

Edited by Sue Tedesco

Library and Learning Resources Instruction Department, T.D.S.B.
School Library Information Centre Handbook.
 Toronto: Toronto District School Board, c2000.
 Available from T.D.S.B., 3 Tippett Rd., Toronto, ON M3H 2V1 for \$25.00.

The rationale for this excellent resource arose from the need to consolidate policies and practices for all teacher-librarians, following the amalgamation of many public Boards into the Toronto District Board. The authorial team, led by Cathi Gibson-Gates, is also responding to the need for practical ways for school library programs to integrate the recent curriculum directions from the Ministry of Education with OSLA's own document "Information Studies: Kindergarten to Grade 12".

The resulting binder for elementary and secondary school libraries is packed with useful materials organized under three strands:

- Instruction brings in the Information Studies document and provides templates for planning with teachers, using computers effectively, and encouraging reading programs. In addition, there is a comprehensive guide to further sources of professional materials.
- Management provides sensible, tested policies for budgeting, purchasing, cataloguing and developing a collection – essential for experienced and rookie teacher-librarians alike.
- Leadership offers advocacy and policy development templates to make the task of fulfilling another key

role much easier. Here are found TDSB policies relating to conduct, copyright, equity, access issues, and working with student volunteers.

Initially designed for distribution throughout the TDSB, those outside the Metro area will find this document to be an essential tool both for the

generic content and as a model to follow in creating and adapting their own guide, corresponding to local practices.

It is available in electronic format, and purchasers will also be entitled to receive updates and additions as they occur. ■

Dianne Clipsham



Krashen, Stephen. *The Power of Reading: Insights from the Research*. Englewood, CO: Libraries Unlimited, 1993. ISBN 1-56308-006-0

"Reading is the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar and the only way we become good spellers."

That's quite a statement! But, on reading this book, you will see how such a statement can be made. Dr. Stephen Krashen has himself researched and studied the research of others to draw these conclusions. He provides many implications for teacher-librarians and teachers for improving student reading scores through FVR.

Having a school librarian makes a difference in the amount of reading students do. Children read more, his conclusions show, when they listen to and discuss stories. They read more when they see other people reading, so teachers and teacher-librarians should model this pleasure reading as often as possible. Suggestions are made in the book for making FVR the core of a class-

room language arts program, with time built in for teachers to discuss with individual students what they are reading.

Krashen's conclusions about having romance novels, comic books and other forms of "light" reading in the library collection are included as are his thoughts on extrinsic rewards for reading. Children will read, whether prizes are offered or nothing is offered, if they have the chance to find out that reading is pleasurable.

The book divides into three: the research providing the evidence about FVR, the research about FVR vs. direct skill-building instruction and the cure. It is an easy read, with key statements made in the sidebars (lending themselves to the highlighter). Share the findings with your colleagues and parent associations.

Make this a "must-read" item for your professional reading list! ■ Cheryl Dinnin