparencies and OHP are utilised is another good example of the misuse of technology. The OHP has now come to replace the blackboard because masses of information which would otherwise have been written on the blackboard is now written on transparencies and projected for students to copy. This naturally has proven to be a costlier activity.

We have now reached the computer age but the development of software lags behind the hardware. Some of the existing programmes may not have been the result of a systematic engineering by expert in the content and media area and educationists learned in the psychological and pedagogical principles.

In spite of the limitations which have hitherto been identified, it is very encouraging that some advancement has been made in the last 50 years to modernise education, though the effect has not been widespread particularly at school level. The majority of the teachers regard educational technology as burdensome. This is not surprising because they have a restrictive view about ET that it is teaching using sophisticated gadgetry. Teachers' problems in innovative teaching were highlighted in a

convention on Educational Technology on 18-20 June 1987 in which six major problems were identified as follows:

- (1) Teachers (including heads of schools) and administrators lack the right attitudes to ET. They lack the knowledge of educational technology.
- (2) Teachers perceived ET and the use of media devices as additional burden and responsibility and they expressed the feeling that they lack the skill in the preparation of materials.
- (3) They considered it not their main task to be concerned with technological advancement.
- (4) Their use of resource materials was less than optimal.
- (5) They felt a sense of compulsion.
- (6) They were not adequately exposed to the concept of ET and its function in curriculum planning.

Hence while Malaysia keeps pace with the technological advancements elsewhere in the world and is ready to adopt them into our own educational system, but the attitudes and commitment of individuals to change and innovate remain lukewarm.

Of the six major problems which were identified, the problem of attitudes was perhaps the most serious. This is not surprising because it is man's second nature to resist change and anything that is new at the initial stage. Rogers Everett, in his book entitled "Diffusion of Innovation" (1983), suggests that the process of achieving innovation has to pass through five stages:

KNOWLEDGE --> PERSUASION --> DECISION -->
IMPLEMENTATION --> CONFIRMATION

The first and most important prerequisite is knowledge. In order for an innovation to have lasting impression and its utilisation sustained, the users of the innovation requires a good knowledge of that innovation. The resulting effect of adopting an innovation also carries with it the transfer of a

culture from which the innovation comes may or may not be suited to the users adopting the innovation or which may or may not be adapted to the needs of the users. In either case, time for assimilation may be necessary in the process of adopting an innovation. Short of being provocative, I would surmise that in the Malaysian situation, in some instances our adoption of the innovation could have been the result of impulsive implementation based on intuitive feelings. As a result there is a lot of trial and error with unsustained interest and a lack of commitment. The example of the use of the CCTV cited earlier is a case in point.

A profound knowledge of what ET is and is not can help to ensure that educational ventures will become events with more enduring results.

There is evidence from a study done locally by Abdul Latiff (1989) on the relationships between variables affecting teachers' use of an innovation. It was found that teachers who have the knowledge of ET and understand the concept and role of the resource centres and have been given continuous exposure to ET will tend to increase the rate of acceptance and the utilisation of the state educational resource centres.

Before discussing the role and functions of the school library, I would like to review some of the definitions which are currently understood and most of which appear to represent the model of ET3. What appears to be consistent throughout the definitions is the idea that ET is not those tangible elements that we can see, for example, equipment and machine-like objects, nor does it refer to materials per se. When educationists are asked about ET they are proud to show off the number of materials and equipments that they possess without an understanding of its use as an effective aid to teaching and learning (Heinich, 1969).

Up till today we can encounter numerous definitions of ET. There are over 26 definitions to explain the functions and

importance of ET in various contexts. This paper will only discuss three definitions for us to reflect on. The first definition by AECT (1977) defines educational technology as "a complex, integrated process involving people, procedures, ideas, and organisations for analysing problems and devising, implementing, evaluating, and managing solutions to those problems involved in all aspects of human learning".

This is illustrated in the diagram below:

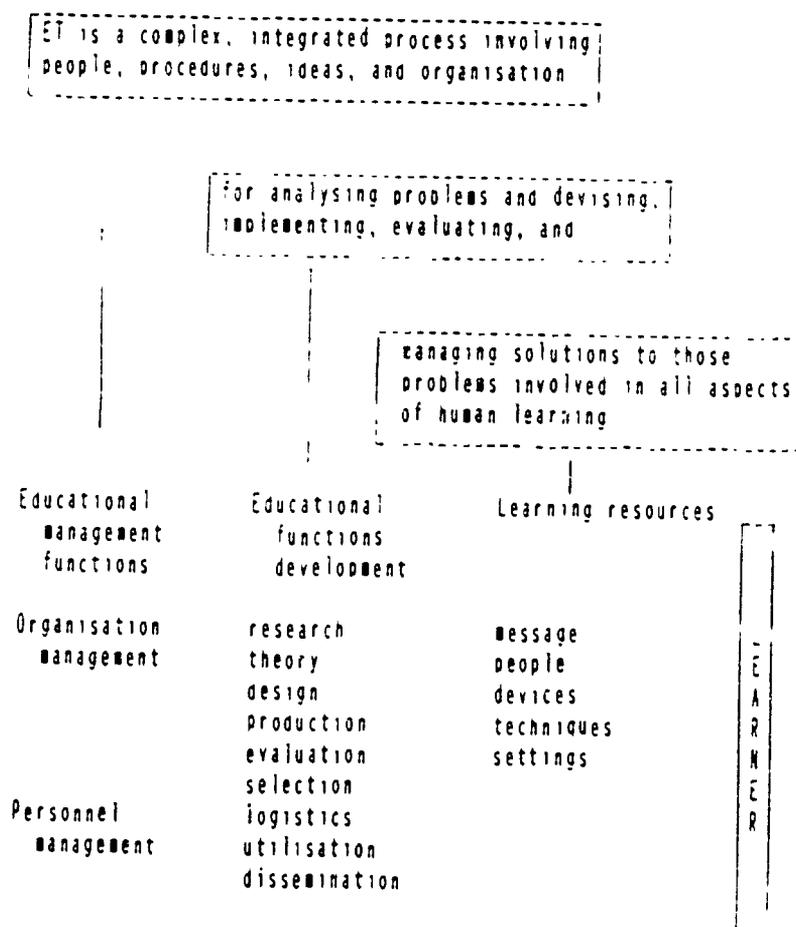


Figure 1

Domain of Educational Technology

The definition given by AECT covers all aspects of the educational organisation.

Malaysia (PTPM) defines ET as a process of analysing the needs of education systematically and rationally with the aim of designing and applying ideas, materials, procedures, and the integration of human resources as a whole towards upgrading teaching and learning. Perhaps the definitions as provided by AECT and PTPM may be too complex for the practising teachers in the classroom. What would be relevant for them would be a definition that is directly related to their daily tasks in the classroom.

The definition by Derek Unwin (1968, 12-13) appears to be more in line with the idea that ET encompasses the application of skills and modern techniques in education. This includes using learning facilities such as the media and the methods involved and the control of the environment for enhancing learning.

Skills

The skills alluded to involve wide ranging ones which include language and communication skills, the skill to evaluate and select materials and the skill to operate equipments. Other skills include the ability to apply the theories and principles involving the learner in the teaching and learning process and the teachers' administrative skills.

Learning Facilities

These lie outside the teacher's personal attributes and require the skilful management by the teacher of the classroom and resource centres, which now include the library and other resources from the environment and the community.

Modern Techniques

These encompass the method of modern teaching that are based on

theory and research which may include the direct or indirect use of equipments. Examples are: KBSR and KBSM, planned teaching, compensatory education, computer-aided instruction, individualised learning, audio-tutorial system and interactive learning through video and teleconferencing which has enhanced distance learning considerably. The last two methods of communication may now lie outside the realm of the school but having information and knowledge of these would be useful for practicing teachers.

The concept of ET works on the premise that different elements within the school milieu can be brought together to design learning systematically and that teachers and other individuals responsible for the teaching and learning to work together in a cooperative effort to design, produce and utilise materials that can promote optimal learning. In this context, the library has a significant role to play to bring together individuals for this purpose.

The Potential Role and Functions of the School Library

I have earlier mentioned that ET as a theory has a lot to offer in making the library more constructive in promoting effective teaching and learning and thereby meet with the expressed aspirations of our Honourable Minister of Education and Director General of Education. Such aspirations which have been expressed in this seminar include:

- . that the library go on-line in knowledge engineering so that information can be successfully generated and shared locally through regional cooperation.
- . that the library should move away from its traditional role as a place for storing books and print-based materials.

- . that in the light of KBSM (integrated secondary school curriculum) the library plays an expansionist role towards continuous experimental approaches such as encouraging resource-based learning.
- . that teachers (and I would add trained librarians and resource persons) in this context change their roles from information presenter to planner and facilitator of learning.

These aspirations are real ones and viable but they can remain pure ideals if we as educationists do not come to grips with the real issues that confront teachers and children in school.

Given x, y, t, q, etc. where

- "x" is the school with 2500 students studying in two sessions school;
- "y" is the inadequate number of classrooms;
- "z" is the mixed ability children who come with varied socio-economic background;
- "t" represents the teachers trained to follow traditional patterns of teaching or practice traditional patterns of teaching normally practised by their predecessors;
- "q" represents inadequate funds, resources and expertise in resource-based learning

attempts at innovative teaching and learning would be a difficult task.

The list of perceived problems may be extended but we are not here to present problems so much as to find solutions to some of the problems. The issue is: what can we do to improve teaching and learning in the face of present conditions. Perhaps what is needed is a new look at the process of teaching and learning and the extent to which the library may be involved in harnessing the various elements to meet the teaching needs of teachers and the learning needs of their students.

For the rest of the paper I would like to offer a model (see Figure 2) which, if implemented, may solve some of the problems. It is by no means a panacea for all the problems that we face in education. Furthermore it may be considered as being over idealistic and an impossible dream. Needless to say its implementation would prove costly in terms of time, energy and money and even our sanity.

The model works on the premise that it is possible to bring different individuals in a school together to work towards a common goal. The steps involved are as follows;

- (a) A team of teachers teaching the same subject decide to get together.
- (b) They discuss and design the teaching and learning of their common subject and arrive at desirable learning objectives. It is assumed that these teachers possess the prerequisite knowledge and skills to enter into a cooperative effort. Such skills would include their communication skills, the skill for media selection and utilisation and their skills for using a variety of teaching strategies. Needless to say it would also be an advantage for them to have an adequate knowledge and skill to apply pedagogical and psychological principles in the day to day execution of their duties as practising teachers.
- (c) On the basis of the objectives which have been identified they would structure the learning experiences of the learners.
- (d) In the next step, the team teachers with the resource specialists would design cooperatively the strategies of teaching and the design, preparation, selection of learning materials.
- (e) The teaching and learning materials may, if necessary, be jointly prepared by the teachers, resource personnel and even the students themselves, where possible. Ideally some support service from a technical personnel would be a boon.
- (f) Teachers execute teaching utilising the materials which have been prepared.

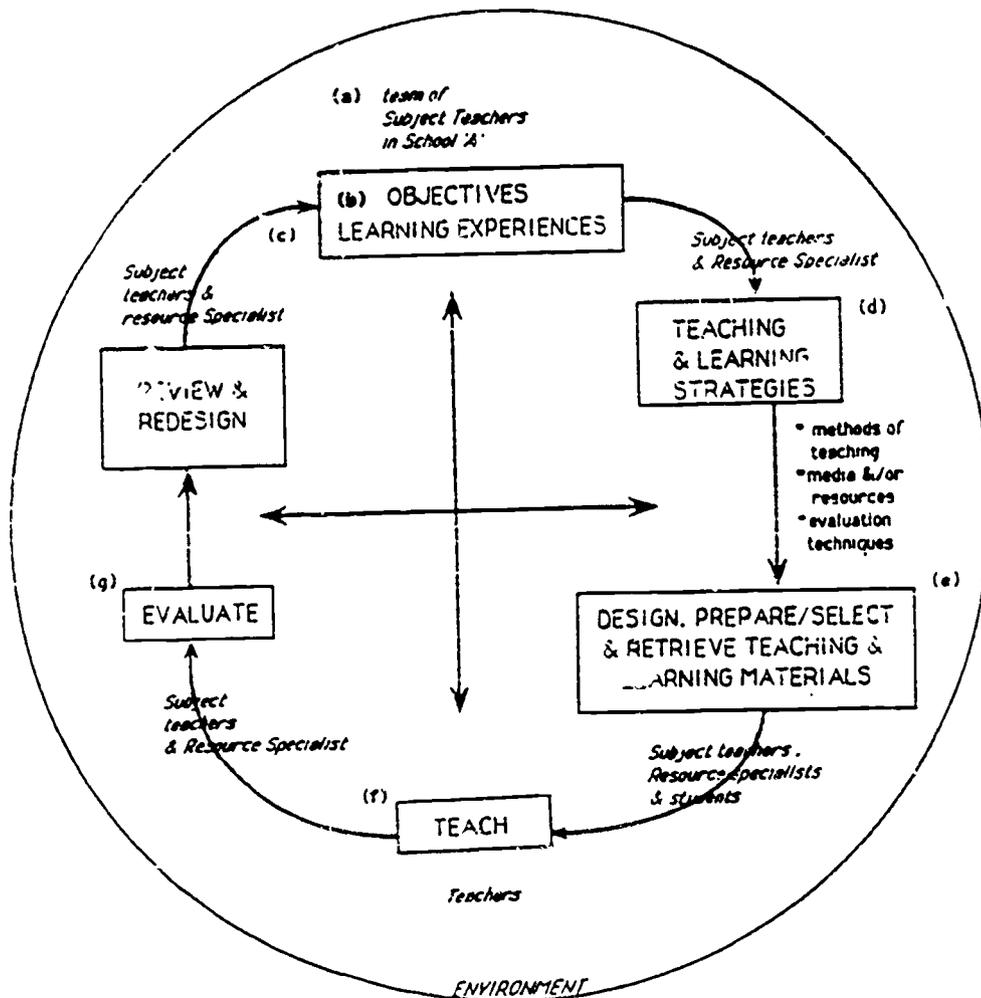


Figure 2

Designing Teaching for Learning: An Interactive Model

(g) The evaluation process that would be appropriate would necessarily have to be the joint responsibility of all the individuals involved in the teaching and learning process.

Until such time when teachers, including head teachers and administrators, librarians or resources persons as we now call

them, and other supporting personnel can perceive that the task of educating children is a shared responsibility and that efforts are made to share the planning and implementation of innovative ideas in teaching, our ideal aspirations would be hard to realise. For that matter parents too have the responsibility to share the burden of ensuring that the teaching and learning environment is continually enriched by contributing towards the resources in terms of material, physical and spiritual forms. Their participation in the production of some of the teaching materials would be a step in the right direction.

The application of educational technological theories to education will ensure that teaching and learning for our children is planned in accordance with their learning needs within the context and constraint of their environment and background. If the library and its trained resource person can become the centre for such curriculum engineering where minds can meet to plan and develop strategies for teaching and provide for the necessary resources, then it would have been successful in its expansionist role and if and when every school resource centre has enriched its resources and information and systematised its data bank, then I can see little obstacles in putting it on-line for inter-regional cooperation and sharing.

The big question is: who would take that crucial first step?

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EDUCATIONAL TECHNOLOGY FOR MALAYSIAN SCHOOLS:
MISSION AND VISION

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The educational system in Malaysia, like most other developing countries, is geared towards socio-economic, cultural and political development. The educational policy is shaped by the national goals and objectives like the National Ideology (Rukunegara), National Educational Policy and the New Economic Policy which aim for the promotion of national unity, eradication of poverty among all Malaysians and the creation of a just, knowledgeable and informed society.

Education in Malaysia is centrally administered by the Ministry of Education which is responsible for all levels of education in the country - primary, secondary, higher as well as vocational and technical education. All schools follow a common curriculum with the National Language (Bahasa Malaysia) as the main medium of instruction and English as a second language. Primary education is provided for in three main languages - the national language (Bahasa Malaysia), Chinese and Tamil.

The educational system in Malaysia consists of five stages - primary, lower secondary, upper secondary, post-secondary and tertiary. There are six grades in the primary stage of education and promotion from one grade to a higher one is automatic. The age of entry is normally 6+. Children completing six years of primary education are automatically admitted to lower secondary stage which is comprehensive in character and where the aim is to offer the students an opportunity to sample various kinds of studies and to assist in vocational choice. After the lower

secondary stage. students are selected through a public examination (i.e. the Lower Certificate of Education Examination), to move to the upper secondary level for a further two years of education. At this stage the students are streamed into two groups - academic and vocational. Students from the academic stream finally sit for the Malaysian Certificate of Education Examination and those from the vocational stream sit for the Vocational Certificate of Education Examination. Students who achieve a good standard in the Malaysian Certificate of Education Examination can graduate to Form VI or the post-secondary stage of education where at the end of the second year they sit for another public examination, the Higher School Certificate Examination necessary for admission to the seven local universities.

Educational Development, Reforms and Innovation

Since Independence in 1957, the Government's efforts to develop the educational system have been an integral part of a wider and more comprehensive national policy. The government has regarded education as a key factor to develop national identity and bring about national integration, socio-economic development and increased employment. Education is also considered a major instrument for social and economic mobility, a means of providing productive skills, raising the standard of living and reducing the differences in income among ethnic groups. Education has thus become a major vehicle of eradicating poverty and reducing racial imbalance in economic functions.

The establishment of a Federal Ministry of Education to create and regulate a unified education system, the introduction of a common curriculum for all schools, the progressive implementation of the National Language policy at all levels of the national education system and the inculcation of national values have helped to integrate the various ethnic communities while preserving their cultural values.

The above policy has resulted in a significant expansion of education enrolments at all levels thus allowing it to grow at an average rate of 3.5%. Currently more than 99.0% of the primary school going children are registered in schools. Enrolment in secondary schools is at 73.0%, post-secondary education 13.0% and higher education is 4.0%.

Educational development in Malaysia has two distinct features, viz, quantitative expansion and qualitative improvement. During the two decades immediately after independence, the sole concern in educational development was for quantitative expansion and this led to tremendous efforts to build more schools and classrooms, to train and educate more teachers and to supply an adequate number of textbooks and other basic educational materials. Although to-date quantitative expansion is still going on, since the 1970's there has been an increasing emphasis towards qualitative improvement in which rigorous effort was undertaken to review and improve existing school curricula and teacher education programmes, to review and diversify university education, to improve the quality of textbooks and other teaching-learning materials and to formulate new, innovative and reform-oriented strategies and techniques in the teaching-learning process. In the pursuit of the aim of improving the quality of education, the Ministry of Education, schools, colleges and universities have been incorporating various innovative and reform-oriented approaches, techniques and methods of organization in their educational programmes. In 1976, a survey initiated by the Asian Centre for Educational Innovation and Development, and sponsored by UNESCO, identified 56 items of significant innovations existing in Malaysia. (The Asian Centre for Educational Innovation and Development Malaysia: Inventory of Educational Innovation, ACEID, UNESCO, 1976).

The wide variety of approaches to improve the quality of education in Malaysia which began two decades ago, culminated in the launching of the New Primary School Curriculum or Kurrikulum Baru Sekolah Rendah (KBSR) during the 1982-1988 period. This new

primary curriculum aims at overall growth of an individual and emphasizes the mastery of reading, writing and arithmetic and the acquisition of knowledge and skills through interesting and meaningful activities which are relevant and useful to students.

As a logical and inevitable continuation of the processes of revamping the curriculum, a New Integrated Secondary School Curriculum — Kurikulum Bersepadu Sekolah Menengah (KBSM) -- has been introduced this year in Form One (Year One) of the Secondary Schools and will be progressively applied until the cycle is completed in 1993. KBSM is oriented towards general education coupled with teaching and learning strategies focusing on relevant knowledge, creativity, integrated skills suited to modern living, (including manipulative, manual and business skills), social sciences, computer education and moral and religious values. At the same time, the curricular content is to be supplemented with emphasis on co-curricular activities to strengthen religious, civic and moral education and the inculcation of national values.

There is no doubt that the introduction and implementation of the New Primary School Curriculum (KBSR) and the New Secondary School Curriculum (KBSM) represents the most comprehensive programme of educational reform and innovation. To meet the national needs and expectations, the educational system must be committed to the policy of promoting the cultural, social, economic and political development of a young nation with a multi-racial background.

Educational Technology in Malaysia

For the purpose of this paper, educational technology refers to a field of endeavour involved in the facilitation of teaching-learning process through the systematic identification, development, organisation and utilization of a full range of learning resources and through the management of these resources.

It includes, but is not limited to, the development of instructional systems, the identification of existing resources, the delivery of resources to teachers and learners and the management of these processes and the people who perform them. Within the context of educational reform and innovation, the application of any item of educational technology can be an innovative agent in its own right. Education Technology is a complex, integrated process involving people, procedures, ideas, devices and organisation, for analysing problems and devising, implementing, evaluating and managing solutions to problems related to all aspects of human learning. Its role may be seen as making teaching more efficient and learning more effective. Thus Educational Technology can safely be likened to a vehicle for executing change and innovation in the teaching and learning process and in other programmes of educational reform and innovation.

In Malaysia, the systematic and organized application of educational technology as an educational innovation and as an agent to stimulate, reinforce, sustain and expand educational reforms and innovation, is executed through the Educational Television, Educational Radio, Audio-Visual Materials and Resource Centres Services. These services are organised, integrated and coordinated by a special department in the Ministry of Education, The Education Technology Division, located at Ampang Road, Kuala Lumpur.

Educational Technology Service

The Educational Technology Division (ETD) formerly known as the Educational Media Service (EMS) was established in 1972. Prior to that, there existed an Audio-Visual Unit in the Ministry of education and a Schools Radio Service in the Ministry of Information and Broadcasting. Following the success of two pilot Educational TV (ETV) projects, the Government made a decision to introduce ETV on a permanent basis in 1972, and integrate it with

the existing A-V and Educational Media Service to provide a more viable educational media and technology service for schools in the country.

The mission of the EMS is to assist in improving the quality of education in the country, particularly the rural areas, through media and technology programmes and services. Its objectives are as follows:

- i. to create awareness of the important role of educational technology for the development and progress of education in the country;
- ii. to assist in providing services that can help strengthen the teaching and learning process especially for the benefit of the schools in the rural areas;
- iii. to encourage teachers to present their lessons in more creative and innovative ways through the use of a variety of educational media;
- iv. to motivate students to obtain knowledge in a more interesting and effective manner through a variety of educational media;
- v. to assist in providing services for teacher training, both pre-service and in-service, especially in the field of educational technology;
- vi. to assist in the planning and implementation of reforms in the field of learning or curriculum;
- vii. to provide advisory services and technical assistance for the effective use of educational media equipment; and
- viii. to disseminate information on the reform and developments in the field of education for teachers and parents.

Infrastructure and Administration

The Educational Technology Division is one of the twenty divisions of the Ministry of Education. In its organisational set-up, the Educational Technology Division has six different Sections, namely, Educational TV, Educational Radio, Audio-

Visual. Library. Evaluation and General Services, and Engineering. The Division is headed by a Director who is responsible to the Director-General of Education and he is assisted by a Deputy Director with a staff of about 250 in the six Sections. Each Section has an Assistant Director who plans and administers all the activities in his/her own Section. At the State level there are the State Education Technology officers whose functions are to coordinate and help implement the ETD programmes, activities and projects including ETV, AV, ER and Library and Resource Centre Services at the State, District and School levels.

The ETD with its staff and activities at both national and state levels strives to provide an integrated educational media service for about 6,500 elementary schools, about 1,150 secondary schools and 28 teacher training colleges in the country. The target school population is about 2.2 million elementary school children, 1.3 million secondary school pupils and about 180,000 teachers in the country.

Media Programmes and Resources Provided

The ETV, ER programmes, AV materials, and Educational Resource Services that are provided are meant to complement and supplement the teachers' work in the classrooms. In providing the media programmes and services the emphasis is more towards assisting the rural schools where help is needed in bringing about better learning opportunities for pupils. As education in Malaysia is centrally administered and all schools have a common content curriculum, the media programmes are produced in accordance with the requirements of the national curriculum. Emphasis is placed on areas of the various subjects where greater assistance is required by the teachers.

1. Delivery System

The programmes are recorded on 1 in. and open-reel tapes in the TV and radio studios of EL and sent to Radio-Television Malaysia for broadcast. The ETV broadcast covers the whole country including the use of satellites for the service to Sabah and Sarawak, while the Educational Radio programmes are broadcast from Kuala Lumpur, Kuching and Kota Kinabalu. Besides school term broadcast, programmes are also broadcast during vacation. To ensure that schools are able to receive the programmes, TV sets, and radio cassette recorders have been distributed to schools throughout the country. For those schools without electricity, of which there are about 2,400 at present, generators are also provided; and for the secondary and primary schools in the shadow areas, video cassette recorders are given as well.

2. Educational TV

The number of series produced and telecast at present is 31. They are as follows: (a) Primary Series: Bahasa Malaysia, English Language, Primary Mathematics and Man & Environment (all for Years 4 to 6), and Moral Education (common for all years). (b) Secondary Series: Maths, Integrated Science, Commerce and Entrepreneurship (for Forms 1 to 3), Moral Education, Islamic Religious Education, Living Skills (common programmes for all Forms 1 to 3), Science (Physics, Chemistry and Biology) for 6th Form. (c) General (including programmes meant for teachers): World of Education (for teachers), Education in Perspective, Current Affairs and Special Programmes.

3. Educational Radio

The programmes produced from year 1 up to Form VI, cover languages (Bahasa Malaysia, English, Chinese and Tamil), Islamic Religious Knowledge, Songs and Music, Geography, History, Moral Education, Man & Environment, Economics, General Paper and Malay

Literature. The subjects covered are mainly Humanities. In most instances, care is taken to ensure that the subjects or topics by ER do not duplicate those assigned to ETV. At present there are 77 series in radio for schools. In addition to the On-Air and Off-Air programmes, "live" programmes are also occasionally produced and broadcast (e.g. the National Schools Sports Meet).

4. Audio Visual Services and Materials

The Audio-Visual Materials Section undertakes a variety of activities related to the application of educational technology. One of its main functions is the production of multi-media resource materials in packages. The package consists of charts, slides, cassette recording and teachers' notes. The subjects selected are for Arithmetic, Bahasa Malaysia and English Language in primary schools. For each of the subjects about 50 packages have been developed for each year of the Upper Primary Schools (4-6) and are based on the KBSR Curriculum.

The AV Section also develops handbooks for teachers in the use of audio-visual equipment and materials. The handbooks produced so far include the following topics: silk screen printing; visual exhibitions; 16mm projectors, photography in education; the overhead projector and its use. After evaluation, these books are published by Dewan Bahasa dan Pustaka (Language and Literary Agency) for sale.

The AV Materials Section is the Secretariat for the supply of non-book materials worth about M\$45 million to the 365 District Resource Centres and 4,229 School Resource Centres set-up under a World Bank Loan Programme.

The AV Materials Section also coordinates and carries out in-service courses for resource personnel, teachers and other officers. The courses include those related to effective utilization of AV equipment and materials as well as the production of low cost teaching materials.

5. Library and Resource Services

As there has been a comprehensive Paper presented earlier on the School Library Services, I shall not touch on the subject in this paper, except to state that it is a new service added to the ETD in 1988 and forms an extremely important and integrated part of the educational technology services to schools.

District Resource Centres

As a necessary supportive infrastructure for School Resource Centres, the Ministry of Education has embarked on a nationwide strategy towards setting up resource centres at state and district levels. To date, four State Education Resource Centres have been established in the states of Kelantan, Trengganu, Pahang and Kedah as a pilot project. Under the current Eighth World Bank Loan Scheme, 350 new District Education Resource Centres are being built and equipped.

These state and district resource centres will operate in the context of the following functions:

- (1) to act as a catalyst towards overall professional development of teachers, particularly professionalism in pedagogy;
- (ii) to provide in-service training and guidance to teachers in materials production techniques;
- (iii) to act as a materials bank to which teachers can contribute what they have developed either at the school level or at the resource centre itself and from where they can obtain model materials for reproduction and equipment such as cameras, video or audio recording facilities, etc. for self-production of materials for use at the school level;
- (iv) to assist teachers, through in-service courses and informal meetings, in acquiring skills of organising and managing their book and non-book materials more systematically at the school, for easy retrieval;

- (v) to help heighten current awareness of teachers through newsletters and other extension services by keeping them up-to-date on the state-of-the-art in materials production, organisation and use; and
- (vi) to offer on-the-spot professional advice to teachers in the course of visits to school resource centres.

Production and Utilization of Media Programmes

1. Production Process

Planning for the series or the learning-teaching materials is carried out in various ways by the ETD. Normally, Subject Panels are set up for the subjects or materials involved. The Panels consist of the Subject Specialists of ETD and members from the Curriculum Development Centre, School Inspectorate, Schools Division, teachers as well as lecturers from the colleges and universities. The Panels discuss and select topics based on the school syllabus to be made into programmes or media materials. Scripts Panels are then formed to discuss the content and form of the script, which is then written by a member of the Panel. Finally the draft scripts, after being vetted by the subject specialists, are passed on to the producers for production. After the programmes and materials are produced, they are previewed and/or tested in schools before they are broadcast or mass-produced. Formative evaluation of the programmes is also carried out when they are broadcast and the feed-back obtained is utilized to revise the programmes.

2. Utilization

To ensure effective utilization of the learning-teaching media programmes and materials, regular in-service courses and workshops have been held for headmasters, teachers and key personnel at national, state and district levels. The main

objective of these courses and workshops is to expose the headmasters and teachers to the media materials and programmes and to demonstrate how they are to be used effectively. In addition, from time to time, when special courses are held for headmasters, the utilization of media programmes is also included in the training schedule.

In order to ensure that all schools and colleges utilize the ETV and educational radio programmes effectively, the broadcast schedules, teacher guides, support materials and charts are sent free of charge to all schools in advance. Special publicity materials and programmes over the TV and radio network are also prepared and distributed or broadcast from time to time. Local newspapers and children's publications carry the broadcast time-tables as well as special write-ups on the programme series.

To coordinate and carry out evaluation and utilization activities at the state level, State Educational Technology officers have been appointed. They visit schools and have discussions with heads and teachers on media usage and related matters. At the district level, the ETD has set up District Education Resource Centres to promote media utilization, while at the school level a Media Coordinator is appointed to promote the use of the learning-teaching materials and programmes.

3. Evaluation

Various types of evaluation activities have been carried out by the Utilization and Evaluation Unit of the Division. Evaluation on a formative type is carried out with the objective of finding out whether the ETV and Educational Radio Programmes that are being broadcast to schools meet the needs of the pupils and teachers. The feedback obtained also indicates weaknesses in the programmes that can be improved for a more effective service to schools.

In addition to sending out the evaluation proforma,

personal visits are also made to schools by the ETD officers at the state level and also by the media staff at the ETD headquarters. These types of personal visits are extremely useful in obtaining a realistic picture of the utilization of media learning-teaching materials in schools. However, the constraints of time, personnel and funds limit extensive valuation of this type.

Every year since 1972, annual survey of the utilization of media programmes and materials have been conducted in all schools in the country. The ETD has also undertaken in-depth surveys in the various states to obtain feedback on the extent of utilization of educational broadcasts and other needs, materials and hardware. From these surveys, it appears that the extent of media utilization in a school is directly related to the attitude of the headmaster and its teachers. The effectiveness of teaching/learning materials depends upon the skill and imagination of the teacher using them.

Current Activities

As technology changes, it is important for those involved in the educational technology to be aware of such changes and within the limits of available resources incorporate these changes for improving the services. The Educational Technology Division, aware of its role and function in helping to meet the teaching-learning needs in schools, is making every effort to provide new services and facilities. Among the current activities undertaken are the following:

- (i) Supply of video cassette recorders (VCR) to schools to improve the utilization of ETV programmes.
- (ii) Setting-up of dubbing centres throughout the country to enable schools with VCRs to obtain copies of the ETV programmes as soon as possible.
- (iii) Pilot projects using solar energy to run TV sets and VCRs. About 100 units have been installed in schools all

over the country and their performance is being closely monitored.

- (iv) Switching over from film to video technology. This is being done in stages so as to phase out film equipment and give sufficient time for staff to be trained.
- (v) Production of cassetted and non-broadcast programmes. At present this is being done mainly for radio programmes; however, plans are being made to extend it to video programmes as well.
- (vi) Production of non-curriculum-based programmes to cater for special needs of the Ministry of Education. This includes making Anti-Drug Abuse Programmes, special programmes for teacher education, recording of competitions by school children and so forth.
- (vii) Planning and conducting of various programmes and activities to promote reading and effective use of Resource Centres such as the Reading Camps, Quiz and Seminars to Promote Reading.
- (viii) Supply of video camera and related equipment to State Education Resource Centres for the production of local programmes. Training programmes are carried out with regard to the use of such equipment.
- (ix) Setting up of Model Resource Centres at state and district levels to serve as examples of well organized and effectively utilized media centres.

Vision for the Future

Malaysia has a fairly extensive educational technology structure and system and much has been achieved in regard to its application for educational purposes. It is recognized that much can and must be done to maximize the full potential of these technologies for the benefit of education. There is now a considerable amount of hardware and software in schools; however, their usage in the classroom is inadequate. There is a need to integrate the technologies into the actual teaching-

learning process. The same can also be said of its application in other educational institutions and for other educational purposes.

Training. An important means to achieve greater and more effective use of technologies in education is training. There are at present about 180,000 teachers in Malaysian schools and the number with sufficient exposure to the use of new technologies forms a very small percentage. Teacher training colleges and universities need to make educational technology a compulsory part of the curriculum. The in-service courses at the University of Science, Malaysia and the Specialist Teachers' Training College at Cheras cater for only about 80 teachers annually. The Education Technology Division, the State Education Resource Centres and the State Education Departments are able to train only limited numbers. Not only is there a need for a more concerted effort by all concerned in this matter, but also in view of the advances in technologies, the training has to be continuous as well. Sufficient budget and schemes to train trainers and producers are required as well. In this respect, training should also include the making of software as well as operating and simple maintenance of the equipment involved.

Research. In the context of the application of educational technologies in Malaysia, there is a lack of research and evaluation. It is in this area that the universities and other researchers agencies in the country can play a vital role in providing the leadership. The results of the research need to be published and made available to the users of technology as well as the administrators. Research need not be restricted to the academicians only; school teachers, administrators and others involved with educational technology can also contribute.

ERCs. As indicated earlier in this paper, Education Resource Centres have been established at the state, district and school levels. While their overall objectives are the same i.e. provide media and audio-visual materials facilities and services, their

functions and activities vary slightly. In each of the four states of Kelantan, Trengganu, Pahang and Kedah, a State Education Resource Centre has been established. It is hoped that in the future such State Education Resource Centres can be established in all the other states in stages. In addition there are also 350 District Education Resource Centres which are still fairly new and are in the process of being supplied with equipment. 200 of them will have buildings of their own by 1990 and the remainder subsequently. The school resource centres are of various sizes and quality. Those that are in need of space will be provided with buildings of their own. For a start, 95 of them will be provided by 1990. It is the hope of the ETD that all these resource centres will eventually be fully utilized by the teachers and are actively involved in helping to improve the quality of education.

Production of Materials. At present most of the media programmes and materials are being produced at the national level and distributed or broadcast to schools. With the supply of equipment to the state, district and school resource centres and with the provision of training programmes in production techniques, it is envisaged that teachers and officers at these centres will be able to produce more teaching-learning materials to meet their specific needs. Such materials can be duplicated or exchanged among the centres for the benefit of a greater number of users. At present the common complaint from schools and teachers is that they do not have enough suitable software.

Computer Assisted Instruction. This is an area that will be given due importance in the future. Plans are in the pipeline to supply schools with computers and to train teachers and pupils in the use of computers and production of software packages. The ETD is involved in all these activities and is in the process of supplying PC's to all the 350 District Education Resource Centres and the 14 Educational Technology Units. There is also a plan to provide training programmes for the staff involved at these levels. The software programmes that are produced for the

Ministry of Education's annual computer software competition are catalogued and made available to schools through the ETD's lending library service. There is no doubt that ETD has an important role to play with regard to CAI and this is an area that ETD would need to give more emphasis in the future.

Technology Culture. While many schools recognise the benefits of educational technology, their utilization is not very effective as expected. This is due to a number of factors including: the negative attitude of administrators, headmasters and teachers who place too much emphasis on examinations, and the problems of integrating the broadcast schedules with the teachers' individual lesson plans. The ETD is embarking on a number of strategies to make educational technology an integral part of the school culture. Among the measures taken are: setting up of model schools, diffusion of educational technology into the courses for teachers and headmasters, production of materials and programmes related to the needs of schools and the holding of seminars and dialogues with the headmasters and teachers.

Conclusion

Educational Technology does not have a very long history in Malaysia. Its application on a more systematic and organised manner can be traced to the establishment of the Educational Media Service in 1972. Since then considerable development has taken place in terms of the variety of programmes and materials produced, supply of equipment and materials, training of teachers and administrators. However, there is much more to be done as regards utilization of media programmes. The Educational Technology Division is gearing itself for the tasks and challenges ahead. There is also a need for a concerted effort of all concerned — media producers, administrators and users — to work together to help establish an educational technology culture in schools and thereby help raise the standard and quality of education in Malaysia.

MOVING TOWARDS THE COMPUTER AGE: THE MALAYSIAN EXPERIENCE

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Malaysia first entered the computer age in 1965 when the National Electricity Board purchased an IBM mainframe. It had a memory of only 16K. Today, the country is preoccupied with the process of computerization in every sector - industrial, private, government and education. Already, the smallest PCs and laptops can boast of 1Mb memory. While there are a number of achievements to be proud of in the private sector, the country has also made notable progress with computers in education. This paper will examine Malaysia's progress with computers in schools.

Today, the importance of moving into the computer age is no longer an issue. It is of utmost necessity. The process of changing from a developing to an industrialized nation requires optimal productivity and computers can help meet that very requirement. As Chin (1988), a newspaper columnist commented, if Malaysians were to ignore the importance of computers, they do so at their own risk because they will not be able to take advantage of the fast changing technological development occurring in the rest of the world.

The young especially must be prepared for effective participation in today's information society. Hence, the nation is attempting to gear towards the preparation of these young people in schools. After all, a significant proportion of Malaysia's population consists of those of school-going age. The Ministry of Education has thus been expected to play a major role in this move towards the computer age. So far, the role has not been a

major one. Only a handful of teachers and students have benefitted from the ministry's efforts toward achieving a widespread computer-literate school population. However, it had very modest beginnings and considering all its existing limitations, its efforts are somewhat impressive. The few activities organized by the Education Ministry have been significant in raising the level of computer literacy among the participating teachers and pupils. For the non-participants, it had succeeded in raising the level of interest towards computers. Yet there was another problem. In its haste to follow the footsteps of industrialized nations, Malaysia had made similar mistakes as experienced in the latter when implementing the earlier programmes for computers in education - teaching students about computers.

It was a consequence of aggressive computer literacy movement during the late 70s and early 80s. Computer experts in industrialized nations were promoting the importance of learning about the computer - being computer literate. Computer literacy was heralded as the fourth "R". Molnar had predicted that computer illiteracy would be the next great crisis in education (1978). Subsequently there was a surge to introduce computer literacy subjects. Most of the time, it included programming, particularly BASIC and LOGO.

Subsequently, developing countries such as Malaysia were soon influenced and without much ado, fell into step. In 1983, the Malaysian Prime Minister urged schools to establish computer clubs. Many schools eagerly responded. After all, hardware prices had come tumbling down. Compared to the prices in 1977 when micros first appeared, the price for a micro now is, at most, only one-quarter of the price of the early model. On top of this, the 1985 price paid for a PC included a machine with a larger memory, colour CRT, and greater computing power. In addition, not wanting to lag too far behind, Malaysian educators wasted no time in creating a curriculum for a computer subject --

Introduction to the Computer. This was launched as part of the Computer Literacy Pilot Project (CLPP) in April 1986.

Unfortunately, as in the developed countries, both the computer clubs and the CLPP failed to meet the expectations even after several years. Students no longer rushed to become members of the computer clubs. On the other hand, they were losing interest in computer clubs because most of the time they were being taught how to programme in BASIC - rather boring stuff.

Today, however, the same Malaysian educators believe that the correct approach to introducing computers in education should not be teaching about computers. Instead, it should have been learning with computers. That is to say, how computers may be used creatively and usefully for learning in the classroom. Again, this is not unlike what is happening in the developed nations whom we tried to emulate. As Seymour (1989) has summarized:

The consistent misapplication of computer in American schools is - forgive me - a text-book example of the malignant effects of our flawed reasoning ... from the first days of computers in the schools, PCs have been used mainly to teach kids about computers. The relentless emphasis on computer programming as the heart of what literate people should know about computers misapplies the tool, misunderstands the role of computers in society, misdirects children's interest, and fundamentally misapprehends the opportunity. (p.98).

We may say that the Malaysian Education Ministry has undergone two phases in the implementation of computers in schools. The first phase was learning about the computer, and

the second. to be described in a later part of the paper. learning with the computer.

What follows is an analysis of the attempts of the Education Ministry to promote computers in schools during the two phases. In addition, a number of sectors - media, computer vendors, oil companies, and book publishers - have also contributed to the efforts. These will also be discussed.

Phase One: Learning About the Computer

This phase is characterized by the move by educators to inculcate computer literacy skills, particularly among pupils and subsequently, teachers in schools. It was not long after the fuss over the importance of being computer-literate that both teachers and pupils immersed themselves in learning all there is to know about the computer. However, the enthusiasm and excitement gradually wore off after several years. This was followed by a lull period. What followed this lull period will be discussed under Phase Two of Malaysia's computers in education plans.

Computer Clubs

From early eighties to mid-eighties, schools were overly keen and eager to establish computer clubs, particularly at the secondary level. The first known computer club was set up in Sekolah Menengah La Salle, Petaling Jaya in 1981 ("Programme to Boost"). today, there are over 500 clubs among the 1,165 secondary schools throughout the country. Table 1 shows the growth of the computer clubs since 1981.

Note the phenomenal increase between September 1985 and October 1986, from 167 to 478 computer clubs. This is understandable considering the amount of national attention paid to the

Table 1
The Growth of Computer Clubs in Malaysian Secondary Schools

Year	No. of Clubs
1981	1
1984	70
1985 (March)	127
1985 (September)	167
1986 (October)	478
1988	>500

Source. Schools Division, Ministry of Education and "Programme to Boost".

importance of learning about the computer at that time. It was during this period that the ministry organized several seminars and workshops for teachers. Moreover, two computer supplements by two respective newspaper companies - The Star and The New Straits Times - promoted the learning about computers in schools. The Star had set up a Computer Education Department (CED) for its supplement called Computers. On the other hand, New Straits Times formed a unit called Computers-in-Education (CIE) to produce its supplement called Computimes. While Computimes was launched by the Prime Minister on September 27, 1985, Computers was launched on October 1, 1985 by the Education Minister. In any case, they both started out intending to propagate computer literacy skills among school teachers, students, educators and the general public. The circulation for each is no less than 150,000 readers. Apart from carrying regular articles on topics of computer literacy, both CED and CIE organized frequent competitions for computer clubs. These fetched very good responses as the prizes were very attractive - computer hardware, peripherals, and cash. There were contests such as best-managed

computer club of the month, quizzes, and software writing contests.

Parents were anxious to have their children accepted into the clubs. Many believed it was necessary to become a member so as not to be at a disadvantage. However, the majority of clubs focussed on the teaching of programming (usually BASIC) and theories of the computer. These were taught by "outside" teachers, usually the unemployed computer science graduates who were neither trained to teach nor had creative ideas for the use of computers in education. Programming was exciting in the beginning but became boring material for most students later. Clubs became less popular and membership figures dwindled. Towards the end of 1987, many computer clubs encountered financial difficulties. They no longer had the fees to cover monthly installments for hardware bought on hire purchase schemes, and in some schools, the computers were collecting dust.

Actually, other factors were responsible too. It was not only the focus on programming and the absence of qualified teachers. It was also the restricted amount of time per student per week (1-2 hours at best), thus providing little benefit in return for the \$10 per month in membership fees. Computer clubs were not under clear jurisdiction of the Ministry until late 1986 when the Ministry published a set of guidelines for the establishment of computer clubs. Even then, the dilemma faced in schools could not be prevented or solved.

Seminars, Workshops and Competitions Organized by the Ministry of Education

As mentioned earlier, the Ministry's activities were also instrumental in gaining widespread attention on computer clubs. The Ministry began to organize computer related seminars and workshops in 1984 (see Appendix A). The first four seminars/workshops were meant for the principals, officers,

computer club advisors and teachers. In February 1984, the first seminar on computer literacy was held. It was attended by 56 school principals. Two months later a seminar for officers of the Selangor State Education Department was held. Then later in the year (27 November - 6 December 1984), 20 computer club advisors attended a course on the management of school computer clubs. Having dealt with the principals, officers and computer club advisors, the Ministry next organized a workshop for 30 teachers in the Federal Territory in the first half of December of that same year.

Appendix A summarizes about 80 per cent of the activities conducted by the various divisions in the Ministry from time to time. The Divisions include the Curriculum Development Centre, Schools Division, State Education Departments and Institut Pengurusan Pendidikan Negara (or IPPN), now called Institut Aminuddin Bakı (IAB).

In addition, one other notable effort of the Ministry is its organization of annual software writing competitions for school computer clubs since 1985. About half of the more than 400 entries received over the years indicate the existence of some very good talents in programming. Unfortunately, many of these lacked sound pedagogical principles. Prizes for winners have been sponsored by Esso. However, the efforts by both the Ministry and the students should be commended. The softwares are available through the educational software library of the Educational Technology Division of the Ministry.

Computer Camps

There had been four camps organized by the Education Ministry for students. The first computer camp was held for a week in December 1983 for 40 selected Form 4 students. Activities were centred on programming. The second (27 November - 6 December,

1984) was held for another group of 40 Form 4 students whose activities were again centred on programming.

The third, held from April 11 to 15, 1988 was most interesting. Forty-two students were selected from the rural schools throughout Malaysia to participate in a four-day camp held at an international class hotel in Kuala Lumpur. It not only exposed students to the computer but also to life in a "luxurious" hotel in the capital city. Computer activities included learning how to use an integrated piece of software called Appleworks and to use graphics software packages. Participants were not taught how to programme.

The fourth camp was held in July 1988 for three days for forty teachers and forty students - the biggest camp ever. Organized by the Terengganu State Education Department in a school in Hulu Terengganu, the camp was designed to bring computer literacy to both teachers and students. Both the third and fourth computer camp organized by the Ministry of Education were run by Uniphone's Apple Division.

Computer Literacy Pilot Project

At the beginning, the Ministry had planned to introduce a computer literacy subject to all Form Four classes. A pilot project was launched in twenty selected urban and rural secondary schools by the Minister of Education in April 1986. As mentioned by Kam and Shahul Hamid (1986) the curriculum of the computer subject centred around four themes:

What is a computer?

Introduction

Historical development of computers

Types of computers

Computer systems

How a computer processes data

What can computers do?

Uses of computers

Using selected application software

Areas of application

How can we tell a computer what to do?

Problem solving (including use of flow charts)

Idea of a programme and programming language

Introduction to BASIC programming

How do computers affect our lives and our society?

Effect of computers on manufacturing, commerce,
communications, etc. and areas of work in general

Effect of computers on lifestyle

Abuse of computers

Computers in the future

Careers in computers

The Ministry provided each pilot school with five sets of microcomputers, disk drives, two printers and a set of software. Because the Ministry did not wish to support any particular brand, four different models (IBM JX, NEC PC8801 MKIAR, BBC Master 128, Apple IIe) of PCs were distributed to the schools. Each school, however, received PCs of one particular brand/model.

Two teachers from each pilot school were identified. The group underwent three weeks of intensive training organized by the Curriculum Development Centre.

However, the CLPP was not extended to other schools. Due to new developments in computer technology, the project was put on hold ("Review", 1987). Furthermore, school computer clubs

were also reported to have overlapped the curriculum for CLPP's "Introduction to Computers" course (Warning, 1987). Educators locally and worldwide have now begun to acknowledge that there are greater benefits to learning with computers, rather than learning about computers. Thus, a new approach of introducing computers in schools was necessary. This will be further discussed in the next phase of the Ministry's project with computers in schools.

What is noticeable is the role played by the various sectors outside the Ministry which helped increase the awareness towards the importance of computers in schools. The greatest impact was probably felt through reading the two supplements by CEP and CIE in The Star and The New Straits Times, respectively. There was plenty of news about computers in schools, their new roles, their importance, contests for computer club members, rewards and incentives for those participating in the programme.

However in September 1986, Computimes turned its focus from education to business. In July 1988, Computers, followed suit and the supplement bore a new name: In.Tech. Except for a regular column on computer education, In.Tech prints a considerable amount of news for the interest of the business community.

Interest in computers within education gradually wore off. This is more so when there were hardly any more contests left for computer club members to enter. News about school computer activities was rare. Then came the most disheartening piece of news when the Deputy Minister of Education announced that the CLPP had to be discontinued due to the lack of funds (Why low priority, 1987). Thus these few factors might have accounted for the slow growth of the computer clubs between October 1986 until today.

Roles of Universities

Generally speaking, education departments and/or faculties of education in the local universities have the responsibility to equip their teacher trainees with what is necessary to turn them into effective teachers. To keep abreast with the new computer developments in school, courses related to computers were offered, most of them on an elective basis. Some of the course titles from the various universities include Computer Club Management, Computer-Assisted Instruction, Teaching and Learning with Computers, The Role of Computers in Education, Using LOGO to Teach Geometry, and so on. Universiti Pertanian Malaysia (UPM), is by far doing the most for its teacher trainees. Those in the B.Ed. (TESL) and B.Ed. (Bahasa Malaysia) programmes are required to take one course in their first and second years, respectively. The course deals with how the computer can be used in the teaching and learning of language. Universiti Sains Malaysia (USM) has for the past three years, conducted a useful programme on computers and education for officers and teachers selected by the Ministry of Education under its Rancangan Sijil Teknologi Pendidikan (Certificate of Educational Technology Programme). Those enrolled are required to complete a year of courses on computers and education. Some 80 to 90 people have successfully completed this certificate course.

Contributions from Sponsors

Esso Production Malaysia Inc. probably was and still is the biggest sponsor, measured in dollars and cents, for computer events for schools. They have sponsored five annual software writing competitions (costing Esso at least \$100,000) computer camps, supplied \$470,000 worth of hardware and software to some 50 schools in Terengganu, and recently, donated \$90,000 worth of computers to schools in Port Dickson. Without the generous financial contribution from this company, the development in the use of computers in schools might have been very limited.

Various computer distributors and vendors have also played a significant role in a number of computer activities. For example, Uniphone (Apple Division) was instrumental in the running of the last two computer camps in Kuala Lumpur and Terengganu respectively. They provided sufficient hardware support and organized the lectures and activities at the camps. Mesiniaga (IBM distributors), Education Electronics Systems (BBC micros distributors), and Business Computers (NEC), also gave a big helping hand in the past. Among other things, they sponsored seminars, workshops, speakers from overseas, and donated several PCs to schools. Of course, these were done in anticipation of the voluminous sales that might result as the Ministry of Education was expected to purchase computers in large quantities for promoting computer literacy in schools.

To help offset the problem which the rural schools face in buying PCs, the then Minister of Public Works and Communication, Datuk S. Samy Vellu, had urged Members of Parliament to use part of their allowances to buy computers for rural schools in their constituencies (Computers for Rural Schools, 1988). To date apart from this Minister who had donated ten PCs to schools in his constituency, no other MPs have been reported to do the same. Nevertheless, that was a good suggestion and it would have made a big impact if many MPs had responded.

School Book Publishers

Although aimed at making profits, a few of the major school book publishers have contributed largely by publishing a number of computer books for students. One of the local books, "Berkenalan dengan Wordstar" won the prestigious National Book Award for the teenage section (non-fiction) in 1987. To date there are more than twenty titles of computer publications from local authors in Bahasa Malaysia. The Federal Publication is the leading publisher of local books on computers.

Malaysian Council for Computers in Education (MCCE)

MCCE should be congratulated for its active role in complementing the Ministry's efforts in promoting computer usage in schools since it was first formed on March 19, 1986. The Committee members consist of educators from the universities, colleges, schools and the Ministry of Education. MCCE has organized two national educational computer conferences. Both met with overwhelming success. The third conference will be held in November 1989 at the Faculty of Education, University of Malaya.

MCCE has registered over 700 members who are interested in using computers in education. The Association has also organized workshops, demonstrations, and talk sessions for teachers and has helped in many of the Ministry's projects such as the Software Writing Competition and Computer Camps.

In assessing the development of the use of computers in the first phase, I wish to quote the words of an anonymous writer "Helpless Teacher" whose letter to the editor of Computers was published on May 24, 1988. His observations are interestingly accurate, particularly for the period between the publication of one discouraging piece of news (computers cost too much for the Ministry to continue with CLPP) and that of the encouraging news (computer a subject in schools by 1990):

Some time ago, something called the computer invaded our schools. Teachers' special interest groups were formed, meetings convened, seminars held. Student groups met and discussed ways of exchanging ideas and information. There were so many vendors selling computers to schools. Each vendor offered a special package complete with syllabus hardware and even a tutor in some cases! There were free classes and endless

articles published in computer columns dedicated to educational computing

Hardly a year later, the commotion died down. The Teacher SIG group went almost into oblivion. Requests to computer dealers went unheeded just when they were needed the most. Some vendors just closed down or became uninterested in the school market. Students lost interest in the clubs that they were mad about just a year ago. A certain pullout has gone into another line - that has nothing to do with educational computing anymore.

So what's left for us? Many promises. Many unfulfilled Most of the "superb" people who wrote about computer education in schools have apparently run out of ideas. Their "hoo-ha" about how computers could be used were probably just textbook ideas, plucked from some course they attended .. To the people who put forward their grand ideas earlier, did you just write in for "glory" or did you really believe in those things? Our clubs are on the verge of closing down. We need your help! (Helpless Teacher, 1988)

Phase Two: Learning with the Computer

Phase Two began when the Minister of Education, Encik Anwar Ibrahim, announced that Computer Science will be a compulsory subject in the secondary schools by 1990 (Ministry Take the Lead, 1988). Soon after, the Ministry was reported to have ordered 1,064 PCs from Philips Malaysia (Philips Win Tenders, 1989). 565

of these PCs were for the District Resource Centres, State Education Departments and Educational Technology Division. These will be used to produce catalogues, posters, leaflets, teacher guides, manuals, reports, and for preparing spread-sheets and maintaining databases. Twenty four vocational schools around the country received the other 499 PCs. The students here will learn how to use the various application packages.

In phase one, the primary concern was in the development of computer literacy skills among Malaysian school children. There were many haphazard efforts with poor results in the teaching about the computer. The Ministry of Education had no definite policy in the implementation of computers in education. Most schools set up computer clubs as a result of societal and parental pressures so as not to lag far behind the other schools with computer clubs. However, clubs were not the best answer to providing computer literacy for the whole school. At best, only ten percent of the school are active members. These were among the reasons which prompted MIMOS (Malaysian Institute of Micro-electronic Systems) to assess the needs of the country and to suggest possible solutions in the form of steps to take so as to place the computer in its rightful place in the school.

Ministry of Education - MIMOS Joint Committee

A joint committee between the Ministry of Education and MIMOS was set up in December 1987. The committee met for two years and consequently after much deliberation, produced a proposal which was presented to the Minister of Education, Encik Anwar Ibrahim, in early January, 1989. Among the Joint Committee's recommendations are ("CIE Policy", 1989):

- (a) the drafting of a Computers-in-Education Policy;
- (b) formulation of an integrated computerization plan;
- (c) setting up of a national CIE network;
- (d) the creation of a national educational database, and
- (e) the creation of a Computer Courseware Development Centre.

Subsequently, interest in computer education picked up again. There was renewed enthusiasm to see that computers play an effective role to meet the needs of Malaysia's information society and soon to be industrialized. Soon after, a new unit to oversee the Ministry's plans for computer education was established and officers from the various divisions were seconded to this new unit under the Science and Mathematics Unit of the Schools Division. Prior to this, officers involved with the implementation of computer literacy activities had other responsibilities to carry out as science education officers.

Also, the Director-General of Education has announced a Learning with Computers pilot project to start in April 1990. The Ministry intends to provide 1,500 personal computers to 300 selected secondary schools. It will involve computers as a teaching aid. Each pilot school will get five PCs. Teachers will also be expected to use the educational courseware to assist in the teaching of languages and General Science to form One students.

Conclusion

In conclusion, it may be said that Malaysia has undergone two phases in its plans to place computers in schools. The first phase began in the early 80s with emphasis on learning about the computer. However, plans were haphazardly implemented. The Ministry failed to make any clear cut policy or firm commitment. At best, schools were encouraged to establish computer clubs and expose students to computers. However, they were left on their own to purchase PCs for the clubs. While a few clubs achieved tremendous success, most schools experienced a multitude of problems related to poor management, inexperienced teachers and discontinued interest after two or three years of club membership.

The second phase began in late 1988 when the educators realized that schools should have emphasized learning with computers instead. This also reflected a worldwide trend with the shift in focus from learning about to learning with computers. Nevertheless, although it might have been a mistake to fall into the footsteps of world leaders in their approach to computers in education, to keep quiet would have probably been worse. Today Malaysia can at least be proud of the fact that there are students who have displayed amazing talents with computer programming and who are capable of utilizing software application packages effectively. It is expected that all teachers will eventually be integrating the use of computers as a teaching and learning tool across the curriculum within the next decade.

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Appendix

Activities for Promoting the Use of Computers in Schools (Dec. 1983 - May 1989)

Date	Activity
December	First Computer Camp for selected 40 Form 4 students. One-week of programming activities. Organized by Schools Division. Ministry of Education. Venue: ITM, Shah Alam.
27 February 1984	Seminar on Computer Literacy for Secondary Schools in the Kuala Lumpur Federal Territory. Attended by 56 school principals. Organized by Kuala Lumpur Federal Territory Education Department and sponsored by Business Computers Sdn. Bhd. Venue: Federal Hotel, Kuala Lumpur.
23-24 April 1984	Seminar on Computers for officers from Selangor State Education Department and Selangor school principals. Organized by Selangor State Education Department. Sponsored by Business Computer Systems. Venue: Merlin Hotel, Fraser's Hill.

Date	Activity
27 November - 6 December 1984	Course on Management of School Computer Clubs. Attended by 20 computer club advisors. Organized by Schools Division. Venue: Lembah Pantai Teachers' Training College, Kuala Lumpur.
3-12 December 1984	Workshop on Computer Education for 70 teachers from schools in the Federal Territory. Organized by the Federal Territory Education Department. Venue: Centre for Educational Technology and Media, USM, Penang.
December 1984	Second Computer Camp for 40 Form 4 students, held at INTAN, Petaling Jaya. One week of activities centred on programming. Organized by Schools Division.
23 March 1985	Workshop for 30 computer club advisors from schools in Kuala Lumpur. Sponsored by LL World.
9-17 April 1985	Computer literacy course for 25 assistant principals. Venue: IAB Genting Highlands.
22-26 April 1985	Workshop on PC Network in Education. Aimed at Ministry of Education officers in Kuala Lumpur. Organized by Institut Aminuddin Bakri (IAB) formerly known as Institut Pengurusan Pendidikan Negara (IPPN) or National Institute of Educational Management. Sponsored by Mesiniaga. Venue: IAB, Genting Highlands.
July 1985	First Annual Computer Software Writing Contest organized by the Ministry of Education and sponsored by ESSO and NST.
25-26 September 1985	Seminar on the Development and Evaluation of Courses with the Aid of a Computer. Aimed at Computer Club Advisors. Organized by Schools Division and sponsored by Business Computers Sdn. Bhd. Venue: Subang Merlin Hotel, Subang Jaya.

Date	Activity
20-30 November 1985	Course on Management of School Computer Clubs. Attended by 40 computer club advisors. Organized by Schools Division and sponsored by Mesiniaga, Sime Darby, Business Computers Sdn. Bhd. and Electronic Education System.
21-30 November 1985	Orientation course on Computer Literacy Project. Aimed at State Education Departments. Organized by Curriculum Development Centre. Venue: IAB, Genting Highlands.
First term 1986	26 fully residential schools (16,000 students) began computer appreciation lessons made possible through an agreement between the schools and Prayitno Sdn. Bhd. which supplied the computers, software, courseware and computer teachers for a period of four years.
13-25 January 1986	Phase I course for 40 computer literacy subject teachers. Organized by Curriculum Development Centre. Venue: IAB, Genting Highlands.
24-29 March 1986	Phase II course for the above teachers. Organized by and held at Curriculum Development Centre, Kuala Lumpur.
Second term 1986	Launching of Computer Literacy Pilot Project (CLPP) in 20 selected secondary schools.
May 1986	Publication and distribution of a guidebook, "Panduan Perubahan dan Pengurusan Kelab Komputer Sekolah" (Guidelines on the establishment and management of computer clubs in schools) to all schools and state education departments.
27-28 May 1986	Seminar on Computer Education in Secondary Schools. Aimed at Assistant Directors of Schools (Mathematics and Science), of State Education Departments. Organized by Schools Division, sponsored by Business Computers Sdn. Bhd. Venue: Ming Court Hotel, Kuala Lumpur.

Date	Activity
17-19 June 1986	Mobile Computer Project and Computer Workshop. Aimed at Kedah school principals. Sponsored by Kedah UKM Graduates Association. Venue: University Utara Malaysia. Kedah.
July 1986	Second Annual Computer Software Writing Competition. Joint sponsorship with ESSO and NST.
8-11 July 1986	Computer Education Seminar. For Perak State and District Education Officers as well as school principals. Venue: Pan Pacific Resort. Pulau Pangkor. Perak.
12 July 1986	Lecture on Computers in Education and Role of Computer Clubs. Aimed at Computer Club Advisors. Lectures by staff of the Centre of Educational Technology and Media. USM. Venue: USM. Penang.
19 July 1986	Seminar on Computer Club Activities in Malaysia. Aimed at teachers, parents and students in Petaling Jaya. Venue: Kolej Damansara Utama.
2-4 September 1986	Seminar on Strategy of Computer Education and Role of School Computer Clubs for Kinta Valley school principals. Sponsored by Perak State Education Department. Venue: Tambun Inn, Ipon.
7 October 1986	Computer Education Seminar. Participated by 90 Malacca school principals and computer club advisors. Organized by Malacca State Education Department.
14 January 1987	Computer Seminar for Malacca primary school principals. Lectures on Computer Literacy Pilot Project. Dialogue session between participants and Ministry of Education officials. Attended by 300 people. Organized by Malacca State Education Department
April 1987	3rd Annual Computer Software Writing Competition. Jointly sponsored by ESSO and NST.

Date	Activity
July 1987	Institute Pendidikan Sultan Idris (IPSI) began offering a compulsory course on educational computing to its advanced certificate and diploma of education students.
14-19 September 1987	Course on Management of School Computer Clubs of Petaling District. Organised by the Petaling District Education Office. Venue: SM Damansara Jaya, K.L.
21-26 September 1987	Course on Management of School Computer Clubs of Klang District. Organized by Klang District Education Office. Venue: Kolej Islam, Klang.
late December 1987	Ministry of Education - MIMOS Joint Committee on the Use of Computers in Education in Schools formed.
26 October 1987 - 30 January 1988	Three-month course on Computers in Education for 20 computer club teacher-advisors. Organized by and held at IAB.
11 - 15 April, 1988	3rd Computer Camp for 42 rural school pupils throughout the country. Organized by Schools Division. Co-sponsored by Esso, Uniphone and Berita Harian. Venue: KL Merlin.
May 1988	4th Annual Computer Software Writing Competition. Organized by Schools Division and MCCE. Co-sponsored by Esso and New Straits Times.
20 - 23 July, 1988	4th Computer Camp for 40 teachers and 40 students at Hulu Terengganu. Organized by Terengganu State Education Department. Co-sponsored by Uniphone.
January 1989	Proposal by Ministry of Education — MIMOS Joint Committee on the use of computers in schools submitted to the Minister of Education.

Date	Activity
January 17, 1989	Official opening of the Resource Centre for Computer Education with 26 NEC computers in Ipoh by Deputy Ministry of Education. Centre to perform research, conduct and develop courseware and provide support services to schools. Supported by NEC Sales Malaysia.
February 27, 1989	Official opening of Computer Laboratory sponsored by Intel Technology in SM Prai, Province Wellesley, Penang, by Minister of Education.
March 1989	5th Annual Computer Software Writing Competition organised by Schools Division and MCCE. Co-sponsored by Esso and New Straits Times.
April 1989	First Computer-Generated Graphics Contest organised by Schools Division and MCCE. Sponsored by Esso and New Straits Times.
May 1989	Perak State Education Department's Education Through Computers Project launched. Involved 104 primary and 13 secondary schools in Perak.

Note: Compiled with assistance from the Schools Division, Curriculum Development Centre, Institut Amiruddin Bakı (IAB) and Teacher Training Division and with information from newspaper reports.

ACTIVE VIDEO: CHEAP BUT MEANINGFUL STUDENT PRODUCTION

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I. PURPOSE

What is the Value of Audiovisual Communication?

A. Young People As Media Consumers

Imagination and learning come from a variety of life experiences. They would include visual, aural, and written communication processes. Various media contribute to each child's storehouse of fantasy and memory. Every day every individual is confronted with visual communication in advertising, in racial stereotypes in picture books, in the interpretation of corporate symbols, and in comparisons of gender images in magazines. Without an understanding of the visual culture that surrounds her/him, each person becomes a prisoner in her/his environment.

An educational psychologist (Laurene Brown, 1986, p. 38), writing in a school library journal, quite correctly emphasizes:

Children's experiences with media influence their developing minds in ways more profound than many people realize. Every medium offers its young audience something distinctive, and those who work with children need to capitalize on the advantages of each.

Educators, from teachers to librarians to administrators, must

demonstrate not only an awareness of media influence but also a keen understanding of the learning processes involved. Competencies must be developed among the educators and students to assist comprehension and decision-making in the visual culture of today (Considine, 1986; Kemp, 1980; Lorac and Weiss, 1981). Audiovisual materials can provide learning experiences that cannot be supplied by the teacher, make learning immediately responsive to the society at large, and supply options for the youngster who does not respond well to standard or traditional teaching.

As the traditional guardians of quality children's literature, librarians and teachers are now in the unique position of making a lasting contribution to visual literacy by helping young people explore and understand traditional and emerging technologies through which the stories of yesterday, today, and tomorrow are told. (Considine, 1986, p. 42).

There is little doubt that educators should be involved in the visual intellectualization of students. It is also true that there is no real conflict between print literacy and pictorial literacy as "some of the materials used for the teaching of reading could be used to promote visual literacy skills" (Hennessey, 1985, p. 85). The question then evolves about what are visual literacy skills. According to a professor of curriculum (Considine, 1986, p. 38), "Visual literacy refers to the ability to comprehend and create images in a variety of media in order to communicate effectively". In the absence of print literacy there is almost always the absence of visual literacy as well. This has been demonstrated in studies in developed nations (Kemp, 1980; Lorac and Weiss, 1981) and developing countries (Colle and Glass, 1986). Print and visual literacy skills are indeed complementary, not contradictory processes.

Far too often education in general and teachers in particular are too reluctant to acknowledge the world in which they live. Most societies are at least technologically oriented, even if not fully advanced or developed. Yet, few curricula reflect this mass communicated world environment. Almost a decade ago Jerold Kemp (1980, p. 7) argued: "Media are 'not' supplementary to, or in support of, instruction, but 'are' the instructional input itself". It is no longer satisfactory to only use "audiovisual aids": it is now essential to critique media and even to produce them. Some educators, like James Mc Innes (1980) and William Reider (1987) have contended that there is no evidence of superior virtue in print-based learning. In any case, for education to be recognized as a contemporary force, it must cease to be book-bound. Among others, Bisnette (1988), Considine (1986), Palmer (1986), have discussed the division that exists between teachers/administrators and students in regard to mass media, especially television. The school, in general, refuses to study this phenomenon, which young people consume intently - outside of school.

8. Suitability of the Video Format

Television is a familiar medium and one that can combine several other media. Its use can be either intentional or instantaneous. This is true whether the purpose is viewing or producing. The potential of video production in education is yet to be realized. One forthright advocate (Reider, 1987, p. 16) claims that "the VCR [videocassette recorder] will predictably become the most significant instructional tool since the textbook". Other writers (Lopez and Weiss, 1981, p. 174) look at the non-reader who can "see great relevance in communicating audio-visually and little in writing". Advantages of selecting a videotape format for production would include: low cost of material, reusability of material, instant response/feedback, easy application of image magnification/reduction, reasonable ease of special effects and editing.

Video, or television, production can make a very personal statement - though designed for a mass audience. It can serve a small group or the global community. "Video production provides an excellent 'learn by doing' activity. Subject content can be conveyed through role-playing, dramatization, interviewing, demonstration or in combination" (Bennett, 1988, p. 32). With a portable system one person can take on the "persona" of an entire studio. These "portapaks" were once only for the strong and healthy but now are so miniaturized and lightweight that all but the most severely physically handicapped students can use them.

Despite all the plentiful platitudes, there is no point to production without purpose. Baker and Weisgerber (1981, p. 3) contend that purposeless production "becomes a costly, wasteful exercise in self-indulgence", while McInnes (1980, p. 59) rightly points out that students could be "already learning perfectly well by the methods already in use". Television production must have a goal and a set of objectives. These can be curriculum-related or developmentally-oriented. Yet, just as "virtue can be its own reward", student television production has its own merits. This is supported by Jerold Kemp (1980, p. 9):

Its purpose is not only to allow students to produce materials for projects and reports but also to make students more visually literate. Developing the skills to understand and use visual communication techniques is especially important in our society since so much information is transmitted in nonverbal modes - graphic design, still photography, motion pictures, and television. Learners need opportunities to become perceptive and analytical of the visual world in which they live so as to make their own judgments and choices of what may be appropriate and aesthetically pleasing in a situation. To do this,

students must develop the skills needed for interpreting the messages they receive in visual form and must also become fluent in expressing their own ideas visually.

II. PLANNING

What is Essential to Begin Video Production?

Any activity that is called "planning" is one that is mentally active and intellectually demanding. It should be the most time-consuming aspect of production and the most creative. Planning assumes a certain amount of research and background study. It requires group organization and the expression of ideas verbally and visually. Admittedly, the actual shooting can be done almost entirely "in situ" where planning is either intense or non-existent. Where it is intense, few takes - shooting sequences - are required. Where it is non-existent, many takes may be necessary and a great deal of editing will be needed. No matter how spontaneous a polished production may appear to be, there usually has been some serious organization undertaken ahead of time. In order to address the planning stage three essential elements are examined in this paper: basic equipment, basic crew, scripting/storyboarding.

A. Basic Equipment

The fundamental hardware, that is equipment, consists of a television, videocassette recorder, microphone, and camera plus accessories. Numerous other components can be added-on, but they are not essential to production and presentation

A television set may seem obvious, though it plays only a minimal role in production, it is critical for the presentation to an audience. When looking to cut corners and to ensure adaptability of equipment, it is best to avoid a television dedicated

as a monitor. A television receiver is - or can be - tuned for both broadcast reception plus audio and video signals, usually by means of an RF input. Contrarily, "a monitor will only display a video signal" (McInnes, 1980, p. 46). It does not have the capacity to pick up a broadcast signal. A television, during actual production, functions as a working tool for the crew as well as the viewing device for the audience later.

It has been suggested that a videocassette recorder should be used - the emphasis being on the "cassette". A tape-threading machine simply causes time and worry for both staff and students. It is far simpler and more practical to utilize a cassette form. The exact system - Beta, U-matic, VHS, VHS-C, Video 8 - will depend on local needs and the availability of equipment. It is wise to ascertain both the home/leisure situation as well as the school/institution orientation when selecting a specific system. The chosen format should be a videocassette that is widely accepted in the community, as this will ensure both parts availability and service as well as local familiarity among users. Features found on VCRs, videocassette recorders, do not vary dramatically from brand to brand. All have the capacity to transfer audio signals from the microphone and video signals from the camera onto videotape by means of audio and video recording heads.

One often neglected hardware item is the microphone. Brown, Lewis, and Harclerod (1983, p. 286) have recommended: "You should have good-quality microphones that can equal or exceed the full capability of the equipment to record and play sound". Their assertion may seem extreme, but it is correct to state that low quality sound will diminish the value of the end product. Most video cameras come equipped with either an in-built or attached microphone. Nonetheless, it is best to allow for the acquisition of at least one additional "mike". There are four general types that should be considered for their characteristics: Unidirectional - sound from one side only, reduces background noise, isolates voices outside; Bidirectional - sound

in front and behind microphone, really only useful for two people: Omnidirectional -- picks up ambient noise and group sounds, often the type built into camera; Lavalier -- acts very much the same as Unidirectional, drapes around neck or attaches to person. For different recording needs, it is advisable to have at least a Unidirectional and an Omnidirectional microphone.

Cameras can cost an arm and a leg plus all the body parts between. Fortunately, as technology has advanced so have the capabilities of video cameras and also so have the prices decreased. It is now possible to buy a very good quality home camera with technical attributes far exceeding those of studio cameras a decade ago at one-tenth the cost of the old equipment. "Most portapak cameras contain a built-in-microphone ..." (Harwood, 1981, p. 133) and most contain automatic features like focus fade, automatic gain control, white balance adjustment, and other welcome aids for the amateur. A significant number of reasonably priced cameras for schools also have: polarity reversal, color adjustments, continuous clocks, stop-watch, title screens, and other gadgetry that can turn a class project into a pseudo-Spielberg production. Nonetheless, it must be remembered that a camera has its basic role to pick up the image at which it is aimed and to change that reflected light into an electronic signal for delivery to the videocassette recorder. Whenever possible, the camera should be mounted on a tripod for the stability of the visual image: it provides a steady foundation for the camera and frees the operator to concentrate on smooth camera movement.

B. Basic Crew

Perhaps above all else a video production is a team effort. This team could be an entire class or a simple crew of two. In any case, "It follows from the collaborative nature of the production process that pupils have to become able to co-ordinate their individual contributions towards the production of an effective,

and snared, end-product' (Lorac and Weiss, 1981, p. 162). Basically the crew can be broken into two symbiotic components: technical, behind-the-camera, and talent, in-front-of-the-camera.

It is best, even in the most meagre of productions, to have at least two technical members: a camera operator and a director. The camera person transports, cleans, sets up, operates equipment; supervises lighting; and takes orders from the director. The director organizes the production, decides camera shots, makes creative decisions, and manages crew on both sides of the camera. Other technical staff could be: an assistant director to act as stage manager and talent liaison, a sound operator to handle microphone placements and audio adjustments, a production assistant to perform "odd-jobs".

The talent is that body of people, or sole person, actually viewed in the production. These performers must have an audience concept - even though there may only be a cold camera and hot lights - sincerity, natural speaking voices, and eye -- eyeball to camera lens -- contact. What must be avoided by the talent crew, besides "acting up" for the camera, are distracting mannerisms and flamboyant gestures. Movements must be subdued and minimal in videotaping, unless they are intentionally exaggerated for comic effect. What is appropriate for theatre is over-the-top on television. The same applies for voice projection, which is not as necessary with videotape production. Essentially, television is a rather intimate, close-up medium. The talent, in their roles as television performers, must be cognisant of these various limitations.

As Baker and Weisgerber (1981, p. 28) have stated: "The secret of the success of any non-broadcast, low-budget TV operation is versatility". All members of the crew must be prepared to be team members. They should all be involved in the preparation as researchers or artists or composers or writers as well as their "shooting" jobs. They should also be ready after the shooting to take on the roles of critics and editors. Though

special skills of each individual should be emphasized at different stages. at other times they should be an ensemble effort and the exchange of ideas.

C. Scripting/Storyboarding

A script is a critical production tool. A final script should contain all necessary audio and video information to transform words on a printed page into sound and electronic pictures. This script is the most practical and efficient way of communicating with members of the production crew. It directs each of them in the execution of their job. A production may be fully scripted or partially scripted or unscripted (spontaneous).

For lack of a better term, "brainstorming" must take place before there is full scripting. Ideas must be bounced around the entire team: mental and visual images must be combined for a positive result. A main story or theme should be jotted down and details worked from there with a concentration on the visual elements. There should be general objectives and an outline plan of production. When scripting starts to coalesce, "first plan what will be seen, then what will be said or captioned" (Kemp, 1980, p. 52). The script should start from the pictures or images from which will flow the accompanying text. Since the video format, although both oral and visual, is dominantly visual "the narrative should play a supportive rather than a central role" (Ellington, 1985, p. 176).

One way for team members to force themselves to think pictorially is to create a storyboard. A storyboard is a simple visual plan of rough sketches which translate ideas from words to pictures. Cards are best used in the creation of a storyboard rather than extensive scripts on sheets of paper. Among other attributes, the use of cards allows for: identity of pertinent points of content, visualization of the total plan, ability to rearrange or alter the sequence, capacity to evaluate instantly

the logic of the planned production. Storyboard cards should: be numbered in pencil (to allow for change), have separate cards for titles, show each major camera shot, block off an area for the visual content (make it wider than higher). As cards are pinned or taped to a board the team can evaluate the plan to identify what is missing and what may need to be covered. Storyboard cards logically contain the three elements of picture, shot, text.

PICTURE	SHOT	TEXT
<p>1</p> 	<p>LONG low angle</p>	<p>depressing music; industrial sounds</p>
<p>2</p> 	<p>VERY LONG high angle</p>	<p>"once upon a time in a city far, far away . . .</p>
<p>3</p> 	<p>MEDIUM head-on</p>	<p>there lived a librarian and his two children."</p>

Sometimes words become totally unnecessary, "so do not insult your audience by telling them what they already know" (McInnes, 1980, p. 66). The emphasis in the storyboard and script is on visual continuity. It is far more practical to plan ahead than to have to expend vast amounts of time editing (Kamplan, 1980; Kemp, 1980; Lewis, 1987). There is also time to be saved in shooting: "More than one student production team has found that all of those great ideas just seem to disappear into thin air upon arrival at the shooting location" (Burrows and Wood, 1986, p. 289). By committing to paper, or preferably cards, the feasibility of a production can be ascertained in advance. Time spent scripting/storyboarding is time that can be deducted from shooting — and editing. As actor and educator James McInnes (1980, p. 61) states: "I reckon that 95.0% of my time is spent planning, researching, and scripting and only 5.0% in shooting and editing".

A schedule is always a worthwhile means to ensure a successful production. Professionals rely on them; likewise, amateurs can benefit from them. Deadlines should be set and met. Among things to be considered are: equipment bookings, final scripting, arrangements for sets and costumes, permission for shots on select locations, copyright clearance — if necessary, rehearsals, evaluation and assessment, final shooting, editing, completed production. Of course, if the production is unscripted or spontaneous — such as school athletic events or class parties — there is less planning that can be done. Such videotaping can have an air of authenticity and impulsiveness not often found in a planned production. What is often lacking, however, is any controlled content and "polish" to the presentation. Whenever plausible, planning is preferred.



III. PRODUCTION

What Are Some of the Simple Techniques Possible?

In order to shoot a production it is not necessary to have a detailed understanding of variable focal lengths, depth-of-field, audio mixing, microphone dynamics. It is only necessary to be able to comprehend and apply a few simple techniques. Henry Ellington in one of his books for teachers has warned (1985, p. 176):

Try to keep the visual treatment of the subject matter straight-forward and simple, avoiding "artistic" or "gimmicky" shots. These simply distract the viewer from the "content" of the film or programme, so that the "medium" gets in the way of the "message"

A. Shot Selection

Three basic shots relate not to specific distance but rather to relative distance. The types of shots and their effects are:

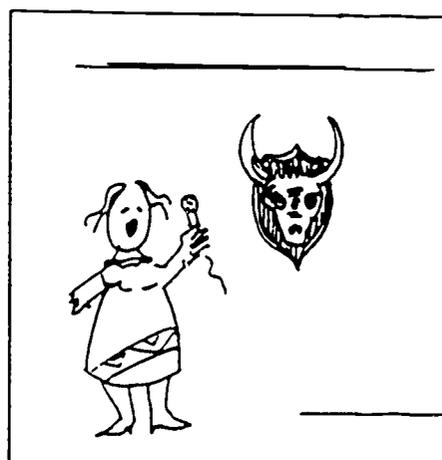
Long Shot	overview of subject, provides context or setting, shows background;
Medium Shot	closer view of subject, eliminates most but not all of background;
Close Up	very close view of subject, excludes all of background.

Naturally, there are additional distance shots but five distance selections are really quite adequate for amateur productions: VLS = very long shot, LS = long shot, MS = medium shot, CU = close up, VCU = very close up. These can be done by means of camera movement or use of a zoom lens.

When using a zoom lens, the standard procedure is to zoom in on the most distant object desired in focus, then adjust focus on that object. That object/subject should then stay in focus whenever the zoom is pulled back for wider angle shots. Sometimes the expression "depth-of-field" is used in relation to visual focus. Burrows and Wood (1986, p. 122) have explained that this "refers to the distance between the nearest point at which objects are in focus and the farthest point at which objects are in focus".

Framing describes the process of getting the subject in the picture. The frame is the limitation of the visual dimension; it is all the audience is allowed to see. Positioning within the frame reflects prominence in the story. For example, a person or object in the foreground automatically becomes more important than a person or object in the background. Framing is especially significant when people are the subjects involved. Consideration must be given for:

Headroom	space between the top of frame and the subject's head:
Vertical Spacing	head should never be framed by touching top or bottom of frame:
Horizontal Spacing	room should be left so subject is to one side, slightly off-centre:
Object Interference	various entities must not encounter the subject, like trees or lights coming out of a head.



"Point of view" is a literary convention that in television language becomes "angle". The three fundamental angles are: Head-On, High, and Low. A "head-on" shot is fairly objective and portrays the subject on an eye-to-eye basis with the camera. A "high angle" shot is where the camera is above normal eye level thus reducing the subject in size and effecting "a sense of weakness, vulnerability or insecurity" (Consigne, 1986, p. 40) in the subject. A "low angle" shot is where the camera is below

normal eye level thus exaggerating the size of the subject and "tends to make the subject strong, powerful, aggressive" (Considine, 1980, p. 40), while the audience becomes inferior. Another, less commonly used, subjective shot is one done "over-the-shoulder" of a person whereby the audience has the viewpoint of a person whose back is already in the camera frame.

B. Titles

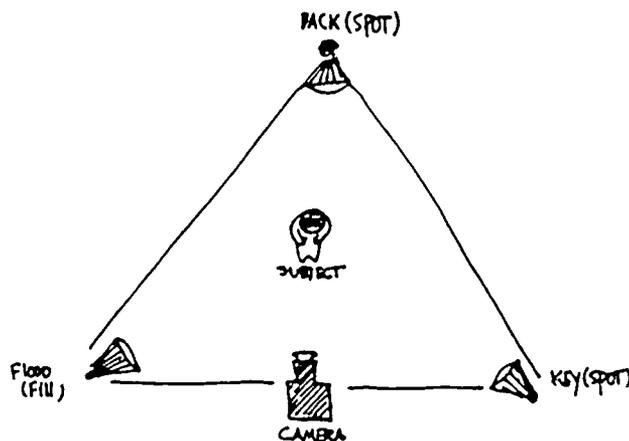
Though perhaps insignificant to the content of the video production, titles have a considerable impact on the viewing audience. Good quality titles at the beginning and end of a program help establish the tone and leave a lasting impression. With titles, lettering generally should be simple and bold. Details should be kept to a minimum or eliminated. Minimum size for lettering should be $1/25$ th of the transmission space or frame, and no more than five lines of information at a time should be shown. Contrast must be obvious for the sake of visibility.

Examples of titling techniques would include: chalkboards, using letters and/or pictures; magnetic letters, on refrigerators or boards; overhead projection, shooting off the projection screen; 3-D objects, arrangements of fruit or shaving cream letters on a table or buttons on a cloth; cut-outs, letters and outline objects on a wall; flip charts, easel-mounted large cards; self-sticking letters on paper. Many new cameras have in-camera graphics which allow for the electronic input of words and symbols. Titles that already exist can be utilized: billboards, posters, street signs, bus indicators, newspapers, train stations, advertisements. Simple title effects can be created by: using animation to give the impression of moving or magic letters, creating smog or smoke by means of dry ice, providing rain impressions by shooting through sprinkling water between the camera and the title.

C. Basic Lighting

Aesthetically lighting can indicate form and dimension; it can create an illusion of reality or of fantasy. Shadows tend to form a third dimension or density to a visual image. Illumination from different angles causes different interpretations by setting different moods.

The basic principles of lighting for television center around a triangle or inverted V arrangement:



The Key light illuminates the subject, revealing its shape and producing highlights and shadows; it is usually a hard spot light of 1000 watts. The Fill light softens contrast and reveals detail by reducing the harshness and shadows caused by the Key light; it is usually a soft flood light of 500 to 1000 watts.

As with camera angle, lighting angle can produce a variety of effects. For comedy or humor it is best to use high key lighting with intense illumination. For tragedy or fear low key and darkish lighting are most suited. Cameo lighting is an effect in which there is no light in the background, thus putting the subject in bright light against a dark or absent backdrop. Silhouette lighting is the opposite effect in which there is a

bright evenly lit background and dark foreground, thus putting the subject in outline.

Despite all the preceding discussion, it is often best to use an uncomplicated light source — the sun. A clear day can supply excellent lighting for most outdoor shooting. All cameras have a minimum amount of light under which they can operate; this can be ascertained by reading the manufacturer's specifications. With most modern equipment it is possible to shoot outside with natural light and inside with normal classroom light. However, indoor shots tend to lose sharpness of focus and color quality if the lighting is too weak.

D. Camera Motion

A great deal does not need to be said about camera movement, except that it should be as smooth and even as possible. It is recommended to always brace for movement, using: a wall, a table, a shoulder brace, or a tripod. "Holding the camera steady is one of the most difficult things for beginners. It is important to use a tripod, and learn how to brace the camera to get a steady shot" (Adams, 1988, p. 19).

There are a number of camera movements that should be defined so that the director and the camera operator are in communication:

Panning	moving the camera horizontally or side-to-side;
Tilting	moving the camera vertically or up-and-down;
Craning/Pedastaling	raising or lowering the camera on its mount or tripod;
Dollying/Tracking	moving the camera toward or away from the subject;

Crabbing/Trucking moving the camera lateral or parallel to the subject.

As discussed previously, zooming is essentially an on-camera movement that varies the focal length or picture composition. All camera motion should be deliberate and directed to follow the action in the most effective manner for a specific purpose. For example, a "swish pan" or "flash pan" is a rapid horizontal movement which causes a blur - that generally indicates that events preceding and following the blur are happening at the same time but in different places.

E. In-Camera Editing

Editing for videotape can be accomplished in three fundamental ways: in-camera, planned ahead and shot in sequence; assemble, shot out of sequence and put together later; insert, new materials and existing material pieced together. Editing in any form is undertaken to polish the production and organize scenes for the final communication of the program. Baker and Weisgerber (1981, p. 41) have advised: "Single-camera shooting takes fewer people and is less expensive [than multi-camera production] but it takes longer to complete a final product if segments shot have to be edited together". Consequently, for student, single-camera production it is suggested to organize shooting in sequence whenever possible.

Roland Lewis (1987, p. 56) has stated: "Editing in-camera requires advanced planning and some quick decision-making on the spot, since you will be making edits as shooting proceeds". A few techniques that can be used in-camera to change scenes are generally called "cuts" and are based on changes in action, speech, location, etc.:

Instantaneous or Jump	implies no major change. action happens about the same time in the same place as previous segment;
Fade	indicates a major discontinuity in time and/or place, identifies the end of a program segment;
Dissolve	involves fading out of one image and fading in of another, is less severe than a complete fade;
Defocus-Refocus	intimates a loss of consciousness (memory, sleeping, fainting) or thinking of the past, usually means a change in time and/or place.

F. Special Effects

One of the most impressive aspects with the most fun of video production and viewing is the creation of special effects. These are essentially visual tricks that in live performance might be called "magic".

Vignette Effect is done by cutting out of paper or cardboard a shape such as a heart or a diamond. This can then be taped or held across the front of the camera lens to create a specially shaped frame.

Stop Action Animation is a combination of cuts that can make the impossible happen. By stopping and starting the camera and moving objects between shots, startling events can occur. Things like dancing bananas, self-writing letters, impossible basketball shots can be executed given time and proper sequencing.

Video Feedback happens when the signal is relayed into a floor monitor (television) and then shot into the face of the

monitor with the camera. This creates odd video dimensions that are like visual echoes.

Polarity Reversal is a turnabout of greyness tones. It formerly required rather expensive special equipment but now can be done using a standard portable video camera. This technique not only changes color and appearance but also alters mood and tone.

Mirrors can be used to create odd angles and visual misinterpretations. For example, a mirror over a subject can be shot into by the camera to reflect action from above to give the illusion of watching a cage. Mirrors can also be used for impromptu shooting of subjects reluctant to appear on camera or too self-conscious directly in front of a camera.

Filters are designed to play tricks on the camera and thus also on the viewer. A sepia filter over the lens lends an air of antiquity or a period look. A fog filter produces halos around lights and misty vistas. A diffusion filter softens the image and provides a dreamy or romantic setting.

IV. PRESENTATION

What Are the Applications for Student Video Production?

A. Alternative Uses in the School Setting

Just under ten years ago Don Kaplan (1980, p. 141) spoke eloquently about video production:

The potential uses of television as a learning resource have only begun to be realized. When integrated with various subject areas, video enables students to express themselves; to investigate other students' feelings, the elements of communi-

cation and the uses and misuses of technology; to discover ways of effecting positive change; and to use television as a humanizing force and an art form.

Though the above was written a decade previous, the potential of television as a tool is truly not yet realized. This view has since been supported by recent writers, such as: Armes (1988); Brown, Lewis, Harclerod (1983); Reider (1987).

As a teaching medium, student video production has a myriad of applications, a number of which have been used by the writer of this paper:

Language Arts	to write and perform a short drama or to rehearse for public speaking;
Foreign Language	to visualize lip and /or body movements or characteristics of a specific culture;
Home Science	to demonstrate meal preparation and child management;
Physical Education	to replay events for athletes in order to analyze faults and to show correct technique;
Psychology	to record experiments with animals or interviews with individuals;
Biology	to describe plant propagation and farming methods or to chronicle a trip to the zoo;
Art/Craft	to show processes and craft skills or to experiment with video as an art form;
Legal Studies	to stage mock trials and suggest improved case presentation;
History	to record oral local history with community members or to document a historical reenactment;

Physics	to illustrate the principles of levels, pulleys, gravity, force;
Career Studies	to simulate jobs interviews or to conduct personal inventory assessments.

Non-classroom uses are likewise varied. Videotaping can serve as a spontaneous record of school events or a summary of field trips/excursions. For the brave, it can be a useful instrument in teacher evaluation for pointing out areas of strength as well as weakness. Productions can be planned to highlight facilities available in the school: cafeteria/canteen, gymnasium, library/resource center, performing arts complex. Additionally, the library/media staff and associated students can create video productions to demonstrate search strategy and other research skills as well as to present readers theatre, storytelling, book talks and puppetry.

B. Importance of students Doing It Themselves

Virtually all educational studies on the learning process reveal the not-so-startling finding that active participation invariably helps learning. The creation of a video production by students has consequences well beyond the manifest end product. Audio-visual production, in almost any medium but especially television, provides participants the opportunity to:

- . organize purposefully oneself and others
- . use symbolic communication constructively
- . create material of personal and group relevance
- . think abstractly for a practical end
- . transfer learning to another mode of communication
- . report findings to a critical audience

Video production by students clearly places the onus for learning in the hands of the young people themselves, who take on all roles for planning and producing. The student becomes a member of a team with a group purpose but still acts as an individual with distinct responsibilities. Educator Jack Bennett (1988, p. 33) highlights some of the specific aptitudes that may be acquired:

Putting information in script form utilizes the language arts skills of organization, writing, sequencing, and speaking. Art skills may be employed to produce graphics, scenery and costumes. Music skills may also be used in the production. The video-taping involves technical skills, dramatic skills, creativity and group dynamics.

Although there are so many strong arguments in support of student video production, not that much actually happens. People, school types that is, cite all sorts of obstacles, such as: inadequate production facilities, time commitment required, demands of the curriculum, lack of technical knowledge. Nonetheless, most of these obstacles are nothing more than excuses, for, if it can be done, it can get done. Perhaps school librarians/media specialists need to exercise their expertise to help teachers and students to get started on the production path. Along the way, there is so little to lose and so much to learn.

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Developing the reading habit and skills for children

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Reading is one of the four language skills which determine overall language proficiency. The other skills are listening, speaking and writing. These skills are integrated in complex ways. While it is true that a skill in one area tends to enhance the skill in another, we cannot deny the fact that there are many people who can speak and understand spoken language and yet face serious problems when reading.

Developing the reading skill is important not only for overall proficiency in the language but also as an integrator of the school curriculum. It is through reading that pupils learn better in nearly all other subject areas. Even subjects like Mathematics require a certain level of proficiency in reading. As pointed out by teachers, children with reading problems are also generally weak in Mathematics.

Reading effectively serves as a tool to greater information and knowledge. It is the key to communication. We note that today reading has become an international concern. Although some people would point out that this is the age of the radio, television and computers, others would still maintain that the ability to read is absolutely necessary for survival in the world.

From the viewpoint of the individual, reading is the key to continuing education, employment and enjoyment. The person who has not been given the opportunity to learn to read cannot

function in a proper way, cannot live a full human, individual and social life.

Reading Difficulties

Children who experience reading problems are at a disadvantage in school and in later life. As has already been pointed out, a low level of reading ability often means poor performance in other areas. Besides, reading problems often become behaviour problems. Children with reading problems have been found to have low self-concepts and it is not surprising if this leads to a further decline in performance. Poor readers generally think that reading is frustrating and something to be avoided. Many classroom teachers have for a long time recognize that children who experience reading difficulties exhibit symptoms of stress. In a recent book, Gentile and McMillan (1987) examined the interaction between stress and reading difficulties. Interestingly, they made the distinction between children who exhibit a "fight" and those who exhibit a "flight" stress reaction to reading.

Many of us in Malaysia are aware of reading problems that exist in the country today. Although Malaysia has a relatively high literacy rate, teachers can affirm that large numbers of school children, especially those in the primary schools, cannot read at all. Research also seems to bear this out. The findings of studies which have been undertaken reveal that indeed there is a significant number of school children in Malaysia who do not have the basic reading skills to help them meet the demands of the school curriculum. Some of these children are found to be unable to identify letters, grasp letter-sound correspondences, know the meaning of words in isolation or the meaning of words in sentences. Some poor readers are somewhat better than others in the sense that they have at least acquired the mechanical decoding skills. These limited skills, however, do not enable

them to grasp the meaning of what is read. For them, to react critically to what the author is trying to say is almost an insurmountable task. Then, there are those who can understand isolated sentences but face great difficulties when processing entire stories or passages. The incidence of these different types of reading problems clearly show that reading is a more complex process than it is generally assumed to be.

What measures can be taken to ensure that the number of children who experience reading difficulties is considerably reduced? At the outset it has to be pointed out that good readers are made, not born. Parents, teachers, concerned individuals and professional groups can play a very important role in creating good readers. There are many strategies which parents and teachers can learn in order to help children become skilled, independent, effective, mature and creative readers. For a start, they could work to improve the students' self-concepts, learn a few motivational techniques to foster reading and teach word recognition and comprehension skills effectively.

Effect of the Home Environment on Reading

Researchers generally agree that the oral skills of listening and speaking can go a long way in helping children read. In other words, a strong oral language background is able to provide a sound basis for the growth of reading skills. What can parents do to ensure that their children have the oral language skills and in what way does the home environment affect the development of these skills? We note that although parents instinctively know a trip to the zoo, post office, fire station, to the beach, to the Farmer's Market or to the Pasar Malam (Night Market) is beneficial to the child, they are rather vague as to how these trips are related to oral skills and to the ability to read.

In this respect, it is necessary to mention that reading involves the use of language, and language is made up of sounds

or words in a system which communicates meaning. While a certain facility in the use of this sound system is a prerequisite for reading, reading is not the sound system. Instead, reading is the ability to respond to the set of visual symbols that stand for the sound system. The reader goes through various operations, several of which depend on whether he has an adequate store of background knowledge, adequate concepts and understanding in order to relate to the information in the text that is read.

What is important to point out is that parents who communicate, point out things as they walk through the Pasar Malam with the child or as they read to them, will go a long way in helping children build up their store of background knowledge. Stated in another way, a strong experiential background enhances the ability to read. The good reader is not only motivated, provided with the incentives to read, have a great deal of experience in reading but is also generally able to bring relevant background knowledge to the text. Research has shown that the more background knowledge a person is able to bring to bear on a piece of text, the higher his level of reading comprehension. If previously the generally held opinion was that poor comprehension ability was the result of inadequate knowledge of the language, the more current view is that both knowledge of the language and the amount of prior knowledge that is added to the information in the text, will crucially determine how it is comprehended. As pointed out by Smith (1971), "Every act of comprehension involves one's knowledge of the world".

While it is the role of parents to build upon background knowledge, the role of teachers is to extend on the experiences and abilities which children bring to school. Like parents, teachers can help children understand concepts and perform abstractions, using language as a tool. Language should be seen as an exciting and flexible means of expression. For example, whenever parents watch TV programmes with their children, they could discuss the superior acting of certain actors or the

message about family life as found in "Opah" or "The Cosby Show" and not merely on whether it is a good drama or a poor one.

It is worth mentioning here that researchers have made the distinction between highly verbal and non-verbal home environments. A non-verbal environment is one in which the children are not encouraged to speak. They may hear only commands when spoken to and are usually told to keep quiet. The speaking vocabulary of children from a non-verbal environment may consist of only about 500 standard English words compared to about 2,500 words for the child from a verbal environment. His utterances also may be truncated, limited in descriptive power, and hardly recognizable as sentences. When asked a question the child will usually give a 'yes' or 'no' as an answer. Sometimes, he gives a simple shrug of his shoulders when asked a direct question.

It is not true to say that the environment creates reading problems only for children from poor families. Clearly, language and reading problems are not isolated to poor neighbourhoods. It is not luxury that creates an atmosphere conducive to reading. It is what happens to the child in his home and neighbourhood that makes the difference. As has been found over and over again, one of the fundamental reasons why children do not read is simply because they are not motivated or encouraged to read. If parents have absolute trust in the capability of domestic help to raise their children, it can be expected that they suffer personal deprivation similar to the child whose parents are too ignorant or too busy to provide a more stimulating home environment. With this in mind, it has to be pointed out again that reading can be promoted by creating a verbal environment at home.

It is interesting to note that the extent to which families encourage language development differ from one ethnic group to another. In a study on the language development of Malaysian children, conducted by the Malaysian Child Development

Centre of the Faculty of Education, University of Malaya, it was found that when given verbal task assignments, Indian children showed greater verbal ability compared to the Chinese and Malay children. Such findings are in line with the generally held opinion that to some extent cultural influences may determine whether children are responsive or unresponsive to verbal interactions. Perhaps Indian families in Malaysia tend to encourage fluency and naturalness in expression. It is also possible that there is greater verbal interaction among Indian family members and the community at large. Another possible explanation is that Indian families are more closely-knit and child-oriented compared to Malay and Chinese families. However, we have to remember that ethnicity is only one variable which may influence language development. It is clear that more research is needed on the extent ethnic and racial affiliation have an effect on the language development of Malaysian children.

While the desire for self-expression is instinctive in children, parents can help them take even greater strides in language development. The early years are critical years when attitudes are formed, values learned and habits established. The language activities at home provide children with a foundation for the development of listening, reading, speaking and writing skills as well as promoting their sense of curiosity and their ability to be spontaneous in speech. Children who come from a verbal environment are extremely fortunate.

It has been found that compared to the unskilled or non-readers, the skilled young readers understand the concept of print. What this means is that from a very early age their parents help them understand the fact that the printed word carries meaning, just as in spoken language. Early readers seem to be able to grasp what reading is all about simply because they are able to apply oral language skills to reading. They possess the ability to group words into thought units which are necessary for comprehension and fluency. When asked to read on their own, they are usually not handicapped. Compared to the poor readers,

the good readers are able to identify new words by the use of context clues.

Reading Aloud: A good strategy to help children understand the concept of print as well as build on their oral language skills is to read aloud to them, almost from the time of birth. Reading aloud is a wonderful experience to be shared between the parent and the child. It helps children overcome problems of pronunciation and enunciation. In short, the activity enables children to understand intonation, rhythm and stress pattern in the language. Additionally, the activity of reading aloud to children can go a long way towards making books become alive as well as towards making them familiar with the rhythmic patterns of sentences structure in the language that is being acquired. Very quickly children come to perceive language as a creative means of communicating. Once they gain such positive experiences from the world of books, children are on their way to reading on their own.

Access to Reading Materials: The home environment also determines whether children have access to books and other reading materials. Some parents, perhaps due to their higher socio-economic status, are more willing to participate in helping their children not only to learn to read but also to provide stimulating reading materials.

In a home devoid of books and with an atmosphere lacking in curiosity about the world and about life, a child is not likely to develop enthusiasm for learning in school. On the other hand, in a home where books are available and are read, where books are read to children, and where parents talk about the exciting things they read in books, the child will look forward to reading and schooling.

To summarize at this point we can say that some of the reasons why some children experience reading difficulties are:

- Poor language development
- Lack of experiential background
- Limited speaking vocabulary
- Poor reading skills
- Limited reading experience
- Lack of incentive
- Overuse of alphabet and phonic methods in beginning instruction and insufficient sight vocabulary
- Lack of early experience with a variety of shape and sounds
- Non-verbal environments
- Lack of discussion, question and answers
- Rigid restrictions on children's behaviour.

The problems could also be classified as (a) physiological (b) psychological (c) social and (d) instructional. We have always to bear in mind that reading difficulties are usually brought about by several contributing factors rather than just one isolated cause.

Helping Good Readers Become Better Readers

As parents we know that some children show from a very early age they can become independent readers. In fact, they show signs of becoming precocious readers. How do parents go about helping them? For this group of children, it is more of a question of helping them enter the world of books and of maintaining positive attitudes toward reading. Parents need to help them select suitable reading materials. Materials should be chosen for their ability to motivate children. We note that some parents become overly concerned about their children scoring high grades in school subjects that they fail to give attention to the reading interests of their children and their use of leisure.

As children grow older, it is time to introduce them to various types of literature in order that their reading experiences can be enriched. It is found over and over again that authentic literature can get children to read and keep them reading. Examples of authentic literature in both Bahasa Malaysia and English include "Nyawa di Hujung Pedang", "Jane Eyre", "The Scarlet Letter" and "Moby Dick". It is necessary to stress the fact that parents need to help their children select from the wealth of literary selections. In this respect they have to select judiciously because some selections can inspire children better than others.

In addition to literary selections, parents should help their children gain access to high-interest informational selections. These books appeal to many children and provide an invaluable resource for learning. We must iterate the fact that parents should develop in their children a love for quality reading. For example, older children could be encouraged to read the "National Geographic" magazine.

Recreational Reading

When we say we want our children to grow in reading, we generally mean that we want them to develop their reading skills as well as develop good reading habits and interests. Certainly, we want our children to read outside of their textbooks. We can expect children to do this, i.e. read with ease and with enjoyment, materials which are not required school texts, only if they have the necessary reading skills. Unfortunately, however, we have a large number of school children in Malaysia who can read well materials related to their school subjects but are not motivated to read outside of school texts. They have yet to learn how to enjoy reading a good novel or a short story. Perhaps as parents, teachers and as librarians, we have not really encouraged them to browse through the fiction and non-fiction material in the libraries and bookstores.

We have always to remember that there are children who do not read simply because they have reading problems, in the sense that they are not able to identify letters and words. These children should not be expected to read on their own. They will only experience greater frustration. It should be apparent that they still need help in beginning reading. While they are learning to read, regardless of their chronological age, they should be constantly read to.

Understanding What Reading Is All About

As parents we want our children to grow in reading. Essentially what this means is that we want each child to develop his reading skills. In order to help him, we ourselves must know what reading is all about. The process of reading is certainly more complex than what we generally think it is. We need to know that there are different levels of reading comprehension and that with the right approaches and strategies, we can lead children through the different levels or stages. While one person may read at the literal level, meaning that he can understand information only if it is clearly stated by the writer, another may read at the inferential level. The latter, who is of course the more competent and proficient reader, is able to understand what is explicitly stated as well as what is implied. He can read the lines as well as between the lines. At this point it is necessary to mention that the skills involved in literal reading are more limited compared to the skills involved in inferential reading.

The reader who reads at the literal level is generally able to identify and remember the important ideas put forth by the writer. More often than not the writer has to lead him by the hand, so to say, in identifying the first, the second or the third main points in the text. If it is narrative prose, the writer guides him along in identifying what happens first, second, third and may be final episode of the story. By contrast, the

reader who is able to read inferentially is able to understand the important ideas in the text even if they are only implied by the writer. He will experience no difficulty when expected to differentiate between main ideas, details, facts and fiction. He is able to distinguish the main ideas from the less important ideas and the significant details from the insignificant details.

When faced with a piece of narrative prose, the more skilled and competent reader is generally able to identify the theme of the story, is able to clearly visualize each scene, is able to see how the writer attempts to link one episode with another. Furthermore, he is able to observe how each character is portrayed. He is also likely to appreciate the writer's choice of words and the subtlety of the language he uses.

A person reading at the evaluative and appreciative level would require even higher-level reading skills. He has to make judgements about the worth of what he is reading. He asks himself, is it true? Is it logical? Are the conclusions consistent with the data?

While we are aware that different reading skills are required for the different levels of reading comprehension, we must always remember that more often than not, a person reads at one or two levels simultaneously. In other words there is a great deal of overlapping between the levels.

Collaborative Effort to Promote Reading Among Children

Parents, teachers, reading specialists and researchers are not and should not be the only groups of people concerned about reading problems. It is heartening to note that other individuals and professional groups have been thinking along the lines of better dialogue and cooperation among all those involved in helping young children want to read and read better.

The Role of the Librarian: In addition to meeting the needs of library users who are already motivated to read, librarians have realized the need to truly understand why some children are reluctant to read and what can be done to help them. They seem to be keen to know what reading is all about, why reading is said to be a process, what are the levels of reading comprehension and like teachers, they want to know more about the various strategies of helping children read more effectively and more efficiently.

The Role of the Reading Specialist: In a developing country like Malaysia, the number of reading specialists is just too small for them to make any significant improvement to reading programmes and to reading instruction at school, district or state levels. As a resource person, the role of the reading specialist is very important. Sometimes in trying to think about ways of inculcating positive reading habits and improving the reading skills of children in general, we tend to forget about the needs of the individual child. Unlike teachers and librarians who usually handle large groups of children, the reading specialist is a person trained to look at the specific needs of each child or small groups of children. He or she is the person best able to provide help to the child with severe reading problems or to the highly skilled and creative reader who needs intellectual stimulation in reading.

Being more familiar with diagnostic techniques and remedial practices, the reading specialist can work closely with classroom teachers to improve students' reading abilities. Trained to use formal, informal reading inventories or other measuring tools, the reading specialist can assist teachers understand the students' strengths and weaknesses. He or she can help teachers identify students who are reading at the independent, the instructional, the frustration or at the auditing level. Working together, the specialist and the teacher can

plan, provide and even prepare reading materials which are really appropriate to the needs of the students.

Conclusion

This paper has attempted to stress the relationships between reading and the other language skills, specifically the oral skills of speaking and listening. Particular emphasis is placed on the role of the parents and significant members in the family in helping young children develop language facility. Also highlighted is the general finding that reading problems really start with language and learning problems. Although parents have a very important role to play in helping children build positive self-concepts, positive attitudes toward reading and learning to read at home, the roles of other concerned individuals and professional groups cannot be over emphasized. There is a need for greater dialogue and better cooperation among all concerned to ensure that the incidence of reading problems can be reduced and that children are trained to be more keen to read and love to read.

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THE ONE TRUE MAGIC: A PLEA FOR LITERATURE

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OH! give us once again the Wishing-Cap
Of Fortunatus, and the invisible Coat
Of Jack the Giant-killer, Robin Hood,
And Sabra in the Forest with St. George!
The Child, whose love is here, at least, doth reap
One precious gain, that he forgets himself.

Thus wrote William Wordsworth in the 1805 version of The Prelude, and how relevant today is this desire that children might be introduced into the realms of the imagination, to forget themselves in the world of fantasy and make-believe. As computers increasingly take over in the classroom, as "teach and test" becomes unquestioningly accepted as educational wisdom, what room can there be for Robin Hood and Maid Marian, for King Arthur at Lyonesse, for Keat's

magic casements, opening on the foam
Of perilous seas, in faery land forlorn?

As librarians and teachers our responsibility for the development of the imaginative life of children and young people is immense. We must constantly enrich ourselves from the stores of literature at our disposal, in our minds, on our shelves. If myth and legend, folktales and lore, are to survive in our materialistic age we must be filled with a missionary spirit to go out and share our treasures, proclaim their worth.

The movement for literacy in Great Britain indeed began as a missionary activity. The British and Foreign Bible Society, the Society for the Propagation of the Gospel and others saw the need for a minimum literacy so that children could read the Bible, and to that end Sunday Schools were set up where children were taught their letters. In the mid-nineteenth century with the movement towards universal suffrage the plea for literacy came from politicians anxious lest an unruly and uneducated mob receive political power without the power to use it with discretion. "We must educate our masters" became the slogan of Robert Lowe, one of the architects of the 1870 Education Act, which set out to provide free and universal education. In the event the Act provided education which was neither free nor universal and it took subsequent legislation to fill in the gaps. Lowe's system of payment by results, whereby teachers were paid according to the results of their pupils in an annual examination, may have given children a notion of the alphabet and the ability to bark at print, but in such a system there was no room for the imagination. D.H. Lawrence's Ursula, in The Rainbow finds herself teaching a large class of recalcitrant children in an elementary school in Nottingham, and while her soul yearns to bring joy and beauty into her classroom the children and the headmaster want no share of her vision:

What good was it that it was summer, that
right till evening, when the corncrakes
called, the larks would mount up into the
light, to sing once more before nightfall.
What good was it all, when she was out of
tune, when she must only remember the burden
and shame of school that day.

And still, she hated school. Still she
cried, she did not believe in it. Why
should the children learn and why should she
teach them? It was all so much milling in
the wind. What folly was it that made life

into this, the fulfilling of some stupid, factitious duty? It was all so made up, so unnatural. The school, the sums, the grammar, the quarterly examinations, the registers - it was all a barren nothing!

Why should she give her allegiance to this world, and let it so dominate here, that her own world of warm sun and growing, sap-filled life was turned to nothing? She was not going to do it. She was not going to be a prisoner in the dry, tyrannical man-world. She was not going to care about it. What did it matter if her class did ever so badly in the quarterly examination. Let it — what did it matter?¹

Yet Ursula was a prisoner of the system, just as much as the teachers under the Robert Lowe scheme were prisoners. The inexorable system set its own boundaries, and woe to him who tried to extend them.

The dull illiberal classroom drudgery which Matthew Arnold was compelled to witness in his work as a member of Her Majesty's Inspectorate in the 1860's prompted her social and political protests in such works as A French Eton and Cultural and Anarchy. Lamenting the lack of reading among the English in general Arnold pointed out that the man who reads nothing but his daily newspaper in a spirit of critical inquiry, is acquiring at least a modicum of culture. The dreary abject lesson Arnold was so often subjected to caused him to plead for the life-enhancing experience of good poetry in the classroom, to bring to the children some taste of "the best that has been known and thought and said in the world". In A French Eton, Arnold permitted himself a vision of the promised land he dreamed of for the children of the future:

Children of the future, whose day has not yet dawned, you, when that day arrives, will hardly believe what obstructions were long suffered to prevent its coming! You who, with all your faults, have neither the aridity of aristocracies, nor the narrow-mindedness of middle classes, you, whose power of simple enthusiasm is your great gift, will not comprehend how progress towards man's best perfection - the adorning and ennobling of his spirit - should have been reluctantly undertaken; how it should have been for years and years retarded by barren commonplaces, by worn-out clap-traps But you, in your turn, with difficulties of your own, will then be mounting some new step in the arduous ladder whereby man climbs towards his perfection; towards that unattainable but irresistible lode-star, gazed after with earnest longing, and invoked with bitter tears; the longing of thousands of hearts, the tears of many generations.²

Charles Dickens, writing in the mid-nineteenth century, exposed the Utilitarian philosophy which was emphasising facts in education as of paramount importance. The children of Thomas Gradgrind, a man of facts, were denied the development of the imagination, the realms of fantasy, which Sissy Jupe, a child of the circus folk, so richly enjoyed:

No little Gradgrind had ever seen a face in the moon; it was up in the moon before it could speak distinctly. No little Gradgrind has ever learnt the silly jingle, Twinkle, twinkle, little star; how I wonder what you are! No little Gradgrind had ever known

wonder on the subject, each little Gradgrind having at five years old, dissected the Great Bear like a Professor Owen, and driven Charles's Wain like a locomotive engine-driver. No little Gradgrind has ever associated a cow in a field with that famous cow with the crumpled horn who tossed the dog who worried the cat who killed the rat who ate the malt, or with that yet more famous cow who swallowed Tom Thumb; it had never heard of those celebrities, and had only been introduced to a cow as a graminivorous ruminating quadruped with several stomachs.³

Imagination is the antithesis of Gradgrindery, wonder and delight cannot dwell in Stone Lodge. But Dickens was not only exposing to ridicule the excesses of Utilitarianism, he was in his novels evoking for us the state of childhood in such a way as to haunt us for ever. Who can forget David Copperfield's unhappy childhood, his bewilderment in the face of death, betrayal, persecution? Pip's experience in the graveyard in the opening chapter of Great Expectations remains vivid in the reader's imagination, Oliver's life with Fagin and the Artful Dodger brings into focus the horror of London low life and poverty, and Young Jerry Cruncher's midnight visit to the graveyard in the wake of his grave-robbing father remains sharply defined in the mind long after the novel has been laid aside.

But in spite of such insights as these, the state of childhood remained virtually an unknown quantity to the Victorians and beyond. Children were to become miniature imitation of their parents, conforming, asking no questions, and their moral instruction consisted of trite sayings such as "Little birds in their nests agree" and "Do unto others as you would they should do unto you". This is not to say that there were no books written for children - of course there were, but it

was only in our own century that children's literature became established as an art form in its own right, subjected to the same standards of critical evaluation as is adult fiction. As Caroline M. Hewins writes in an article entitled the History of Children's Books, published in 1888,

It is hard to imagine a world without books for children. There have been children's stories and folk-tales ever since man first learned to speak. "Many of them", in Thackeray's words, "have been narrated, almost in their present shape, for thousands of years since, to little copper-colored Sanskrit children The very same tale has been heard by the Northmen Vikings, as they lay on their shields on deck; and by the Arabs, couched under the stars in the Syrian plains, when the flocks were gathered in, and the mares were picketed by the tents."⁴

Grimm's fairy tales, Hans Christian Andersen's stories, Aesop's fables, and the whole world of mythology and legend lay open to children. Later in the century Alice and Huck Finn joined the classics, Anne of Green Gables and Little Women delighted — and I hope still delight — generations of girls. Kipling's The Jungle Book and Kenneth Grahame's The Wind in the Willows, the illustrations of Caldecott, Walter Crane and Kate Greenaway, all these were available, but not very readily to the children of the working-classes in the dreary elementary schools and the proselytising Sunday Schools which Matthew Arnold had earlier so bitterly satirised. The school library and the children's lending library were yet to come.

But what is it that makes these books classics? Gilbert Murray's thought, on the greatness of Greek epics are apt in the world of children's books:

Intensity of imagination is the important thing. It is intensity of imagination that makes a poet's work "real", as we say; spontaneous, infectious or convincing. Especially it is this that creates an atmosphere; that makes us feel, on opening the pages of a book, that we are in a different world, and a world full of real beings about whom, in one way or another, we care. And I suspect that, ultimately, the greatness of a poem or work of imaginative art depends mostly upon two questions: how strongly we feel ourselves transported to this new world, and what sort of world it is when we get there, how great, or interesting, or beautiful.⁵

The worlds of Homer's Odyssey and Iliad, and of Virgil's Aeneid certainly fulfil these criteria, as do many of the books we now offer to children and young people for their delight. Through contact with great literature — A.N. Whitehead's "continual contact with greatness" — we experience other worlds, other times, we are transported through imagination into the lives of other people to share their joys and sorrows, triumphs and despair. It is often through literature that children have their first experience of death, perhaps sentimentalised as in the death of Tiny Tim, poignant as in the death of Matthew in Anne of Green Gables, heroic as in the death of Sydney Carton. Tales of courage, loyalty, love, heroism, of men and women facing impossible odds, these are the bases on which children build their standards, set their ambitions and aspirations. And it is our inescapable duty to ensure that the need is met when children come seeking nourishment for the imagination. Are we ready to face the challenge? Can we spare time from our cataloguing, our files and our CD ROMs to tell a group of children the story of the Cyclops, of Medea, of Jason and the Golden Fleece, of Theseus and the Minotaur? I am convinced that nothing in our

professional lives can ever be more important than the bringing together of young readers and the world of the imagination as expressed in literature. We hold the key to these worlds, and should we fail to turn it at the right moment the door of literature, and hence the door of emotional development, the door of moral consciousness, of personal enrichment, of our own and others' culture, may lie lock for ever. As Fred Inglis writes in The Promise of Happiness:

"Stories fill innumerable crevices of life brimfull", and he goes on to quote the famous passage from Sir Philip Sidney's An Apologie for Poetrie of 1595:

Now therein of all Sciences (I speak still of humane, and according to the humane conceits) is our Poet the Monarch. For he doth not only shew the way, but giveth so sweet a prospect into the way, as will intice any man to enter into it ... with a tale forsooth he cometh unto you, with a tale which holdeth children from play, and old men from the chimney corner; and, pretending no more, doth intend the winning of the mind from wickedness to virtue.

Inglis goes on to comment:

By "poetry" I take him (Sidney) for my purposes simply to mean story-telling; and by "science" he meant only what the sixteenth century could mean - the disciplined, inevitable effort of the Renaissance intelligence to turn systematic inquiry into reliable knowledge, to organize thought into symbols capable of holding and telling the truth about the world whether of men or of matter. What Sidney also sees,

and within English literature was the first to see, is the connection between the practice of such a science and the everyday lives of ordinary old people and young children. In all societies the good storyteller is honoured; his mode of thought is a familiar mode of thought: it belongs to the family. "Once upon a time there was a beautiful princess" The great popular texts of criticism from Sidney to Wordsworth to Leavis speak of this community of storying, the "man speaking to men" in Wordsworth's moving phrase, the "inevitable creativeness of ordinary everyday life" in Leavis's.⁶

In these days of accountability in education, we should ask ourselves what benefits will derive from the world of story-telling and the imagination?

The "new philosophy" of English teaching ushered in the sixties by the National Association for the Teaching of English, but which has its origins considerably earlier in the work of the Cambridge School of English under such luminaries as F.R. Leavis and Denys Thompson, made great claims for the study of literature. Literature was to provide the panaceas for the ills of mankind, at its magic touch cruelty, greed, intolerance were to fade away, and Arnold's "sweetness and light" were to prevail. Denys Thompson in a NATE Bulletin declares:

Literature is moral, not because it upholds a simple code - but because it widens our grasp and increases our awareness The reading of a good book leaves us different — different for instance in being more understanding, more tolerant, more decent.

In a similar vein David Holbrook speaks of the creative teacher striving to establish links between "the civilisation which is growing in each child and the inheritance of civilisation on the shelves of libraries and on the English tongue itself". Yet even if we did not know, from the writings of George Steiner and elsewhere, that there is no positive correlation between the reading of great literature and human actions — the Nazis who read Goethe and Schiller in the evening and went to their daily work in the gas chambers the following morning provide ample proof of the folly of such a hypothesis — it would be extremely difficult to establish cause and effect between literature and the way in which men and women live their lives. It is in a spirit of simple faith that we continue to believe, with Sidney, and Wordsworth, and Arnold, and with Margaret Meek, to whose memory I should like to pay a tribute, and with all those who in the past and in our time have worked for the enrichment of childhood that the world of books is the true centre of education.

The world of the late twentieth century is an exciting place, its discoveries and its ability to adapt to rapid change reminiscent of the Renaissance. There is, however, one important difference between the two worlds, and that is in the realm of creativity. Space travel, which can "put a girdle round the earth in forty minutes"; the computer, which can reproduce "jewels five words long which sparkle on the forefinger of time for ever" — can either of these inventions compare with the poetry of Shakespeare, of John Donne, of Gerard Manley Hopkins? Instead of the Globe Theatre we have Dallas and Dynasty, our art is the ubiquitous billboard, our creative language the punning and innuendo of the advertisers' copy. Where do we find a safe haven for our children? Where do we go to find for them armour against the invading hordes of barbarians whose gospel is greed and whose enemy culture? One slender hope lies in literature, the storehouse of the values we still hold dear, and it is the duty, or rather the privilege, of librarians to share with young

readers some of the treasures of past and present, to offer them the lifelong delights of "the one true magic", the written word.

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PROMOTING READING THROUGH A CULTURAL EXCHANGE OF
MATERIALS AND IDEAS

Marvene Dearman
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I bring you greetings from Louisiana - the bayou state, cajun country, the spirit of Mardi Gras, and so much more!

What do you know about Louisiana's history, the history of New Orleans, blackened Redfish, festivals and jazz?

Through a cultural exchange of materials I hope we can intrigue you to read about Louisiana! So pick-up your passport to adventure and follow me to Louisiana, one of the fifty states of the USA.

For a bit of Louisiana history let me remind you that the Indians inhabited this land even before the French, Spanish, English and all of the other nationalities that followed. (The text will be presented with the use of slides and video).

Here we see an Indian woman weaving baskets, which was one of her many responsibilities and a medicine man who claimed to have healing powers, but the real ruler was the Indian Chief in his regal dress.

As we enter the period of exploration, we find the ten different flags that flew over the land, including the French flag. When La Salle claimed the land for France, he named it Louisiana in honor of Louis XIV.

The Louisiana flag is represented by your lapel sticker which proudly displays the pelican. Louisiana is also known as "the pelican state" in honor of the brown pelican, the state bird.

It is impossible to talk about Louisiana very long without mentioning our best known city - New Orleans. It is one of the largest ports in the world, but that is not usually the image we get but rather the French Quarter and the beautiful buildings such as St. Louis Cathedral, built when the Spanish ruled New Orleans. The French Quarter is full of history with its courtyards and grilled iron-work decorating the buildings as a reminder of the French influence. The horse drawn carriages, which were used for transportation before the automobiles, are now used only to entertain the visitors.

The French Quarter is also known for its fine restaurants featuring South Louisiana foods such as crawfish etoufee and fish and shrimp - fried, boiled, baked, stuffed or made into a jambalaya and cooked with plenty of red pepper and served with garlic buttered French Bread.

After you finish your meal you stroll past the many night clubs on Bourbon Street and suddenly you remember the saying - New Orleans - "The City that care forgot".

Let's talk about the coin you received earlier. That is a doubloon thrown from the colorful floats pulled through the streets during the Mardi Gras parades. Every year Mardi Gras is celebrated with parades and balls. Each parade has many members known as a Krewe who helps to build and decorate the floats. Each krewe also has a king and queen who ride on the floats and later lead the dances or balls dressed in very elaborate costumes. Here you see King Rex, who rules over the most important parade of Mardi Gras. The season of Mardi Gras is also known as the carnival season because people enjoy themselves in the carnival atmosphere.

Let's leave New Orleans and travel to the swamps in pirogue. This is a type of canoe used in the early development of the country because it was easily made from materials readily available and glided through the swamps silently so as not to disturb the alligators.

After passing through a few swamps and over the interstates we arrive in St. Martin Parish and view a statue of Evangeline who is immortalized by the poet, Longfellow. The love story is told of the young girl Evangeline who waited for her lover to join her when the Acadians were driven from Nova Scotia and came to Louisiana as permanent settlers. That is how part of south Louisiana became known as the Land of Acadia with a very distinct culture of food, clothing, music and dialect.

Leaving Evangeline State Park, we join a swamp tour and begin to understand why Louisiana is also known as the Sportman's Paradise with an abundance of swamps filled with fish and alligators. Deep into the forest you may find deer, birds, squirrels and rabbits hiding from the hunter.

In Louisiana it is difficult to separate the past from the present. As we drive up and down the river road, we are taken back to a time when plantation homes dotted the countryside before the civil war over a century ago. The plantation owners were wealthy farmers who owned many slaves and made their living by growing cotton and sometimes sugar cane.

Most of the plantation homes were destroyed by the civil war or neglected and became ruins. I have selected three restored plantation homes to share with you because of the uniqueness of each one.

Mount Hope is presently used for weddings and other special occasions. Anyone with enough money may rent the plantation home for a wedding and host a reception there.

Magnolia Mound is open to educate school children and adults to the daily living a century or so ago. Crafts and cooking of that era are demonstrated on a regular basis.

Nottaway is the largest plantation home to have been restored and truly represents the great house on the Mississippi River. You can stand on the balcony and view the tourists walking toward the Nottaway plantation from the steamboat to the strains from a popular old song of long ago, "Old Man River". As the guests enter the house they are transported back in time by viewing the furnishing representing the antebellum period.

The River has played an important part in Louisiana history and maintains that position today.

Years ago steamboats steamed up and down the river from New Orleans to St. Louis, with people and produce, but today the steamboats are just used for tourists stopping at a plantation homes and other points of interest.

Large ships, flying flags from every country and carrying cargoes from grain to oil, are frequently anchored on the river.

As we continue up the Mississippi River we arrive in Baton Rouge and view the old state capitol with the look of a fortress on the outside and with winding stairs and stained glass dome on the inside.

Former Governor Huey Long decided Louisiana needed a new state capitol. Here you see the new state capitol in the background towering over the state library in the foreground.

The capitol grounds are very beautiful and well maintained. This view also includes the arsenal used during the civil war to store ammunition.

Approaching the entrance to the capitol, we walk up the fifty steps, each step representing one of the fifty states.

Inside we again see the ten flags which flew over Louisiana and outside the statue of Huey Long, watching over the capitol where he was assassinated fifty-five years ago.

We leave the capitol to visit the old governor's mansion which is now an arts and science center. Notice the beautiful flowers, a sign of spring time in Louisiana.

Another governor, Jimmy Davis, famous for his song "You Are My Sunshine", had a wife who wanted a new house, so he had a new governor's mansion built for her. The plantation period is reflected in the architecture of the mansion and its furnishing.

We return to the original center of Baton Rouge and see St. Joseph's Cathedral, a Catholic Church serving the downtown area. Baton Rouge has many beautiful churches representing almost every religious faith practiced by man.

Not far from this cathedral is one of the oldest schools in Baton Rouge where I am the librarian. The Istrouma Middle Magnet School Library has over 18,000 books and audio visuals. The library is open every morning before school and throughout the school day for the use of its 1200 students and 75 faculty members. The computer management system in use has greatly increased the services available to its patrons and brings happiness to the librarian in a better managed library.

The video tape brings the library to life and shares some of the day to day activities. As you watch the tape notice the students lined up in the hall waiting to get inside to shop at the book fair. The book fair gives the student the opportunity to build his own library while he increases his interest in reading.

Students are working independently on a civic award project which they elected to do as an extra activity.

The kites on display are on loan from the students and teachers in the art department. Art is one of our forty electives that students may choose as part of their course work.

The volunteer parents you see working with the library aides serve many hours each day and add to the service we are able to provide for the students and teachers. Most semesters you will find several student librarians from the university training under the librarian.

The many projects displayed on the tables are the winners in each division from the science and social studies fair. In the past each student was required to do the research for the social studies and science fair projects.

Why have we time to show you our library and mention a few things about our program? Because we want you to have something interesting to take back to your students what will encourage them to correspond with our students.

Let us move away from Istrouma Middle Magnet and on to higher education and see an aerial view of Louisiana State University. LSU, located in Baton Rouge, is the largest university in the state. Its enrollment has reached over 33,000 students. It is truly an international university with students from more than 50 countries presently enrolled. Even though LSU is proud of its academic achievements, there is another side of life portrayed here - Sports! Mike the tiger, our mascot, watches over the football games, basketball games, track, and all of the other sports.

As the French Acadians may say, we 'pass a good time" at the many festivals and fairs around the state which include the crawfish festival, the shrimp festival, the jazz festival and

folklore fair and about 300 other festivals and fairs. Every community has its own festival which usually features food, music, pretty girls and a product produced in Louisiana.

Louisiana is also called lovely Louisiana as you can understand when you see the lakes and trees in Hodges Gardens. These scenes are repeated with some variations throughout the state.

As Louisiana changes from one geographical location to another, from the red clay hills of North Louisiana to the rich black soil of South Louisiana, so change its moods and cultures. There are so many cultures and styles that no one culture can be defined as the Louisiana culture.

Choose whatever interest you; the history of New Orleans, Mardi Gras, plantation homes, the capitol city, cajun food, music and festivals or the modern way of life with interstates and industry; but read and encourage your students to read about and correspond with people of a culture that is so different in some ways and yet so similar in others. It seems we have become a part of all we have met. We absorb from all cultures and in return provide a friendly and interesting place to live or visit.

May our global education continue as we promote reading through a cultural exchange of materials and ideas with each other.

Will you become a part of this challenge?

GLOSSARY

Antebellum	period of time in the 1800's before the civil war
Bayou	marshy or sluggish body of water

Blackened redfish	seafood which is darkened on the outside by cooking with a spicy creole seasoning
Cajun	a native of Louisiana believed to be descended from the French exiled from Nova Scotia
Civil war	war between the northern and southern part of the United States between 1861 and 1865
Creole	a person with mixed French or Spanish descent
Creole seasoning	a very hot and spicy seasoning named after the natives
Doubloon	coin depicting Mardi Gras which is thrown from the floats during the carnival season
Floats	platform mounted on wheels to carry persons and exhibits in a parade
Jambalaya	highly seasoned south Louisiana rice dish containing chicken, sausage, seafood or a combination of these foods
Mardi Gras Season	a period of time when parades and balls are held, the time varies since Mardi Gras always ends 40 days before Easter
Pirogue	a canoe, also called a dougout made from a log
Plantation	large farm usually worked by resident labor
River road	road or highway bordering the Mississippi River

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(This is just a sample of books about some of the topics discussed in the presentation. If you are interested in books on a certain topic concerning Louisiana, please write to me:

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DEWAN BAHASA DAN PUSTAKA AND THE PROMOTION OF
LITERACY AND READING IN MALAYSIA

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Introduction

The Dewan Bahasa dan Pustaka (DBP) was founded in response to pre-independent Malay nationalistic demands for an institution responsible for the development and modernization of the Malay language. During the post-independent years, DBP, among other things, rapidly developed to become the major publishing house for the nation, besides being the nation's language planning agency and the centre for national literary development.

What could such an institution possibly contribute to the promotion of literacy and reading in the country? If one is to define literacy as the state of being able to read and write, then DBP is not the institution where one can go to acquire the skills of reading and writing. DBP is not an institution of learning such as a school or university. However, in conjunction with its role in the area of publishing, it seems only natural that DBP takes the lead in the efforts to create a reading society in Malaysia.

Efforts to get Malaysians to read more were started as early as 1972. However, these were carried out by interested organisations or institutions such as DBP on an ad hoc basis. It was only in 1980 when the then Head of the General Book Publishing Division of DBP proposed a structured plan for a nation-wide reading campaign that the project gained its

momentum. It took institutions like DBP to realize that Malaysians are not reading as much as they should. One has only to examine the number of titles published annually to get a rough indication of the state of reading habit in this country. Between 1980 and 1985, the number of titles received under the Preservation of Book Act (1966) was 16,924 - an average of 3385 titles a year. If these titles are further categorised into types, the percentage of titles published for general reading, as opposed to school textbooks, is very small indeed. For a nation of almost 15 million population, the situation of having only a print-run of 3,000 copies of each title of children's books is very pathetic indeed. Despite the fact that there are now seven universities in the country, the market for books considered suitable for institutions of higher learning has been rather small and regarded as economically not feasible by publishers.

There is a glaring irony as far as the state of book publishing goes in this country. We have a fairly high literacy rate, a major portion of our annual budget is allocated to education both locally and overseas and our institutions of higher learning are producing graduates by the thousands annually. Yet, circulation of serious magazines such as Dewan Sastera, Dewan Budaya, Malay Literature, Dewan Masyarakat - all published by DBP, are fairly small that such publishing ventures are found to be commercially not viable.

Certain sections of the Malaysian public have complained that there are not enough titles of quality books in the national language. Yet, publishers lament that they can hardly survive as commercial ventures as the market for reading materials is too small. Good authors are also in short supply. Very few want to venture into the hazardous and lonely business of writing, as the return is too negligible as to make the effort worthwhile. So, the problem of publishing quality reading materials goes in a vicious circle. It was with the intention of breaking the vicious circle once and for all that DBP mooted the idea of a Reading Campaign for Malaysia. The campaign was officially

launched in 1980 by the Minister of Education. The project emphasises three major strategies:

- (i) educating the general public to value the importance of books in a modern society;
- (ii) to produce more books to meet the projected increasing demands for reading material, and
- (iii) to reach a wider readership, especially those in the rural areas by improving marketing and distribution network and by developing local libraries.

One of the first projects undertaken was a nationwide survey on the reading habits and interests of the Malaysian people. The survey was carried out in Peninsular Malaysia and the data was collected between the months of April and May 1982. The DBP survey was sponsored and financed by the Toyota Foundation of Japan. The report of the survey, which by now has become a standard source of reference for those interested in the problem of reading in Malaysia, was published by DBP in 1984. The survey findings show that literacy rate in Malaysia stands at 74.0%. This comparatively high literacy rate, however, does not seem to correlate positively with the extent of reading habits amongst Malaysians of various walks of life. In short, while Malaysians can read, they are not reading, let alone read habitually. However, it is not within the purview of DBP to shoulder this gigantic task alone. Therefore, when the National Book Development Council (NBDC) of Malaysia was reactivated in 1982, the Reading Campaign Secretariat was transferred to the Council. DBP played a dominant role in the Council as well as in the Reading Campaign Programme because the Director General of DBP was also the Chairman of NBDC.

Publishing Activities

Books and magazines form an integral part of a reading and literacy environment. When the National Language Act 1967 was passed by the Malaysian Parliament, making Bahasa Malaysia the

sole official language of the country, reading materials in the national language have to be published in sufficient numbers and made available to the public. DBP has to shoulder the task of publishing books in Bahasa Malaysia. Publishing in Bahasa Malaysia is regarded as an important factor in the codification and development of the language. DBP publishes almost all types of books - from dictionaries to picture books for children. However, the publishing of textbooks for the primary and secondary schools in Malaysia were the main concern of DBP for the last thirty-one years. DBP is the natural choice of the Ministry of Education to publish the textbooks because this statutory body is under the Ministry of Education and also because it has the expertise.

While DBP has to fulfill its national and social obligations for publishing textbooks, there are complaints that there are not enough books or there are no books in certain fields in the National Language, for instance, books for general reading, children's books and books suitable to be placed on the library shelves. DBP is expected to focus its attention on these areas of publishing to cater for the needs of the public. More general titles and children's books are planned for publication.

When the universities change their medium of instruction from English to the National Language, DBP was again called upon to produce books for the higher learning institutions. At the initial stage, DBP has to translate a large number of titles particularly in the fields of science and technology. Today, more and more original works in these fields are being published. However, in order to cope with the volume and variety of knowledge emanating from other modern languages, DBP has to continue to upgrade its translation efforts. In fact, a restructured and an enlarged Translation Bureau has been set up recently. DBP also has a fairly large Periodical Division catering for the publication of seven monthly magazines and two journals. Of the seven magazines, four titles are for adult reading — Dewan Masyarakat, Dewan Sastera, Dewan Bahasa and

Dewan Budaya. Dewan Masyarakat is a general magazine also suitable for the upper secondary reading population. Dewan Pelajar is a magazine for the primary schools and Dewan Siswa is very popular among the lower secondary pupils. The latest title in the market is Pelita Bahasa, suitable for the young and adult who are interested to improve their command of Bahasa Malaysia. Mistakes commonly found among speakers of the language are the subject of discussion in the magazine. Malay literature is a literary journal published semi-annually in English. According to its editorial statement, this journal is to promote Malay literature to the world especially to the English speaking audience. DBP has also planned to publish a law journal in the near future. The publication of the journal will mark an important step towards popularising the use of Bahasa Malaysia in the Malaysian legal system.

Book Promotion Activities

DBP's role in the promotion of reading does not end with the publishing of reading materials. Books that have been published have to be made available to the readers through the normal book trade channels. While the textbooks need no promotion since there is a ready market for them, books in the other fields need to be promoted, at least to inform the readers of the new titles available in the market. Promotion of reading materials can be done either by publishing a catalogue of new titles, through an advertisement in the mass media, through book launching programmes and by participating in book fairs. All these methods have been employed by DBP in order to promote its titles.

In 1988 alone, DBP held twenty book launching ceremonies to promote thirty-two new titles. 1988 was an exceptionally busy year for book launching as it was also declared the Year of the Reader for Malaysia. All through the year DBP played by far the most dominant role in the campaign, compared to other participating organisations, government or non-government. DBP has parti-

participated actively in book fairs at the international, national, state and district level. At the annual Malaysian Book Fair organised by NBDC, DBP's pavilion has always been the most prominent.

Distribution Network

Book distribution has always been the weakest link in the book trade system in Malaysia. The distribution network for books has not been well developed. The few good bookshops available are situated in the big towns while the rural areas are deprived of good bookshops. A bookshop in the rural area is really a sundry shop that also sells stationery items and some popular magazines and newspapers. To overcome the distribution problem, DBP has appointed about fifty book distributors located throughout the country. These distributors are appointed after they meet the criteria set by DBP. It is at this convention that DBP's marketing officers and distributors meet to exchange information and plan their sales strategy. To further strengthen the distribution network, DBP has set up regional marketing centres managed by its marketing officers. Six regional centres have been set up, two for East Malaysia (Sabah and Sarawak) and four for Peninsular Malaysia covering the central, northern, eastern and southern zones respectively. In spite of all the efforts made towards improving the distribution network, voices of dissatisfaction can still be heard from the public. Some of the complaints are beyond the control of DBP to remedy. Nevertheless, in 1987, DBP invested in a mobile bookshop project. This project is to further ensure that readers get their books. At the initial stage, the mobile bookshop operates in the state of Selangor and the Federal Territory, visiting schools and government departments. There is a plan to extend this project to the other states.

Extension Activities

More often than not, DBP finds itself in a situation of having to function as a charitable organisation fulfilling requests for book donation that come from all over the country. If there is an organisation in the process of setting up a library or a reading room, DBP seems to be the first choice it will turn to for book donations. The requests are coming in much too frequently leaving DBP with no choice except to turn down some of them. At best, DBP can only offer a special price for bulk purchasing.

As an extension to its publishing activities of children's books, the Children's Book Unit and the DBP's Library often hold story-telling sessions, children's theater, Children's Book Week and Book Quiz. Seminars and workshops are often held to evaluate children's books. Short story and poetry reading competitions for young readers are also organised. The activities held received an overwhelming response from children as well as the young people. The success of the programmes led to the formation of DBP's own Children's Theater Group. This group has been invited to perform at functions held for children organised by the public libraries or local voluntary organisations.

Officers of DBP are sought after for talks, forums, poetry reading, judges for literary quiz, paper presenters for seminars, particularly those seminars pertaining to reading, publishing, language and literature development. As an organisation, DBP is often invited to be joint organisers of seminars and workshops or training programmes for book personnel. National associations such as the Writers' Association (GAPENA), the Linguistic Association and the Translators' Association receive financial support from DBP for their activities. In addition, meeting facilities are made available to the associations at no charge. Professional staff of DBP often get elected into offices not only because of their expertise, but also because of what the associations will benefit by having them. The President of the

Malaysian Linguistic Association for instance, is the Deputy Director-General of DBP. The secretaries of the Translators' Association and the Federation of Writers' Association (GAPENA) are also from DBP, and the Secretary of the National Reading Campaign Committee is the Chief Librarian of DBP.

Incentives

As has been mentioned earlier, good writings require good authors, and good authors are hard to come by. DBP has programmes to build potential writers and to encourage them to write good books. Workshops on creative writings and academic writings are often conducted for potential DBP's writers. Further incentives are given in the form of financial assistance for the preparation of a clean manuscript i.e. payment for typing services. Academic staff from the local universities are encouraged to spend their sabbatical leave with DBP. They are given the privileges of using the library's facilities to do their research. As for the payment of royalty, no writer writing for DBP will have cause to complain about the payment given. As an incentive to writers, DBP pays an advance royalty to them even before their books hit the bookstand. DBP pays the normal ten per cent royalty for books. However, for some academic books, DBP even offer as high as fifteen to twenty per cent royalty. Magazine contributors are no exceptions. DBP pays very well for articles published. DBP is top in the list again for offering a high translation fee of seven to ten cents per word that is translated. Writers of literary works enjoy attractive incentives too.

In its effort to encourage and promote the development of national literature and literary talents, DBP serves as the secretariat of the National Literary Awards. These awards are sponsored by the Government of Malaysia. Poetry, short stories, novels and literary criticism that are written by local literary writers and published locally will be selected and evaluated by a

panel of judges comprising of top literary figures in the country. The awards, usually in the form of cash prizes and certificates, are presented at glittering ceremonies attended by government Ministers who do the honour of giving away the awards.

Social Commitment

No one can deny that DBP has done more than its fair share of promoting reading and literacy in the country. In fact, its publishing activities seem to overshadow its most important function - the development of the national language. Its publishing output increases steadily from 1983-1986. This is in line with the reading campaign objectives. However, if one is to examine some of the titles that have been published, one wonders why these titles should be published at all. They are certainly not published to make a profit, and DBP is not a profit making organisation. Books on anthology of poetry, short stories, fine arts and academic books, to mention but a few, do not sell very well. Nevertheless, DBP is committed to publish them simply to fulfill its social obligations. Currently DBP is preparing for the publication of a cultural encyclopedia in the national language. It has also embarked on a research project of the history of the Malay language. The end product of this monumental task, which will take some years to complete, will be a publication of an authoritative history of the Malay language.

Documentation Activities

DBP has a special library with the task of providing research materials to support the research and development projects of the organisation. The library does not only provide facilities for DBP's staff but is also expected to extend its services to researchers interested in the Malay language and literature from within and outside the country. The library is actively engaged in documenting and collecting bibliographical works on Malay

language and literature. The library is in the process of upgrading its facilities and services in line with the corporation programmes to develop the library into the most up-to-date Documentation Centre for the Malay language and literature.

Conclusion

It is heartening to note that DBP's initial effort to get Malaysians to read more is slowly but surely bearing fruits. If we can rely on the statistics of books received by the National Library of Malaysia under the Legal Deposit Act 1986 as an indication, we will notice a tremendous increase of titles published in the last three years. In 1986, 68,103 titles were published, in 1987, 64,875 titles and in 1988, 117,892 titles — a very big jump from the years before. DBP has set the stage for future activities to promote reading and literacy. It has even translated two titles Promoting Voluntary Reading for Children and Young People (Unesco, 1980) and Public Library Services for Children (McColvin, 1957) into the National Language. These books are useful guides for reading promotion activities. In addition, an abridged version of Mortimer Adler and Charles Van Doren's book entitled How to read book (1974) has been translated into the national language and will be available to the public soon.

Surely one could not ask for more from DBP after what it has already done. As has been mentioned earlier, the effort to create a reading society in Malaysia is not the responsibility of DBP alone. Already burdened with some major projects, such as having to organise the Government Textbook Loan Scheme, and managing a huge printing plant, DBP has become a multi-functional organization. It is in this context that DBP has often been described by foreign guests as a unique organisation.

In conclusion, I would like to say that a more perceptive understanding of the problem of the lack of reading habit in our

society is needed, so that steps in social planning can be undertaken to overcome the existing problem that reflects the intellectual crisis faced by our nation as a whole. As a young nation, we have not had a strong intellectual tradition. Most of us read just to learn certain skills and not to develop our intellectual creativity. After certain professional skills have been acquired through the use of textbooks, we see no more need for reading. The very fabric of our social structure and value system would need to be changed over a period of time through changes in the underlying orientation of our education system. This requires not only time, but also a perceptive sociological understanding of the problems. Hence, a vision, a sense of social reformation and renaissance among our leaders are called for.

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Appendix I

New Titles Published Between 1983-1986

	1983	1984	1985	1986
<u>Textbooks</u>				
Secondary schools	3	14	6	8
Primary Schools	45	35	12	34
Kindergarten	13	-	-	-
<u>Academic Books</u>	30	36	32	67
<u>General Books</u>				
Adults	33	52	53	47
Young Adults	11	12	27	20
Children	10	10	18	28
Total	145	159	148	204
Reprints	149	206	115	172

CHILDREN AND READING: THE MALAYSIAN SCENARIO

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Introduction

Reading is a complex activity that encompasses a multitude of factors and their interactions. This one activity characterises man's civilisation and his progress from caves to 'ape Carnival', and it is universally agreed that reading is fundamental to man's continued growth. In Malaysia, reading as a socio-economic issue has received some attention in the 80s. That reading is significant for a developing country and for the growth of an informed society, is recognised and given due emphasis by those governmental agencies entrusted with cultivating the "reading culture" amongst Malaysians. The reading climate of Malaysia as a whole impinges to a large extent on the reading of children, as general socio-economic factors pervade all aspects of children's lives. Since school going children (primary and secondary) form about 40.0% of the total population of the country today, this topic is of real importance to us.

In this paper only some aspects of Malaysian children's reading can be covered. No attempt is made to examine issues relating to teaching of reading, reading abilities and reading skills and to special problems relating to reading. Rather it will deal more with the "down stream" activities of reading that has implications for school and children's librarians and for the local book trade. A brief overview of the reading climate of children in Malaysia will be followed by the preliminary findings of a pilot study on the reading habits and interests of active readers aged 11 to 12 in Kuala Lumpur.

McClellan¹ in his article suggested that the reading activity is not limited to the reader and his book only. Personal factors such as one's mental ability, emotional, physiological and neurological factors, combined with environmental factors constitute the reading activity. Of greater relevance to this paper are the environmental factors that impinge on children's reading. Broadly, this encompasses family relationships and home culture (including the socio-economic status), the child's school experience in learning and using language, as well as the general exposure and stimulation received for promoting the reading habit.

To simplify the approach further, effective voluntary reading may take place when a child is able and motivated/interested to read, finds a suitable place and time to read, and has easy access to a book or other reading materials that fulfills his reading needs of that time. If these circumstances and opportunities can be arranged appropriately, a favourable reading climate can be created for children. Constant guidance and stimulation from adults who can influence will ensure that reading becomes an important part of children's regular activities.

Background to Reading Promotion in Malaysia

A brief perspective of the reading climate in Malaysia may well begin with the launching of "GERAKAN MEMBACA" (meaning the Reading Campaign) in 1980 by the Deputy Prime Minister of Malaysia, to give sufficient impact to this long term plan. Strategies to promote reading of the general populace were drawn up at national, state and local level and involved government officials from the Ministries of Education, Information, Youth and Culture, the Public Library Corporation of all States, the National Library, and all organizations and associations related to the book trade. It signaled the government's leadership role towards the goal of setting up a "reading society". When the

Prime Minister proclaimed 1988 as "TAHUN PEMBACA" (or the Year of the Reader), there was renewed resolve to make the reading habit a part of people's regular activity. Though the plan was broad based, children as a target group received due emphasis. These prudent moves are in line with the long term goal, as children become the citizens of tomorrow. Unesco's message is:

there must be continuous incentive to read as well. Mass and lifelong education cannot be dissociated from the environment in which people live and a climate must be created wherein reading is perceived as an indispensable prerequisite to personal and national development. Increased book production cannot be the sole target but must be accompanied by vigorous efforts to promote reading among the millions of potential readers²

The main impetus of promoting children's reading in schools comes from the Ministry of Education's strategies to inculcate the reading habit. With the launching of the "Reading Campaign" at the national level, and the "Year of the Reader" last year, programmes were implemented at the Ministry through to the State Departments of Education, to District Departments of Education and to schools, all across the country. In many areas, State Public Library Corporations become joint sponsors and implementors through the main library, the branch libraries and the mobile library services. The programmes included a host of children's activities such as book exhibitions, library/school resource centre weeks, library open days; book related activities like story telling and quiz competition, book reading, drama and poetry contests; cultural activities such as art/drawing contest, traditional dancing and choir singing, and indoor games contests. Most activities were planned on an annual or termly basis and took place either within the school, in the local public library or in the local community hall. The book

trade people participated in kind (exhibitions) and also made donations of books and cash to support some of the programmes.

Another important factor to indirectly stimulate interest and focus the attention of educationalists, teachers and librarians on issues related to children's reading, was the introduction of the New Primary School Curriculum or KBSR in Malay, (the abbreviated name for Kurikulum Baru Sekolah Rendah) and the concurrent emergence of the school resource centres. The introduction of the KBSR in 1983 stressed child centred learning and the mastery of the 3Rs - reading also being an important component. Problem solving and active participation in learning are emphasised in the teaching-learning process and this has increased the need for a wider range of learning resources and teaching aids. Project work and group activities are the order of the day in place of the old "chalk and talk" and textbook book methods of teaching. Clearly reading as an important component of the new curriculum should be given due emphasis and attention.

In this context a better reading climate in schools was anticipated. Creative and effective reading guidance programmes should have been planned to supplement and compliment the classroom teaching of reading, so as to ensure there is continuous reinforcement and enrichment of the reading process, throughout the primary school years. However this aspect receives little attention and is seriously lacking in many schools.

The emergence of the school resource centres (SRC) especially after a national seminar in 1982, kept pace with the changing educational needs of primary schools and forged ahead to integrate the print-based school library with the audio-visual section. The Ministry of Education has invested a substantial amount of money, time and effort to improve the provision and stocking of the SRCs in the 80s. After eight years of establishment and development, it is doubtful if SRCs have become central

to the teaching-learning process in schools. Based on existing studies and reports.³ they do not as yet function as planned.

More relevant to this paper is the SRCs' role of reinforcing, enriching and enhancing the reading process in primary schools. To this end, the Ministry is spending M\$39.5 million between 1985-1990 on its School Reading Programme to augment the SRC collections of all schools. Clearly the financial support for resource building is better than ever before and the existence/establishment of resource centres is a reality today. It is timely to evaluate the implementation and achievements of resource centres, so that they do not continue to play passive roles. This means the "School resource centre should become the focus and be central to the teaching-learning process and not merely a place for storing book, and borrowing books" ⁴ (translation).

The Reading Habits and Interests of Local Children

To get a clearer picture of the reading habits and interests of Malaysian children who do read, data was collated from a small and select group of children from 15 out of 151 primary schools in Kuala Lumpur (K.L.), the capital city of Malaysia. The questionnaire method was used for this purpose. This very select group of 45 children represent VERY ACTIVE READERS (VARs), because they are all prize winners in a recent reading competition organised by the Federal Territory (K.L.) Department of Education, as part of the "Year of the Reader" programme. The following are the preliminary findings of this pilot survey on their reading.

It will be of interest to note that a big majority of this group of VARs are girls - 38 girls and 7 boys, or a 84.4% majority of girls. This confirms emphatically girls are the more voracious readers in Malaysia as in many other parts of the world. The ages of VARs ranged from 11-12 years, but in the

reading competition, the older ones far out numbered their juniors.

Family Background and Influence

A peep into their family circumstances provided some interesting insights. FAMILY INCOME for the majority of the VARs is low. In reality 62.8% of them come from the very low or low income groups as seen from the table below, while only about a quarter of them come from the very high income bracket families, and 11.6% come from families that earn average incomes.

Family Income Distribution

Income Levels	No. of families	Valid per cent	Cumulative per cent
1. Very low income level (Less than M\$500.00 per month)	7	16.3	16.3
2. Low income level (Between M\$501-\$1,000 per month)	20	46.5	62.8
3. Average income level (Between M\$1,001-\$2,000 per month)	5	11.6	74.4
4. High income level (Above M\$2001 per month)	11	25.6	100.0
Nil response	2	0	

Most of them (77.0%) also come from LARGE FAMILIES with 3-6 siblings. More than half of the children (54.5%) have 3-4 siblings, while nearly a quarter of them (22.2%) have 5-6 sisters and brothers. The average family size is 6, including parents, grandparents or other relatives who live with the VARs. So it appears that most active readers come from larger family sizes with low income levels. This picture is oddly different from the commonly held notion that "heavy" readers come from high socio-economic status (SES) backgrounds. This is also different from the findings of a national survey on the reading of youths and adults in Malaysia done in 1984.⁵

While it seems that these very active readers are not negatively affected by the relatively low income levels of the large families, the positive influence of their PARENTS is an important factor. From their responses these children have indicated that their immediate family members help and encourage them most to read". In the ranking order of their responses, they have placed their MOTHERS as the most important person (47.7%) for this, followed by their fathers (15.9%) and then sisters/brothers (8.9%). Therefore family members form a total of 72.7% of the respondents form the FIRST CHOICE of persons who influence their reading positively. Teachers are a very small minority for this, as only 15.5% of the children picked teachers as the No. 1 person who have helped and encouraged their reading. The types of teachers and their ratings are as follows:

Language teachers:	2 respondents:	4.4%
Library teachers :	3 respondents:	6.7%
Other teachers :	2 respondents:	4.4%

		15.5%
		=====

Only two respondents (or 4.4% of total) indicated that friends are most important persons to influence them. Eight

respondents indicated "others", namely neighbours, uncle, aunt, grandfather/mother as the main persons.

This picture is consistent when their SECOND CHOICE of persons to help and encourage their reading is examined. Collectively, family members (fathers, mothers, sisters/brothers) were named by 68.2% of the children, while teachers were named by 25.0% of them and "friends" were named by only 2.3%. The influence of parents in making active readers, reinforces the findings of the national survey on the reading of Malaysian people that concluded that "parents play an important role in encouraging people to read, followed by teachers"⁶

These very active readers' PARENTS' OWN READING at home as indicated by their children is not unexpected. On the whole, most of their parents (80.0%) read NEWSPAPERS daily, while the rest read "sometimes" (17.8%) and only 1 respondent indicated that the parents "seldom" read the newspaper. MAGAZINES are read "sometimes" by the majority of parents (77.0%), while a small number (4.4%) managed to read them daily and close to one fifth of them (17.8%) seldom read magazines. BOOKS were even less frequently read. Only a minority (17.8%) of the children's parents read books daily, while 46.7% of them read books sometimes in the last three months and 35.6% seldom read books. The parents' reading patterns of newspapers and magazines coincide quite closely with the findings of the national survey of the reading habits of Malaysian people⁷ where 97.0% adults indicate they read newspapers, and 69.0% of urban adults read magazines. But there is a real difference in the book reading pattern between this group of the active readers' parents and the findings of the national survey. 64.5% of this group of parents read books "daily or sometimes" but only 42.0% read books in the national survey sample. This points to the possibility that if more parents are observed to read books by the children, there is a greater propensity for their children to become active readers. This observation becomes more credible, when the data of this study indicates that despite their relatively low SES, the

parents are most willing to buy books for their children. Except for a small number (8.9%) who "seldom" buy books, most parents "always" or "sometimes" (total of 91.1%) make it a point of buying books for their children, who are all very active readers.

The responses of the VARs to questions: "Do your parents buy books and read books to their children?", the answers were:

	<u>Always</u>	<u>Sometimes</u>	<u>Seldom</u>
buy books	53.3%	37.3%	8.9%
read books	24.4%	35.6%	40.0%

Clearly these parents who are responsible to a very large extent for the active reading habits of their children are generous in buying books for them but are not in the habit of reading to them regularly. Except for a quarter of them, the majority (75.6%) only "sometimes or seldom" read to them. Possibly their low income levels reflect their own educational attainments or reading abilities. A cursory examination indicates that the majority of parents' occupations may be described as in the "semi-professional" or skilled/unskilled jobs. It is heartening that despite their own educational handicaps and low income these parents are keen on encouraging their children's reading.

When asked if their TEACHERS read from magazines, story books and newspapers to their class, the answers of the VARs were quite positive on the whole. Their responses were as follows:

<u>Teachers</u>	<u>Always</u>	<u>Sometimes</u>	<u>Seldom</u>
Read magazine articles to class	44.0%	26.7%	28.9%
Read extracts from story books	68.9%	28.9%	2.2%
Read newspapers articles to class	55.6%	37.8%	6.7%

Reading to their class appears a regular activity of their teachers. It could be that their teachers' reading to them in class supplement their parents' lack of reading to them oftener. This role of the teachers is very important as they are instrumental in teaching and nurturing the reading habits of children who are their "captive audience" during six hours of the best times of children's lives. Malaysian schools lack library-centered reading guidance programmes, and a step in this direction will enhance the current strategies to "catch them young". The value of this method has been well accepted by school librarians through many years of experience and practice in the developed countries where school librarians have equal roles as teachers and operate full time. The success of such programmes have also been established, as evident in the Mosley study that "found the students (fifth grade, elementary school in Louisiana) in the librarian-centered reading guidance program had higher reading achievement scores, better scores on reading attitudes, and borrowed more library books than the students in the control group".⁸

Reading Habits of the Very Active Readers

The READING HABITS of children in this study follows predictable lines. Considering that they are very active readers, these children are all regular readers of books, magazines and newspapers. As expected, most (69.0%) read STORY BOOKS/FICTION daily in the last three months and the rest (31.3%) read "a few times per week", but NON-FICTION was not as frequently read. Only a small number (11.1%) read this daily, while the majority (66.7%) read "a few times each week", or "a few times per month" (17.8%) and two respondents (4.4%) read nonfiction only "once in three months". REFERENCE BOOKS are also read at a rate similar to non-fiction books, as the majority (66.7%) consult them either a "few times in a week" and "once in a month". MAGAZINES are also not read daily by most of the VARs but more than half of them (55.6%)

read NEWSPAPERS daily. Magazines reading seem to be more of a weekly or monthly activity as seen in the table below:

Magazine and Newspaper Reading

	Every Day	A Few Times Each Week	A Few Times a Month	Only Once in 3 Months
Leisure or fun magazines	22.2%	28.9%	37.8%	11.1%
General knowledge magazines	17.8%	42.2%	35.6%	4.4%
Newspaper	55.6%	37.8%	4.4%	2.2%

The reading TIME best suited to them is at night (before bedtime), as 84.1% of them indicated this preference for their daily (50.0%) or weekly reading (34.1%). Most of them also preferred reading at weekends and make it a point to read more during the free days. For favourite PLACE of reading, home is the best for the majority, but school library is also a preferred place for reading.

The next point, the MAIN SOURCE or PLACE from where the reading materials are obtained is not very clear cut. Between the school library and the public library, most VARs indicated the school library as being the place they borrowed from most frequently. This appears a normal practice in many primary schools in Kuala Lumpur, as a study by Chew⁹ also found that 71.4% of schools in the sample from K.L. make provision for library periods in the class time tables and that 92.8% of the responding pupils indicated that borrowing and returning books is the main activity during these class library periods.

To the question HOW they go about CHOOSING their books, their answers as to their first, and second most important methods are indicated below, in a ascending order of frequency:

First Choice			Second Choice		
Ranking	Method	%	Ranking	Method	%
1	Read summary/ comments on book covers before hand	31.1	1	Suggestion from parents/family members	31.1
2	Whatever book that catches your attention	24.4	2	Read summary/ comments on book covers before hand	22.2
3	Suggestions from parents/family members	20.0	3	Other books of authors that you like	20.0
4	Suggestions/ guidance from teachers/library teachers	15.6	4	Whatever book that catches your attention	17.8
5	Other books of authors that you like	15.6	5	Suggestions of books by friends	11.1

It appears that (despite some discrepancies), the VARs prefer to know ahead what books they will read, so reading blurbs is the most frequent way that they choose their books. Fourteen out of the forty five respondents (31.3%) use this method most frequently. The second most often used method seems in contrast to the first method, because eleven out of forty-five of VARs (24.4%) seem to judge the book by its cover and choose "books that catch their attention". This seems a random approach compared to the more critical method of reading blurbs first. Other methods frequently used by them are getting suggestions from parents/family members (20%) and from teachers (15.6%).

It may be said that more than half of the VARs are quite independent in choosing their books for reading (14 + 11 out of 45) while a smaller number (9 + 7) rely on parents/family members and their teachers for suggestions.

When their second choices of methods of choosing books are examined, the family element still persists and influences their choices for 14 out of the 45 VARs. However quite a few maintain the independent methods ranked as 2nd, 3rd and 4th in the list of second choices. Interestingly, the peer influence is quite negligible and this is quite unusual. In choosing their books, very few look to their friends for suggestions, as this method has low ranking in both their first and second choices.

On the whole, children who do read actively, may want to choose their books by themselves more often than not. So it is useful to have summaries and also package the books attractively in order to draw their attention spontaneously. They would also choose books of authors they like and whose books they have enjoyed before. But quite a few of them will be guided by their parents and teachers in choosing their books.

Thus the profile of an average active reader seems to be one who reads fiction daily, preferring to read at night and at home, and indulging in it for longer hours during weekends. Besides, more than half of them read newspapers (possibly at home in the mornings for those who attend afternoon school sessions, which is common in Malaysia). They read magazines a few times a week either at home or the school library, which is also a favoured place of reading and the more important place for borrowing books and magazines. Most of them prefer to read in Bahasa Malaysia, the national language, but the second most important language read in is English. Quite a number of them choose their books by themselves, their decisions based on reading summaries or blurbs or because certain books catch their eyes. Some of them get suggestions from parents/family members as well as their teachers. Friends influence only very few of them in choosing books.

Reading Interests

Since this pilot study collated data on children's voluntary reading or supplementary reading habits, it is important also to discern what their READING INTERESTS are. On the assumption that "earlier studies of children's reading preferences led to the conclusion that a major motive leading children to prefer their favourite books, is the desire to obtain vicarious imaginative satisfaction",¹⁰ the focus for this part was designed to be on book reading. Fiction is generally acknowledged as the preferred reading compared to non-fiction books. This is evident in earlier studies.¹¹ Though there is variation in terms of methods used, in categorising or classifying books, and the age groups studied, the findings serve as useful benchmark indicators for comparison. In this context, the present study confirms some aspects of the reading interests of children as universal traits.

Nine categories of fiction stories were offered in the questionnaire and the very active readers indicated their first, second and third choices. Their choices are indicated below in a descending order:

First Choice	Second Choice	Third Choice
<u>Ranking Categories</u>	<u>Ranking Categories</u>	<u>Ranking Categories</u>
1. Adventure stories	1. Fantasy stories	1. Fantasy stories
2. Stories of long ago* and	2. Stories of long ago and	2. Humorous and
2. Detective stories	2. Science fiction	2. Animal stories
4. Fantasy stories	4. Family stories	4. Stories of long ago and
5. Science fiction	5. Detective stories	4. Adventure stories
6. Animal stories and	6. Adventure and	6. Family and
6. School stories	6. Humorous stories	6. School stories

- | | | |
|-----------------------|-------------------|------------------------|
| 8. Family stories and | 8. Animal and | 8. Science fiction and |
| 8. Humorous stories | 9. School stories | 8. Detective stories |

*including fables, folk tales, myths, fairy tales, legends.

The MOST FAVOURED type of stories (first choice) for the respondents of this study are ADVENTURE stories. This corresponds with the findings of Heather's study.¹² Though her sample are teenagers (13-15 year olds), 43.0% of the pupils liked best "adventure and thrillers" and this category was also picked as their top choice. In the Malaysian context, possibly the availability of books is also an important factor that influences their preference. From my knowledge, the most plentiful fiction books (in a situation of relative shortage of fiction in Bahasa Malaysia) happens to be adventure stories. Many children's fiction written by local writers fall in this category and most of Enid Blyton's "adventures" have been translated into Bahasa Malaysia. Seeing that the majority of the VARs' first choice of language for reading is in this language, it is not surprising that adventure stories are also their first choice. However, adventure stories do appeal universally to children of this age. The FIRST CHOICES also include stories of long ago and detection, fantasy stories, science fiction, animal and school stories(tied), family and humorous stories, in that descending order.

When the first, second and third choices were given a weightage of nine to one according to their descending order and added together to serve as overall popularity indicators, the results was interesting. By this method, FANTASY appeared as the most popular in the combined three choices, followed by stories of long ago, adventure stories, detective and science fiction (tied), then the three categories of animal, family and humorous stories (tied), and lastly school stories. When compared to other studies on reading interest of children, some similarities are discerned. Elley's study mentions that young girls prefer "stories about

animals, fairy tales and make believe, and funny stories" and that they share in the "boyish interests in mystery and detection". "To capture the interests of boys' action, fighting, mystery and excitement are necessary"¹³ Though in this paper time constrain does not allow more in-depth analysis of preferences by SES, and sex, it may be assumed that these VARs being predominantly (84.4%) girls, their preferences will like-wise feature largely in the overall picture. In this context, it is very likely that adventure, mystery and detective stories are very popular with Malaysian 11-12 year olds. Fantasy and stories of long ago such as fairy tales (and make believe) also rate very high on their lists of preferences.

When asked "what CHARACTERISTICS in stories make you like some stories better than others", the overwhelming answer was "EXCITING stories". This is also reflective of their preference for "adventure and fantasy stories" mentioned above. Other than excitement, courage and heroism are the second most important characteristics that these children like in their stories. Humour or funny incidents and spooky or ghostly elements are also characteristics that they like in their stories. It is also important to note that to this age group of VARs, shortness of stories is not an important factor in their choice and neither is a great deal of illustration in their fiction important to them.

It is not possible to say which are the fiction titles most favoured because again time and space constrains do not allow a systematic analysis of the vast amount of information collected by asking respondents to write five titles they enjoyed reading most (open ended question). It is planned that this task will be completed at a later date. However an overview of another open ended question asking for a list of five most FAVOURED AUTHORS, is possible. Inevitably, Enid Blyton tops the popularity chart. This author was mentioned 36 times out of the 45 children as one of their favourite authors, and appeared 25 times as the first choice. Other popular authors are Alfred Hitchcock and Nancy Drew. Local popular authors (accordi..) to

frequency of mention) are Othman Puteh, Usman Awang, Matlob, Maaruf Mohmud, A. Samad Said, Rubaidin Siwar, Adibah Amin and Khatijah Hashim. Enid Blyton's popularity is universal and so are Alfred Hitchcock and Nancy Drew. Their special forte are adventure, mystery, detective and excitement - all favoured by this age group as apparent from their responses. However librarians and teachers do not generally place them in high esteem in terms of their "quality" but accept them as an inevitable phase that most children go through. The popularity of Enid Blyton is also very apparent when one scans the list in Whitehead's study.¹⁴ In that study, Enid Blyton's books appear in the juvenile "Non Quality" narrative group of books. Also there is similarity in the "taste" of those 12+ years olds¹⁵ and the VARs of the present study, in that the majority of children of 11-12 years prefer reading "non quality" narrative typified by authors like Enid Blyton and Nancy Drew. Comments on the local popular authors mentioned has to be limited because their books read by this group have not been identified as yet, but it appears that their impact on the VARs is quite marginal.

The READING INTEREST in NON-FICTION books is dealt with very briefly. Out of the three categories of non-fiction books listed the preferences shown by the VARs are as follows:

First Choice	Second Choice
<u>Ranking</u>	<u>Ranking</u>
1. General knowledge and hobby books	1. Reference information books
2. Reference/information books	2. General knowledge and hobby books
3. Biographies	3. Biographies

Considering these are VARs, it is important for teachers and librarians in Malaysia to know that general knowledge, hobby, reference and information books are read or used by children more than biographies.

The frequency of their use of non-fiction books in the last three months is seen below:

	Every Week		Sometimes		Seldom	
	<u>Ranking</u>		<u>Ranking</u>		<u>Ranking</u>	
Sports	4	4.5%	4	34.1%	1	61.4%
Hobby/special interest	2	33.3%	3	44.4%	2	22.2%
Biography	3	31.0%	1	50.0%	3	19.0%
General	1	42.2%	2	48.9%	4	8.9%
Average for respondents		<u>27.8%</u>		<u>44.35%</u>		<u>27.9%</u>

It appears that general knowledge books (on subjects like animals, science, space, computers, etc.) are heavily read, as they are used, read or referred to "every week" by 42.2% of the VARs. Hobby and special interests comes a close second as 33.3% of them read something of these type of non-fiction books "every week". It may be said that in general all these types of non fiction books are read by an average of 44.35% of these children "sometimes", while the average for "every week" is almost similar to the "seldom" read average.

Conclusion

To round up this paper, two main issues are highlighted. First, the RECOGNITION that has been given by the Malaysian government and its many related agencies to the importance of promoting and nurturing the reading culture amongst the old and young. The basis for the future development of a developing country like Malaysia, the realization of desirable social engineering goals to mould a united and progressive informed society, rests to a great extent on moulding of good reading habits amongst school children of today. That this is vital is manifest in the numerous efforts,

plans, monetary funding and governmental involvement that has come to pass since the early 80s. After nearly a decade, there should be a systematic evaluation of the progress and problems, the shortfalls and remedies required to map out strategies that are more effective and prudent for the 1990s.

The other issue concerns the need for a coordinated and multi-prong plan to ensure that children of the 1990s are truly nurtured towards a life-long reading habit. Such a MASTER PLAN needs the involvement of not only teachers and headmasters, but also parents, librarians, writers, publishers and book sellers. The National Book Development Council of Malaysia could be the umbrella agency to format a master plan. However the focus of such a plan should be to develop reading guidance and reading enrichment programmes in schools that encompass the learning and library skills now being planned in the new approaches for the implementation of the new curriculum both in primary and secondary schools in Malaysia.

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THE PROMOTION OF READING FOR CHILDREN
THROUGH LIBRARY SERVICES IN JAPAN

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Literacy Rate and Book Publishing

When we discuss about the promotion of reading for children, literacy rate and the status of book publishing are two important factors to be taken into consideration. In Japan, a relatively high rate of literacy and the establishment of book publishing were achieved during the pre-modern Edo period (1600-1868).

Assuming that "schooling" equals "literacy" in Japan, Herbert Passin estimated the extent of literacy in pre-modern period as 40 to 50 per cent for boys and 15 per cent for girls.¹ Throughout the seventeenth century, educational institutions expanded slowly. But from the end of the eighteenth century growth was rapid in all types of schools. The need for literacy was very widespread, resulting from the increasing complexity of administration, the growth of bureaucracy, and the development of commerce and industry. Domain schools were established for children of samurai who required a very high level of literacy and education as the administrative class. For the merchant and higher artisan classes of the city, educational need was equally great, even if it was not the same kind as the samurai's. They needed arithmetic, accounting and letter-writing. In the country side, not only the village official class but also the ordinary villagers had some need for literacy. The lowest unit of local administration was known as the gonin-gumi (five-household group), which was collectively responsible for obedience to orders from on high. The orders were publicized by circulating

notice boards. Thus, at least, the head of one of the five households had to be literate in order to see that every householder under his charge was fully aware of instructions and orders. For the children of the merchants, artisans and peasants, terakoya was the most important and widespread educational institution which offered teaching of 3R's. The terakoya literally means temple school, but it was a purely secular institution for common people having no particular connection with the temple. In the rural areas, most of the teaching at terakoya was a voluntary labor of love carried out by public-spirited samurai, masterless samurai called ronin, village officials, and educated commoners. In the large cities, however, most of the teachers at terakoya were professional in the sense that they earned their living from their work. Unlike the domain school teachers, there was no license nor inspection for the terakoya teachers, and anyone with the will was free to become a teacher. Therefore, terakoya furnish appropriate positions for a large number of ronin to secure their minimum standard of living throughout the latter half of Edo period. It is a fair assumption that in the urban areas, a majority of the children, at least the boys, attended school for some period or other. Although coeducation was the norm at the terakoya school, there were fewer girls than boys, and separate seating arrangements by sex were rigidly observed. At a rough guess, the average length of schooling for boys was about four years and perhaps as much as five for girls in the classes of the commoners. Most of the education of samurai women was provided by the family or within the home by a tutor.

Widespread literacy and the improved techniques of woodblock printing had brought the flourishing age of publication. By the beginning of the Edo period, publishing had passed into the hands of the common people and the number of publishers had reached 14 by 1624. In 1716, there were about 160 publishers in Kyoto, 125 in Edo (Tokyo), 69 in Osaka and 5 in the other cities.² It was quite common for the same shop to handle printing, publishing, and selling of its literary products.

Books were often published in editions of more than 10,000 copies to satisfy the mass audience. Popular reading materials of that time were fiction, romance, stories of warriors and travel guides. These were published as kana sohshi which were easily read by the masses because of their use of the syllabic kana instead of kanji or Chinese characters. Even easy reading and picture books were published for women and children. These publications were referred to by the colors of their cover as the red, black or yellow books. Books for children were usually called as the red books which were rarely preserved until today. Because the books were rather expensive at that time, children read the same books over and over again until the books were worn out.

Just as the high price of books had led to the introduction of the circulating library or rental library in the Western world in the seventeenth century, circulating libraries in the form of commercial lending libraries were already in business in the large cities in Japan, such as Edo or Kyoto in the middle of the eighteenth century. The Japanese circulating library was really "circulating" because the books were delivered to every customer by the book-lending men or women. Since the books made of Japanese paper or washi were light in weight, the bookman or bookwoman could carry a bundle of books on his or her back, visit the customers at their homes regularly and receive a small amount of money for the books loaned out. Such circulating libraries were very popular among the commoners as well as the lower class of samurai, including women and children. The book-lending business flourished throughout the nineteenth century until the Meiji Restoration in 1867 when Japan suddenly plunged into the modern age with Western civilization sweeping across every fabric of the Japanese society.

The New School System and the Dawn of Children's Library Service

Japan began its new educational system with a combination of

universal compulsory education and an extremely limited amount of high quality university education. In 1871 the Ministry of Education was established, and in 1872 the first Code of Education was promulgated. The Preamble of the Code declared eloquently the modern concept of equality of educational opportunity:

Learning is the key to success in life, and no man can afford to neglect it. It is ignorance that leads man astray, makes him destitute, disrupts his family, and in the end destroys his life ... wherefore there shall, in the future, be no community with an illiterate family, nor a family with an illiterate person. Every guardian, acting in accordance with this, shall bring up children with tender care, never failing to have them attend school. While advanced education is left to the ability and means of the individual, a guardian who fails to send a young child, whether a boy or a girl, to primary school shall be deemed negligent of his duty.³

The rate of school attendance had gradually increased up to the year 1883. Then, the rate started to drop until the enforcement of the Second Ordinance of Primary Education in 1900. This was because the First Ordinance placed much of the burden of elementary schooling on the local governments and the public, while the central funds were preserved for higher levels of education. Elementary education may have been compulsory, but it was not free. Although the amount of tuition fees seemed small, in many areas this was burdensome to the poor families, thus causing a drop in the school attendance. Very often police had to be sent round to bring children to schools. School dropout became widespread, and stronger resistance to elementary schooling began to develop all over the country. Consequently,

the government revised the ordinance and made elementary education entirely free in all parts of the country in 1900. Besides amending the ordinance, the Ministry of Education also established a special Education Fund which was a portion of the payment from the Sino-Japanese War reparations. The interests earned from the Fund were allocated for the salaries of the teachers and for the subsidies to build local school houses. In 1896, the law to subsidize the salaries of local public elementary school teachers was also enacted. The rate of school attendance again started to increase after such educational legislations. At the end of the Meiji era in 1912, the rate of school attendance was well over 90.0% and nearly 50.0% of the children graduated from the compulsory primary schools. In 1935, the attendance rate of 99.59% against the total population of school-age children was achieved.⁴ It should be noted here that the social upward mobility among the people also accelerated the spread of literacy.

Educational reform was one of the key measures in the transformation of Japan from a feudal to a modern, unified national state. Modernization meant Westernization or the adoption of the Western systems in education. The concept of a publicly supported library was introduced as well as that of a public school. The first public library was opened in Tokyo in 1872. Kochi Public Library, which was established in 1879, was the first in Japan to open for children of six years and above. Yamaguchi Prefectural Library was known to provide a children's reading room since its establishment in 1902. In the same year in Tokyo, reading clubs for children using the reading room were formed at the Hikawa and Fukagawa public libraries. The members of these clubs, who were in the third grade or higher in the elementary schools, helped in the routine library work and organized regular story telling hours for the first time in Japan. In 1905 Kyoto Public Library opened her children's room free of charge. All other public libraries at that time in the country charged their users, both adults and children, a small amount of fee.⁵

The first children's library in the primary school was established at the attached school of the Miyagi Normal School in 1905. This was soon followed by the other attached schools of the normal schools. The first librarians' handbook written by Chikukan Nishimura was published in 1892, and in it was a chapter devoted to the management and administration of a school library. Here he advocated the establishment of a library in the school for the promotion of leisure reading for children, and not just for the enrichment of the curriculum.

The end of World War One in 1917 brought prosperous days to Japan, and democracy prevailed among the intellectuals. The translation of American and European juvenile literatures became active and it inspired Japanese authors to create their original children's literature. Ryunosuke Akutagawa, Miekichi Suzuki, Mimei Ogawa, Kenji Miyazawa and many others wrote classics of Japanese juvenile literature during this period. In education, the new movement which advocated the separation from rigid Herbartianism gave the impetus to set up libraries for pupils in the urban primary and secondary schools. Some secondary schools in Tokyo had allocated time for reading guidance in their curriculum. In the homes of the middle class families, it was quite common to see mothers reading aloud newspapers and books for their children every night after their supper. The active publication of children's books supported such family programs and provided the resources needed by libraries in schools.

If Japan had not been involved in the Second World War, the promotion of children's reading could have been more active and successful through library services and informal reading guidance at home. Towards the outbreak of the war in 1941, more and more school libraries ceased their activities under the pressure of military education. During the war, very few homes and school libraries survived air raids which caused heavy losses to the book collections.

The New Start - The Promotion of Children's Reading After the War

Reconstruction began from ashes and the educational reform took place under the strong influence of American democracy. With the enforcement of Library Law in 1950, all public libraries ceased to charge users' fees and were opened completely free to the public. Three years later in 1953, the enactment of School Library Law made all primary and secondary schools, whether public or private, eligible to apply within five years for the subsidies from the National Treasury in order to furnish library rooms and to acquire library books so as to provide at least five books per pupil.

Rapid industrialization after the war had brought economic growth and many changes in the Japanese living environment. Around 1955, television was introduced into standard Japanese homes and this affected the reading habits of both the children and adults. As a result after supper, home reading was replaced by TV watching. Children and young people began to read more and more comics, illustrated tales, and other visual reading materials rather than traditional literary works. Reflecting a feeling of uneasiness caused by drastic social changes, much of the content of such visual materials centred on violence, inhuman acts, and militarism. So, many people were much concerned about the demoralizing influence of these materials upon the minds of the young generation. A campaign to censor such harmful literature from children's reading was started, resulting in the enforcement of the Juvenile Book Evaluation System established by the Ministry of Education in 1959.

At the same time there was a movement to bring children in contact with good books. Some concerned people, especially the authors and editors of children's books, began to open their private collection of juvenile books to children in the neighborhood. Such "home library" was called bunko. Some of the well-known bunkos remarkable for their activities were the Michio Bunko (Tokyo, founded 1951), Clover Bunko (Koriyama, 1952) and

Katsura Bunko (Tokyo, 1958) which later became the Tokyo Children's Library Foundation.

In 1958, Mrs. M. Muraoka, Ms. M. Ishii and others joined hands to establish the Home Library Society (Katei Bunko Kenkyukai). With the aim of promoting children's reading, the society encouraged mothers to establish home libraries through the publication of excellent handbooks for home library management and endeavored to translate and publish some American juvenile classics such as the Millions of Cats by Wanda Gag and the Five Chinese Brothers by Kurt Wiese. Due to insufficient facilities for children in the public libraries, the bunko or family libraries kept increasing throughout the 1960's and 70's.

A typical home library consists of a small room provided in a private home for the use of the children in the neighborhood. Besides, there are also other types. For example, a group of mothers who live in the same housing complex may rent a room in a public building, such as the supermarket or community hall, and put their private collection of children's books there to start a library. Another group may obtain a disused train coach from a railway company and borrowed books from a neighboring public library to form a children's library. These private libraries which are cooperatively run by volunteer groups are also called bunko, but they are different from the home library or katei bunko. The cooperative library is called a "community library" or Chiiki bunko. At a rough guess, presently there are about 5,000 or 6,000 bunkos of both kinds.⁶ Kyouko Matsuoka postulated that the management of the bunko might have given the Japanese housewives the opportunity to participate for the first time in voluntary work, thus enabling them to lead a more meaningful life.⁷ Inadequate public library services for children had stimulated the development of bunkos. But, ironically, the bunkos also helped to promote the founding of public libraries in the community.

. The development of public library service for children was

remarkable over the last 25 years. From 1961 to 1986, the number of children's corners or departments in the public libraries increased five times. According to the Japan Library Association's statistics, there were 1,694 public libraries in 1986, and 80.5% of these or 1,364 libraries had children's departments. In comparison, out of the 736 public libraries existing in 1961, only 35.2% or 259 libraries were furnished with children's book corners.

The Hino Municipal Library in the suburb of Tokyo started the mobile book service in 1965 with the purpose of delivering good books to children who lived beyond walking distance from the library service headquarters. The mobile book service did much to change the traditional notion that the library is a kind of study hall for students who need many hours of concentrated study for the preparation of entrance examinations to higher educational institutions. The present day philosophy which regards the library as a service agency to promote reading and provide professional assistance to people by locating, evaluating and selecting reading materials was stated in the report on the management of small and medium municipal libraries prepared in 1963 by the Ad-Hoc Committee of the Japan Library Association. In this report, the importance of children's service was emphasized and it was recommended that every library should be equipped with special materials and staff for children regardless of its size.

Concerning the promotion of reading for children, we cannot but refer to two special reading promotion campaigns. One was known as the "PTA Mothers' Library", started in 1950 in Nagano Prefecture, and the other was the "Twenty-Minutes-a-Day Reading Program" launched in 1956 in the Kagoshima Prefecture.

The establishment of the "PTA Mothers' Library" was at the request made by the mothers who were members of the Parents & Teachers Association at the Attached Primary School of Shinshu University. The mothers asked the school to establish a

collection of women's books for them in the school library, but the request was not accepted by the school. Therefore, the mothers turned to Mr. S.Kanohzawa, the Director of Nagano Prefectural Library for advice. With the conviction that the improvement of the educational environment at home depends largely on the attitudes of the mothers, Mr. Kanohzawa promised the mothers to loan his library books through their children in school. One representative of the mothers from each class in the school visited the prefectural library monthly to receive a box of books which would be circulated among the mothers. In school, the children received new books and returned them again for the exchange of new books for their mothers. The classroom teachers and children played a vital role in this program.

The PTA Mothers' Library Program brought joy and satisfaction of reading to many mothers who previously could not get the books because these were simply not available. It also helped to break the old custom in Japan that looked upon reading as a waste of time for the rural women, and this program contributed much to promote reading among the children. One by one, the PTA members of the other schools began to make the same arrangement with the prefectural library. Finally, by 1961 a network of 16 book delivery stations was formed in Nagano Prefecture.

Not only in Nagano Prefecture but also in many other parts of the country, such cooperation between schools and libraries had spread and developed until about 6,500 mothers convened in 1959 for the first time to discuss common problems at the national convention. Similar PTA Mothers' Library Program was introduced in a small farming community in Shiga Prefecture where two mobile book libraries delivered books and provided guidance by the professional staff to the mothers on children's reading.

Another campaign for the promotion of reading which has now spread to more than thirty prefectures throughout the country is the "Twenty-Minutes-a-Day Reading Program". This program was

launched by Mr. Hatoju Muku, the juvenile book author and the Director of Kagoshima Prefectural Library in cooperation with school, local public libraries and citizens' public hall or community centers. This program is essentially a campaign to encourage children to read daily for twenty minutes to their mothers from books other than their school textbooks. Libraries in the school and community supported this program through the provision of books to children. Though the activity was simple, the effect of the program was significant. The children who read only comics before participating in this program were selecting books of various kinds for both entertainment and education. The sales of comic books dropped drastically at the local bookstore, and the number of children who watched television for long hours decreased noticeably.⁸ While more intimate contacts between mothers and their children were made, the psychological distance between school and home became minimized through this program. Mr. Muku introduced and tested this program at first in a small village in 1959. Based on the success in the village, the program was implemented at the prefecture level in 1960. Then, it spread all over the country, and the number of mothers and children involved exceeded 1.2 million by 1965.

The analysis of the library surveys conducted by the public libraries from March to April 1987 revealed two salient findings related to children's reading habits and interests. The following facts were evident in almost every community surveyed: (1) Children read more visual materials such as comics and illustrated stories than before; and (2) the attendance rate of juku or private tutorial schools after regular schooling and/or at the weekend increased suddenly among children of the age of 10 or 11, i.e. from third or fourth grade in elementary school. The effect of such extra schooling or training upon the reading habit of the children was not clear from the results of the surveys. For example, in one community, children who attended juku after school read more books than those who did not. On the other hand, in another community, those who attended read fewer books than the non-attendants.⁹ This shows that every child is unique

in terms of needs, abilities and interests. Therefore, activities to promote children's reading must be varied accordingly.

Variety in the Activities to Promote Children's Reading

Most of the public libraries recently built in Japan are attractive enough to attract children. Library furniture in the children's section is specially designed to suit the physical features of the children. There are lower tables and chairs. Even book stacks and magazine racks are made smaller to fit the heights of children with the same materials and design as those in the adult section.

In Japan, most mothers usually go to the library with their children to visit the children's section where they sit and read aloud some books for their children. For those children who go to the library by themselves, the librarian will read aloud for them or, occasionally, show them the "Kamishibai" (picture story show). Some libraries, though not all, have cozy corners where children can listen to story telling tapes played during the opening hours of the library. The program of the day is usually displayed on the board, and each child can select a favorite story from the program.

The promotion of reading begins while a child is still in the mother's womb. Expecting mothers often visit the library and read good books. Mrs. Watanabe, the leader of Suzuran Bunk in Tokyo, advocates "baby reading". She believes that good reading habit is formed during one's babyhood. Therefore, she installed a book corner in every health center in the Nerima Ward in Tokyo where babies come with their mothers for physical checkup regularly.

Katei bunki or family library plays an important role for promoting children's reading. One of the leaders and pioneers of

the bunko movement is Ms. M. Ishic who established her own Katsura Bunko in 1958 and opened her private collection of juvenile literature for her neighborhood children.

The atmosphere of katei bunko is very intimate compared to that of the children's library. A corner of the kitchen or living room in a private home is used as bunko where many children from nearby homes come and gather once or twice a week in order to listen to stories, read books enjoy Kamishibai or picture story show and participate in indoor games. In the beginning, books at the bunko consisted mainly of private collections of bunko leaders, but now many bunkos receive public fund from the local governments to purchase books. Besides they also get books from the public libraries which allocated special collections for use by the bunkos in the community. Very often bunko leaders, who are mostly housewives of white-collar workers in urban areas, go out to the community centers to give story telling sessions or conduct workshops such as picture book making for children.

The provision of mobile book service is another measure for promoting children's reading in the rural and urban areas. In the urban area, the mobile library visits the housing complex where many young families live with their children. In the rural area, the mobile library go to schools where the children cannot visit a public library located faraway in the city. Of course, every school in Japan has a library made obligatory under the School Library Law. However, the school library collection is primarily meant for the enrichment of curriculum or teaching contents. To make up for this the mobile library service from the public library provides children with books for entertainment and pleasure.

The school library offers various activities to encourage children to read more good books. Some large elementary schools, such as the Onitaka Primary School in Ichikawa-city, have more than one library rooms. Here the collection of about 11,000

volumes are divided into three sections for the use of approximately 1,000 children. Imaginative literature or fiction in the collection is housed in a library room called "the first library", and "the second library" in another room houses science related materials such as specimens of minerals, plants and insects as well as reference and basic books in natural science. There is also "the third library" where new learning resources in social science are collected and offered for the children. On the second floor, the passage which connects the two school buildings is utilized as a small satellite of the library. This cozy space, carpeted with green mat and furnished with comfortable cushions, is called the "sky library" where lower grade children enjoy reading picture and easy books. Each classroom has a book corner where children deposit their own books for the use of their classmates. The departmental library such that in the Onitaka Primary school can serve a wider range of children's interests and abilities more adequately than a centralized library.

In spring and fall, most elementary and lower secondary schools organize dokusho matsuri or "reading festival". All the children of a school meet in the assembly hall for the festival to enjoy dramas, songs and quizzes associated with books. Japanese teachers and school librarians are very enthusiastic about giving story telling sessions, puppet shows and book talks and to let children share reading experiences with their classmates. Such activities take place during the "library hour" or "reading hour" for one or two periods a week according to the attitude of the school toward the promotion of children's reading. The establishment of library hours is mandated in every school from primary to upper secondary by the ordinance from the Ministry of Education, commonly known as gakushu shidou-youryou or the Courses of Study for each school level.

In Japan, books are published in great quantities. For an instance, as many as 1,300,000,000 copies of books under 31,221 titles were published by about 4,000 publishers in 1985. About

10.0% of the published books were for children. Bookstores are abundant too. There are about 25,000 bookstores, and in the urban area a bookstore is found every two or three hundred meters away along the street. Paperbacks and magazines are also sold at the supermarkets, convenience stores and station stalls. The prices of books are quite reasonable compared to those of food and clothing. Such abundant provision of books sometimes kills children's desire for reading and make children very difficult to choose what is good and appropriate to their needs, interests and abilities. Therefore, the Japan School Library Association launched a program known as the "Summer Reading Contest" more than 30 years ago. This was planned to arouse children's competition on reading. Every year in May, the association announces a list of fourteen excellent books published during the previous year about which children are asked to write reviews and impressions during their summer vacation. Every year more than three million children participate in this contest of book reviews and impressions. From six to twenty prizes are awarded yearly from the association and the Mainichi Newspaper Press, the co-sponsor of the program. Every year the prize winners are invited to the award ceremony in Tokyo held in February. Their Imperial Highness Crown Prince and Princess are present at the ceremony to honor the winners individually. There is another contest for hand-made picture books by children. The Japan Picture Book Prizes are awarded to children who have been selected from among the best of the 4,000 competitors. The winners are also invited to Tokyo to receive the prizes personally.

Toward Universal Literacy

Today "literacy" is considered as the ability not only to read and write, but also to have a good command of the new media and communication technology in order to improve the socio-economic status of the individual. The latter is differentiated as "functional literacy" from traditional literacy.¹⁰

In the past, family education and primary schooling have played an important role in achieving literacy. In the future, I presume that elementary and secondary school education continues to hold the key to improve functional and traditional literacy of the people. In accordance with such process, school library should be innovated and equipped with new media such as optical discs as well as books and other printed materials. Reading guidance or the promotion of children's reading should be emphasized more than ever because the human language continues to be the basis for human communication, inheritance of human culture and the development of universal civilization.

Let me conclude this presentation with the excerpt from the Preamble of the Code of Education proclaimed in Japan in 1872: "There shall, in the future, be no community with an illiterate family, nor a family with an illiterate person" on earth.

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PROMOTION OF READING AND LITERACY:
THE INDIA EXPERIENCE

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The fundamental requisite of one's educational career and prospects is reading, and it should be started from the infant stage. Reading occupies a very important place in the wholesome development of a person. "A competent reader is a citizen of all times; he has perspective on the past and a realistic vision of the future; he does not like a two dimensional existence in the present moments" (Centre stella 1952). In Carnegie Conference of Reading Experts Report (1962), it has been concluded, "Reading is the most important subject to be learned by children. A child will learn very little in today's world if he does not first learn to read properly. Todd (1963) also quotes Bacon, "Reading makes a full man, conversation a ready man, writing an exact man". To understand what is going on in the world today requires knowledge that can be found only in books, and we all need to have the right background against which to judge current events. Reading helps the individual to understand society and his role as a citizen, as a worker, and as an individual with his own personal needs and problems. Reading feeds the creative mind. The great poets, musicians and painters are normally great readers. In all professions one must read a great deal to keep pace with the new development. The best administrators, teachers, lawyers, engineers and physicians demonstrate in their own lives the value of efficient reading. A professional person cannot be successful unless he keeps his knowledge up-to-date.

Importance of Reading and Literacy

The late Prime Minister of India, Pt. Jawahar Lal Nehru, also emphasized on the real concept and significance of education. In his words, "Education is the most important part of our plans. Industry and agriculture, which are important for us, will grow adequately only if there is the background of mass education wherever you go: at the back of it, at the base of it, must lie education".

We see that there is a chronic national ailment known as "illiteracy". The eradication of illiteracy can be done through the help of library and mass education programmes.

In this 20th century, the need for teaching all children and adults to read and write has become more urgent. The role of reading is growing along with society's scientific, technological and cultural progress. People are striving for active participation in solving the major social problems of modern life. Our civilization is the sum of the knowledge and memories accumulated by the generations that have gone before us. The best way to make contacts with their knowledge is by reading. Reading or the enjoyment of books has always been regarded among the charms of a cultured life and is respected and envied by those who rarely give themselves that privilege (Yutang 1954). The same reader reading the same book at different periods gets a different flavour of it.

During the last three decades interest in research in reading increased slowly but steadily. This period shows the beginning of wider interest in the scientific study of reading. The first conference of reading was convened by the Ministry of Education at Delhi, India during December 1956 and it was recommended that research should be conducted on the problem of encouraging reading for pleasure in our local schools. Saiyidain (1959) quoted in the conference the sayings of Bartholini, "Without books, God is silent, justice dormant, natural science

at a stand, philosophy lame, letters dumb and all things involved in darkness".

During the 1964-65 academic year, the Bureau of Research of the U.S. Office of Education subsidized 27 research projects examining approaches to beginning reading, with 12 of the projects extending through the next years. Studies of actual reading done by citizens of the various countries are relatively few in number. The table below shows the number of book titles published and the average daily newspaper circulation for 1966 in five advanced countries, according to the United Nations statistical year book for 1967.

Table 1
Publication of Books in Some Advanced Countries

Country	Books	Newspapers
U.S.S.R.	72,977	63,926,000
U.S.A.	58,517	61,397,000
Japan	30,451	45,978,000
United Kingdom	28,789	26,700,000
West Germany	22,720	19,827,000

Although the United States ranks second in the amount and reading material available, surveys by the National Opinion Research Centre indicate that the average U.S. citizen reads fewer books than the average citizen of Britain, France, Germany, Holland, Switzerland and the Scandinavian countries. The problem of studying reading behaviour in a school setting with intact class size groups is overwhelming (Kingston, 1967).

Judit (1968), Dechan (1969), Tenezos (1970), Mann (1971), Inani (1973), Krapkaja (1973), Dobrymina and Stelmah (1973),

Sharma (1966), Goyal (1972), Rawat (1973), Purohit (1971), Pant (1973), Narang (1973), Rastogi (1973), Chhaya (1973), Kamras (1974), Dennison (1974), Shami Mohammad & Montin (1974), Sticht & Zapf (1976), Harmansen (1976), Devito (1976), Means (1976), Weinstraub (1976-77), Smith (1977), Goodcare (1977), Arora (1977), Rieck (1977), Luckham (1978), Nagy, Gereban and Katsanyi (1979), Halley (1980), Stefanowski (1980), Boroezfy (1980), Kanayi (1982), Sharma and Singh (1989) are some of the important personalities who have done researches on reading.

UNESCO statistics place India as the seventh largest producer of books in the world. Meluhan also quoted that a nation that reads, develops better and faster (Noorani, 1977).

Variables -- Reading and literacy are correlated. It depends on the following variables: Age, sex, academic achievement, socio-economic status, intelligence, reading interest, habit and the availability of reading materials. Apart from these variables, some other relevant variables are also important, such as parents' occupation, mass-communication etc.

Literacy means the ability to read and write. Education loses its purposes and value if reading is not one of the daily programmes of an individual. Any act often repeated soon forms a habit. It is acquired and is an end-product of a process of learning. Hazlit calls habit "a chain that coils itself around the heart like a serpent that grows and griffles".

An interest is a tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it (dingham, 1937). To enjoy reading extensively, one must be a proficient reader. Interests ordinarily induce pleasant anticipation followed by the action itself which in turn tends to bring more pleasure (Bond 1973). Skill and interest are interdependent factors in the development of reading tastes and

habits. The skilful reader tends to develop and maintain a high interest in reading.

Socio-economic status means any group of persons coming closer to each other on the continuum of occupation, income, education and culture (Kulshrestha, 1974-75). Intelligence has been defined as "a composite organization of abilities to learn, to grasp broad and subtle facts, especially abstract facts, with alertness and accuracy, to exercise mental control, and to display flexibility and ingenuity in seeking the solution of problems". These abilities were conceived to be native by Binet, Terman and many others (Gates, 1948).

Illiteracy and its causes

The UNESCO Bulletin of regional office in Bangkok (March 1971) gives an account of extensive illiteracy in South Asian countries. The following percentages are shown:

Table 2
Percentage of illiteracy in some Asian countries

Year	Country	Percentage
1961	India	72.2
1961	Nepal	91.2
1961	Pakistan	81.2
1971	Japan	2.2

The reasons for these figures of illiteracy in India may be that India have remained under foreign domination for over a century and during this period education as well as economy of the country has suffered heavily. Mr. G.K. Gokhale was one of

the staunch exponents of compulsory education. But his efforts did not bear fruit.

It is only after the gaining of independence that compulsory primary education is being taken up. In the absence of educational facilities and acute poverty the bulk of our adult population has remained illiterate, ignorant and steeped in superstition. It has become necessary for the development of the whole country to raise the educational standard of our masses because illiteracy affects the country economically, politically and socially.

The Education Commission has pointed out that "There can be no hope of making the country self-sufficient in food unless the farmer himself is moved out of his age-long conservatism through a science-based education, becomes interested in experimentation and is ready to adopt techniques that increase yield. The same is true for industry. The skilled manpower needed for relevant research and its systematic application to agriculture, industry and other sectors of life can only come from a development of scientific and technological experiment".

India is a democratic country and the masses play a vital role in the government. If the voter is illiterate, he does not know whom he votes and why. So education of masses is necessary.

The third cause of illiteracy is related to social health and education. In the villages, there is acute shortage of pure drinking water and infectious diseases take a heavy toll of the lives of people. It is only through proper education that ignorance and superstition can be dispelled. It helps to raise the social standards of our people. Mahatma Gandhi once said, "Mass illiteracy is India's sin and shame, and it must be liquidated (NLM, 1988).

The Literacy Programme

A nation-wide adult education programme was inaugurated on October 2, 1978. The National Adult Education Programme (NAEP) sought to enable the majority of our people to play an effective role as citizens of this country and to participate in the various developmental programmes. The programme sought to enable the bulk of our population to play an active role in bringing about social, economic and cultural changes so that social justice and equity can be achieved.]

The programme has three main components: literacy, awareness and functional development. The District Board of Education is responsible for the overall planning and administration of all the educational programmes including Adult Education. It co-ordinates the work of the different agencies.

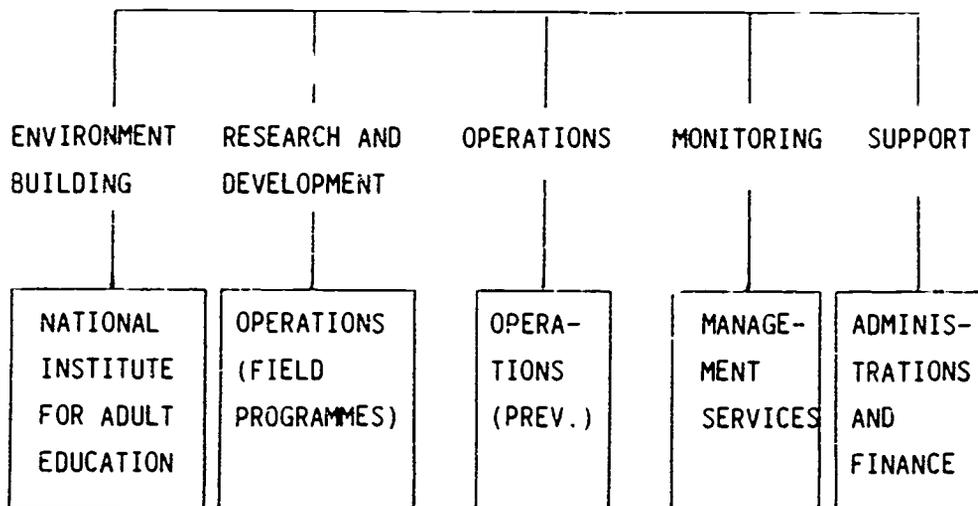
Despite the efforts at universalisation of primary education and adult education in the past, the number of illiterates has progressively increased from 300 million in 1951 to 437 million in 1981. Eradication of illiteracy is crucial to the achievement of important national objectives such as universalisation of elementary education, significant reduction in infant mortality rate, acceptance of small family norms, improvement in women's status and alleviation of poverty. It is felt that education has not received its due attention, particularly in the case of women. Though Gandhiji had stated long ago that "educating a man is educating an individual, while educating a woman is educating a family", yet we find that women's education has been sadly neglected. As Coombs (1969) says that educational systems should not merely grow but they must change as well.

Girls in rural areas face certain problems in attending schools especially if these are not situated near their homesteads. Adequate protection is not assured, hence there is a

Table 3
Organizational Structure of the National
Adult Education Programme

NATIONAL LITERACY MISSION AUTHORITY
MINISTER HRD, POLITICAL LEADERS,
SCIENTISTS, EDUCATIONISTS, CONCERNED
MINISTERS/DEPTS DIRECTOR GENERAL

MISSION TASK FORCE
DIRECTOR GENERAL



great deal of reluctance on the part of the rural parents to send their girls to schools once they come of age. Hence, a large number of girls are withdrawn from schools even before they enter their teens. The schooling hours also does not suit them because they have to assist in the household chores.

According to the 1981 census, the national average literacy rate, which was 16.67 percent in 1951, has increased to 36.23 percent. Eighteen states and union territories are above the national average. According to the 1971 census, the highest

Table 4
Literacy Rates among the States in India

Rank in 1981	State/Union Territory	Literacy rate 1981	Literacy rate. 1971	Rank in 1971
1.	Kerala	70.42	60.42	2
2.	Chandigarh	64.79	61.56	1
3.	Delhi	61.54	56.61	3
4.	Mizoram	59.88	53.79	4
5.	Goa, Daman & Diu	56.66	44.75	6
6.	Pondicherry	55.85	46.02	5
7.	Lakshadweep	55.07	43.66	7
8.	Andaman & Nicobar	51.56	43.59	8
9.	Maharashtra	47.18	39.18	10
10.	Tamil Nadu	46.76	39.46	9
11.	Gujarat	43.70	53.79	11
12.	Nagaland	42.57	27.40	19
13.	Himachal Pradesh	42.48	31.96	15
14.	Tripura	42.12	30.98	17
15.	Manipur	41.35	21.91	14
16.	West Bengal	40.94	33.20	13
17.	Punjab	40.86	33.67	12
18.	Karnataka	38.40	31.52	16
19.	Haryana	36.14	26.89	20
20.	Orissa	34.23	26.18	21
21.	Meghalaya	34.08	20.49	18
22.	Sikkim	34.05	17.74	28
23.	Andhra Pradesh	29.94	24.57	22
24.	Madhya Pradesh	27.87	22.14	23
25.	Uttar Pradesh	27.16	21.70	24
26.	Jammu & Kashmir	26.67	18.58	27
27.	Dadra & Nagar Haudi	26.66	14.97	29
28.	Bihar	26.20	19.94	25
29.	Rajasthan	24.38	19.07	26
30.	Arunachal Pradesh	20.79	11.29	30

Note - excludes Assam where the census was not held owing to unstable condition prevailing there at the time of 1981 Census.

(Source: State Profiles of Literacy and Adult education programme - Ministry of Education, Government of India, 1985).

literacy rate of 61.56 was in the union territory of Chandigarh and the lowest literacy rate of 11.29 was in Arunachal Pradesh in 1981. Kerala improved its earliest position of number two in the ranking of literacy rate and attained the highest position with a

literacy rate of 70.42 percent while the lowest literacy rate of 20.79 percent continues to be in Arunachal Pradesh. The literacy position in the age group of 15-35 increased from 254.1 lakh in 1951 to 2,475.5 lakh in 1981, a four-fold increase in thirty years.

Simultaneously, the total number of illiterates has increased from 3,0009 lakh in 1951 to 14,376.3 lakh in 1981 of which 3,695.2 lakh (84.44 percent) live in rural areas. The literacy rate among men is 46.49 percent against the female literacy rate of 24.82 percent of the total of 412 districts in the country.(1981 census); 243 districts had a literacy level below the national average, and 193 districts with female literacy rate below 20 percent.

The problem of illiteracy requires a nation-wide strategy. The central issue in literacy is motivation. Various activities should be held through different agencies participating in this field. These activities and programmes include the following:

- (1) Media and communication.
- (2) Village Education committees.
- (3) Jathas - cultural caravans for New Education.
- (4) Youth training and development.

Media and Communication

It includes regular programmes on Radio & T.V. for information, motivation and active involvement. In promoting literacy in society, newspapers should be used for creating a positive attitude. Theatre groups should be sponsored to convey the messages in rural areas. Folk and traditional media are to be inspired.

Village Education Committees

It includes the Chairmen and some members of Panchayat, women, youth, teachers.

Jatthas

Groups of teachers, students, non-student youth, artists moving in trains, buses, bicycles, on foot for the cause of education, including literacy, environment science for everyday life, women's equality and national integration.

Along with discussions, nukkad natak, operas, plays, group singing can also be done.

Youth Training & Deployment

Under this comes -

- (a) Voluntary agencies - Trade Unions
- (b) Universities/colleges - Nyks
- (c) Social Science research institutes - Shramik Vidyapeeths.

These voluntary agencies take responsibilities for the eradication of illiteracy in well defined areas through field projects.

Different Nodal and collaborating agencies are working in this field.

Nodal Agency

Ministry of Human Resource Development, Department of Education.

Collaborating Agencies

1. Council of Scientific and Industrial Research (CSIR)
2. Department of non-conventional Energy Sources (DNES)
3. Electronics Commission (EC)
4. Industrial R & D Laboratories
5. Universities, ITIs and Engineering Colleges
6. Agriculture Universities and Krishi Vigyan Kendras
7. AIR, Doordarshan and other media agencies
8. Language Research Institutions
9. State Resource Centres

Armed forces and para-military personnel are organising literacy and vocational education classes for the families of their personnel. Integrated Child Development Scheme (ICDS) programme will endeavour to revive the component of women's functional literacy.

In promoting reading habits continuing education is also provided through employers, workers, institutions, polytechnics, book promotion programmes. Libraries and reading rooms in educational institutions are open for public in the evenings. Non-formal programmes for vocational and technical education based on the needs and interests of the learners are also provided.

Literacy programmes are generally organised at night through Adult Education Centres (AEC). Even student and teacher volunteers prefer to specify a learning centre where one or more learners come for literacy learning. Primers and other instructional aids are produced at the State level and provided free to every learner. At the state level, a commission or authority headed by the chief Minister exists for planning and implementating the programmes along the same lines as indicated for the national level. State Resource Centres (SRC) exist in most of the states for providing technical resource support to the adult education programme. They assist at the state level

commission. This can be strengthened through the training of the personnel with the provision of adequate financial support and improved coordination with the state governments.

Education in India

Elementary Education — The highest priority has been given to providing universal free and compulsory education to all children up to the age of 14. The national policy of education, 1986, resolved that all children who attain the age of 11 years by 1990 will have had five years of schooling or its equivalent through the non-formal stream. By 1995 all children will be provided with free and compulsory education up to 14 years of age.

Secondary Education — Education is free up to lower secondary (class ten stage) in 16 states and Union territories. Children belonging to Scheduled Castes and Scheduled tribes get free education in all states and Union territories up to Class Ten. The central Government is reimbursing the tuition fees charged from girls in classes four to seven in government-aided, local schools to the state governments and union territories from the year 1985-86. All the states have switched over to the 10 + 2 pattern of education to suit the national needs.

University & Higher Education — Higher education is provided by 132 universities and a large number of arts, science, commerce and professional colleges affiliated to them. The University Grants Commission (UGC) set up in 1953, promotes and coordinates the university education, and it determines and maintains the standards of teaching, examination and research in the universities.

The Indian Council of Historical Research (ICHR) New Delhi set up in 1972 operates research projects, provides financial support for research projects by individual scholars and awards fellowships and undertakes publication and translation work. The

Indian Council of Social Science Research (ICSSR) New Delhi, an autonomous organisation also promotes and coordinates in social science research in the country. The Indian Council of Philosophical Research Lucknow & New Delhi has been set up by The Indian Institute of Advanced Study, Shimla, set up in 1965. It is a residential centre for advanced research in the fields of humanities, social sciences and natural sciences. The polytechnics are widely spread all over the states and union territories. There are 170 approved engineering colleges offering degrees in technology and five national institutions of technology at Bombay, Kanpur, Kharagpur, Madras, and New Delhi. The four national level institutes at Ahmedabad, Calcutta, Bangalore and Lucknow provide assistance to private and public sector enterprises in meeting their needs for managerial manpower.

Adult Education — The objective of national literacy mission (NCM) is to impart functional literacy to 800 lakh illiterate persons in 15-35 age group - 300 lakh by 1990 and an additional 500 lakh by 1995. At present, there are 513 projects in operation in the various state and Union territories. All programmes have been designed in view of the needs and language of the learners. A computerised management information system is being instituted to ensure reliable and steady flow of information needs for improvement in management of this programme at all levels.

Women Education — To give importance to the education of girls and women for socio-economic development, the government has formulated a variety of measures from time to time in this direction. The main features of the targets are: (1) to gear the entire education system to up-lift the status and role of women in society; (2) to promote women's studies as a part of the various courses in the educational institutions in order to further women's development; (3) to enable more women to have access to programmes of vocational, technical and professional

education, and (5) to create a dynamic managerial structure to meet the targets envisaged.

Information Explosion — Nowadays the major impact of new technology has been in the area of information transfer. During the last 40 years, the total population of academic, public, scientific and technical libraries has increased rapidly. There are about 160 university libraries, about 5600 college libraries and hundreds of public libraries. An increasing number of scientific and technical libraries are also following modern library techniques in order to give better library services to their clients.

The National Council of Educational Research and Training (NCERT) acts as a principal agency for academic advice to the Ministry of Human Resource Development for qualitative improvement of school education. It produces textbooks in almost all the subjects for the entire school population. The states are free to adopt NCERT textbooks for their schools and supplementary reading material for enriching the knowledge of children. The NCERT produces video tapes, tape slides, films and other audio-visual materials for use in schools.

It is gratifying to note that the government has emphasized in its new education policy the need for achieving universal literacy within the shortest possible time. This scheme is called Operation Black Board, a scheme to improve the condition of existing schools and to establish more and more schools.

The council produces low cost science kits for primary and middle schools. Computer literacy and studies in schools (CLASS) projects have been undertaken to introduce computers in certain selected secondary and senior secondary schools. Population education project in collaboration with UNFPA has been undertaken to inculcate population awareness among school children. NCERT conducts and sponsors research. The council awards 750

scholarships every year to students on the basis of a national talent search examination. The scholars are awarded these scholarships to pursue their higher education. The national loan scholarships scheme has been implemented by the government since 1963. To develop the potential talents from the rural areas and to promote the reading habits, scholarships are also provided. The scholarships scheme for study abroad is given for all fields of studies, including medicine, agriculture and engineering.

The National Book Trust organizes book fairs and festivals and it makes books available to people at reasonable prices. The National Literacy Mission Authority is entrusted with the task of achieving a certain percentage of literacy by the time we step into the 21st Century. It has substantially increased the provision of funds for education and is funding the voluntary agencies to actively participate in the drive for universal literacy.

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THE SCHOOL LIBRARY AND THE QUARTER-A-DAY-READING

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Illiteracy is one of the greatest problems of the developing countries, and the struggle for literacy is often connected with the struggle for knowledge. For people in countries like Nicaragua, knowledge is power and knowledge is the only way to really improve their situation. The situation was the same in many of the industrial countries in the first half of this century. In Sweden many authors and politicians, among others, have described their thirst for knowledge and that nothing can stop them from studying and reading books. Today we can see the same thing happening in, for example, Nicaragua. But in the Western countries we have quite the opposite problem, we might perhaps call it a problem of the affluent society, even if it primarily seems to be a problem for the lower and middle classes. The problem is that there seems to be no more thirst for knowledge, people tend to read less and see more and more television and video films, and the children play video games, computer-games and role plays instead of reading books. Consequently we, librarians and teachers, must ask ourselves what we can do within the school to make the children and their parents understand why they should read books, both fiction and non-fiction. We must find a way to make them understand that books are vital in many aspects.

The most important issue for the school is to teach the children how to read and write. But this is not only a concern for the first grades, the work must continue throughout the school. There are indications that as many as 10% of the Swedish children leave school with limited literacy skills, and the

situation seems to be the same in other countries too. Why? There is, I am sorry to say, no Swedish study on that but there are of course many reasons why they leave school with limited literacy skills. I think one important reason is that these children have not realised why they should read and why reading is good for them. Another important point is that the reading of books is often not encouraged by the parents. Many of these children leave school without having read a single book from the first to the last page. This must seem very strange when you regard the fact that there is a law in Sweden stating that each school has to have a school library. But this law only states that there should be a school library, it says nothing about the standard of the equipment of this library. A lot, I might even say a great number, of the Swedish school libraries in our nine-year compulsory schools maintain collections of quite old books with no librarian to guide the children. A consequence of this is that children who are negative to reading will never discover the books that could change their opinion even if the books were to be found on the shelves of the library. Another reason is that there are too many things going on around the children, many of them do not have the patience to read books, not even in the classroom. They are so used to the way a story is treated in television that they don't have the patience to read a long introduction to a plot or to read descriptions of persons and places. What they need is someone who has time for them, someone who can give them the right introduction to the books, someone who knows them and the books. But there is, I am sorry to say, no time for that in school today.

What happens with those children who don't have the patience, with those who have chosen books that are too difficult for them or simply do not concern them in one way or another? The answer is quite simple: they won't read. They might, if we are lucky, read information books if they have some special interest, but they will not read a book to learn something new or simply for the joy of it. But what will happen if they get used to reading from the beginning, reading together with someone who

cares about them and who can help them when they meet with difficulties? And, not less important, what would happen if they could get help from a librarian to find the right books?

In Great Britain, the United States and Sweden, among other countries, teachers are trying to get the parents more involved in school than they usually are. There are many different ways which have proved successful to do this. What really matters is the contact between the home and the school because it makes the parents feel that they are important for the education of their children. Education is not only a matter for school but for the home and the society in general. The school does in fact play a relatively minor role in the development of children and it is important that parents realise that they are in fact the key factor in the development of their children. The truth is that the teachers never can spend the amount of time with each child that the parents can. One way to improve the parents' involvement in the schoolwork in general and in the training of reading in particular is to let the children and their parents read aloud together at home for 15 minutes a day (in Sweden known as a "quarter-a-day-reading") and then report back to the teacher what they have read and whether they have come up with any difficulties. There are many such projects going on in many different countries, and many reports on this subject have been given at the last few International Reading Association (IRA) conferences. The results from these projects are extremely good, and especially the children with reading disabilities improve their reading. Another very important point is that the standard of ability to read in the class seems to be more even than in classes that do not have parental involvement of some kind in the reading training. Extremely bad readers are rare. That is a very important result because that will admit changes in the whole teaching, even from the first grades as almost all children will be able to use information books, encyclopedias and other information sources instead of being confined to the textbooks.

It seems as if the quarter-a-day-reading in most countries is a concern for the teacher and the home alone. The school librarian should also be an important partner. But, unfortunately, this is not the case as far as can be judged from reports from the different countries. In Sweden, however, it is becoming more and more frequent that librarians introduce the quarter-a-day-reading at parents' meetings. The most important task for the librarian at this point, as I see it, is to talk about the joy of reading, and to introduce the marvelous world of books for children of school age. Many parents are probably already used to reading aloud to their children, but this usually ends when the children can read by themselves. It is important to tell the parents not to stop reading aloud, to tell them that the children need the intellectual stimulation they get from books that are too complicated for them to read by themselves. A parents' meeting of this kind is an excellent occasion to talk with the parents about their own reading experience when they were children, what books they read and how they became interested in these books. This gives an opportunity to tell the parents about what has happened to children's literature in the past 10-15 years and about their role and what influence they can have on their children's reading. The librarian must also give suggestions of suitable books, both beginners' books and books for those who can read, as well as books for reading aloud. The books must, of course, be introduced: the parents should be told a little about the plot, the degree of difficulty and the typography, etc. Each parent should also get a list of the books presented. With such a list they, too, can help the children by taking them to the public library to borrow these books in case they are not available in the school library.

After this book-talk the concept of quarter-a-day-reading is introduced and that may be done either by the teacher or the librarian, or by both. Sometimes the parents are told to report back to school every day, but personally I prefer that they do it once a week. I think it is important that the parents and the children look upon the quarter-a-day-reading as an opportunity to

spend some time together without being disturbed. It should be a moment both the parent and the child look forward to during the day. One might see this as a gift to the parents, a way to make them see new aspects of their children, to get to know them better. And it is important that they do not feel guilty if they do not have the possibility to do it each week-day, sometimes the time is not right for this kind of activity. The quarter-a-day-reading must not be felt like a burden, and if Sunday morning is better than Monday night, then that is all right. The parents must realise that the most important thing is that the children feel that their reading is improving and that reading is fun.

When the quarter-a-day-reading starts in the first grade, most children cannot read, and the parents' task is to get the child acquainted with the written language. The child can take active part in reading as soon as he recognizes some letters or can read some words. As the child progresses in his reading his role will change, and, in the end, the parents will just be listening to the child reading aloud. But reading is not only a question of decoding, a good reader must also understand what he is reading. Discussing about the book is also a part of the quarter-a-day-reading. The children will probably find it easier to talk to their mother or father about the book than to the teacher, especially when the other children in the class are listening to the conversation. The following song by Bobbye S. Goldstein could be seen as a summary of the quarter-a-day-reading and the fun it will bring to the family:

You read to me and I'll read to you
 You'll enjoy it, I will too
 You read to me and I will read to you
 Reading can be family fun
 And it's good for everyone
 You read to me and I will read to you
 (melody: Tea for two)

It is important to stress that the parents are not to take over the teacher's role; the parents shall not teach the children to read. What the parents should do is to let the children practice what they have learnt in school. The parents must let the children make mistakes, the quarter-a-day-reading is a good way for the children to discover that guessing is a part of the reading process. If the child misreads a word, or does not quite understand what he has read, he might correct himself or understand the meaning at the end of the sentence. Adults do just the same. The child must be corrected if he is not conscious of the mistake, but it is important to give him the opportunity to do it himself.

It is impossible, of course, for the librarian to attend the parents' meeting in all the classes. Further education of the teachers is a good substitute. The librarian can hold a teachers' meeting and tell the teachers the same things as parents are told and give the teachers the same list of books that teachers are given. The librarian can also get help from those teachers who have already practised the quarter-a-day-reading. They can tell the others about their experiences, both good and bad. In this way they can encourage the other teachers who have not yet tried the quarter-a-day-reading programme. The quarter-a-day-reading must not be seen as a regular homework, even if librarians and teachers may regard it from a somewhat different point of view. I believe that the main purpose is to make the children see reading as a tool and not just as a technical process. With the quarter-a-day-reading we can combine two important aims: helping the children become good readers and helping them to find the world of literature. It is beyond any doubt that children of today need good books more than ever, books that can help them in their development, books that can strengthen them, comfort them and broaden their outlook. There are, as we all know, children who have become avid readers no matter what books they happen to begin with. There are also children who dislike reading or who do not understand why they

should read, probably because right from the beginning they do not get to read books that they like.

The beginners are, in fact, our most important target group because they are the ones whom we can train to become good readers and also, of course, interested library users.

For further reading

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THE WRITING AND PUBLISHING OF CHILDREN'S BOOKS IN THAILAND

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Background of the Country

Thailand is a member of the Association of Southeast Asian Nations (ASEAN). The Kingdom is approximately the size of France and shares borders with Burma to the North and West, Laos to the North and Northeast, Kampuchia to the east and Malaysia to the South.

According to the 1988 statistics, Thailand has a population of 54,960,917. The country is divided into 73 provinces, and Bangkok is the capital of the Kingdom with a population of 5,716,779.

Thailand has a tropical climate. There are three well-defined seasons: the summer (March and April), the rainy season (May through October) and the cool season (November through February).

Big cities like Bangkok, Chiangmai, Nakornratchasima and Ubolratchathaneer are quite crowded, but the rural areas are still sparsely populated. Some 70% of all Thais are connected in some way with agriculture.

Buddhism is the professed religion of more than 90% of the Thai people, and it has a strong influence on their daily life. However, Thailand has subscribed to the ideal of religious freedom, and a sizable number of minorities of Muslims, Christians, Hindus and Sikhs pursue their respective faiths.

Thai Language is the official language. English is an elective course in the elementary schools but it is compulsory at the secondary level. Thai students learn English as a foreign language. So English is widely understood, particularly in Bangkok and the big cities. Baht is the Thai Currency.

Historical Background of the Development of Books for Children

Like many countries in the past, Thai children heard the stories in the form of lullabies, nursery rhymes, folksongs and storytelling. All these forms were not recorded or read from books. They were told to the children by the older folks.

However, in the history of books for children in Thailand prior to the coming of modern printing techniques, it is believed that Chindamane is the first book for children which appeared in manuscript form. Chindamane was written by Pra Hortipbodee, the scholar in the court of King Narai the Great, during the Ayudhaya Period (1656-1688). The content of the book was somewhat like a Thai language textbook for students. Since the manuscript was written by hand, only limited copies were produced. When the story was copied from one book to another, the contents went through changes from time to time. Sometimes the copier inserted additional information. So it was found that Chindamane has something different from copy to copy.

At the beginning of Ratanakosin period in the reign of King Rama III in 1835, the printing system was established by the American missionary, Dr. Broadley, who brought from Singapore the Thai Language printing press. Since the printing system was set up in Thailand, there are various versions of Chindamane and other books for children. However, there was not much variety of books for children. Only a few story books in verse form were written for children to improve their reading ability. There were rarely stories about children's lives or activities related to their age or according to their interests. Moreover the book

market in those days did not exist. Books were published in limited number and they were circulated only in Bangkok and some important provinces.

As mentioned earlier, books were intended for improving the children's reading skill. Once they had mastered the reading skill they were given adult books to read. So we can conclude that the Thai children, as readers, had been neglected by the Thai society at that time.

There were then books of three types: literature, mostly in verse and a few in prose, religious books and non-fiction books. In all of the books, literary and aesthetic values were emphasized. There were also some translations, but mainly from Pali and Buddhist books. The influence of western writing style and content preference became permanent some seventy years ago. Translations into Thai of western stories appeared around 1912, among which was Jack and the Beanstalk.

The publication of school textbooks and children's reading materials for distribution in a large quantity was initiated by the Department of Education (later the Ministry of Education) which was established by King Rama V in 1887. Books were written by the officers of the Ministry and sold to parents. Later private publishers were also invited to participate in the production of school textbooks.

The turning point of the development of children's books began after the World War II when the Department of Educational Techniques (now the Department of Curriculum and Instructional Development) was established in the Ministry of Education in 1952. The Department of Educational Techniques tried to promote publications for children in many ways, such as through children's book writing contests, and encouraging the private organizations to publish books for children. There were more translations of children's books from the western countries for

such titles as: Little Women, Little Men by Louisa May Alcott, Heidi by Johanna Spyri and others.

Kurusapa, a long-standing publisher, has taken a leading role in producing children's books. This printing house has published in colour and in the Thai language, books for children in many fields such as the adapted classic literature series, fantasy stories, picture books comics and translation series. The books in this translation series include Cinderella, Pinocchio, Little Red Riding Hood and other well-known tales. Books at a very low price, about 1 baht (US\$.04), have been published by Kurusapa.

The last decade is considered to be the golden years of children's books in Thailand. Books for children have tremendously improved both in terms of quantity and quality. In terms of quantity, in 1986, there were 13,455 books registered at the National Library according to the copyright law; of this number it is estimated that 500 titles are books for children. This large output of publication coincided with the year when Thailand celebrated His Majesty the King's 60th birthday, during which every endeavour was made to surpass the performance of the past years.

In terms of quality, it is evident that children's book publishing in Thailand has been steadily improved during the past decade. Books are more attractive than they were in 1977. The publishers tried to improve the quality of the books by using new techniques of printing. Moreover, there has been keen competition among the publishers, and many authors are producing an increasing number of interesting stories for children. The factors which accelerate the development of children's books in Thailand are:

- (1) The number of children has greatly increased while the mortality rate has decreased rapidly because of medical progress. From the 1988 statistics, the numbers of children are approximately as follows:

0-4 years old 6,343,000
 5-9 years old 6,347,000
 10-14 years old 6,190,000
 15-19 years old 6,129,000

The increasing number of children provides an expanding market for children's books.

- (2) The Thai government is trying to eradicate illiteracy through revised curriculum and the expansion of compulsory education to cover the whole nation. The new curriculum has been announced in 1978. The emphasis of the new curriculum is to promote and stimulate the ability of children in thinking, problem solving and applying what they have learned in their daily life. The learning process was designed to focus on individual study using general books and supplementary readers as learning media besides a few textbooks for each course. Private organizations and non-profit professional associations have begun to produce books which meet the needs of children and which are enjoyed by them. Therefore, books that were formerly considered lavish are now becoming a necessity for children.
- (3) The acceptance of the child as an individual is emphasized by parents, educators and teachers who are dealing with children. Books are accepted as an important thing in the development of children. Moreover, since the present society is so complex and changes occur quite frequently parents often find children's books to be of help in meeting the many needs of their children.
- (4) The development of printing techniques make children's books more attractive to the young readers than ever before. Different formats and fascinating colours from the illustrations attract and hold the attention of children.
- (5) The promotion of reading is now being sponsored by many organizations both government and private. The usefulness of books has been emphasized through the mass media in different ways. School libraries, public libraries, village reading centers as well as academic libraries have been

improved. This factor has influenced the expansion of the children's book market.

- (6) After the International Year of the Child, children's books have been produced in large quantities on the various subjects, and they are of good quality. The largest market is among the school libraries. Private publishers pay more attention to children's books.
- (7) In view of the need and significance of book development, the Thai government has established the National Book Development Committee (NBDC) under the National Commission for Unesco. The National Book Development Committee is responsible for conducting the national book fairs, seminars and training on book publication and development including workshops on reading and writing. Children's books have also been included in the National Book Development Programme. During the National Book Week every year, awards for good children's books have provided incentives to authors, illustrators and publishers to produce quality books.

In 1983, two friends and I did a research on books for young readers which are available in the market, in school libraries and public libraries. We found that book publication in Thailand is undertaken by 241 private publishing houses and 44 government, semi-government agencies. Among these 285 printing houses, twenty publish children's books only, while another fifty of them produce children's books along with other types of publication.

Significant in the history of children's books is the Royal Encyclopedia for children which was started ten years ago by His Majesty the King with the aim of providing children with useful knowledge on all relevant subjects including Thai customs, traditions and culture. Ten thousand copies were published, half of which were distributed to schools free of charge, the remainder were sold to cover the costs. The project found favour

with various persons who made contributions in order to help produce the encyclopedia.

Worthwhile mentioning are some major government, semi-government agencies and organizations which have contributed to the production of books for children.

- (1) The Department of Curriculum and Instructional Development, Ministry of Education, prepares text books, reference books, supplementary readers for children at the elementary and secondary level.
- (2) Kurusapa undertakes the printing and distribution of most of the books prepared by the Department of Curriculum and Instructional Development. In addition, Kurusapa has its own project to publish books on general subjects for both children and adults.
- (3) The Thai Library Association began to publish books for children in 1959 with the objective of making the price of children's books as low as possible. Fiction, fairy tales, verses, bibliographies, religion and travel books have been printed.
- (4) The Sub-Committee for the Publications of Books for the New-Literate which comes under the Cultural Committee of the National Commission for Unesco in Thailand, publishes books for children at a reasonably low price.
- (5) The Young Buddhists' Association of Thailand concentrates on the publication of Buddhist books for children.
- (6) The Siamese Association of University Women produces children's books for international understanding.
- (7) The National Youth Bureau includes among its various activities workshops on illustrating children's books, writing contest with awards for outstanding works. The National Youth Bureau publishes books for children as well as distributes manuscripts to private publishers.

Writers

In the book world it is known that writing books for children requires skill and special talents. In Thailand there are few experienced writers for children's books; however, a number of amateurs are showing promise. They write as a hobby or because they feel that their children or students should have something to read.

Many of the writers in this field are engaged in other careers, such as government services, business, teaching and librarianship. Their time is spent on their regular work, and they do not expect to earn their living from writing books for children. Some writers stop writing books for children when they find other sidelines with better remuneration.

In Thailand, there is no special course offered for training writers of children's books. In some universities and teachers' colleges Children Literature is an elective course in the Department of Library Science or the Department of Education. Courses are offered in preparing instructional materials of which some elements can be applied to the writing and illustrating of books for children. In these courses in addition to evaluating children's books, students are assigned to prepare the manuscripts of books for children in elementary grades. Some of the work written by the students are quite outstanding and are subsequently published. Unfortunately, after graduation, only a few students pursue the writing of books for children.

It appears that Thai writers are not stimulated to write stories for children because it brings very little income. In some cases writing is considered to be an obligation, especially for charity organizations. Another obstacle which discourages writers from writing for children is the difficulty of illustration. It is difficult to find people who are both writers and illustrators. Differences in opinion always occur between writers and illustrators when preparing the dummy of children's books.

The payment for writers of children's books is not high compared to writing books for adults. The royalty paid by private publishers are between 5,000-7,000 baht (US\$200-280) per story of one signature (12 pages signature) and about 10,000-12,000 baht (US\$400-480) per story of 16 pages (8 pages signature). This payment is inclusive of illustrations. Sometimes the writer and illustrator divide the royalty on their agreement. If the writers sell only the story to the publisher, the royalty will be less than what has been mentioned before. Some publishers offer the writers 7-10 percent against the sale price and the number of copies published; one fourth of the amount is paid when signing the contract; the rest is paid after the publication of the books. On the other hand, private publishers pay the royalty according to the agreement. The amount depends on whether the writers are already well known or not. Sometimes the agreement stipulates that the author and the publisher share the profit after the book is sold. At present as far as payment is concerned, many of the private publishers do not make any distinction between books for adults and children. The amount paid to the authors is decided on the basis of the length and popularity of the books.

The Department of Curriculum and Instructional Development, Ministry of Education, pays royalties to the authors for supplementary readers at the rate of 5-10 percent according to the copies published. Sometimes, prizes are awarded to the authors of the works accepted by the Ministry of Education. Prizes are in the form of money ranging from 5,000-100,000 baht (US\$200-4,000) depending on the type and length of the books.

Illustrators

Illustrators for children's books in Thailand are of the same status as writers. Although they may have been trained in the art schools they have not had specific training for illustrating children's books. Illustrators can take some training courses

such as the courses arranged by the Ministry of Education in co-operation with the Asian Cultural Centre for Unesco (ACCU) and by some private organizations, such as the Children's Book Promotion Groups. ACCU also provides a training course for children's book illustration in Tokyo, Japan; a few Thai Illustrators have been trained there. One illustrator was sent by his publisher to England to take a short course in illustrating children's books.

Editors

In a research I did on children's books regarding the editorial preparation of children's books, it was observed that some publishers have contracts with well known writers to edit their books. Few publishers hire part time editors, two publishers engage two full time editors, both of them with university degree and experience in the world of publishing.

The Department of Curriculum and Instructional Development in the Ministry of Education, which is responsible for preparing supplementary books and reference books for children and juveniles, selects the author for approval by the Ministry. The selected authors are commissioned to write books on certain subjects assigned by the Department, and a specialist in the field is commissioned to review the complete manuscript.

Children's Book Publishing

A vivid picture of children's book publishing dates back to 1921 when the Ministry of Education led the way in publishing eleven books especially designed for children. The books were sold at 5 stangs (about US\$.005) per copy. The price for some books was increased later to 50 stangs (about US\$.02 cents). The books published used letter-set printing and the illustrations were only in black and white.

Nothing much was done about children's literature publishing between 1921-1944 because the printing system then was not progressive. In 1945 the Ministry of Education authorized the Teachers' Council (Kurusapa) to publish books for children. From 1945 to 1950, some 45 titles were published by Kurusapa. About 30 of the titles were fairy tales and fiction and the remaining 15 titles were non-fiction. The prices varied from 50 stangs to 5 baht (US\$.02-20). The Ministry of Education also published textbooks, supplementary readers and reference books for children, some of which were sold or distributed free.

When Kurusapa began publishing books for children, a number of private publishers also took interest in producing children's books. One private textbook publisher printed as many as 30 titles within a few years and the books were sold at a much cheaper price than Kurusapa's. Some other private publishers such as Satreesarn Printing published "Youth Magazine". Later on the interest of private publishers in children's books decreased and many of them ceased to publish children's books.

The Thai Library Association (T.L.A.) which has among its activities the promotion of good reading habits among young people provides suitable books at a low cost.

During the Thai Library Association's Convention in November 1965, the theme was "Literature for children and Juveniles" which discussed the situation of children's books in Thailand at that time. Recommendations were made for improving the writing and illustrations of children's books.

Mrs. Maemas Chavalit, an outstanding writer, translator and librarian did a survey on children's literature for UNESCO in 1963 entitled, "Survey of the preparation, production and distribution of literature for children and juveniles in Thailand". Mrs. Chavalit held an interview with publishers and found that many of the publishers are also printers. Their publications were not up to the standard or quality desired.

With the high cost of production, cuts had to be made in the quality of paper, printing process and the other aspects in order to keep the sales price as low as possible. Some publishers concentrated on producing low-cost books and paid less attention to the appearance of their publication. However, there are two organizations and some private publishers producing books of better quality with illustrations. These are Kurasapa and Thai Watanapanich Publishers, both are the largest publisher cum printing houses. They aim to produce books of attractive appearance at the lowest possible cost.

The printing systems which are used in publishing children's books are off-set printing, scanner printing and letter-set printing. The illustrations use two to four colors. The paper is of good quality and the format is more attractive.

The Problem of Publishing Children's Books

Even though the publishing of children's books in Thailand has improved tremendously during the last fifteen years, we still have problems as follows:

- (1) The high cost of publishing. The problem of high cost in publishing children's books in Thailand is due to many factors. The first seems to be the cost of paper and other printing materials, most of which are imported. The paper is from domestic sources and imported from Japan, Sweden, Norway, Finland and USSR. In 1987, Thailand had a consumption of 800,000 tons of paper and about 50,000 tons of ink material. Imported paper and printing materials are taxed. Strange as it seems the domestic paper costs more than the imported paper. This is because pulp has to be imported from abroad.

The discount to the distributors and booksellers also account for the high cost of books. In general, the discount ranges from 20 to 35 percent. Furthermore, some

publishers add the cost of books that they consider will not be sold in one or two years to the cost of production. High cost sometimes discourages publishers from using photographic techniques or illustrations. Publishers cannot produce good books for children because they invest very little money on it. They prefer to concentrate on adult publications which give more profit than children's books.

Some publishers set a high sale price for their books so that a high percentage of discount can be given. As a result, people wait to buy books during the discount season. Sometimes competition in giving discounts lower the quality of books produced.

- (2) Problem of marketing. The market for children's books is not large, as parents do not consider books a first priority for their children. Moreover, half of the Thai people receive very small income. School libraries have a tight budget for buying books. It is almost impossible for publishers to put a large amount of capital on book publicity. Usually the number of children's books printed runs between 3,000-7,000 copies per title, and very rarely 30,000 copies. The titles are published mostly in the Thai Language. This raises the cost per copy. On the other hand, the publishers cannot lower the price too much. So, it is difficult to provide a children's book with many colourful illustrations or with durable paper.
- (3) Competition in publishing for a special occasion. There are special occasions every now and then when publishers rush to publish books; for example, for anniversaries, ceremonies, etc., leaving little time for careful preparation of manuscripts and editing. The outcome of the books is often of low quality.
- (4) Lack of editors. Many publishers do not have a full-time editorial staff to read through children's books carefully.

Besides, training courses for editors are not offered except on rare occasions, such as the course for editors and book designers held in Bangkok, from 12-23 November 1979. This course was organized jointly by the Department of Curriculum and Instructional Development and the Thailand National Commission for Unesco under the Ministry of Education of Thailand, the Kurusapa and the Asian Cultural Centre for Unesco (ACCU) Mobile Team of Experts and the Japanese National Commission for Unesco. About 45 Thai editors and book designers participated in this training course.

- (5) Preference of buyers. Buyers prefer low priced books regardless of their quality. The publishers, therefore, have to follow the needs of the buyers. Many buyers wait for the discount or sales season to buy books. Sometimes the publishers put up a high price to give allowance for discount. Some parents prefer to buy books with many texts. Unfortunately, they consider books which have only illustrations as inferior books. They are supposed to be cheap because they do not have much contents.
- (6) Shortage of book designers. Many publishers have difficulty in getting good book designers for children's books because most of the latter are from colleges or universities which provide only general theory of book design. There are no courses at the institutes for children book designing. So children book designers have to use their knowledge and experience. When the Asian Cultural Center for Unesco (ACCU) Mobile Team of Experts held a Training Course for editors and book designers in Bangkok in November 1979, many book designers were sent by their publishers to attend this training course.

Translations

Earlier on it was mentioned that the translation of western

stories in the Thai Language appeared around 1912. The translation was mostly from books in English. At present, Japanese children's books, including comics and cartoons books, are very popular, and are frequently translated into Thai using the same illustrations from Japan. The most popular title among the Thai children are the stories of Doraemon and Nobita, which emphasize the similar theme of Doraemon. These stories appeared on the television every night for more than 2 years. Totto-chan, the little girl at the window is a very popular one too. The Thai translation of this title was reprinted 3 times in 3 years, and nearly 20,000 copies were sold.

In the past, translations from Chinese works were mostly chronicles and folktales, but now Chinese picture books for the young have become available in the last 5 years. From a research which I did for the National Youth Bureau in 1983, I found that among the 50 titles of science fiction translated from the other languages, one is translated from the Chinese language. Russian children's books have also been translated into Thai. Both the Chinese and the Russian children's books are carefully chosen, and are mostly about teaching children to understand and accept discipline, hard work and sacrifice. These folktales are presented in the form of cartoons. The Russian books are mostly folktales and fairy tales.

Children's books from Europe, especially those from England and the United States of America, are widely translated. Enid Blyton is one of the most popular writers and many of her works, such as The Children and Green Meadows, The Hollow Tree House, have been translated into Thai.

The classics and award winning books such as the Newbery Caldecott and Anderson awards are also popular among the translators, because they are easily accepted by the publishers. The classics and fables are still popular in Thailand. The Aesop's Fables have been published and widely read by Thai

students. The Grimm's fairy tales were translated more than 20 years ago and are still being published now.

My research in 1983 on the production of children's books also indicated that 36% of those translated are concerned with poetry, non-fiction and fiction. Fiction is the most popular translation work and the themes are mostly on adventures, love story, family life, friendship between children and animals. The famous stories that have been translated include Jamba by J.J. Waldeck, My Naughty Little Sister by Dorothy Edward, Along Come a Dog by B. Dejong, and the Little House Series.

Many of the earlier translations were not made directly from the languages in which the books originally appeared but from the translated versions in the languages known to the translators. But in recent years some translators have felt the need to translate from the original language in order to keep the meaning closest to the original version. Many translators have made the effort to study the language they are interested in so as to be more effective in their work. At present there are quite a number of children's books translated from French, German, Chinese and Japanese.

Now I would like to bring your attention to the international organizations which play an important role in promoting the writing and publishing of children's books in Thailand.

The first one is ACCU, which you already know from what I mentioned just now. This organization gives support to the development of children's books in Thailand. Many activities have been organized since 1970 to promote children's books in Asia and the Pacific. Writers' illustrators, editors and translators have been trained by ACCU. Awards for good illustrators, known as the Noma Concours for Children's Picture Book Illustration, is also initiated by ACCU. A co-publication programme for the translation of children's books is also

launched by ACCU. About 5 titles from this program have been translated into Thai.

Another organization which gives support to the development of children's books is ASEAN. A meeting on the writing of source materials on ASEAN cultures was held in Bangkok in 1981. This project was approved by the ASEAN Committees on Culture and Information and the ASEAN Standing Committees. The purpose of the meeting was to promote a deeper understanding of ASEAN cultures and the ASEAN way of life with children as the target audience, and to promote cooperation and direct contact among illustrators, writers and book production experts in the ASEAN countries. In 1987 two books from this project have been published under the titles: Doll's Party, which is meant for small children, and another one, Water, Water Everywhere for the older children. Another two titles are in preparation.

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THE PUBLISHING OF CHILDREN'S BOOKS AND THE PROMOTION OF
LITERACY AND READING IN THE SCANDINAVIAN COUNTRIES

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I will start my paper with a little historic background. I apologize for this rather dull beginning. But as you all know, it is with history as with the nutritious food that your mother always tried to make you eat as a child: it might be boring or flavorless at the moment, but it is good for you in the long run. But I promise you it will lighten up towards the end.

First, I will give you a brief overview of the development of literacy in Scandinavia. Then I will discuss some aspects of the book publishing trade and library services today, with special consideration given to children and children's literature. And last, I want to give you a brief introduction to Scandinavian children's literature through a slide program consisting of illustrations from contemporary picture books. The best way of promoting reading is, in my view, to give the children access to an abundance of interesting, beautiful and exciting children's books. And I do think that we have those books in Scandinavia — but, you will be able to judge yourselves in a while. But first, let's take a brief look at some historical facts.

It is safe to claim that the five Scandinavian countries, Denmark, Finland, Iceland, Norway and Sweden, including the Faroe Islands and Greenland, have a lot in common. Not only do they have a past in which almost all of them at one point in time or another have been interconnected politically with at least one of the other, they are also close geographically, linguistically and

culturally. Although all of them have their own distinctive character, they are also very much alike. I will therefore, treat them as one area.

The Scandinavian countries have, for a comparatively long time, been literate societies. Today, the literacy rate can be said to be almost 100% among the adult population. The oral tradition of story-telling goes back a very long time, and this literature has also survived into our ages: the Eddic poetry in Iceland and the Finnish national epic, the Kalevala, are examples of this.

But reading literacy was not widespread, or even needed, until the 1600's. In the beginning of the 17th century an exceptionally high reading literacy level was, however, achieved — thanks largely to the state church, the Protestant, Lutheran church, which demanded that every person be able to read the religious texts themselves.

It is interesting to note that, for example, in Sweden-Finland (Finland was at that time part of the Swedish kingdom) this high literacy rate was achieved by a legislation introduced in 1620, which required the ability to read before one could receive the sacraments or get a marriage license. This led to an unusually high literacy level among women as well (Graff 1986).

Books have been printed and published in Scandinavia for about five hundred years. Religious and scholarly texts were of course the first to be printed and circulated, and in the beginning, books were scarce. But slowly, they found their way into ordinary people's homes. The practice of reading aloud in the family was encouraged by the religious reformer Martin Luther, and this practice rapidly began to spread among all layers of society. Usually, the family and the servants gathered together, and the head of the family read aloud to them. In the 1800's, reading aloud in the family circle became a sort of a social event in the upper and middle class families. Reading

aloud of stories from books and magazines, not only religious ones anymore, within a close circle of family and friends became very common (Johannesson 1980).

During the 18th and 19th centuries, books and other reading materials became more widely available due to the development of new printing techniques and the growing printing and publishing industry. Two other factors contributed greatly to the spreading of books and the reading habit. Around the middle of the 19th century elementary education for all was introduced, and towards the end of the 19th century free public libraries were established.

The public libraries were, interestingly enough, modelled on the American public libraries — before they were introduced, the only public book collections available for the general public were the school libraries, the university libraries and some church libraries.

The public libraries rapidly grew in popularity, and during the last three hundred years the development has been tremendous. Today every city and municipality has a public library system, which serves the population in that area. In Scandinavia, the public libraries have probably done more for the promotion of books and reading than any other agency. Not even the schools, although, of course, they are essential in their own right, have been able to bring about so many encounters between books and readers as the public libraries.

The publishing of books for children and young people in Scandinavia goes back to the 16th century. For instance, in Sweden the first book aimed at a young audience was published in 1591, but during the next two hundred years the publishing of juvenile books was very slow, about one title every other year (Mählqvist 1977).

In Finland again, the first book for children, an ABC-

book. was published in 1543. According to an investigation by Ulla Lehtonen, 101 children's books were published in Finland between 1543 and 1850 (Manninen 1984). During this period the literature aimed at children consisted mostly of books of religious, moral or pedagogical character. Only after the 1850's we can begin to talk about a real children's literature.

Book publishing has, ever since industrialization, been quite strong in the Scandinavian countries. Traditional respect for the written word, and a high educational level coupled with access to all the modern printing and communication technology available in modern society, are factors that have contributed to the continuing growth in publishing.

One reason why publishing has been able to maintain its status in spite of economical cutbacks is the direct or indirect financial support given by the state to publishing companies. In all the Scandinavian countries the publishing companies receive some kind of economic aid from the state. In Norway, the state buys 1000 copies of every book published for adults by a Norwegian writer, and 1400 hundred copies of every Norwegian children's book. In this way the state promotes the publishing of books written by Norwegian authors as well as secures the publishing of books that perhaps otherwise would not have a chance on the competitive market.

In general, the support from the public sector through the purchases made by schools and public libraries is very important for the publishers. In children's publishing this support is more pronounced than for other types of literature. Compared to books for adults a larger share of the editions of children's books are purchased by libraries than through book stores (Weinreich 1985). In a way this means that children's publishing is a safer and more predictable undertaking for the publisher than the publishing of any other type of literature, even though the delicate balance between economy and literary value is ever present.

Table 1 shows the total book publishing in the Scandinavian countries, with the population of each country, the total number of titles published, and the number of titles per 10,000 inhabitants, which is a customary way of measuring the book publishing activity.

Table 1
Book publishing in 1987 in the Scandinavian countries

Country	Population (in million)	Total book production (titles)	titles per 10,000 inhabitants
Denmark	5.1	11.129	21
Finland	4.9	9.106	18
Iceland	0.2	1.180	49
Norway	4.2	6.757	16
Sweden	8.4	11.516	13
	22.8	39.688	17.4

As table 1 shows, in 1987 the population of the Scandinavian countries was almost 23 million people, and altogether close to 40,000 titles were published in these five countries. These figures include all types of literature, adult as well as juvenile, non-fiction as well as fiction, original as well as translated literature. A little less than ten percent of all published books are juvenile books. The share of juvenile books is largest among fiction books.

Table 2
Juvenile books published in Scandinavia in 1984-88

Country	1984	1985	1986	1987	1988
Denmark	*	959	1178	1215	1150
Finland	597	613	858	876	*
Iceland	115	131	98	*	*
Norway	280	292	394	433	*
Sweden	874	777	936	1146	1014

* figures not available

(Sources: the national bibliographies and the institutes of children's literature)

During the 1980's, between 3000 and 3500 children's books were published annually in Scandinavia. The figures are in reality a little higher than these official statistics.

Denmark is number one in the publishing of children's books, roughly around a thousand titles for children leave the presses each year. Sweden is number two, but only in Norway and Finland there has been a steady growth in the number of children's books published during the last five years. Only about 40% of the children's books published are originals, the rest are translations from other languages.

But what about reading and reading promotion among children and the young today in Scandinavia?

Some Swedish researchers have, in a report published this year (von Feilitzen et al. 1989), called attention to the fact that Swedish children devote more time to so called high culture than most adults do: they read books, they play instruments and they sing, they often go to the theatre, and visit museums, they paint, they act and they write. In fact, children spend much

more time than adults on these cultural activities, and it seems that the problems lie not so much in getting the children interested as in the passivity of the adult population. When growing older, people seem to become less interested in participating in cultural activities, and more prone to sit in front of the TV set.

It is worth noting that there seems to be a trend that watching TV is becoming less popular among children. In the mid-seventies, 93% of the Swedish three- to eight-year olds watched TV every day, in 1987 only 76%. It remains to be seen, if this is a passing trend or a permanent change in the children's activities and interests. However, the belief, widespread in the Western world, that TV has taken the children away from the books, does not seem to hold true. Children who watch a lot of TV read as many books as those children who spend less time watching TV. This has been shown, for instance, in a Norwegian investigation into children's use of time (Fantasi og... 1989). There are other activities in the child's life that suffer more than reading.

Another eye-catching observation made by the Swedish researchers mentioned above is that in Sweden (and this probably holds true in the other Scandinavian countries as well) children at the age of three to four are the biggest consumers of books. They have books of their own in the home, or borrow books at the library. They also come into contact with books at a very early age in the day-care centers, where books and story-telling are part of the daily routine. In Scandinavia, a majority of the children spend their pre-school years in day-care centers of some kind, due to the fact that most mothers are part of the work force.

Not until the children are about eight years of age will they again "use" as many books as during these pre-school years. Reports have shown that at the age of eight the reading of books other than textbooks is a daily activity for about 80% of the

children. This is, of course, an age when most children have learnt to read and write and are interested to pursue their new skills. In many homes, the parents also read aloud to the children on a daily or weekly basis. Reading as a leisure activity peaks around the age of eleven-twelve, after which there is a sharp decline - other activities often take the place of reading as the child moves into the teens. Still, about a third of the teenagers are involved in leisure reading on a daily basis.

Reading, however, still seems to be an activity determined to some extent by such variables as social class and gender. This is true even in such democratic and egalitarian societies as the Scandinavian, where the compulsory school system is the same for everyone, and library services are free and abundant. Children from homes where the parents are better educated, and have a higher income, read more than children from less advantaged homes. And girls read more than boys, a fact that is also reflected in the higher percentages of girls and later of women among library users.

In all the Scandinavian countries, children under the age of sixteen are the most frequent users. About half of the books checked out from the public libraries are juvenile books. If we add the school library loans to these figures, it is easy to see that children in fact are or should be considered as one of the most important groups of library users. Unfortunately, library spending is not on par with library use, usually less than a fourth of the book budget is used for children's books. In Norway, for instance, it has been calculated that the public libraries buy half a book per child per year (Fantasi og... 1989).

Table 3
Public and school libraries in Scandinavia in 1987

Country	Public libraries	Volumes lent	Volumes lent per capita	School libraries	Volumes lent
Denmark	250	84 831	16.6	*	40 714
Finland	1289	80 388	16.3	5385	*
Iceland	234	1 976	8.2	*	*
Norway	1373	17 794	4.2	3500	4 352
Sweden	383	75 082	8.9	5185	22 500

* figure not available

(Source: Nordic Statistical Year Book 1988)

The significance of the free public libraries have, on the whole, grown during the last decades. For instance, in Finland the book circulation figures at the public libraries have been on a constant rise. Today, about 60% of the population uses the public library at least once a year, and on the average 16 books per person per year are checked out. This high level of book lending from the public libraries can be found in Denmark as well, but is more than double the figures from Sweden and Iceland, and three times as high as in Norway.

The public libraries are perhaps more important in Finland than in the other Scandinavian countries. According to a recent report, book prices in Finland are higher than in any other industrialized countries; for instance, 2.5 times higher than in the United States, and 1.8 times higher than in the neighboring Sweden. There are indications that the high book prices might be a reason why families with small children, a group which has more financial problems than any other group and which reads more books than others, are using the services of the public libraries more than ever. In fact, in Finland more and more books are borrowed, not bought. There is a statistic that

shows that in the 1970's for every book bought, two books were borrowed. In the middle of the 1980's, for every book bought, four books were borrowed (Eskola 1989).

In Denmark, where the circulation figures in the public libraries are as high as in Finland, a researcher claims that the rapid development of the school library system during the sixties and seventies is part of the explanation as to why the circulation of books in the Danish public libraries more than tripled between 1960 and 1980 (Ravn 1981). Book loans per capita rose from about six to almost twenty in twenty years. Investigations in Denmark have shown that about 90% of the elementary school children regularly use either the school library or the public library. This lends support to the well-established fact that library use and reading is an activity which should be encouraged during the formative years in order to become a life-long habit.

By the way, I recently read an essay by the Norwegian writer, Tove Nilsen, in which she calls the library "The House of Miracles". Is there a more appropriate word?

Recently two very interesting and, in many ways, illuminating reports were published on the topic of children's library work and reading promotion. The first one, published last year in Sweden, is called Skola — folkbibliotek (School — public library). It is a report about state supported cooperative projects involving schools and public libraries in 1979-1984. Direct financial support from the state cultural office was given to 151 different projects involving schools and public libraries. Reading promotion was one of the major goals of many of these projects.

It is concluded in the report that reading promotion is both an end in itself as a way to give children a chance to feel the joy of reading, and a professional method in children's library work. In the school context, reading promotion is used

for other reasons. The children need to become good readers to be able to manage in the school; reading promotion is therefore used for a pedagogical purpose. There seems to be an interesting dichotomy between reading promotion in schools and in libraries. The conclusion is, naturally, that both are needed, but more co-operation is needed between these two agencies, as well as much more of joint planning before the projects succeed. The most obvious rewards of the projects could be seen on the personal level. Librarians and teachers learned to value each other's professional competencies.

The other report is Norwegian, published in 1989. It is called "Fantasy and reality: about children in libraries" (Fantasi og virkelighet: om barn i bibliotek 1989). It is a report about children's library work in Norwegian public libraries during the last part of the eighties. The aim of the report is to inspire those who work with children and books, and to show how the children's library can become a "cultural free-zone" for the children. Many projects concerned with reading promotion are described in the report, and the creativity and imagination of those involved as well as the dedication they show is remarkable.

The last part of my talk will consist of a slide program of illustrations from Scandinavian children's books. The presentation is not analytical, nor do I claim to give a fair picture of the state of the art of illustrations in children's books in Scandinavia today, but I merely want to focus on some interesting trends in the realistic picture book of today.

I have chosen to limit my presentation to contemporary picture books, the majority of the books from which these illustrations are taken were, in fact, published during the 1980's. Furthermore, I have decided to show you illustrations that hopefully will give you a picture of everyday life in Scandinavia.

Children's books are interesting in many respects, as mirrors of society, as well as because they tell us something about how we would like our society to be. They can give us a realistic picture of everyday life, seen through the artist's eye, as well as an idealistic picture of our dreams and hopes. In a Norwegian book called "Barn og boker" (Children and Books, if translated into English), that was published some fifty years ago, it is said that children's literature will always be a reflection of the place of the child in today's society (Deinboll 1939). This view was by no means new in 1938, and I think there is still a lot of validity to that statement.

The illustrations that I will show you are taken from picture books from all of the Scandinavian countries. Denmark. Finland. Iceland, Norway and Sweden. The majority of them are, however, Swedish. Sweden publishes more picture books than the other countries, and Swedish picture books, especially the realistic picture books, are of very high quality. They are often also translated into the other Scandinavian languages. Although of very high artistic standard, the Finnish picture books are usually rather abstract, and do not as often depict everyday life.

For those of you unfamiliar with the Scandinavian countries, I hope that this presentation will give you an image of everyday life in these countries, as well as provide you with a brief introduction to some of the children's book illustrators from Scandinavia. A total of 99 pictures and 50 different illustrators taken from more than 70 children's picture books will be shown. A list of the illustrators and brief bibliographical notations of the books in which they appear is available as an appendix.

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Appendix

Contemporary Scandinavian children's book illustrators:
a slide program by Ylva Lindholm-Romantschuk
presented at the 18th IASL Annual Conference

Theme: Realistic Picture Books

(Note: The illustrator's name is mentioned first, followed by the author — if not the same as the illustrator -- the illustrator's home country and the year of publication. The sub-themes are listed according to the numbering in this list).

School, then and now

1. Elsa Beskow: Barnen på Solbacka, Sweden, 1898.
2. Ann Madeleine Gelotte: Vi bodde i Helenelund, Sweden, 1983.
3. Ann Madeleine Gelotte: Tyra i 10: an Odengatan. Sweden, 1981.
4. Mats Andersson. in Birgit Erup: Far og mor ska skilles, Sweden, 1978.
5. Ole Lund Kirkegaard: En flodhest i huset, Denmark 1978.

The safety of the bed

6. Jens Ahlbom: Jonathan på mäsberget, Sweden, 1986.
7. Jan Mogensen: Har du sovet godt, Børse? Denmark, 1981.
8. Svend Otto S.: Helgis store dag, Denmark, 1980.
9. Ilon Wikland, in Astrid Lindgren: Titta Madicken, det snöar!, Sweden, 1983.
10. Camilla Mickwitz: Jason flyttar, Finland, 1979.
11. Cecilia Torudd, in Siv Widerberg: Den stora system, Sweden, 1984.
12. Mats Lepp, in George Johansson: Eriks kanin, Sweden, 1986.
13. Cecilia Torudd, in Siv Widerberg: Flickan som inte ville gå till dagis, Sweden, 1986.

14. Eva Lindström, in Siv W derberg: Det var en gång en mamma och en pappa, Sweden, 1977.
15. Eva Eriksson, in Rose & Samuel Lagercrantz: Att man kan bli stark, Sweden, 1984.
16. Ilon Wikland, in Astrid Lindgren: Visst kan Lotta cykla, Sweden 1971.
17. Jan Kåre Øien, in Wenche Blomberg: Katt og pine. Norway, 1985.
18. Leena Lumme & Erkki Makio, in Kukkulan kortteli. Finland, 1987.

Focus on the kitchen table

19. same as no. 9.
20. Ilon Wikland, in Astrid Lindgren: Skinn Skerping, Sweden, 1986.
21. Björn Berg, in Alf Pröysen: Göta Petter, sa teskedsgumman, Sweden, 1968.
22. Hannu Taina, in Raija Siikkinen: Utelias fauni. Finland, 1988.
23. same as no. 4.
24. Mats Rehnman, in Viveca Sundvall: Hiettehunden, Sweden, 1987.
25. Wenche Øyen, in Einar Økland: En bra dag, Norway, 1979.
26. Eva Eriksson, in Barbro Lindgren: Mamman och den vilda bebein, Sweden, 1980.
27. Leena Ahonen-Mäkiö: Arvaa onko lauantai, Finland, 1983.
28. Eva Eriksson, in Viveca Sundvall: Mimmi och kexfabriken, Sweden, 1988.
29. Harald Nordberg, in Jo Tenfjord: Påskamåne ønskesol, Norway, 1986.
30. same as no. 15.
31. same as no. 13.
32. same as no. 14.
33. Veronica Leo: De hemliga strandfynden, Finland, 1984.

34. Wenche Øyen, in Torvald Sund: Snøstormen, Norway, 1984.
35. Maija Karma, in Z. Topelius: Vattumato, Finland, 1984.
36. Palle Bregnhøj: Eske og åmanden på fisketur, Denmark 1988.
37. Gunilla Bergström: Alfons och hemliga Mållgan. Sweden, 1976.
38. Solveig Eriksson, in George Johansson: När ljuset försvann från Elins hus, Sweden, 1978.
39. Maikki Harjanne: Vanttu ja vaari, Finland, 1983.
40. Cecilia Torudd: Den sotra system, Sweden, 1984.
41. Sven Nordqvist: Hattjakten, Sweden, 1987.
42. Eva Lindström, in Katarina Kuick: Inte mycket att hänga i julgran, Sweden, 1986.
43. Anna Höglund: Sagan om pannkakan, Sweden, 1982.
44. Eva Lindstrom: Kattmössan, Sweden, 1988.
45. Anna Clara Tidholm: Resan till Ugru-la-brek, Sweden, 1987.
46. Gunna Grähs, in Gun-Britt Sundström: Det underbara dagis hemmet, Sweden, 1987.
47. Cecilia Torudd, in Barbro Lindgren: Sagan om Karlknut, Sweden, 1985.
48. Matti Kota, in Inkeri Tuomikoski: Sininen kivi, Finland, 1987.
49. Hannu Taina, in Raija Siekkinen: Tyttö, puu ja peili, Finland, 1987.
50. same as no. 16.

The image of the city

51. same as no. 16.
52. Cecilia Torudd, in Siv Widerberg: Daghemmet Rödmyran husbygget, Sweden, 1980.
53. same as no 9.
54. same as no. 7.
55. Fibben Hald, in Lennart Hellsing: Vitt, Sweden, 1984.

56. same as no. 47.
57. same as no. 15.
58. Olof Landström, in Peter Cohen: Olssons pastejer, Sweden, 1988.
59. Ib Spang Olesen: Min bold, Denmark, 1983
60. same as no. 18.
61. same as no. 59.
62. Mauri Kunnas: Koiramäen Lapset kaupungissa, Finland, 1983.
63. same as no. 28.
64. Camilla Mickwitz: Emilia ja kolme pikkuista tättiä, Finland, 1979.
65. Ib Spang Olesen: Katthuset, Denmark, 1968.
66. same as no. 37.
67. same as no. 45.
68. same as no. 22.
69. Petter Pettersson, in Birgitta Gedin: Det lilla huset från havet, Sweden, 1986.
70. Irmelin Sandman Lilius: Apelsinträdshuset, Finland, 1984.
71. same as no. 59.
72. same as no. 2.
73. same as no. 9.

Scandinavian landscapes

74. Eva Stalsjö, in Martha Sandvall-Bergström: Kulla-Gulla lillpiga, Sweden, 1987.
75. Tord Nygren, in Carl Axel Norrlid: Långt bort i skogen, Sweden, 1986.
76. Eva Eriksson, in Ulf Nilsson: Den fracka krakan, Sweden, 1985.
77. Ilon Wikland, in Elisabet Hjortvid: När stalltrollet flyttade, Sweden, 1985.
78. Veronica Lec: En midsommarnattssaga, Finland, 1987.

- 79. same as no. 25.
- 80. same as no. 33.
- 81. Johan Ogdén, in Mats Wahl: Åska över öarna, Sweden, 1985.
- 82. Gva Vainio: Kalle Fiskmä, Finland, 1983.
- 83. same as no. 82.

The exotic milieus of the north

- 84. Svend Otto S.: Barnen i Nordatlanten, Denmark, 1982.
- 85. same as 84.
- 86. J. Koliensøe & Jørn Mathiesen: Elisa - en grønlandsk Pige, Denmark, 1988.
- 87. Ingvar Björk: Fjällvandringen, Sweden, 1980.
- 88. same as no. 84.
- 89. Brian Pilkington, in Gudrun Helgadóttir: Astarsaga ur fjöllunum, Iceland, 1981.
- 90. same as no. 84.
- 91. Maria Kuosmanen, in Hannele Huovi: Suo hellii lapsiaan, Finland, 1980.
- 92. Saara Tikka, in Kaarina Helakisa: Pietari ja susi, Finland, 1982.
- 93. same as no. 34.
- 94. Inga Borg: Rønen Pørrak, Sweden, 1959.
- 95. bodil Hagerlid: Hemma på Vidda, Sweden, 1982.
- 96. Pekka Vuori: Kadonneet alushameet, Finland, 1987.
- 97. Hannu Lukkarinen, in Z. Topelius: Sampo Lappalainen, Finland, 1982.
- 98. Veronica Leo, in Z. Topelius: Sampo Lappalainen, Finland, 1984.
- 99. same as no. 95.

APPENDIX 1

PROGRAMME FOR THE 18TH IASL CONFERENCE
22-26 JULY, 1989

THE SCHOOL LIBRARY: CENTRE FOR LIFE-LONG LEARNING

SATURDAY, 22nd JULY, 1989

- 0900-1030 Opening ceremony:
 Official opening by Yang Berhormat Saudara Anwar
 Ibrahim, Minister of Education, Malaysia.
- 1030 1100 Tea/Book Exhibition.
- 1100-1145 Keynote address
 by Yang Berbahagia Tan Sri Dato' Wira Abdul Rahman
 b. Haji Arshad, Director-General of Education,
 Malaysia.
- Chairperson
 Datin Ruzayah Ab. Rashid, Chief Librarian, Tun
 Abdul Razak Library, ITM.
- 1145-1315 Session 1: Trends and developments
- Main session chairperson:
 Puan Mariam Kadir, President, Library Association
 of Malaysia.
- 1.1 Establishing school resource centres: the
 Malaysian experience, by Mrs. Rita Vias,
 Principal Assistant Director (Libraries),
 Educational Technology Division, Ministry of
 Education, Malaysia.
- 1.2 School librarianship: global developments,
 by Dr. Jean E. Lowrie, IASL Executive
 Secretary, U.S.A.
- 1315-1430 LUNCH
- 1430-1600 Session 2: Organization, management and services:
 some case studies.
- Concurrent sessions:
 Hall - chairperson:
 Ms. Gunilla Janlert, Umeå Skolbibliotekscentral,
 Sweden.

- 2.1 The Pahang State Educational Resource Centre: role and development, by Mr. Abu Samah bin Mohd. Amin, Chief Coordinator, Pahang State Educational Resource Centre, Malaysia.
- 2.2 A Vasterbotton Experience: some aspects of Swedish school library services, by Dr. Valerie Downes, Morton West High School District, 201 Berwyn, Illinois, U.S.A.

Room A - chairperson:

Mr. V.V. George, Deputy Director, Educational Technology Division, Ministry of Education.

- 2.3 Developing an effective district school resource centre system: the Winnipeg (Canada) experience, by Mr. Gerald Brown, Chief Librarian, Winnipeg School Division 1, Canada.

Room B - chairperson:

Miss Lalita Brond, IASL Director (Australia)

- 2.4 An information sharing system for students: the New York experience, by Judith Higgins, Director, Learning Resource Centre, Valhala High School, New York.

- 1600-1630 TEA
- 1630-1800 Assembly of Associations.
- 2000-2200 Welcoming Dinner and Cultural Show.

SUNDAY, 23rd JULY 1989

- 0900-1030 Session 3: Teaching of information skills.

Main session chairperson:

Dr. Arfah bte Abdul Aziz, Principal, Language Institute, Kuala Lumpur.

- 3.1 Information skills for the modern world: Can the school library cope? by Mr. Michael J. Cooke, College of Librarianship, Wales, U.K.
- 3.2 The Information Skills Project: the Singapore experience, by Ms. Lee Fei Chen, Curriculum Planning Division, Ministry of Education, Singapore.

- 1030-1100 TEA
- 1100-1130 Group photograph.

1130-1300 Session 4: Role and education of teacher librarians/media specialists.

Concurrent sessions:

Hall - chairperson:

Ms. Lucile Thomas, IASL Liaison Officer, U.S.A.

4.1 Educating teacher librarians: a Scandinavian perspective, by Dr. Sigrun Klara Hannesdotter, University of Iceland.

4.2 Developing a curriculum for teacher librarians, by Mrs. Sivajothy Murugasu, Specialist Teachers' Training Institute, Kuala Lumpur.

Room A - chairperson:

Mr. Daniel Chan, Principal, Anglo-Chinese Secondary School, Ipoh, Malaysia.

4.3 The education and role of teacher librarians: an Australian perspective, by Mr. Joe Hallein, Head, School Librarianship Department, and Miss Judy Phillips, Gippsland Institute of Advanced Education, Victoria, Australia.

1300-1400 LUNCH

1400-1800 Tour of Bukit Cerakah, Shah Alam (optional).

MONDAY, 24th JULY, 1989

0900-1030 Session 5: Impact of new technology on teaching and learning.

Main session chairperson:

Mr. Michael J. Cooke, IASL President.

5.1 Educational technology: its implications on the role of the resource centres in the teaching and learning process, by Datin Dr. Rohana Zubir, President, Educational Technology Association of Malaysia.

5.2 Educational Technology for Malaysian Schools: mission and vision by Mr. V.V. George, Dep. Director, Educational Technology Division, Ministry of Education, Malaysia.

1030-1100 TEA

1100-1230 Session 5: (continued)

Concurrent sessions

Hall - chairperson:

Encik Aziz Sultan, Council Member, Educational Technology Association of Malaysia.

5.3 New technologies for teaching and learning: implications for the school library, by Dr. Anne L. Clyde, Western Australian College of Advanced Education, Perth.

Room A - chairperson:

Mr. Kamal Quadra, Principal, Gaya Teachers' Training College, Kota Kinabalu, Sabah.

5.4 Moving towards the computer age: the Malaysian experience, by Dr. Zoraini Wati Abas, Faculty of Education, University of Malaya.

Room B - chairperson:

Mr. Chew Yng Foong, Hon. Treasurer, Library Association of Malaysia.

5.5 Active video: cheap but meaningful student production, by Mr. Paul Bisnette, Director, Learning Resources Centre, The Hills Grammar School Ltd., N.S.W. Australia.

1230-1400 LUNCH.

1400-1800 Tour of Libraries.

TUESDAY, 25th JULY, 1989

0900-1030 Session 6: Promotion of literacy and reading.

Main session chairperson:

Mr. Goh Keat Seng, Deputy Director, Schools Division, Ministry of Education.

6.1 Dewan Bahasa dan Pustaka: The promotion of literacy and reading in Malaysia, by Puan Rohani Rustam, Chief Librarian, Dewan Bahasa dan Pustaka, Malaysia.

6.2 The promotion of reading for children through library services in Japan, by Prof. Meiko Nagakura, Tokyo Gakugei University, Japan.

1030-1100 TEA.

1100-1230 Session 6: (Continued)

Concurrent sessions:

Hall - chairperson:

Encik Ibrahim Kassim, Vice-President (1) Library Association of Malaysia.

6.3 Developing the reading habit and skills for children, by Dr. Safiah Osman, Faculty of Education, University of Malaya.

6.4 The one true magic: plea for literature, by Miss Anne Taylor, Faculty of Education, Belfast Queen's University, Northern Ireland.

Room A - chairperson:

Mr. Wong Kim Siong, Deputy Director (2), Education Department, Federal Territory of Kuala Lumpur.

6.5 Children and reading: the Malaysian scenario, by Datin Molina Nijhar, MARA Institute of Technology, Malaysia.

6.6 Promoting reading through a cultural exchange of materials and ideas, by Mrs. Marvene Dearman, Istrouma Middle Magnet School, Louisiana, U.S.A.

1230-1400 LUNCH.

1400-1500 Concurrent sessions (supplementary).

Hall - chairperson:

Puan Normah bte Abu Seman, Vice-President 2, Library Association of Malaysia.

6.7 Standards of excellence for library media programs, by Dr. Edward E. Bath, Coordinating Supervisor, Palmer Park Educational Media Center and Mrs. Alice Nelsen, Maryland, U.S.A.

Room A - chairperson:

Puan Shahaneem Hanoum, Director, Selangor Public Library Corporation, Malaysia.

6.8 Promotion of literacy and reading: the India experience by Dr. Shobha Sharma, Chief Librarian, M.K.P. (P.G.) College, Dehra Dun, India.

6.9 The School Library and the quarter-a-day-reading by Mrs. Gunilla Janlert, Umeå Skolbibliotekscentral, Sweden.

1500-1700 IASL Meeting/TEA.

- 1700-1800 Assembly of Associations round-up.
 2000-2300 Farewell dinner and cultural presentation.

WEDNESDAY, 26th JULY, 1989

- 0900-1030 Session 6: Promotion of literacy and reading
 (continued)

Concurrent sessions:

Hall - chairperson:

Miss Judy Phillips, Education Faculty, Gippsland
 Institute of Advanced Education, Victoria,
 Australia.

6.10 The writing and publishing of children's
 books in Thailand by Miss Karnmanee
 Suckcharoen, Supervisor of School Libraries,
 Ministry of Education, Thailand.

6.11 The writing and publishing of books for
 children in some Scandinavian countries, by
 Miss Ylva Lindholm-Romantschuk, Helsinki,
 Finland.

Session 7: Standards, evaluation and research

Room A - chairperson:

Mrs. Murti Bunanta, University of Indonesia.

7.1 School library standards for Canadian
 Schools: development effect, value, by
 Mr. M.D. Rainey, University of British
 Columbia, Canada.

7.2 Evaluation of Education Resource Centres:
 theory and practice, by Dr. Leong Yin Ching,
 Faculty of Education, University of Malaya.

- 1030-1100 TEA
 1100-1200 IASL round-up meeting.
 1200-1230 Closing Ceremony.
 1230-1400 LUNCH.

THURSDAY, 27th JULY, 1989

- 0730 Post-Conference Tour to Penang.

APPENDIX 2

PROGRAMME FOR THE OPENING CEREMONY SATURDAY 22 JULY, 1989

- 8.30 am Arrival of guests and participants.
- 9.00 am Arrival of the honourable Minister of Education
Welcoming address by the Master of Ceremony.
Speech by Puan Hajah Badiah bt. Hj. Abd Manan, Chairperson, 18th IASL Conference Organising Committee
Greetings by Dr. Jean E. Lowrie, IASL Executive Secretary.
Speech by Mr. Michael J. Cooke, IASL President.
Speech and official opening of the Conference by the honourable Minister of Education, Malaysia, 18 Saudara Anwar Ibrahim
Introducing Members of IASL Board of Directors & Office Bearers by Dr. Sigrun Klara Hannesdottir, IASL Vice President.
Flag ceremony
- 10.30 am Tea and exhibition.

APPENDIX 3

PROGRAMME FOR THE CLOSING CEREMONY WEDNESDAY 26TH JULY, 1989

- 11.45 am Arrival of guests and participants.
- 12.00 noon Arrival of the guest of honour.
Speech by Datin Rugayah bt. Abd. Rashid, Joint Chairperson 18th IASL Conference Organising Committee.
Speech by IASL out-going President, Mr. Michael J. Cooke
Speech by IASL in-coming President.
Closing remarks by Dr. Jean E. Lowrie, IASL Executive Secretary
Official closing by the guest of honour, Datuk Abdul Hamid, Chief Secretary, Government of Selangor
Lowering the IASL flag and handing it over to the 18th IASL Conference Organising Committee Chairperson.
- 1.00 pm Lunch

APPENDIX 4

THE MAIN ORGANISING COMMITTEE AND SUB-COMMITTEES OF THE 18TH IASL CONFERENCE - 1989

The Main Organising Committee

- | | | |
|---------------------|---|---|
| Chairperson | - Pn. Hajah Badian bt. Hj. Abd. Manan | - President, Educational Media Association of Federal Territory/Director, Education Department of Federal Territory, Kuala Lumpur. |
| Joint Chairperson | - Datin Rugayah Ab. Rashid | - Immediate Past President, Library Association of Malaysia. |
| Deputy Chairpersons | - Haji Zainal Abidin b. Bahaudin
(Until 30 Nov 1988) | - Deputy Director 1, Department of Education, Federal Territory, Kuala Lumpur. |
| | - Haji Azmi b. Abd Mutalib (From 1 Dec 1988) | - Deputy Director 1, Dept. of Education, Federal Territory Kuala Lumpur. |
| | - En. Wong Kim Siong | - Deputy Director 2, Dept. of Education, Federal Territory, Kuala Lumpur/Conference Coordinator & IASL Director |
| Vice-Chairpersons | - Pn. Shahaneem Hanoum | - Chief Librarian, Raja Tun Uda State Library/Representative of State Government of Selangor Darul Ehsan. |
| | - Pn. Zaiton Osman | - Council Member, Library Association of Malaysia. |
| Executive Secretary | - En. Bing Seiamat Amir | - Hon. Secretary, Educational Media Association/Asst. Director (Educational Technology) Dept. of Education Federal Territory, Kuala Lumpur. |
| Assistant Secretary | - Pn. Ainun bt. Md. Hashim | - Assistant Director (Library) Department of Education, Federal Territory, Kuala Lumpur. |
| Treasurer | - Cik Nor Aisah Hasan | - Department of Education (Finance), Federal Territory, Kuala Lumpur |
| Committee Members | - haji Mohd Ismail b Mond. Shaari | - Principal Assistant Director (Educational Technology Unit) Dept of Education Federal Territory (Head of Secretariat). |
| | - En. Mohd. Kaddyran b. Hj. Abd. Salam | - District Education Officer, Gombak, Selangor Darul Ehsan. |

- Pn. Aisha Shamsuddin - District Education Officer (Female),
Selangor Darul Ehsan
- Haji Ab. Raniw Majid (Until 15 Jan 1989) - Principal, Victoria Institution, Kuala Lumpur
- En. Shuib Bahaban (From 16 Jan 1989) - Principal, Victoria Institution, Kuala Lumpur
- En. Ismael Abdullian - Head, Technology Unit, Lembah Pantai Teachers' Training College, Kuala Lumpur
- En. Suhaimi Razikin (Until 30 Jan 1989) - Principal Assistant Director, Education Technology Unit, Dept. of Education, Selangor
- Pn. Kasma Muni (From 1 Feb 1989) - Principal Assistant Director, Dept. of Education Selangor Darul Ehsan
- Haji Kusno bin Ahmad Saifan - Principal, Ampang High School, Kuala Lumpur
- Haji Fakharuddin Hussein - Department of Education, Federal Territory
- En. Lim Kok Tin - Department of Education, Federal Territory
- Haji Ramly Yaacob - Principal, Ulu Klang High School, Selangor
- Pn. Wan Azizah Saifan - Principal, Seri Puter Secondary School, Kuala Lumpur

Sub-committees

1 Finance

- Datin Rugayan Abd. Rastid
- Pn. Hajan Badian bt. Hj. Abd. Manan
- En. Bing Selamat Amir
- En. Mohd. Kaddyran bin Hj. Abd. Salam

2 Conference Working Papers

- Pn. Zaiton bt. Osman
- En. Wong Kim Sion
- En. Bing Selamat Amir
- Pn. Faridah Manar
- Pn. Fatimah Juson
- Datin Molina Nighar
- Cik Usna Ram
- Pn. Laila Hassan

3 Registration & Accommodation

- Pn. Aisha Shamsuddin
- Pn. Ainun Md. Hashim

- Pn. Hj. Jamil bt. Hj. Ibrahim
 - Pn. Mee Swee Chin
 - Pn. Zaharah bt. Atan
 - Cik Tan Yoke Wan
 - Pn. Bibi Zaharah Diidar Khan
 - En. Mustaffa Kamal b. Monamad
- 4 Ceremonies
- En. Shuib Danaban
 - En. Shanrom Ariffin
 - En. Lai Chee Keong
 - En. Thiruchelvan
 - Pn. Chong Hong Chong
 - Pn. Wan Azizah Salien
 - Cik Jenny Ong
 - Pn. Rozario
 - Hajah Sharifah Meriam Syed Akri
 - Haji Abdul Rashid Ahmad
- 5 Cultural Activities
- En. Mond Kaddyran Hj. Abd. Salam
 - Cik Norsita bt. Hj. Yunus
 - En. Mahmud Lajan
 - Hajah Zaiena Monamad
 - Cik Junnah Jaffri
 - Puan Nik Mastura Nik Umar
- 6 Conference Tours
- Pn. Shananeem Hanoum Mustatta
 - En. Bing Selamat Amir
 - En. Jasni Hj. Ibrahim
 - En. A. Hamid A. Noor
 - En. Hassan Munamad
 - En. Mond Zamir Darus
 - En. A. Wahab Ab. Hamid
 - En. Mustaman b. Md. Tonan
- 7 Technical
- En. Ishmaei Abduliah
 - Pn. Shariran Sakinan bte Dato' Syed Hassan
 - Pn. Kasma Muni
 - En. Zainuddin Mordin
 - En. Tan Boon Beng
 - En. Mohd. Noor Sabar
 - En. Ang Seik Chean
 - En. Khir Jauhari b. Alias
 - En. Abdul Rahman Abu Bakar
 - En. Shamsuddin Sidek
- 8 Exhibition
- Haji Kusno b. Hj. Ahmad Sablian
 - Pn. Roxian bt. Alias
 - Cik Katty Dan
 - Cik Badiyah Sa'ad
 - En. Kamal Azhar
 - En. Rahmat Ismail
- 9 Security & Medical
- Haji Fakharuddin Hussein (Chairman)
 - En. Mohd. Muzafar Razali

- Haji Muhammad Minnab
 - Haji Zubir Abd. Rahman
 - Raja Roslan b. Raja Abd. Rahman
 - En. Thi. naseelaa
 - En. Abd. Rahman Atin
10. Transportation
- En. Lim Kok Tin
 - En. Cho Chi Meng
 - En. Tan Sin Min
 - Pn. Sheah Lai Pheng
 - En. Lee Kim Seng
 - En. Dan Tai Guang
 - En. Hoong Ah Kong
 - Pn. Lew Chwee Hong
11. Publicity & Information
- En. Bing Selamat Amir
 - Pn. Ainun Md. Kachim
- 12 Secretariat
- Haji Mohd. Ismail b. Mohd. Shaari (Head)
 - En. Bing Selamat Amir
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Tajuddin Hassan,
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Jab. Pendidikan Negeri,
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Zaiton Bakri,
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Zahari Khalid,
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Perpustakaan Negara Malaysia,
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APPENDIX 6

MINUTES OF IASL ANNUAL GENERAL MEETING, 25 JULY, 1989

The annual general meeting of the International Association of School Librarianship was called to order by President Michael Cooke at the Hotel Merlin Subang, Subang Jaya, Malaysia, at 2.00 p.m., July 25, 1989.

After welcoming members, President Cooke introduced Dr. D.E.K. Wijasuriya, Director, National Library of Malaysia, who was the official representative at the conference from the International Federation of Library Associations and Institutions. His greetings are appended.

President Cooke then presented his annual and last presidential report. A copy of this is attached.

The minutes of the 1988 annual general meeting were read by the Executive Secretary, Jean Lowrie. Lucille Thomas moved acceptance, Ed Barth seconded. Carried.

The Executive Secretary gave a brief report on activities of the year. A new secretary has been employed at the secretariat. A new editor for the Newsletter is in place. Burgeoning correspondence includes many requests for help in association organization, places to visit in the U.S. and elsewhere, requests for financial assistance, requests for further information about IASL from individuals and other professional groups. Articles have again appeared in several national and international journals. IASL was represented at the International Reading Association for Youth (IBBY) in Oslo, Norway. Membership is increasing, though slowly. SUPPORT A FRIEND is a viable and valuable aid here. Korea and Thailand have indicated interest in having association membership. The secretary concluded by paying special tribute to President Cooke. She then read greetings from Margot Nilson (Sweden) and Aksel Peterson (Denmark) former vice presidents, who commended him for his past six years of service as president.

Treasurer Donald Adcock gave a brief overview of the financial status of IASL and presented the proposed budget for 1989-90 which the board accepted. There was an increase both in income and expenses. The entire report is attached.

Vice-President Sigrun Klara Hannesdottir reported on the Association Assembly. During this year's meeting representatives had discussed ideas for implementations of IASL's priority program. These included training seminars, bibliographies on teaching information skills, lobbying activities, awards for outstanding Association activities.

Thomas reported on the IASL/Unesco co-action program (attached). The most recent gift was to Sierra Leone. A collection was taken at that time to add to the fund (Note: \$400.00 was received).

Lowrie then spoke about the Leadership Development fund. She introduced this year's grantee, Mr. Indir Vir Malhan from India and commented on the need to increase the fund to provide better assistance for future award winners. She also urged leaders from developing countries to apply for the aid.

Gladys Caywood, Nominations Coordinator, presented the following slate:

President, Lucille C. Thomas, Brooklyn, NY, USA
 Director for N. America, Gerald R. Brown, Winnipeg, MAN-
 Canada
 Director for Caribbean area, Beatrice Anderson, Kingston,
 Jamaica
 Director for Africa, Felix Tawete, Kwaluseni, Swaziland

Caywood moved acceptance of the slate and election by acclamation. Carried.

There being no old business, the president called for new items. It was announced that the Pahang State Educational Resource Center (Malaysia) is prepared to duplicate the IASL Newsletter and circulate to IASL members in Malaysia. A substantial financial help!

The question was raised as to the possibility of an associate membership at a lesser fee. This was referred to the board of Directors.

Valerie Downes presented the American Library Assoc./USLA Fellowship program to bring consultants to developing countries. She urged school libraries to apply. Applications are available at the local USIA offices.

Beatrice Anderson reported on the effects of Hurricane Gilbert in Jamaica last autumn. The damage to school libraries was very severe and she asked for assistance from developed countries particularly.

Gail Matthews, liaison to the International Reading Association reported that IASL had been represented on the program at the IRA conference in April 1989 by Director Ylva Lindholm-Romantschuk. The next world conference will be held in Stockholm, Sweden, just prior to the IASL meeting in Sweden. It is hoped that some members of both groups will be able to attend both conferences.

1990. Gunilla Janlert, Umeå, Sweden, officially invited IASL to meet there next year. She gave a short slide presentation on Umeå and presented the theme BRIDGING THE DIFFERENCES, which will include cultural areas, literature and literacy, library programs etc. A call for papers will be made through the Newsletter as

will additional information about the conference. Registration will be \$235.00 (U.S.). Lindholm-Romantschuk briefly outlined the plans for the post conference tour which will be in Finland to Finnish schools and culture centers.

President Cooke then officially handed over the gavel to the new president, Lucille Thomas. She in turn thanked him for all his contributions through the years and presented a resolution to make him an Honorary Life Member of IASL. A motion accepted by acclamation. President Thomas then outlined her goals for IASL and made a plea for fuller membership participation. Her speech is appended to these minutes. She concluded by thanking the local arrangements committees for all their work and presented the IASL Certificate of Recognition to the presidents of the Educational Media Association of Federal Territory of Kuala Lumpur and Persatuan Perpustakaan Malaysia (Malaysian Library Association), the two host associations.

The meeting was adjourned to be followed by the auction to raise money for the Leadership Development Fund. (Note: \$200.00 was raised at the auction).

Jean E. Lowrie
Executive Secretary

APPENDIX 7

THE NINTH ASSEMBLY OF ASSOCIATIONS

The 18th annual conference of the International Association of School Librarianship (IASL) was held at The Merlin Subang Hotel, Selangor, Malaysia from July 22-26, 1989. During the conference two Association meetings were held, the first on July 22, and the second on July 26.

At a very elaborate and elegant opening session, flags were posted by national representatives from 22 different countries and in addition official representatives from school library associations were recognized. The countries were:

Australia	Jamaica	Sri Lanka
Bangladesh	Japan	Syeden
Canada	Pakistan	Thailand
Fiji	Papua New Guinea	Vanuatu
Finland	Philippines	United Kingdom
Iceland	Malaysia	United States
India	Singapore	
Indonesia	Solomon Islands	

The Ninth Assembly of Associations was convened by the Vice-president, Dr. Sigrun Klara Hannesdottir and Ms Lalita Brond, Director for Austral-Asia served as Secretary. The meeting was attended by 19 people representing 13 associations and four observers. They were:

AUSTRALIA:

- Australian Library and Information Association
*Dr. L. Anne Clyde
- Australian School Library Association
*Judy Phillips

CANADA:

- Canada School Library Association
*Gerald R. Brown
- Manitoba School Library Audio Visual Association
*Edith Doyle
- Nova Scotia School Library Association
*Sarkis Hamboyan

FIJI:

- Fiji Library Association
*Meivyn D. Rainey

JAMAICA:

- Jamaica Library Association
*Beatrice L. Anderson

JAPAN:

- Japan School Library Association
*Takeshi Murofushi
- California Media and Library Educators Association
*Ruth Cady
- Illinois School Library Media Association
*Helen White
- Maryland Educational Media Organization
*Alice Nelsen
- New Jersey Educational Media Association
*Joan Maurer

Observers were Michael J. Cooke, Jea E. Lowrie, Wong Kim Siong and Jit Singh s/o Ajain Singh.

The meeting was organized in the form of a brain-storming session in order to gain more interaction and feedback from the members. Instead of reporting past activities of each association the members were given the IASL Mission Statement as well as the three goals which had been picked as priorities for the next three to five years by the IASL Board. These goals were studied with a purpose to give the association representatives an opportunity to influence the activities of IASL by offering sugges-

tions as to how these goals could be reached through appropriate projects.

- The Mission Statement is as follows:

It is IASL's mission to provide an international forum for those people interested in promoting effective school library programs as viable instruments in the education process.

Goals:

1. To promote the professional preparation and continuing education of school librarians.
2. To foster and extend relationships between school librarians and other professions connected with children and youth.
3. To foster a sense of community among school librarians in all parts of the world.

The brain storming session created many ideas of programs and activities which IASL could consider. In addition much useful information was given on good ideas which had been tested in different countries, on possible funding bodies, etc.

The main ideas raised during the meeting were subsequently reported to the Board of Directors and were as follows:

TALENT BANK

IASL could embark on a program to draw on professionals to assist with training of school librarians mainly in developing countries. IASL could start compiling a list of professional people who would be available to go to different parts of the world and conduct training programs. The list would contain specialities, language proficiency and other information which could help matching the needs and prospective teachers. Requests could be sent to the IASL secretariat which could then match the requests and the available talents.

ELEMENTARY TRAINING MATERIAL

Preparation of teaching packages is needed. The material should be made available as modules for elementary training of school librarians where no other training is available. This might include an elementary textbook as well as some audio-visual material.

BIBLIOGRAPHY OF TRAINING MATERIAL

Preparation of a bibliography on training material is closely connected with the teaching packages. Such bibliography should

be annotated and include information on the availability and costs of such materials.

LIST OF TRAINING INSTITUTIONS

It was suggested that IASL could prepare a document which would outline training institutions and their courses in different parts of the world, especially including information on scholarship possibilities, facilities, etc.

LIST OF MODEL SCHOOL LIBRARIES

IASL should publish a list of demonstration schools/libraries in different countries, for visiting school librarians. It was suggested that such a list be included in the prospective document on People to Contact.

IASL COMMENDATION

IASL introduce an award system to encourage school librarians to share their ideas. IASL COMMENDATION should be given to library associations that reports the best/most innovative/original plan, project or program launched during the current school year.

IDEA BANK

IASL collect good ideas or projects used for promoting school libraries and their use. Such programs or projects should form a regular part of the Newsletter. From Australia came a report on an excellent promotion program "Lobbying for change". Such ideas should be reported as widely as possible.

RECRUITMENT OF FUNDING BODIES

It was reported that the Canadian Organization for Overseas Development was willing to give aid to summer education programs and had done so for St. Kitts, etc., and I.D.I.C. which works out of Ottawa supported programs in the Pacific. The Asia Foundation has also provided support. Could IASL recruit funding bodies for training programs, or keep a list of such possibilities?

For the business meeting members were asked to focus on the critical issues facing the school library development in their respective countries. These issues were mainly as follows:

1. Reduction in staff within training institutions.
2. Need for more qualified people to operate school libraries.
3. Need for more specific legislation for school libraries.
4. Need for better education of teachers in the use of school libraries in their teaching.

[This report is taken from "School Library Associations around the World: Communique of the 9th Assembly of Associations of IASL, Kuala Lumpur, Malaysia 1989, compiled by Dr. Sigrun Klara Hannesdottir, Vice-President of IASL].

APPENDIX 8

ALL ROUTES LED TO MALAYSIA

The Eighteenth Annual Conference of the International Association of School Librarianship was the fulfillment of a dream long cherished by President Michael James Cooke and those Malaysian students who had studied with him at the College of Librarianship, Wales. Hosted by the Educational Media Association of Federal Territory of Kuala Lumpur and the Library Association of Malaysia with the Conference Organizing Committee under the chairmanship of Puan Hajah Badiah bt. Abdul Manan, and jointly organized by the Library Association of Malaysia under its President, Mariam Abdul Kadir, the Conference was held at the Merlin Subang hotel, Subang Jaya, in the province of Selangor, some fifteen miles from the center of Kuala Lumpur, from 22-26 July, 1989. It is a tribute to the Organizing Committee that the Conference attracted the greatest number of participants of any IASL gathering so far, with a very large representation from Malaysia itself. Three hundred and ten people attended, from twenty-two countries, and it is the hope of the Board of IASL that those who were first-time Conference participants will seriously consider becoming members of the Association and putting the Annual Conference into their diaries as a matter of routine. A warm welcome awaits them wherever the Conference may be held.

And so to the first morning of Conference and the opening ceremony. And what a ceremony it was! The honored guests and IASL Office Bearers formed a procession which will long be remembered for its grace and elegance, and for the bouquet of "bunga telur", the golden flower which is presented as a token of welcome to guests of Malaysia. The honorable Minister of Education, Malaysia, Y.B. Saudara Anwar Ibrahim, officially opened the Conference and set the tone for the week's proceedings. Greetings by the Conference's Chairperson, by Dr. Jean Lowrie, IASL's Executive Secretary, and a speech by Michael J. Cooke were followed by the unfurling of the IASL flag by three Girl Guides, who at the closing ceremony brought tears to many eyes as they lowered the flag, signifying the end of a memorable five days of friendship, new experiences and wonderful hospitality.

The theme of the Conference, The School Library: Center for Life-Long Learning, was explored in the many challenging and interesting papers collected into a stimulating program by Wong Kim Siong, Bing Selamat Amir and their committee. The only problem was that of choice, as concurrent presentations offered equally attractive fare, but whatever one selected was certain to provide nourishment to the mind and sometimes also to the spirit. The inevitable emphasis on the teaching of information skills and the impact of new technology on teaching and learning was nicely balanced by consideration of the role of teacher-

librarian/media specialists and the promotion of reading and literacy. It was especially interesting to learn of the development of library services in Malaysia, and the Malaysian participants in turn heard of the situation in Japan, Thailand, Papua New Guinea, The United States of America, Jamaica, Sweden, Iceland, Canada, Singapore, Australia, Finland and the United Kingdom. It was in every sense a truly international Conference.

Visits were made to school libraries and to the Shah Alam, the local public library, the latter adjacent to the famous Blue Mosque, where Conference delegates were privileged visitors. A Saturday afternoon visit to an agricultural park was a welcome change from the lecture room and an opportunity to see something of the area, as well as to sample rambutans, a delicious Malaysian fruit. The social highlight was the Welcoming Dinner and Cultural Show, held around the swimming pool at the Merlin Subang, where dancers conveyed their welcome to Malaysia under the stars of the tropical night. The last evening was marked by a Farewell Dinner on a floating restaurant, where Conference friendships were cemented and promises made for future meetings. The entertainment at this event, in the true IASL tradition, was homemade, with a blend of song and dance and recitation, leaving one, as always, amazed at the diversity of human talents.

If there was a catch in the throat at the very moving closing ceremony next morning, when school children sang a farewell and the flag was lowered, there was also the promise of Conference 1990 as Gunilla Janlert of Umea Skolbibliotekscentral, Sweden received the flag into safekeeping until summer brings another meeting with friends old and new of Malaysia 1989.

It was a sad ceremony for Michael Cooke as he retired after six years as IASL President. During his presidency much has been done to put the Association on a very firm footing with a growing membership, an increasing list of publications and an international visibility. Warmest thanks go to Michael for all that he has done to represent the Association and to promote its aims and aspirations.

Lucille Thomas, the new President, comes to the position at an auspicious time in the development of the Association. Conference welcomed her and wished her well in all her endeavors. She has the support of an enthusiastic and hard-working Executive Secretary in Jean Lowrie, as well as that of a Board of like-minded and devoted members. Lucille will remember Malaysia with special affection as the scene of her inauguration in 1989.

To select individuals for special thanks would be invidious, as the outstanding success of the Conference was so obviously the result of team effort and cooperation. On a personal note I should like to pay special tribute to the two people with whom I corresponded in the initial stages last autumn, and who never failed to be supportive and helpful no matter what pressures were upon them during the Conference

itself: Bing Selamat Amir and Wong Kim Siong for me epitomised everything that was Malaysia. Ishmael Abdullah and his technical team worked unobtrusively and efficiently to provide the necessary back-up for presenters of papers and to record the highlights of the events, and their work was much appreciated.

Those who travelled to Malaysia carried away with them rich memories of a unique experience and many promised to return some day to be greeted again by SELAMAT DATANG, the warmest welcome imaginable.

By Anne Taylor, Queen's University, Belfast, Northern Ireland.
(Published in IASL Newsletter, Oct., 1989).

APPENDIX 9

POST CONFERENCE TOUR NORTHERN MALAYSIA

Fifty of the conference participants extended their Malaysian stay with a four day study tour of northern Malaysia, based on the island of Penang. Lodging in beachside hotels overlooking the Strait of Malacca, was our reward for the long bus journey, as was an elegant al fresco luncheon as guests of the Chief Minister of the State of Perak, where eating with the hands, Malaysian style, was in order.

The next day we were up early and made a thorough visit to the Library of the University Sains (Science) Malaysia, hosted by Mr. Lim Chee Hong, the university's Acting Chief Librarian and his gracious staff. Mr. Lim anticipated our questions with a videotape explaining the library's services for 12,000 students (many of whom are from the area dubbed Malaysia's "Silicone Valley") and presented us with buttons reading Bersopan Santun Amalan Mulia - roughly, Courtesy is Honorable. They are part of the library's current student campaign. Mr. Lim, who studied automation at Columbia University Libraries, is also directing the production of the national database for Malaysia. Included in the tour was a look at their DOBIS/LIBIS integrated library system as well as the MALMARC system and their local databases.

Following a visit to the Khoo Kongsi Clan House, a handsome gathering place of the distinguished Khoo family, we had time to visit the Reclining Buddha and the new Burmese temple, always without shoes. Lunch at a fine Chinese restaurant provided toned down Szechuan cuisine. Dinner at a massive seafood restaurant showed the true mettle of one of our

Australian members; Noeline Harrison Mattley volunteered as the victim of a blindfolded swordsman and lived to tell the tale.

There were other high points: a visit to a unique butterfly and jungle flora farm, a forest visit and for some of us, the beach, where such stalwarts as Aven Dearman and Lynn Bishop sailed through the air in parachutes launched by power boats. We thought they were waterskiing until we saw tiny figures in the air waving at us mortals.

A barbecue dinner that night was followed by some dogged shoppers taking another look at the Night Market along our road, where hawker stalls lit by portable generators contained such items as tiger tapestries, fake designer bags and the ubiquitous wristwatches. Several trippers succumbed to the lure of a suit tailored to order in 24 hours, while others saw the night out with watermelon punches at tables overlooking the starlit beach. At least one young member danced for joy in the waves.

On the way back to Kuala Lumpur, we stopped in the Royal City of Kuala Kangsar to see the superb palace of the Sultan of Perak, who is, under their rotation system, King of Malaysia until 1994. Although our time in Malaysia was bone dry, we were reminded of the seasonal monsoons when we saw intricate concrete sluices on the side of the country's Main Range. We were also reminded of Malaysia's economic base as we passed mile after mile of coconut and other palms and stopped to check the trees in a working rubber plantation.

The tour ended with sad farewells to those of our group who were trekking off to Thailand, or heading to Singapore or home, which could mean Pakistan, Australia, India, Papua New Guinea, Sweden or any place where IASL has members.

By Judith Higgins, Valhalla High School, N.Y. (Published in IASL Newsletter, October, 1989).

Citation at the flag raising ceremony

You are the symbol of UNITY
 Flying the world, city to city
 You are the symbol of HOPE
 A shining beacon
 For those dedicated to school librarianship
 Solemnly and sincerely
 We pledge to keep you flying forever.

By: Bing Selamat Amir

English translation by: Zaiton Osman

(The flag was officially presented to IASL on 26th July, 1989)