

FROM THE EDITOR

by Denis Hlynka

As this journal of CJEC goes to press, your editor will be firmly settled in an instructional development research project with the Ethiopian Nutrition Institute located in Ethiopia's capital of Addis Ababa.

This project places some specific con-

straints on this issue of CJEC. It is being done while I am unavailable to oversee the final product. I am counting on my colleagues and friends to pinch-hit for me in my absence.

Hopefully this issue will arrive in your hands just before the June conference in Calgary.

Finally, let me note that the NEXT issue of CJEC will be the last under my editorship. In January 1986, Dr. Robert Bernard of Concordia University will

assume this position. Any correspondence about upcoming issues should be forwarded to him.

And now, to introduce this special issue, on the integration of library science and educational media . . . a topic many of you have requested that CJEC devote some space to . . . here are Gene Burdenuk, current president of CSLA, and AMTEC's president-elect Ed Crisp.

GUEST EDITORIAL

School Libraries, Standards and Educational Technology

by Gene Burdenuk, President, Canadian School Library Association  
by Ed Crisp, President-Elect, Association for Media and Technology in Education in Canada

Preamble:

It might be helpful to the readers of CJEC to know how this particular issue developed. Denis Hlynka, editor of CJEC approached Gene Burdenuk, president of CSLA in September 1984 and formally invited him to be guest editor of an issue of CJEC focusing on School Libraries and Educational Technology. Burdenuk accepted the offer, feeling that this opportunity might form the basis for a national dialogue on school libraries and educational media, and perhaps more specifically would promote discussion on standards for school library resource centres. (This issue appears at a propitious time, since both CSLA and AMTEC are currently investigating the need to revise Resource Services For Canadian Schools.) Ed Crisp, president-elect of AMTEC, was recruited as co-editor to provide an AMTEC perspective; the fact that the guest editors are institutional colleagues certainly facilitated the dialogue and cooperation that the task demanded.

It might appear that this issue holds little interest for our constituents outside the K-12 sector. A careful reading, however, will probably reveal some interesting parallels, especially in the area of political advocacy and action.

Introduction:

"It was the best of times, it was the worst of times." Those often repeated words provide an extremely accurate

view of the current state of school libraries and educational media in Canadian schools today. We are at the cross roads. This is one of the most exciting times in the history of civilization. The rapidly advancing technology which has brought us from the industrial revolution into the information revolution presents all kinds of possibilities for school libraries. Computer and communication technologies are bringing us closer to the realization of equality of educational opportunity. Our understanding of educational psychology has increased our ability to provide for individual differences and to take into account the variety of teaching and learning styles. Resource-based learning and cooperative program planning and teaching have become entrenched in many of our schools across Canada and Canadian school libraries are being saluted as exemplary models at the international level.

And yet, we are at the worst of times. The back-to-basics thrust, restraints and the accountability movement in education have placed many school libraries in jeopardy. Education for school librarianship programs have been decimated across Canada. School library supervisory positions at the provincial and district level are being eliminated. Teacher-librarians continue to have difficulty in perceiving a clear role for themselves and that role is not being communicated effectively to those in decision-making roles.

Central to our understanding of the role of school libraries in education today is the question of standards of resource services for Canadian schools, for it is these standards that provide the sign posts for direction and guidance. It has been almost 10 years since national reflection, discussion and debate on standards for school library resource centres has taken

place. This issue of CJEC is intended to stimulate a new discussion, a discussion that perhaps will lead to the creation of standards that will take school libraries and educational media into the 21st century.

In setting out this issue, the co-editors intentionally solicited manuscripts from school librarianship and educational media leaders from across Canada. We thank them for contributing to this national dialogue.

School Libraries, Standards and Educational Technology

In order to come to an understanding of our present, we must first know our past. Frederic Branscombe, co-chairman of the standards committee that produced the original Resource Services for Canadian Schools, provides some interesting and insightful comments on the developments that led to the creation of the joint CSLA and AMTEC standards. In so doing, Branscombe presents a snapshot of how the two organizations moved from producing an independent set of standards in 1967 and 1969 to the collaborative effort that created the joint standards in 1977. Branscombe also presents some compelling recommendations for the creation of a new set of standards.

In his thought-provoking article, Ken Haycock questions whether the continuing debate between the issue of school libraries and educational media is productive and whether a return to the promise of Resource Services for Canadian Schools might be more fruitful. In setting out a systematic strategy for effective media integration in resource based learning, Haycock has identified six major steps. These include 1) having a clearly defined aim for the program, 2) developing a clear role definition for professional

personnel, 3) developing more effective educational training programs for teacher-librarians, 4) developing a unified district approach to support and enhance the individual school resource centre, 5) providing effective inservice staff development programs, and 6) developing a commitment to integrated resource based programs.

Blanche Friderichsen, education consultant with Alberta Education, outlines the lobbying and political advocacy that led to the creation of a policy and standards for school libraries in Alberta. Friderichsen provides a step-by-step analysis that could be used as a model for other jurisdictions seeking a process for achieving school library media legislation. This chronicle of reflective practice highlights the contributions of the various stakeholder groups in coming to a provincial policy. We hear about, for example,

the contributions of the provincial library association, a provincial task force on school libraries, the creation of an effective lobby and eventually the creation of a document entitled Policy, Guidelines, Procedures and Standards for School Libraries in Alberta, (Alberta Education 1984).

The paper serves as a beacon focusing on the premise that standards are alive and well and finding a strong base in Alberta.

Lorne MacRae addresses the issue of developing new standards and sees this as a challenging opportunity to examine the essential role that the school library occupies within the teaching-learning process. MacRae cautions us of the dangers of losing sight of the integral role of the library to the school program. Other issues identified by MacRae include the argument for and against quantitative

standards, the need to accommodate technological changes in any new statements, a need to identify more clearly the role of all school library personnel and their interrelationships, acquisition issues and the area of equality of information access. There is much food for thought in this article and a good starting point for any group embarking on a program to revise standards to lead us into the 21st century.

In attempting to address the international perspective of the new information technology and its potential impact on school libraries, Tom Rich focuses on computer technology and examines its use in school libraries. He concludes that the two major roles of the school library with the new information technology will be the management of educational resources and instruction in the use of these resources.

MEDIA NEWS

Dr. Bob Bernard new CJEC Editor

Beginning with Vol 16 #1, January 1986, Dr. Robert Bernard will become editor of CJEC. Dr. Bernard is associated with Concordia University within the Department of Educational Technology. Future writers for CJEC should be aware of the change of editorship and submit manuscripts accordingly. Dr. Bernard's term as editor is for three years.

New Literature

The National Research Council's Associate Committee on Instructional Technology have issued a new publication titled Towards a National Policy for a Computer Assisted Learning Industry. The report states its objective as to "alert governments to Canada's needs for opportunities to develop a computer assisted learning industry; the strategies that might be adopted to strengthen the current capabilities in CAL development and marketing; social and cultural dangers involved in neglecting this sector; and the urgent need for action." More information can be obtained from the secretary, Associate Committee on Instructional Technology Division of

Electrical Engineering, National Research Council, Ottawa, Ontario, K1A 0R8.

How To Write Educational Programs for Telidon: A Self Instructional Manual by D. Hlynka, J. Hurly, and P. Hurly is now available on ERIC microfiche ED 244 601. Potential readers should note that the state of the art of programming for Telidon has changed since the publication date of 1982, and that while the document reflects state-of-the-art available in Manitoba at publication date, technological specifics have changed, and parts of the document may be dated.

Commonwealth Trust Scholarship Winner!

Danielle Fortosky, head of instructional television at the University of Saskatchewan and member of AMTEC board, has been selected by the Commonwealth Trust Committee to spend three months in Britain studying educational television systems in that country. Congratulations, Danielle!



CALL FOR SUBMISSIONS!

Grierson Documentary Seminar  
November 5th — 10th, 1985  
Brockville, Ontario

The Ontario Film Association is now selecting films and video-tapes for the 11th Annual Grierson Documentary Seminar. Recent documentaries on any subject as well as docudramas will be considered.

Those wishing to have their film or video-tape considered for the Seminar, should write for an application form to:

Co-ordinator  
Grierson Documentary Seminar  
P.O. Box 366, Station Q  
Toronto, Ontario, M4T 2M5  
(416) 928-5188

Deadline for submission is Wednesday, July 31, 1985.