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**BCTLA**

# THE BOOKMARK





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# IN CIRCULATION

by LIZ AUSTROM, President BCTLA

This issue is a weighty one -- in content if not in postal charges -- because it carries the 1985 Learning and Working Conditions Survey. Barb Hall tells me that more districts had 100% response this year. Congratulations are due to everyone who filled in a form and to all the chapter councilors who did the organizational work and followup required by the survey process. I think they were a trifle surprized when Barb had them doing calculations at the Council meeting on October 18th. She was desperate to save some time on the report writing process since she is doing her oral defense of her master's paper at the end of this month. If you can imagine doing that and writing a Learning & Working Conditions report at the same time, you can appreciate what the assistance of the councilors meant to Barb! You can read the results of the survey elsewhere in this issue.

The BCTF Executive Committee has approved a new policy on volunteers in the school system, which will proceed to the Representative Assembly and then to the AGM. In my opinion, it is an improvement on the policy which was proposed by the Labor Affairs Committee last December. The proposed wording is as follows:

## **New Policy**

Volunteer participation in schools should be encouraged and should be related to educational programs where volunteers can bring their special talents to schools.

As a general rule, volunteers should be used on a by-need, special occasion basis in the co-curricular and extra-curricular activities of the school.

Teachers will respect the provisions of any collective agreements between boards and non-teaching employees regarding the use of volunteers in the schools.

In the absence of any such provisions in collective agreements teachers shall be guided by the following principles:

- a. policies regarding the use of volunteers should be developed at the district level and with agreement from the school board, the teachers' association(s) and non-teaching employee unions;
- b. implementation of policies on use of volunteers should be monitored by a committee with representatives from the school board, the teachers' association(s) and non-teaching employee unions;
- c. districts should develop through such monitoring committees mechanisms for:
  - i. ensuring school adherence to policies,
  - ii. resolving conflicts that may arise between teaching or non-teaching staff and volunteers;

d. volunteer participation in schools should complement the work of paid teaching and non-teaching staff and should not substitute for it;

e. volunteers should not be used in schools to replace teachers, teacher aides or other school personnel who have been laid off or had their hours of work cut;

f. volunteer participation in schools should not be a substitute for adequate staffing by professional and non-teaching support personnel.

The Library Book Purchase Plan Selection Committee will have another member for the coming year. Ray Covell, a Kelowna teacher-librarian, has been named by the BCTF Executive Committee. Our thanks go to all those who offered to serve the profession in this way. It is through the willingness of BCTLA volunteers to serve that we are able to have input to areas of concern to teacher-librarians.

The BCTLA Board has named Willa Walsh (Richmond) to be our representative on the committee that will choose next year's B.C. Book Prizes. The prizes, which replace the old Eaton awards, are largely the creation of the Association of Book Publishers of B.C., in association with other interested groups like BCLA. The first awards were presented at a banquet the evening of October 18th. I was invited to attend on your behalf but was unable to due to the fact that our Board was meeting the same evening. The award winning books and authors are given in "Notes & News".

Bill Scott (Hope) has agreed to serve as Nominations Chairperson again this year. Please consider submitting your name. Serving on the Executive Board is very rewarding in that getting to know other teacher-librarians from around the province, exchanging ideas and concerns, and reinforcing each other's goals and commitment, is a tremendously positive experience. Besides, we get to go out together to some very good dinners! (At our own expense, I should caution.) Don't wait to be asked, fill in a nominations form and send it to Bill.

Chapter councilors were asked to provide some information about the kind of public relations activities that are happening at the local level. They will be seeking copies of parent newsletter items and press releases, articles, notices or pictures in local newspapers. Please assist them by giving them whatever you can. We will of course share ideas that we collect from this process with other teacher-librarians, as well as with the BCTF. All ideas will be credited unless you specifically direct that your name not be mentioned.

A second task that councilors were given was to distribute a censorship survey that is being done by Diana Poole (Chilliwack). She needs as many responses as possible. Please fill in a form and send it to her. The resulting B.C. statistics, etc, will be published in The Bookmark so that we will all have province wide information on how the trend to conservatism is affecting censorship in our school libraries. In addition,

# EDITORIAL

Diana has offered to develop a workshop on censorship once her study is completed. This would be a very worthwhile addition to our list of available professional development programs. Please assist Diana with her study. Your councilor should have the forms if you have not yet received one.

When you received this issue you also received a copy of Fuel For Change, a booklet that has been a year in the making by a group of Coquitlam, Maple Ridge, Vancouver and North Vancouver teacher-librarians. Cooperative units have been contributed by many additional teacher-librarians. We hope that this booklet will provide followup information for those of you who attended the three day workshops on cooperative planning and teaching led by Carol-Ann and Ken Haycock, and that it will offer a beginning point for those who are new to the profession or who have not yet been able to institute this concept in their schools. Many thanks to Nina Thompson and Shirley Blair who co-chaired the committee, to Patricia Shields who guided the process in her capacity as Continuing Education Chairperson, and to the other members of the committee: Michele Farquharson, Kathy Lovegrove, Barb Smith, Eileen Tuulos, and Joan Wilby.

One last plea! If you are reading this issue of The Bookmark you are probably a member of the BCTLA. Why not show your copy to someone you know who is not a member? Discuss the benefits of membership with them. We need more members to keep our services to you at the same level as we have in the past. We have reduced our costs to the lowest level possible. Next year we will be faced with increasing our fees if membership does not grow substantially. Please give the Board what help you can by trying to interest others in becoming new or returned members of the BCTLA.

*Liz Austrom* 5

## The Need for Support

This fall I was on a committee organizing a workshop for school administrators and teacher-librarians on cooperative program planning and teaching. During the planning of the workshop, I was reminded that no matter how effective cooperative program planning and teaching is, it would not be successful in a school just because a teacher-librarian wanted to implement it. A major key to success in the implementation of any program is the support of the school administrator.

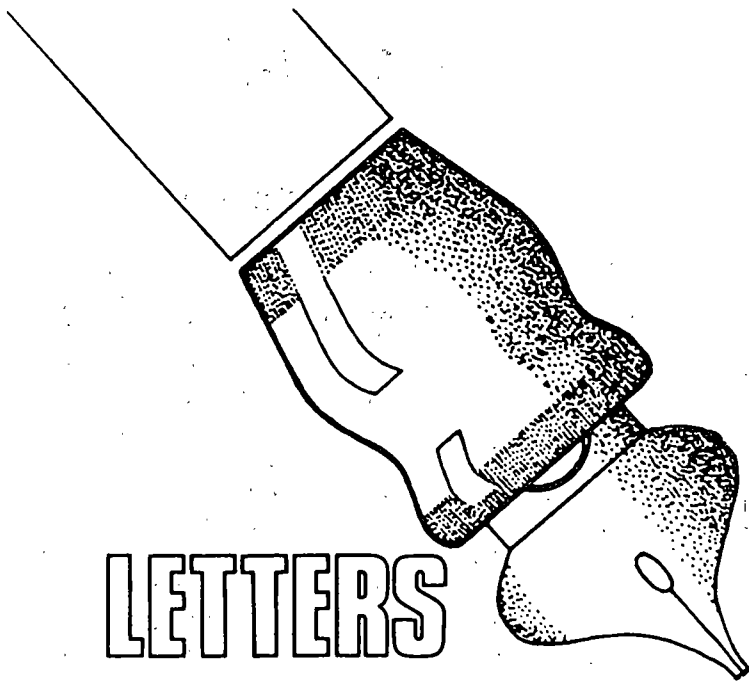
Support is more than "allowing" a teacher-librarian to try to implement cooperative programme planning and teaching in his or her school.

The successful implementation of Cooperative Program Planning and Teaching requires the active participation of the school administrator to ensure that the school library resource centre program is viewed as a total school program and not as just the teacher-librarian's.

The administrator can show support by creating a school atmosphere conducive to the implementation of the initiative. A Professional Day devoted to educating a school staff about Cooperative Program Planning and Teaching would be a good place to begin. If an administrator firmly believed in the benefits of the program, this could occur. The school administrator can openly encourage and expect teachers to plan and teach with the teacher-librarian.

These words are easy to say. The challenge to us in the face of reality, is to gain the support of our school administrators. That is the biggest step, and it is the first one we need to take if we want to see success.

*Gerald Saon*



# LETTERS

From "Our Far Eastern Correspondent"  
Alan Knight, BCTLA Past President

School is wonderful - but not perfect! Because of overcrowding, I gave up two seminar rooms for the gifted program for one year and another seminar room part time for ESL. But I have a lot of room until the collection begins to grow - in about six months!! Talk now is that by next September I could be looking at 1800 students, and this September they had planned for only 900. The students are very positive about the school. For me, it was like going back to Sentinel in 1974. Well-mannered and well-groomed students. I mean it's been a long time since a student brought an apple for the librarian! I have quite a fan club in the school - surprisingly amongst Grade 9 boys. Also, so many teachers have been so supportive bringing assignments to the library to plan and discuss together.

This will knock your socks off! Each month during school time all six teacher-librarians, one consultant and six principals in Unionville meet for 1 1/2 hours to discuss resource sharing, cooperative programming, UTLAS, etc. Of course, I brought and "bragged" about BCTLA, the last occasional paper and several

Bookmarks. I hope to have a large "chapter" in the east soon. The principals were very impressed with my comments and took copies of the Bookmark as a means of sharing units at the elementary level, especially. I will be sending on materials as soon as I gather them. I already suffer BCTLA withdrawal pangs! What's the fall without a learning and working conditions survey report to write!?

P.S. I'm still waiting for a desk at school, while negotiating a major conversion to automated cataloguing for next September. The challenges are wonderful, but B.C. teacher-librarians should and must recognize that they are amongst the best in this country. They have good budgets, working conditions and support staff compared to many districts in Ontario.

From Mike Lombardi, TERM Spokesperson

There is a new movement of energy and enthusiasm in the BCTF. It's called the Teachers' Educational Reform Movement. TERM is positive, pro-active, reform minded and offers a new style of teacher leadership for the federation. This leadership will focus on shifting from a defensive stance to a creative stance, leading the way for the federation to be on the leading edge of the educational reform movement.

TERM consists of BCTF members who are committed to achieving the historical objectives of the Federation which include fostering and promoting the cause of education, raising the status of the teaching profession and promoting the welfare of teachers. TERM members believe that the federation should be devoting equal resources and energy towards all these objectives.

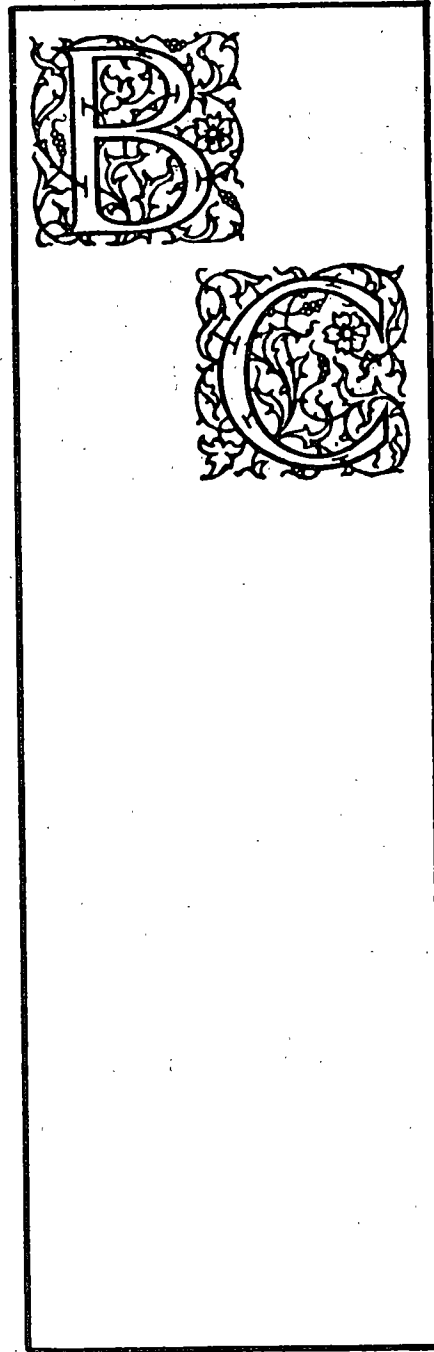
TERM believes that we must convince the public and the government that the public education system is a sound investment that warrants continued support. Our best means of influencing changes in the education system is by initiating positive discussions with the educational decision - makers of the province.

TERM has adopted a number of policy positions some of which include aggressive support for professional development, full bargaining and professional rights, public relations activities that will enhance the status of the teaching profession and public education, and initiatives to improve the quality of education. TERM is committed to promoting measures that will make teaching a recognized profession.

TERM is guided by a steering committee that was elected by a general meeting. This committee is working towards achieving the objectives that were adopted by the general meeting for the 1985 - 86 school year. These objectives include the organization of a province-wide communication network, the identification and election of local AGM delegates that support TERM policies, and the identification and election of BCTF Executive Committee members that support TERM policies.

If you are interested in participating in this positive movement to make the BCTF more effective in advancing the professional and economic objectives of the membership send along \$10.00 with your name, address, phone number, and local association name to:

TERM  
c/o 706 Millyard  
Vancouver, B.C.  
V5Z 4A1



# Let's Talk About Schools Let's Talk About Schools Let's Talk About Schools

## THE LIBRARY IN THE SCHOOL: A BRIEF TO THE PROVINCIAL SCHOOL REVIEW COMMITTEE

by DONALD HAMILTON, Education Librarian, University of Victoria

Let's Talk About Schools does not specifically address the library in the school. That omission is not unusual. The school library does not loom large in any official documentation of the ministry of Education. There is no prescribed curriculum or textbook for this area and no set of official policies towards the establishment or operation of the library in the school. The index to the School Act and Regulations offers no reference to the service or the space. It is only in the School Building Manual that the library becomes a physical reality and then it receives the following support:

3.10.0 Every school needs a library facility. Elementary schools with a nominal capacity of 50 are expected to combine the library within the general instructional space, but all the other schools should provide a separate defined library space...

The process of accreditation or evaluation of elementary schools has generated an entire workbook on the evaluation of this special place, but clear policy guidelines are not evident in its statement of goals: from the booklet Assessing Your School: Library and Other Resource Service, (1981), p.1: "The library is an integral part of the school and reflects the philosophy and goals of the school."

Chapter 19 of the Secondary School Accreditation booklet states for the library:

The department's program objectives should relate to Ministry, school district and school objectives and reflect an awareness of the unique characteristics of both school and community.

In 1978 the Ministry published Sources and Resources: a handbook for teacher-librarians in British Columbia. A "Ministerial Statement of Library Policy" was included as a major preface to the volume which was officially clarified as "Guidelines" by directives issued shortly after its publication. Whatever terminology is applied, the document has provided an important framework for much of the progress in school library development in the province in the past few years. It is not difficult to understand why the library in the school is not singled out in this "working document" towards a re-examination of the public school system in British Columbia.

The library in the school has probably been the quietest casualty of the current restraint process. Without provincial leadership and without policy, except where clearly defined in some districts, it has suffered serious losses - first in materials, then in clerical personnel and then, in teacher-librarian support. Each lost part has contributed to an overall loss of program and service but each was held less important to the overall school and district need. In those districts that do have strong policies, (usually with strong leadership) the library program may have survived, scathed and wounded, but functional. The Ministry did, in its fiscal framework documents, suggest adequate collection funds and levels for support personnel and teacher-librarians on a basis that had never before been so clearly delineated. But most districts have been able to rationalize away those grand intents and, using the flexibility guaranteed by the Ministry, allow the library to "quietly" slip away. Those grand intents need to be given direct leadership by the Ministry of Education. Lets Talk About Schools specifically addresses issues of technology as if it had just been discovered when every school has a library that could easily represent the best this society has ever produced, in art, music, drama and literature. Instead, we have pokey little places; sometimes occupied by a qualified (defined only by the universities) teacher-librarian - a pervasive, curious stereotype, who usually has little assistance; inadequate budgets (what will \$10 per child buy today?), hopeless isolation and misplaced leadership. How can we lure accomplished, creative teachers to undertake extra studies to become teacher-librarians when the support from everyone from the Ministry on down is largely invisible? "Libraries are essential" is another way of saying "I really don't know what they're about!"

Those schools that understand and support and sustain their libraries, recognize that the school library contributes to all aspects of the learning/schooling process the Committee is considering. In those schools that have been able to define, clarify and systematize their library programs into their instructional programs, any move towards new technology will be balanced by the old. In those schools who believe the book, filmstrip or recording to be dead, the microcomputer may well seem to offer salvation. The price (or is it the cost?) may be very high when the bubble finally bursts. The computer has a place in the school but without vision and direction, it could become yet another expensive "educational" innovation that failed.

Why is it so difficult to recognize the importance of a trained,

concerned, media expert called the teacher-librarian within every school? Do we expect our teachers to serve the complex needs of children in this technological age, without assistance in learning, using and accessing that technology? We need libraries that can assist us in coming to grips with that technology. That means we need skilled professionals who can help those teachers use that technology. It cannot be accessed without them!

The schools of B.C. are already out of the mainstream! Our teachers do not have ready access to new ideas. There is no source for teachers outside Vancouver or Victoria for the latest research data, to reviews of new learning materials, to new books or new videotapes or new computer programs. There is no established teachers' library in B.C. (unless one takes a course for credit from one of the universities). There is no provincial linkage for teachers (or students) to the new data bases that are becoming cheaper and more user-friendly every day. In most districts there is no inter-library connection, no network for information flow, no inter-district sharing, no union catalogue of data. There exists no Ministry Library Service of any kind to the schools or to teachers. There is no consultant in the ministry who could assist a district or a school in developing basic school library programs and policies. Each district and (in most cases) each school develops its own policies without any reference to a provincial standard. And yet, all of those things are needed to make information move - to assist students to grow in this age. We have the Knowledge Network; yet we have hundreds of schools that do not subscribe to more than ten periodicals. We have hundreds of teacher-librarians that depend on volunteers to maintain the housekeeping functions of the school library. We have hundreds of school libraries that serve more than 300 students with less than half the time of a teacher-librarian. We have hundreds of school libraries where the teacher-librarian is expected to re-stack the books (at perhaps \$33,000 per year) because there are no funds for paid aides.

At the risk of having this brief re-titled "Let's Talk About School Libraries", I implore the committee to consider resolutions or recommendations that would make the "library in the school" part of the instructional process of the schools. Leadership is needed at the Provincial level to provide individual boards with policy direction, critical advice on and essential criteria to develop necessary programs. Incentive grants for specific materials, in-service programs for teachers and administrators, realistic space allocations and standards for the preparation of teacher-librarians would all be giant steps in this area.

The school library, given adequate interest and sufficient support can be key to the provision of high quality "technological" support to students and to teachers. That support could well be the difference between a "basic" educational process and one based on excellence.

s Let's Talk About Schools Let  
ools Let's Talk About School

# BIBLIOGRAPHY OF LOCALLY DEVELOPED MATERIALS RELATING TO B.C.

The resources itemized below are available on loan from the Provincial Curriculum Resource Centre, 637 Head Street, Victoria, B.C. V8V 1X4. Tel. 387-1941. The loan period is six weeks. Use the record number on the extreme right of each entry for requests.

Compiled by JEAN ANNE LOWIS, Coordinator, Modern Languages Resource Centre.

## Social Studies - English

**An Atlas of the Peace River Region.** S.D.  
#59 (Peace River South)  
SS04-018  
1978, 26p. 1673  
Grade 4

Maps are accompanied by a detailed description of the economy, physical geography and history of the area.

**British Columbia.** Society of Christian  
Schools in B.C.  
SS04-029  
1984, 110p. 1790  
Grade 4

A study of B.C. looking at the physical features, history and natural resources.

**The Discovery and Exploration of  
Canada.** S.D. #44 (North Vancouver)  
SS10-005  
60p. 1739  
Grade 10

Student activities, reporting alternatives and lists of resources, arranged by 15 topics e.g. European attitudes, West Coast explorers, Native people.

**The Early Discovery and Exploration of  
British Columbia by Sea.** S.D. #45  
(West Vancouver)  
SS05-010  
1980, 152p. 1689  
Grade 5

A workbook containing written information, illustrations, and student activities.

**Esquimalt and Nanaimo Railway, Part I:  
The Trains.** S.D. #61 (Greater Victoria)  
SS04-014  
54p. 1670  
Grade 4

Support materials for a field trip on the E & N Railway between Victoria and Courtenay, including maps, numerous illustrations of rolling stock and a description of the trip. See also SS04-016: Esquimalt and Nanaimo Railway, Part III; The History and development of the E & N Railroad, and also SS04-015: Part II; The Dunsmuirs.

**Esquimalt and Nanaimo Railway, Part II:  
The Dunsmuirs.** S.D. #61 (Greater  
Victoria)  
SS04-015  
60p. 1753  
Grade 4

The story of the Dunsmuirs designed for Grade 4-6 students. See also SS04-014: The E & N Railway, Part I; The Trains and SS04-016: The E & N Railway, Part III; The History and Development of the E & N Railroad.

**Esquimalt and Nanaimo Railway, Part III:  
The History and Development of the E  
& N Railroad.** S.D. #61 (Greater Victoria)  
SS04-016  
95p. 1671  
Grade 4

Student activities designed to show the importance of the railway to the development of Vancouver Island and the development and construction of the railway itself. Work sheets are included. See also SS04-014: Esquimalt and Nanaimo Railway, Part I; The Trains and SS04-015: Esquimalt and Nanaimo Railway, Part II; The Dunsmuirs.

**A Field Trip Guide to the Provincial  
Museum. Activities for Intermediate  
Students.** S.D. #36 (Surrey)  
SS04-007  
1978, 43p. 1664  
Grade 4

An intermediate student's activity book for use when travelling to the ferry, travelling on the ferry and viewing the museum.

**The Fur Trade.** S.D. #52 (Prince Rupert)  
 SS05-012  
 26p. 1691  
 Grade 5  
 Questions and activities to assist students to learn about the Fur Trade.

**Geography of British Columbia.** S.D. #61  
 (Greater Victoria)  
 SS04-020  
 96p. 1675  
 Grade 4  
 An introductory course for grade four students on basic geographical concepts in general and the physical geography of B.C. in particular. Numerous illustrations and quizzes are included.

**Geography of Vancouver Island.** S.D. #61  
 (Greater Victoria)  
 SS04-019  
 66p. 1674  
 Grade 4  
 Worksheets and tests on the physical geography of Vancouver Island. May be used independently or as an introduction to the study of the Dunsmuir Family and the E & N Railway. (See also SS04-014; SS04-015; SS04-016).

**Global Gourmets: Indian.** S.D. #39  
 (Vancouver)  
 SS04-021  
 9p. 1676  
 Grade 4  
 Fourteen Native Indian ways to prepare and serve fish, with information about the art of Northwest Coast Indians.

**Grade 4 Native Study Unit.** Society of  
 Christian Schools in B.C.  
 SS04-017  
 1979, 42p. 1672  
 Grade 4  
 A unit designed to help students gain a better understanding of B.C.'s Native Indian culture. Student activities and resources are suggested for each theme identified.

**Haida Studies, Level 2.** S.D. #50 (Queen  
 Charlotte)  
 SS02-004  
 1983 1767  
 Grade 2  
 One of seven units for grades 1 to 7 designed as an introduction to Haida culture.

**Haida Studies, Level 3.** S.D. #50 (Queen  
 Charlotte)  
 SS03-004  
 1983 1768  
 Grade 3  
 One of seven units for grades 1 to 7 designed as an introduction to Haida culture.

**Haida Studies, Level 4.** S.D. #50 (Queen  
 Charlotte)  
 SS04-027  
 1983 1762  
 Grade 4  
 One of seven units for grades 1 to 7 designed as an introduction to Haida culture.

**Haida Studies, Level 5.** S.D. #50 (Queen  
 Charlotte)  
 SS05-013  
 1983 1770  
 Grade 5  
 One of seven units for grades 1 to 7 designed as an introduction to Haida culture.

**Haida Studies, Level 6.** S.D. #50 (Queen  
 Charlotte)  
 SS06-016  
 1983 1769  
 Grade 6  
 One of seven units for grades 1 to 7 designed as an introduction to Haida culture.

**Haida Studies, Level 7.** S.D. #50 (Queen  
 Charlotte)  
 SS07-008  
 1983 1772  
 Grade 7  
 One of seven units for grades 1 to 7 designed as an introduction to Haida culture.

**Ingredients of Our Community.** S.D. #33  
 (Chilliwack)  
 SS05-001  
 187p. 1681  
 Grade 5  
 A student's workbook and resource book on local history, with particular reference to the Chilliwack area.

**The Interior Sallsh.** S.D. #71 (Courtenay)  
 SS04-001  
 60p. 1658  
 Grade 4  
 Teacher reference materials and student activities relating to topics such as food, clothing, tools, transportation.

- Living in British Columbia.** Society of Christian Schools in B.C.  
SS05-005  
1981, 16p. 1685  
Grade 5  
Activities and resources for the study of the history and economy of British Columbia.
- The Mighty Salmon.** S.D. #52 (Prince Rupert)  
SS06-015  
60p. 1705  
Grade 6  
A study of various aspects of the Pacific Salmon. Includes task cards and a student workbook.
- Minimum Essentials History 10: Teacher's Edition.** S.D. #37 (Delta)  
SS10-008  
80p. 1742  
Grade 10
- Northwest Coast Native Studies.** S.D. #52 (Prince Rupert)  
SS04-025  
50p. 1679  
Grade 4  
A unit designed to be taught by the teacher-librarian in cooperation with the grade 4 teachers, with emphasis on research and study skills.
- Pacific Coast Indians.** S.D. #71 (Courtenay)  
SS04-003  
156p. 1660  
Grade 4  
Teacher resource and student activities intended for a station study approach.
- People of the Salmon.** S.D. #43 (Coquitlam)  
SS04-010  
74p. 1666  
Grade 4  
A student's booklet designed to give grade 4 students an understanding of the lifestyles of the Indians of the Northwest Coast. Worksheets, information and resource lists are included.
- Ports Project, Part 1: Fraser River and Pitt River.** S.D. #43 (Coquitlam)  
SS02-003  
1980, 40p. 1653  
Grade 2
- Ports Project Part 2.** S.D. #43 (Coquitlam)  
SS04-011  
1980, 70p. 1667  
Grade 4
- Ports Project, Part 3: Geography of the Fraser.** S.D. #43 (Coquitlam)  
SS07-003  
1980, 68p. 1708  
Grade 7
- Prince George — The Early Years.** S.D. #57 (Prince George)  
SS08-013  
1983, 162p. 1773  
Grade 8
- Salmon and the Curriculum.** S.D. #75 (Mission)  
SC04-001  
200p. 9079  
Grade 4  
An inter-disciplinary approach (Science, Language Arts, Social Studies, Art) containing information and suggested activities.
- Salt Water People as told by Dave Elliott, Sr.** S.D. #63 (Saanich)  
SS09-010  
1983, 69p. 1724  
Grade 9  
A resource book for the Saanich Natives Studies program.
- The Sechelt Indians.** Society of Christian Schools in B.C.  
SS04-030  
1984, 19p. 1791  
Grade 4  
This unit traces the way the Indian depended on his environment for the requirements of life and how it shaped his survival, art, religious beliefs and personal identity comparing how this changed after the Europeans came.
- Socials 10: Rural Secondary Programme Guide.** S.D. #27 (Cariboo-Chilcotin)  
SS10-003  
1975, 153p. 1737  
Grade 10  
Student information and activities on the history and geography of Canada.

**Tahltan Native Studies Program, Year 1-5.** S.D. #87 (Stikine)  
 SS01-003  
 1977, 134p. 1644  
 Grade 1

The stated objectives of the program are to encourage all children, but especially Tahltan children, to develop knowledge, skills and attitudes that will assist them to realize the dignity and worth of being Tahltan. The course outline for each year (Year 1: The Tahltan family; Year 2: The Tahltan community, etc.) is supported by audiotape transcription, photographs and suggested activities. 1 source book, (119p.), 30 job cards, 30 photocards, 1 course outline (15p.).

**The Tsimshians and their Neighbours.** S.D. #52 (Prince Rupert)  
 SS04-028  
 1983, 396p. 1761  
 Grade 4

A comprehensive grade 4 unit that includes many illustrations and suggested teacher references, as well as enrichment activities.

## Social Studies - French

**L'ARTISANAT DES SALISH DE LA COTE.** S.D. #43 (Coquitlam)  
 FR04-022  
 16p. 663  
 Grade 4

A description of the arts and crafts of Salish Coastal Indians followed by five exercises. Suitable for Programme-Cadre and Immersion.

**L'ARTISANAT DES SALISHS DE L'INTERIEUR.** S.D. #43 (Coquitlam)  
 FR04-026  
 10p. 667  
 Grade 4

The arts and crafts of Interior Salish Indians followed up by five activities. Suitable for Programme-Cadre and Immersion.

**CE QUE MANGEAIENT LES SALISHS DE LA COTE.** S.D. #43 (Coquitlam)  
 FR04-023  
 19p. 664  
 Grade 4

Salish Coastal Indians — nutritional pattern, followed by six exercises. Suitable for Programme-Cadre and Immersion.

**CE QUE MANGEAIENT LES SALISHS DE L'INTERIEUR.** S.D. #36 (Surrey)  
 FR04-025  
 28p. 666  
 Grade 4

The nutritional pattern of Interior Salish Indians, with suggested activities. Suitable for Programme-Cadre and Immersion.

**LA CONFEDERATION DU CANADA.** S.D. #36 (Surrey)  
 FR08-011  
 Grade 8

This unit was developed for utilization by French Immersion classes. Consists of eleven lessons.

**LES DIVERTISSEMENTS DES SALISH DE L'INTERIEUR.** S.D. #43 (Coquitlam)  
 FR04-029  
 18p. 670  
 Grade 4

A series of exercises for group-work based on recreational activities used by Interior Salish Indians. Suitable for Programme-Cadre and Immersion.

**FESTIVALS CHINOIS A VANCOUVER.** Min.of Educ. Modern Languages Services  
 FR06-023  
 1983, 45p. 777  
 Grade 6

**GEOGRAPHIE DE LA COLOMBIE-BRITANNIQUE, 4E ANNEE.** S.D. #61 (Greater Victoria)  
 FR04-014  
 100p. 657  
 Grade 4

**LES INDIENS DE LA COTE.** S.D. #36 (Surrey)  
 FR04-019  
 16p. 660  
 Grade 4

A basic introduction to Coastal Indians: their homes and means of livelihood. Suitable for Programme-Cadre and Immersion.

**LE LOGEMENT DES SALISHS DE L'INTERIEUR.** S.D. #36 (Surrey)  
 FR04-028  
 8p. 669  
 Grade 4

Group activities based on the housing of Interior Salish Indians. Suitable for Programme-Cadre and Immersion.

**LE PEUPLE DU SAUMON, L'HISTOIRE DE  
WATLA. S.D. #43 (Coquitlam)**

FR04-015  
60p. 658  
Grade 4

A story of Indian life on the Pacific Coast followed by a variety of student activities. Suitable for Programme-Cadre and Immersion.

**LES PREMIERES CIVILISATIONS DE  
L'AMERIQUE DU NORD. S.D. #61  
(Greater Victoria)**

FR04-012  
83p. 654  
Grade 4

**LA RUEE VERS L'OR, RECONSTITUTION  
DU PASSE. S.D. #61 (Greater Victoria)**

FR05-004  
87p. 677  
Grade 5

**LES SALISHS DE LA COTE:  
HABITATION. S.D. #36 (Surrey)**

FR04-020  
12p. 661  
Grade 4

A description of the homes of Salish Coastal Indians followed by five exercises. Suitable for Programme-Cadre and Immersion.

**LES SALISHS DE LA COTE: LES  
DIVERTISSEMENTS. S.D. #36 (Surrey)**

FR04-021  
14p. 662  
Grade 4

A description of social activities of Salish Coastal Indians, followed by five activities. Suitable for Programme-Cadre and Immersion.

**LES SALISHS DE LA COTE: LES  
VETEMENTS. S.D. #36 (Surrey)**

FR04-024  
17p. 665  
Grade 4

The clothing of Salish Coastal Indians, with five exercises. Suitable for Programme-Cadre and Immersion.

**LES TISSERANDS DE L'OUEST: LES  
INDIENS SALISH. S.D. #43 (Coquitlam)**

FR04-030  
40p. 671  
Grade 4

A comparative study of the Salish Indians at the Coast and in the Interior of British Columbia. This document gives a basic introduction. Suitable for Programme-Cadre and Immersion.

**UNITE SUR LE CHEMIN DE FER. S.D. #61  
(Greater Victoria)**

FR05-005  
12p. 678  
Grade 5

**UNITE SUR LA GEOGRAPHIE. S.D. #61  
(Greater Victoria)**

FR05-016  
77p. 683  
Grade 5

**VANCOUVER ET LES REGIONS DE LA  
COLOMBIE BRITANNIQUE. S.D. #39  
(Vancouver)**

FR03-017  
1984, 96p. 798  
Grade 3

For use by Immersion and Programme-Cadre teachers in grade 3, 4 and 5.

**LES VETEMENTS DES SALISHS DE  
L'INTERIEUR. S.D. #43 (Coquitlam)**

FR04-027  
20p. 668  
Grade 4

Group activities based on the clothing of Interior Salish Indians. Suitable for Programme-Cadre and Immersion.

NEW! FROM PEMC

**CA C'EST CHEZ MOI.**

Provincial Educational Media Centre  
FR03-022 869  
Grade 3  
5, 3/4" or 1/2" videos

The French version of the PEMC series This is my Home, designed to illustrate life in different B.C. communities and show how these communities interact with each other and with other communities in other provinces, countries, seen through children's eyes. Communities featured are: Fort St. James, Port of Vancouver, Westham Island, Revelstoke and Kimberley. Teacher guide in preparation. To acquire your own copies consult your district PEMC liaison. 3/4" or 1/2".



# THE CHINESE IN B.C.

## -AN INTERMEDIATE E.S.L. UNIT

by KEN WALTERS, Teacher-Librarian, Strathcona Elementary School (S.D.#39.  
Vancouver)

This cooperatively planned unit, The Chinese In B.C. is designed to:

1. provide intermediate E.S.L. students with an awareness of the early history of the Chinese in B.C.
2. provide an experience in
  - viewing slides for general ideas and specific information
  - reading for specific information
  - writing in complete sentences
  - oral expression

The unit consists of a number of historical slides of the Chinese in B.C. and accompanying worksheets. The worksheets for each slide were developed by the teacher and teacher-librarian. Each worksheet contains a brief description of the slide, followed by questions.

EXAMPLE:

Slide III - 2 Lee Jack Panning For Gold

Lee Jack was one of the many thousands of Chinese who came to Canada for the Gold Rush. The Chinese came from both California and South Eastern China. In this slide Lee Jack is panning for gold.

1. Who is this man?
2. What is he doing?
3. Where did he come from?
4. When do you think this picture was taken?

Each slide is viewed by the group. After discussion based on the slide and answering the questions orally, the questions are answered by writing in complete sentences. Additional questions are provided for more capable students. For some slides a "For the Experts" activity is provided:

EXAMPLE:

Slide III - 2 Lee Jack Panning For Gold

**For the Experts**

Locate the book Gold Rush, by Rosemary Neering. Turn to page 14. Read about The Gold Pan. Put these in the right order by numbering. Put 1 in front of the first thing the miner did.

- ( ) The miner worked his hands through the gravel to break apart the lumps.
- ( ) The miner put a shovel full of gravel into the gold pan.
- ( ) If he was lucky gold would be left in the pan
- ( ) The miner filled the pan with water and tilted it away from himself.  
(See picture on page 14)
- ( ) Water and gravel would flow over the pan's edge as he turned the pan slowly.

**Resources**

The Chinese in B.C. (set of 20 slides) Insights Media Consulting Services Ltd., #60 - 1091 Broughton Street, Vancouver, B.C., V6G 2A9.

# EDIBLE PLANTS OF B.C.

B.C. Outdoor Education for Grade Seven Students

by DAYLE HILTON, Teacher-Librarian, Queen Mary Elementary, Vancouver

- \* Planning Time - 1 complete period and many short discussions.
- \* People Involved - Principal, 2 Grade 7 teachers and Teacher-librarian
- \* Time Allotted - 6 periods

Library books on camping, canoeing and articles supplied by the teachers and principal were used. Our main source of information was the "Outdoor Safety and Survival Handbook" ISBN 0-7719-8132-5, Call No. 613.6 OUT, published in 1979 by the Queen's Printer, Victoria, B.C. for the Dept. of Forests and Dept. of Recreation and Travel Industry.

We had about 30 copies of this handbook which deals with "Survival Psychology", "Clothing and Equipment", "Travel-Winter and Summer", "Finding your Direction", "Hypothermia", "Building a Shelter and Fire", "Health and First Aid", "Edible Plants", etc.

The teachers and principal dealt with many of the above items using the handbook, informational pamphlets, and excerpts from other sources which were photocopied and made into student handouts.

The youngsters practised setting up their backpacks and learned how to select proper clothing and equipment, the value of wool clothing etc. Kayaks and canoes were brought into the Gym one afternoon and instruction was given on entry and exit, including "wet exit".

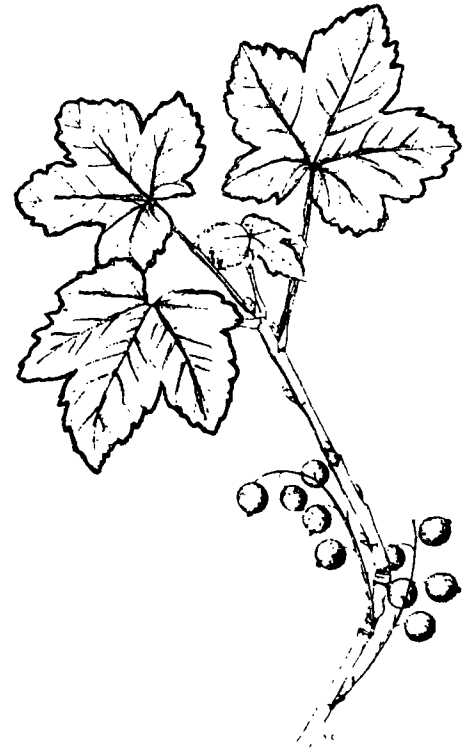
My part of the unit was to teach about the Edible Plants of B.C. I made up a list of 31 plants using the "Outdoor Safety and Survival Handbook" pp. 82-113. Each student received the 4 stapled sheets and filled in the boxes with short notes.

e.g.

| NAME OF EDIBLE PLANT         | PART OF PLANT EATEN | HOW PREPARED                                 |
|------------------------------|---------------------|--|
| 1. Bearberry,<br>kinnikinnik | berries             | eaten raw<br>or cooked in stews              |
| 2. cattail                   | root                | pound for flour or<br>mash and soak in water |

On another set of 4 stapled pages, I xeroxed the pictures of the plants which are illustrated in black and white only in the Outdoor Handbook. The students were to color the parts of the plants from the descriptions given in the book. The coloring activity may not sound like a useful activity for Grade 7's but it ensured that every student had done the work and benefitted from seeing the colors of the plants. It also would have proved to be most helpful in identification of the plants at the camp. However, the winter proved to be very long and few of the plants were evident in the early spring.

Xeroxed copies of all the sheets used in this project are available from me. Write to Dayle Hilton, Queen Mary School, 2000 Trimble Ave., Vancouver, B.c., V6R 3Z4.



# MAN'S PERCEPTION OF HIS ENVIRONMENT - DO WE ALL SEE THE SAME THING?

By BARB HALL, Teacher-Librarian and KEITH GORDON and PETER THRIFT,  
teachers, Duchess Park Secondary School, Prince George

This assignment, designed for Geography 12 students, is an excellent opportunity to make use of government documents, newspaper clippings in your pamphlet file, and reference material containing statistical information.

## ASSIGNMENT: THE SITUATION

A forested alpine area is located close to a rapidly expanding population center. The landscape, carved by alpine glaciation is heavily forested with good quality, mature timber. There are a good number of fish-filled lakes and wildlife is abundant. Spectacular waterfalls spill down from beautiful alpine meadows. The area receives 300 cm of snow annually. The area is underlain by 20 metre seams of bituminous coal much of which has the potential to be mined by open cut/strip mining. The electorate which includes this area is represented by a backbencher from the government party. The government has a four seat majority in a 55 seat legislature and has a free enterprise "populist" philosophy.

This is one of the last major untouched areas in the province and the only untouched area in the vicinity of the large population center mentioned above. Proposals for the future development and use of this area are being received by the Premier of the province.

## GROUPS MAKING PRESENTATIONS TO THE PREMIER

1. MacBloedeloff and MacBloedeloff
2. Nancy Greenski Ski Developments
3. Alpine Condominiums Developments
4. Nordic Ski (cross country ski group)
5. Fish and Game Recreations Ltd.
6. B.C. Conservationist League
7. B.C. Hydro
8. BCRIC Coal Mining Company
9. Government department (e.g. Environment, Fish and Wildlife, Forestry Economic Development)

## YOUR TASK

Your group must prepare a brief, carefully outlining the future use and development of the area. Justify your position. You may wish to prepare a good list of stereotype labels to attach to those groups whose positions are incompatible with yours. Decide which groups you are compatible with. Be prepared to present your brief at a public hearing.

## MARKS (Total 30)

Content - 10

Effectiveness of presentation - 5

Criticism by this group of other proposals and defence of own proposal - 15

# MULTICULTURALISM IN CANADA: A SELECT BIBLIOGRAPHY

Reported by YOSKYL WEBB and HAZEL STARLING, North Vancouver,  
Bookmark Editorial Board members

Material presented here is a B.C. oriented portion of the more comprehensive bibliography entitled Multiculturalism in Canada. British Columbia is also well-represented in the complete bibliography which totals over 170 entries.

The complete bibliography was commissioned by the North Vancouver School Board to extend and enhance the policy of Multiculturalism/Race Relations, approved by the School Board on April 30, 1985.

Copies of the complete bibliography may be obtained from:

North Vancouver School District,  
810 West 21st Street,  
North Vancouver, B.C.  
V7P 2C1

The cost of the complete bibliography, which was published in October, 1985, is \$4.00.

Ashworth, Mary. The Forces That Shaped Them - The History of the Education of Minority Group Children in British Columbia. -- New Star Books, 1979.  
-- Readability: 10+ 238p. 0-919888-92-5 hd. 0-919888-91-7 pb.

Rosemary Brown in the foreword states, "indigenous racism is part of the ongoing reality of British Columbia," and this book attempts to depict the historical and current situations in the educational system in British Columbia for the five minority groups of Native Indians, Chinese, Japanese, Doukhobors and East Indians. Early disenfranchisement of the children of Chinese, Japanese and East Indians and the forced assimilation of Doukhobors and Native Indians demonstrate the fact that racism was a deliberate political policy. This work puts out a plea for a national policy on the education of children. Valuable reading material for all educators.

Berger, Thomas R. Fragile Freedoms: Human Rights and Dissent in Canada. -- Clarke, Irwin, 1981. -- Readability: 8-10 298p. 0-7720-1385-6 hc.

Justice Berger in his pursuit of the advancement of minority rights and fundamental freedoms, has put into print the crux of his lectures on civil liberties given at the University of British Columbia in 1980 and 1981. Chapters covering the Metis, the Japanese Canadians, and aboriginal rights are particularly topical, as is the epilogue on tolerance which could provide the basis for much in-class discussion at the senior level. Highly recommended purchase for secondary school libraries.

B.C. Ministry of Agriculture. This is British Columbia (recipes through the years). -- Queen's Printers. -- Readability: 6+ col. photos pb. No. ISBN

This publication shows our enjoyment of cookery from diverse sources.

British Columbia Teachers' Federation. "The B.C. Teacher". -- British Columbia Teachers' Federation. -- Published four times per year.

The January-February, 1983 issue entitled "Working together in Harmony" covers multiculturalism, racism and multicultural education. It reminds teachers of their special responsibility to help eliminate racial prejudice from the schools, and includes a list of B.C.T.F. lesson aids on multiculturalism. Back issues of the B.C. Teacher are available in microfilm from Micromedia Ltd., Box 34, Station S. Toronto, Ontario. M5M 4L6.

Bruce, Jean. The Last Best West. -- Fitzhenry and Whiteside, 1976. -- Readability: 8-9 177p. b/w photos 0-88902-401-4 hc. 0-88902-402-2 pb.

Bruce portrays the drive by the Canadian government to populate the West between 1896 and 1914 with vivid and often moving photographs of those who responded to the advertising. She details their lives en route and in the early settlement stages. This book would be of inestimable value to the reader who is able to interpret the detailed historical photographs. Could be used for an exercise in visual literacy.

Canada. Minister of State and Multiculturalism. Situation Report on the Current State of Race Relations - Vancouver, B.C. -- Ministry of State and Multiculturalism, Canada. 1982. -- Readability: 11+

This report is intended to give a quick non-quantitative account of the problem faced by communities in the area of race relations. It finds that discrimination is practised in Vancouver more frequently than is reported, that the attacks including violent ones on visible minorities are on the increase and that the main targets are Indo-Canadians. This report is available at the Vancouver Public Library and is recommended reading for those who do not believe that racial discrimination is a problem in Vancouver.

Duncan, Frances. Kap-Sung Ferris. -- MacMillan of Canada, 1977. -- Readability: 5 126p. 0-7715-9606-5 pb.

Kim Ferris, adopted by a Canadian family, is torn between her Korean background and Canadian life. As an adolescent, she is conscious of her differences, but friendship with a Canadian peer, who suffers from other differences, helps Kim to reconcile herself to her new life in Canada. Adolescents will identify with the main character, Kim, suffering her pains and sharing her joys.

Ferguson, Ted. A White Man's Country - An Exercise in Canadian Prejudice. --  
Doubleday, 1975. -- Readability: 11+ 200p. b/w photos. 0-385-11400-1

Placing in historical perspective the incident of the Komagata Maru, Ferguson's work is more suited to the high school student than Johnston's The Voyage of the Komogata Maru. As an account of the racially-discriminate policies of B.C. and Canada in the pre-First World War period, Ferguson demands that we keep this incident in mind in the light of recent racial tension in major Canadian cities. Recommended for high school purchase.

Kilian, Crawford. Go Do Something Great: Black Pioneers of British Columbia.  
-- Douglas and McIntyre, 1978.-- Readability: 5-8 188p. photos b/w  
0-88894-180-3 hc.

Kilian's stated aim is to give fresh appreciation of the contributions made by British Columbian Blacks to our common welfare. Kilian's skills in writing make this history alive and interesting. In the student context, it should be read in conjunction with a history of British Columbia. Statistics on black immigration must be sought elsewhere.

Kogawa, Joy. Obasan. -- Penguin, 1983. -- Readability: 9+ 250p.  
0-14-006-777-9 pb.

A first novel based upon personal experiences of the author as a child during the Japanese evacuation, internment and dispersal in the Second World War, provides the basic insight into the humiliation and persecution which this group had to suffer. Obasan is worth reading just for the joy of language - "The deep brown furrows like dry river beds creasing his cheeks." "Shredded rag shapes thick with dust hang like evil laundry on a line."

La Rouche, Adelle. Binky and the Bamboo Brush. -- Gage. 1981. --  
Readability: 2-3 0-7715-6314-0

Shows the closeness of Chinese family life, and how one Vancouver family lives and works. A charming and attractive book.

Leonoff, Cyril Edel. Pioneers, Pedlars - Prayer Shawls: The Jewish Community in British Columbia. -- Sono Nis Press, 1978.-- Readability: 9-11+ 255p.  
b/w photos 0-919462-74-X hc.

Archival photographs are combined with commentaries, both long and short, to give a "broad brush" picture of the growth and varied activities of the Jewish people of the Pacific coast. Early history is combined with themes of education, youth, politics, war effort, recreation sports and the arts to present an overall picture of Jewish life, especially in the Vancouver area. The glossary is useful.

Lewis, Sunny and Stanley Morozoff. Table Talks; Mosaic's Guide to Greater Vancouver International Restaurants. -- Mosaic, 1983.--  
Readability: 11+ 246p. pb.

Dedicated to a greater understanding of Vancouver's cultures. A comprehensive listing of international restaurants arranged alphabetically by country, including a brief description of each country's food and its preparation.

Lim, Sing. West Coast Chinese Boy. -- Tundra, 1979.-- Readability: 4-5 64p.  
illus. 088776-121-6 hc.

This unique and fascinating book recreates for us the life of people in Vancouver's Chinese community in the early 1920's. It humorously depicts every aspect of life and customs of the people. The headings used provide easy retrieval of information. Illustrations are colourful and lively.

McLeod, Joan. We Are Their Children: Ethnic Portraits. -- Commcept Press. --  
1977. Readability: 6-9 0-88829-003-9

Vignettes of Dutch, Chinese, Japanese, Swedish, English, and Canadian Haida. Also included are Vancouver and these B.C. areas: Fraser Valley, Cariboo - Chilcotin and Queen Charlottes.

Malatest, Robert A. British Columbia Population Growth, Profiles and Perspectives. -- B.C. Telephone Co., 1984. -- Readability: 10+ 79p.  
maps, charts in colour. pb.

Forecast of the nature of British Columbia's population, by demographic analysis with particular emphasis on social and economic components. The section on immigration and ethnic origin is particularly valuable for a simple understanding of the demographic make-up of British Columbia. It could be used in interpretation of maps and graphs, analysis of population figures, and the interpretation of mobility of the population of British Columbia. The recency of the figures and forecast for the rest of this decade make this work most valuable.

Nakano, Takeo Ujo with Leatrice Nakano. Within the Barbed Wire Fence - a Japanese Man's Account of His Internment in Canada. -- University of Toronto, 1980.-- Readability: 8-10 0-8020-2382-7

The reader suffers the anguish and grief that Nakano bears on separation from his wife and daughter in Woodfibre and in forced internment in Ontario, being one of the Issei or first generation immigrants from Japan. This philosophical and gentle narrative is well worth reading, if only to gain insight into the non-material plight of the Japanese-Canadians after the attack on Pearl Harbour.

Norris, John. Strangers Entertained. -- Evergreen Press, 1971. --  
Readability: 10+ b/w illus. No ISBN hc.

Deals thoroughly with all the reasons for immigration in the book's introduction. Talks about each ethnic group and explains their history in B.C.

Siska, Heather Smith. The Haida and the Inuit. -- Douglas and McIntyre, 1984. -- Readability: 4 illus. No. ISBN hc.

The book focusses first on the life of the modern Haida and Inuit people. It progresses to a study of their traditional life and customs. The traditional portion of the book is beautifully illustrated with black and white drawings; the modern portion has photographs as illustration. Type is large and easy to read.

Speare, Jean E. The Days of Augusta. -- Douglas and McIntyre, 1973. --  
Readability: 4-6 illus. 0-88894-041-6 hc. 0-88894-128-5 pb.

Poignant stories and free verse recapture the life of Mary Augusta Tappage, granddaughter of a Shuswap chief. Illustrated with sensitive black and white photographs, she describes her life in the Cariboo in the early twentieth century with simplicity and dignity.

Takashima, Shizuye. A Child in Prison Camp. -- Morrow, 1971. -- Readability:  
5-7 63p. illus. 0-688-30113-4 hc.

Takashima describes in a simple but beautiful prose the experience of her family and other Japanese Canadians when they were interned away from the West Coast in World War II. This is a dignified account without self-pity or bitterness; full of beautiful descriptions of the region around New Denver, B.C.

Wallace, Ian. Chin Chiang and the Dragon Dance. -- Douglas and McIntyre, 1984 Readability: 2-4 31p. illus. 0-88899-020-0 hc.

Centers on Chinese New Year celebrations. Chin Chiang anticipates being part of dragon, but loses heart as the big day approaches. Winner of Best Illustrated Canadian Children's Book Award, 1984.

Yee, Paul. Teach Me to Fly, Skyfighter and Other Stories. -- James Lorimer, 1983. Readability: 6 0-88862-645-2 pb.

Interaction of Vancouver elementary age students with their peers; in the school, in the playgrounds and in the streets. Deals with problems faced by newcomers who must integrate with those who came before.

# B.C. TRIVIA GLEANED FROM HURTIG'S

## THE CANADIAN ENCYCLOPEDIA

- extracted by LIZ AUSTROM

- \* The Stikine River was named by the powerful Tlingit Indians, who named it "the Great river" in recognition of its 539 km. length and its spectacular and dangerous 90 km. long Grand Canyon.
- \* Della Falls, the highest waterfall in North America, is located within hiking distance of Port Alberni.
- \* The federal government ban on potlatches lasted from 1884 to 1951.
- \* Fort Nelson was established as a North West Company trading post in 1800 and then re-established by the Hudson's Bay in 1865.
- \* A restored 1908 CPR station at Port Moody is now a museum which houses a local history collection, including early CPR track-laying equipment.
- \* In 1835 there were 8575 Kwakwakawakw (Kwakiutl) living in B.C., while today only about 3400 of these people live in the ten remaining inhabited villages.
- \* Fossils collected near Field are about 530 million years old.
- \* On June 28th, 1886, the first mail car left Montreal to travel across the country, arriving in Port Moody on July 4th, 1886. It must have been priority post; it couldn't have been regular mail.
- \* In 1980 there were 566,000 turkeys on B.C. poultry farms.
- \* Emily Carr's Indian name, "Klee Wyck", means "laughing one".
- \* The Vancouver Foundation is ranked 2nd in size and 3rd in grants given among all the charitable and cultural foundations operating in Canada.
- \* The Vancouver Rowing Club, whose members have been winners of many international medals, was formed in 1888.
- \* Juan de Fuca probably never sailed near the strait named after him, and the exciting tale he told of sailing through a broad passage between 47 degrees and 48 degrees latitude was most likely a ploy to obtain financial compensation.
- \* Chief Dan George's Indian name was Teswahno.
- \* The Hudson's Bay Fort at Nanaimo is the oldest preserved HBC fort in Canada. Built in 1853, it currently houses one of the city's three museums.
- \* Jack Shadbolt and Alistair Bell are but two of many prominent B.C. artists born in other locations but renowned for their achievements in this province.



\* The Brant geese which winter in the lower mainland spend their summers in the western Queen Elizabeth Islands.

\* Water supply in B.C. exceeds water consumption by 1600 times, although there are some local water shortages.

\* Robert Goulet once sang at "Theatre Under the Stars".

\* B.C. is the leading producer of red raspberries in the world.

\* Wild salal berries are still a major Northwest Coast Indian food, and when harvested are mashed and dried for winter storage.

\* Takakkaw Falls has a vertical drop of 380 metres.

\* There are 225 islands and islets in the Gulf Islands.

\* The War Measures Act was used during World War II to force the evacuation of over 20,000 Japanese Canadians from coastal B.C. to centres in the interior. Many of these centres were totally isolated and some of them, like Sandon, were deserted towns of the silver and gold rush eras.

\* The Vancouver Golf Club was founded in 1898.

\* The habitat of the Vancouver Island marmot is threatened not only by logging but is also disturbed by skiers.

\* Architect Authur Erickson is designing the new Canadian embassy in Washington, D.C.

\* Elaine Tanner, Takao Tanabe, and David Suzuki are among the increasing number of talented native British Columbians whose talents and achievements contribute to our rich Canadian heritage.

\* The mosquitos which bite campers and picnickers in B.C.'S 320 provincial parks and 25 recreation areas are all females.

\* What do Mackenzie and Kitimat have in common? They are both examples of the preplanned "instant" town developed to exploit the natural resources of an area.

\* The Okanagan Valley produces 30% of the apples, 100% of the apricots, 60% of the cherries, 20% of the peaches and 50% of the pears and plums grown in Canada.

\* The mistletoe which parasitizes the Douglas fir and which graces holiday doorways and mantels is unisexual.

\* The infamous McLean gang, executed for murder and horse theft in New Westminster in 1881, today might be treated as juvenile delinquents. Although Allan was 24 when he was hanged, Charlie and Alex were 17, and Archie was only 15.

\* In 1981 B.C. had 41 meat packing plants.

\* The Kelowna Regatta began in 1906.

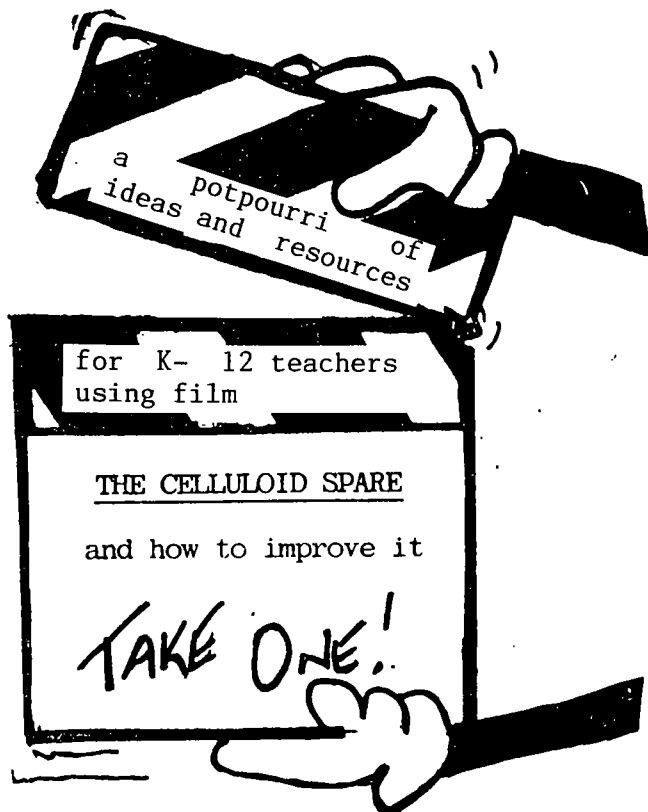
\* In 1983 the value of B.C. minerals was only 7.9% of the total value of Canadian mineral production, while Alberta's was 61.7% and Ontario's was 9.9%.



- \* None of B.C.'s lakes rank in the 15 largest lakes in Canada.
- \* Between 1896 and 1966 there were at least 11 separate attempts to introduce the Atlantic lobster to B.C. waters, but there is no evidence that any of the introductions succeeded in establishing a reproducing population.
- \* Hedleyite and tulameenite are minerals which are named after B.C. towns.
- \* The lousewort, which is found in swampy areas of B.C., was used by native Indians for food, to cure rattlesnake bite, to reduce swelling and as an aphrodisiac.
- \* CCF/NDP politician Grace MacInnis won the Governor-General's "Persons Award" in 1979 for her work on behalf of low-income housing, consumer rights and women's equality.
- \* In 1970-1971 3.9% of school aged children in British Columbia attended private schools, while in 1980-81 5.6% did so.
- \* In 1984, 4600 tons of clams, 1600 tons of oysters and 500 tons of abalone were harvested in the Pacific fisheries.

- \* The world's tallest totem pole, which was erected in Victoria's Beacon Hill Park in 1958, was carved by Mungo Martin.
- \* Prospectors in the Fort Steele area named one gold rush creek "Stud Horse Creek" after a black stallion that they found.
- \* Approximately 3000 people in B.C. speak Salishan dialects, 150 speak Haida, 2300 speak Tsimshian, 100 speak Tlingit and only 30 to 40 speak Kutenai. A 1980 estimate was that slightly less than one native person in two retains knowledge of their mother tongue.
- \* The beaches on the outer B.C. coast sometimes turn violet due to enormous numbers of stranded jellyfish.
- \* The last west coast whaling company ceased operations in 1976.
- \* The Benedictine monastery which sits imposingly on a hill above Mission, was moved to Mission from Burnaby in 1954.





by CHUCK HEATH, Teacher-Librarian (North Vancouver), presently on leave being a homemaker.

New Releases  
from another overlooked, yet  
invaluable resource:

Canadian Filmmakers' Distribution West  
1 - 525 West Pender Street  
Vancouver, B.C. V6B 1V5  
684-3014

A brochure listing films on "Native Culture, Native Issues" is available. Some of the films are:

Ninstints: Shadow Keepers of the Past

- a topical film on Anthony Island, the site of the last stand of totem poles anywhere on the Northwest Coast still remaining in their original location.
- a sensitive and attractive film that captures the feeling and atmosphere of the area.
- 27:30 minutes
- studyguide available

Petroglyphs: Images in Stone

- a lyrical documentary which focuses on the petroglyphs of the Coastal Salish, Kwakiutl and West Coast people and uses the carvings to depict their rituals and myths.
- 10 minutes
- Guide to Indian Rock Carvings of the Pacific Northwest Coast by Beth Hill available with the film.

WATCH FOR

- another winner from three fabulous film makers (Paul Driessen - Cats Cradle, Same Old Story; Sheldon Cohen - The Sweater, Pies; and John Weldon - Special Delivery, Spinnolio) called Elephant Trio due for release soon from the National Film Board.

**Curriculum Fit For  
British Columbia Studies**

INTERMEDIATE TO COLLEGE: a rich and diverse collection of films that examine the lifestyle of British Columbians and visitors to B.C.

Strathyre

- 25 minutes 8 seconds
- two grandsons search out a family homestead and try to revive the past. This film evokes a golden period in British Columbia history
- a unique and personal look at two people examining their roots.

### Caravaners

- 27 minutes 42 seconds
- a look at a new breed of nomad; the three hundred (1978) Airstream trailers that are prowling the highways of B.C.

### Canaries to Clydesdales

- 27 minutes 42 seconds
- a veterinarian team in the Okanagan Valley of B.C. that take care of creatures great and small (everything from a feverish guinea pig to a dog that lost an argument with a porcupine).
- rich in visual drama.

### The Man Who Digs For Fish

- 13 minutes 22 seconds
- Frank Jenkinson, 82 (1979) has been digging for fish for 25 years. His unorthodox practices have increased the numbers of the salmon population in the Jervis Inlet from a modest 500 to 25,000.

### Bill Reid

- 27 minutes 50 seconds
- B.C. Haida artist Bill Reid, jeweller and wood carver at work on a totem pole in the Haida Indian tradition.

### Horse Drawn Music

- 27 minutes 47 seconds
- a horse drawn open-air theatre tours B.C. Hard work and laughter are basic ingredients in this unconventional lifestyle.

### Distant Islands

- 6 minutes 8 seconds
- a young girl's happy summer spent sailing with her family off the B.C. coast. The filmmaker uses appliqué and embroidered tapestries to animate a story from her childhood.

### Augusta

- 16 minutes 33 seconds
- a portrait of an 88 year old Indian woman who lives alone in a log cabin without running water or electricity.

### Gurdeep Singh Bains

- 11 minutes 55 seconds
- a film about a 13 year old boy who is a Canadian Sikh living on a dairy farm near to Chilliwack, B.C.
- support material available

### Beautiful Lennard Island

- 23 minutes 45 seconds
- the story of a ten year old son of a lighthouse keeper on an island west of Vancouver Island with a population of four (mom, dad, brother and Steven).
- takes you on a tour and dispels any ideas that you might have that living in isolation is boring.

### Kevin Alec

- 16 minutes 28 seconds
- the life of an eleven year old boy living in the mountainous country near Lillooet, B.C. on the Fountain Indian Reserve.

---

## **What To Do**

with all the films your students watch...

- have them build up a rich database by completing a Film Review sheet on each film and keep in a special duotang.
- serves as a great resource for classifying, comparing and contrasting, evaluating, etc.
- the sample to the right is not necessarily complete in its entirety each time, instead appropriate sections are assigned depending on objective for viewing.

TITLE: \_\_\_\_\_

MADE BY: N.F.B. \_\_\_\_\_ OTHER: \_\_\_\_\_

DIRECTED BY: \_\_\_\_\_

RUNNING TIME: \_\_\_\_\_ *Black and White, Colour*

RATING: 1 2 3 4 5 6 7 8 9 10

WHY? \_\_\_\_\_

SUBJECT: \_\_\_\_\_

VISUAL SKIM:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

SOUND SKIM:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

MOOD/FEELINGS/OR MESSAGE OF FILM

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

GENERAL COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE: \_\_\_\_\_

31 REVIEWED BY: \_\_\_\_\_

STORYBOARD

1)

3)

5)

7)

4)

6)

8)

...more on Visual Skim, Sound Skim and the storyboard (on the back of the film review sheet) in the future.



---

### Absolute Musts

Available from:

National Film Board Regional Office  
1161 West Georgia Street  
Vancouver, B.C. V6E 3G4

Two useful reference guides:

Images of Our Culture  
Multicultural Films in Education

- 1) Grades K - 6
- 2) Grades 7 - 13

Themes include:

- the Arts
  - Canadian Children
  - Native Studies
  - History
  - The Immigrant Experience
  - Identity and Cultural Values
  - and a useful list of resources
- 

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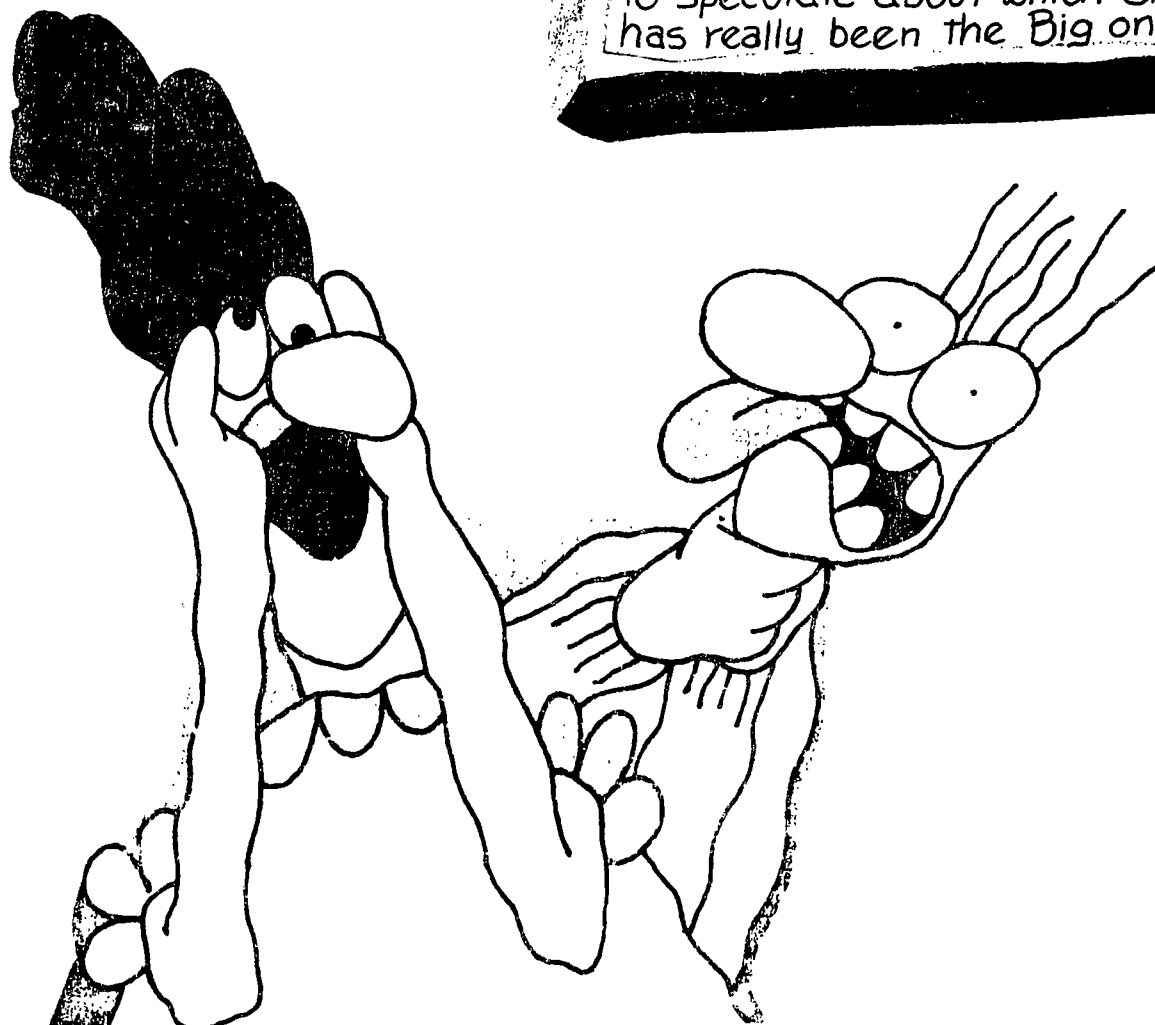
Your resident scatologist suggests:

- The Big Snit
- a new release from the National Film Board, by Richard Cordie
- 9 minutes 49 seconds

TRY: The Big Snit, For the Next 60 Seconds, and If You Love This Planet as a powerful trio of films for Peace Education.

Look at two simultaneous conflicts—the macrocosm of a nuclear holocaust and the microcosm of a domestic quarrel—and how each is resolved.

This is a warm, funny film with a thought-provoking undercurrent that could spawn as many interpretations as it has viewers... while it may turn sawing into the great national pastime, it may also, more importantly, cause us to speculate about which Snit has really been the Big one.



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# BRITISH COLUMBIA

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 R J K W W O B K E J M K C X X O L M Z L N V M G W M L S F R E P H  
 E P W H W D K Z R X B W A L E A Q Y S L N V R F J M C M Q W R F W F U K E  
 T U N Q U S F L J H M S S T Z L B H T H K O E G E N N T T J Y F M W E  
 C N P L E G V U S G G C T Z L F N R H K O E G E N N T T J Y F M W E  
 W T T H A U P K N D W G L S F N R H K O E G E N N T T J Y F M W E  
 E B M B G O E C O U R T E N A Y E I R N N H U I X F D A Y C O H V S U T  
 B J L A A R M S T R O N G D J M J E W N N H U I X F D A Y C O H V S U T  
 B M O R K A M L O O P S A I W Z H R L B V K A L V T D D H O Q H S J C N  
 F N X K C Q S F A G I I R Y C Y R P E A A X F X I S W O U F J J C N  
 P E V E R U E U M E P X L L J G W I L L A M S G L A K E T T H A E L  
 V W Y R A H W Y M N M L D J G W I L L A M S G L A K E T T H A E L  
 V K Z V N R A O F J Y T Y X J X N Z A M Y B J A S P O K L H A E L  
 S W L I B O B O T U Y R P I S T X J J S E T H L A O W T T A D E L  
 G E L L R S U R R E Y A U M A O K R R S G T H H T W X D L M W Q F P  
 S S C L O F Y Y T V Y I C U L X U P R Q N T F Q Z P R Q T Z K P O N N  
 U T M E O Y P G Y G N L H U M I T B G E G S S W Y E T K J U F I G G L O  
 T M E D K Q E N J R A C T C O Q B G E G S S W Y E T K J U F I G G L O  
 Z I V C J W J K W A N C J H N Z X F T X J B W R K W E Q I A X B K O  
 N N V F F S I N X N A F W I B N P C Y A C M X I D C A T J X B K O  
 A S V M G D S J Z D I B N L A M T H I B L E O W E W T J X B K O  
 Q T X X F S U N Z R M Q X L R J T Z A A B B O T S F O R D E W Q E  
 V E B M I O V M L F O A J I M V I C T O R I A Y E R W W R R T W E  
 P R I N C E W G E O R G E W Z J B A C M I S D T O H L L V W W L L  
 D Y H E S X Z W R R V I M A E D X P O J A R Y B P N V N S G R C U I E  
 J U M X I B B E R K Y B E C X E B J T V T R U L J E K Q F Y G U C I E  
 Z Q Y W S M Q F Y S U Q J K M L F E D B F Y N L S E Q W E R J J G S  
 F B G K T O G L W U V X J F X T L Q S Q V A N C O U V E R J J G S  
 A V Q T M S K H U M Q R L M N A J M O X C L J Y I X K E J J G S  
 C W Q Y C O F Q P F K N T D W J V M Y L A E V P V X D P I Y M R P  
 I F C W G Q F L H J Q I G K E L O W N A N Z H B H K T S T N S U  
 J O M E A Z D P U J B D X D T O C K N X R X X Q U D U Z X S U T

THERE ARE 25 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

- |                 |               |
|-----------------|---------------|
| ABBOTSFORD      | ARMSTRONG     |
| BARKERVILLE     | CASTLEGAR     |
| CHILLIWACK      | COQUITLAM     |
| COURTENAY       | CRANBROOK     |
| DELTA           | FORT LANGLEY  |
| GRAND FORKS     | HOPE          |
| KAMLOOPS        | KELOWNA       |
| LYTTON          | NANAIMO       |
| NEW WESTMINSTER | PRINCE GEORGE |
| SALMON ARM      | SURREY        |
| TRAIL           | VANCOUVER     |
| VICTORIA        | WILLIAMS LAKE |
| YALE            |               |



# BRITISH COLUMBIA ANSWER KEY

. . . . . F O R T L A N G L E Y . . . . .  
 . . . . . C A S T L E . . . . . L Y T T O N . . . . .  
 . . . . . C O U R T E N A Y . . . . . N . . . . . C O . . . . .  
 . . . . . B A R M S T R O P S A R . . . . . W I L L I A M S L A K E . . . . . H Q U I P I T L A M  
 . . . . . A R K A M L O . . . . . T R A S A L M . . . . .  
 . . . . . N K C . . . . . W I B S U R R E Y A I L M . . . . .  
 . . . . . W E R A . . . . . S U R R E Y A I L M . . . . .  
 . . . . . V N . . . . . T R A S A L M . . . . .  
 . . . . . W I B S U R R E Y A I L M . . . . .  
 . . . . . S L O K . . . . . G N L . . . . . C O . . . . .  
 . . . . . M I N K . . . . . R A N A . . . . . H N . . . . .  
 . . . . . S . . . . . D I M . . . . . L R V I C T O R I A . . . . . A B B O T S F O R D  
 . . . . . P R I N C E G E O R G E W . . . . . I M V I C T O R I A . . . . .  
 . . . . . . . . . . K S . . . . . C E L . . . . . Y A N C O U V E R  
 . . . . . . . . . . . . . . . T . . . . . V A N C O U V E R  
 . . . . . . . . . . . . . . . A . . . . . L . . . . .  
 . . . . . . . . . . . . . . . E . . . . .  
 . . . . . . . . . . . . . . . K E L O W N A . . . . .

This Word Find was produced by GERALD SOON, Senior Editor, using the Teacher Utility, Volume 1 diskette by MECC.

# LA COLOMBIE BRITANNIQUE

- This unit was developed by ROSEMARY DOYLE, grade 3 Early French Immersion teacher, and CELINA MAU, Teacher-librarian at L'Ecole Bilingue. (S.D. #39 Vancouver)

Rosemary received a sample copy of a French textbook which explained some historical parts of Vancouver. She was so thrilled about the book that she approached the teacher-librarian to plan a unit with her based on the content in the book. The following is the result of the planning session:

1. The objective of the six half hour periods on the project would be to expose the students to the geography and history of Vancouver and Victoria. As well, it would serve as an introductory lesson on key words.
2. A stations approach was chosen to facilitate the students in completing the assignment quickly and successfully. Each station would consist of five students. Since this was to be their first research project, the students would be allowed to work in groups. It would be required that the students' answers be in key words.
3. By the end of the project, the students would acquire a good knowledge of the history and geography of the two major cities in B.C. To conclude the unit, the teacher would spend a one hour period reading a story about Vancouver to the class. She then would lead a discussion period as part of the evaluation process.
4. Each student would receive his/her own B.C. booklet.

# MODELE DE PLANIFICATION

## Enseignant / Enseignant-Bibliothécaire

Qui? Matière - Sciences Humaines      Enseignants - Rosemary Doyle et Celina Mau  
Niveau - 3e année                      Nombre d'élèves - 28

Quoi?      Unité d'étude - La Colombie Britannique

But(s) - Respecter l'environnement et s'engager à en utiliser  
intelligemment les ressources

Objectifs - 1. Avoir la connaissance de la C-B, surtout les villes  
de Vancouver et de Victoria;  
2. Savoir le fonctionnement d'une des habiletés

Critères de rendement - de recherche: les mots-clés.

Chaque élève remplit les 6 fiches de recherche. Il reçoit un cahier  
de son travail.

Comment? Méthodologies et stratégies d'enseignement - Leçon sur les mots-clés  
Ressources - Livres et atlas déjà choisis par la bibliothécaire et  
l'enseignant.

Où?      Locaux - à la bibliothèque et en classe.

Quand? Périodes - six périodes à la bibliothèque et une période en classe.

Dates - au mois novembre.

Qui?      Élève ou groupe d'élèves - 6 groupes d'élèves; 5 par chaque groupe.

Comment? Activités - L'apprentissage des mots-clés.

Evaluation du programme - 1. 6 fiches de recherche;  
2. discussion en classe.

Responsabilités particulières

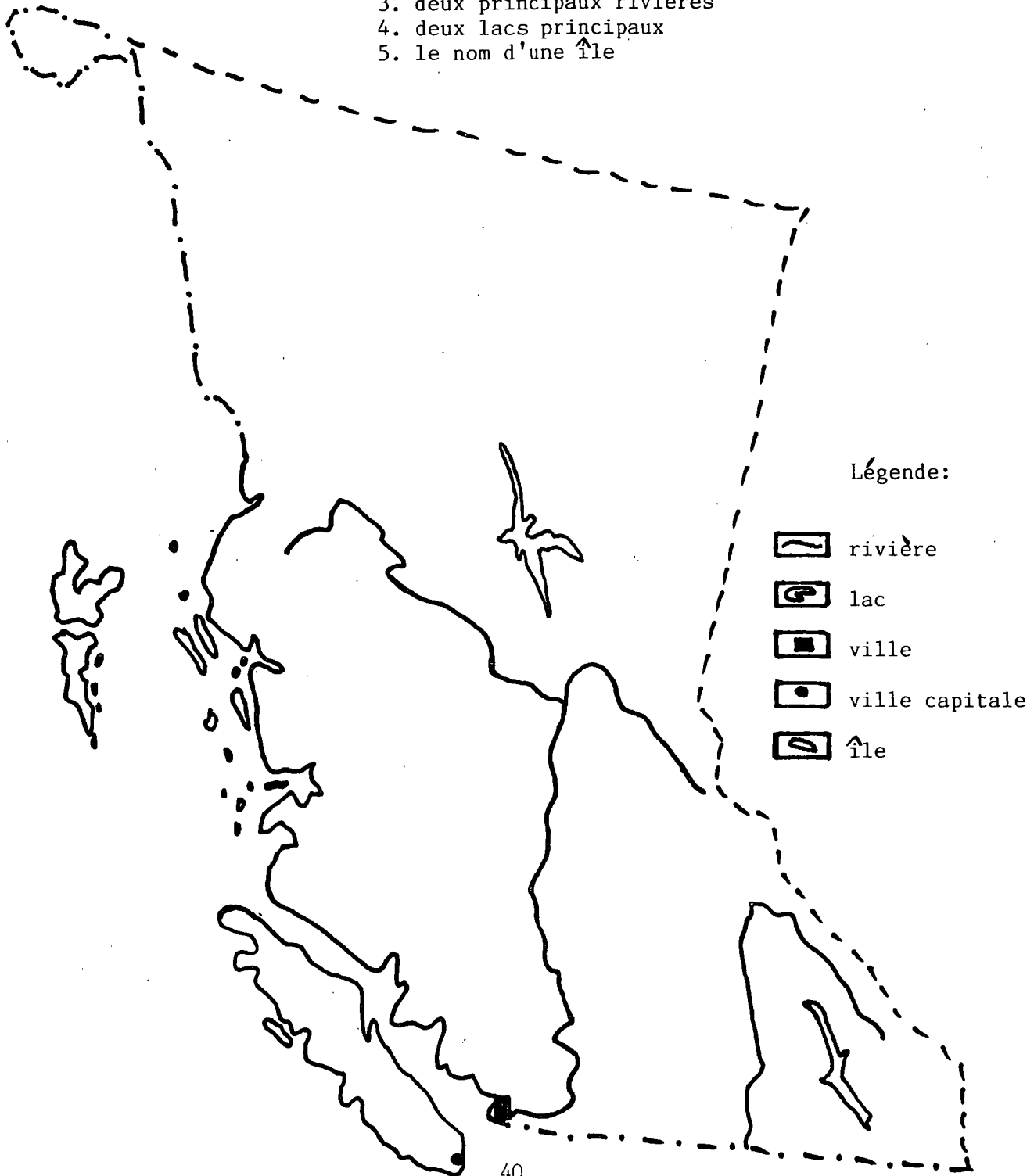
Enseignant - 1. introduire l'unité en faisant un remue-ménage  
2. conclure l'unité en lisant et discutant une  
histoire de Vancouver

Enseignant-bibliothécaire - Préparer et corriger les fiches de  
recherche

# La Carte de la Colombie Britannique

Remplissez sur la carte les informations requises:

1. le nom de la province
2. deux villes principales
3. deux principaux rivières
4. deux lacs principaux
5. le nom d'une île



# La Géographie de la Colombie Britannique

Remplissez ce diagramme suivant:

Capital : \_\_\_\_\_

Population : \_\_\_\_\_

Superficie : \_\_\_\_\_

4 ressources principales : a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

4 villes entourées Vancouver : a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
c. \_\_\_\_\_

Date devenue la sixième province : \_\_\_\_\_

## L'Histoire de Vancouver

Répondez aux questions suivantes:

1. Qui était le commandant de la marine britannique?
2. Nommez la région que George Vancouver a exploré.
3. Quelle ville a-t-on construite à cet endroit 96 ans plus tard?
4. En quelle année est-ce que George Vancouver a exploré la côte du Pacifique?

# Ville Historique - Vancouver

Répondez aux questions suivantes:

1. Quel parc est-ce qu'on trouve des arbres énormés que George Vancouver a vu?
2. Combien de centimètres est-ce cet arbre mesure?
3. Nommez 3 choses dans la ville de Vancouver qui attirent des gens du monde entier.
4. Vancouver nous donne un moyen de traverser les montagnes. Quel est-ce moyen?
5. Quel est le nom du pont suspendu que les indiennes Haïda ont construit à travers le Canyon en 1901?
6. On trouve cet enorme oiseau noir dans la légende des Indiens du peuple Haïda. Quel est son nom?
7. Il y a plusieurs ponts dans la ville de Vancouver. Par exemple, il y a un pont qui s'appelle Lions Gate. On utilise ce pont pour aller de Vancouver à Vancouver Nord ou Vancouver Ouest. Pouvez-vous nommer les 8 autres ponts sur la carte régionale de Vancouver? (Voir page 62)
8. Qui a sculpté dans les arbres des histoires de leur vie familiale, leur croyance, et leur légende?
9. Qui a sculpté le totem à la page 50? Cet homme vient de quel endroit?
10. Les Indiens du peuple Haïda vivaient à quel endroit?

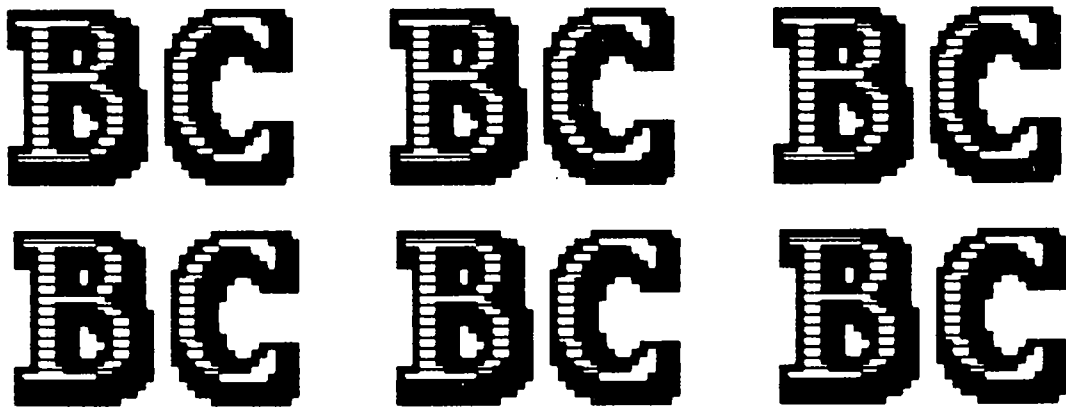
# Victoria - Du Passé au Présent

Répondez aux questions suivantes:

1. Faites une comparaison entre les deux cartes de Victoria (voir page 41). Y-a-t-il eu des changements? Quels sont ces changements?
2. Pourquoi est-ce que les gens aiment visiter Victoria?
3. Qu'est-ce que les touristes aiment faire à Victoria?
4. Dites-moi quels sont les deux endroits qui attirent la plupart des touristes? Et pourquoi?
5. Quand est-ce que Victoria est devenu la ville capital de la province, la Colombie Britannique?



BCTF Lesson Aids Service  
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## SOCIAL STUDIES SLIDE SETS

### R.C. Geography

- |     |   |       |
|-----|---|-------|
| M9  | <b>Osoyoos Arid Biotic Region (Canada's Mini Desert)</b> by Harvie Walker, 1972. Twenty colored slides illustrating landforms, biotic life, and agriculture in the dry southern trenches of Okanagan and Similkameen. Includes a reprint of a newspaper article, a topographic map, questions and answers and a script for a tape recording.  | 12.00 |
| M12 | <b>Introducing Mount Revelstoke and Glacier National Parks</b> produced by a committee of Revelstoke teachers and park staff. A filmstrip with 37 frames, printed narrative, two park brochures, a questionnaire and a list of available resources. This material is part of a larger study kit that is titled "National Parks of Canada: With Mount Revelstoke and Glacier National Parks as Specific Examples." This kit is available on loan from the Superintendent, Mount Revelstoke and Glacier National Parks, P.O. Box 350, Revelstoke, BC V0E 2S0. Suitable for intermediate students. | 6.00  |

## History

**M26-M29 History of Vancouver.** The following four sets of 25 slides each deal with Vancouver's history as a city from 1859 to 1950. They show Vancouver from its birth as a small hamlet, through its growth as the western terminus of the CPR, to its development as an important metropolitan centre. Early history is emphasized, with the majority of scenes depicting locations that can be identified today. The slides provide a comprehensive view of the city as it was, and are useful as an introduction to a field trip. Each slide is dated and information about specific location and significance is given.

Printed material included with the slides surveys the general history of metropolitan Vancouver and gives information about the city centre and the port. The slides can also be used to compare Vancouver's historical development to that of other metropolitan areas.

|      |   |         |
|------|---|---------|
| M26  | <b>1859-1887 From Hamlet to CPR Terminus.</b> 1971.   | \$15.00 |
| M27  | <b>1887-1893 Boomtown to City: Growth South Across False Creek.</b> 1971.   | 15.00   |
| M28  | <b>1894-1919 The Development of a Metropolis: The City Expands South to the Fraser.</b> 1971.   | 15.00   |
| M29  | <b>1920-1950 Amalgamation and Growth of the City as a Centre of a Metropolitan Region.</b> 1971.  | 15.00   |
| M98  | <b>These Were The Reasons (A History of Union Organizing in B.C.)</b> produced by B.C. Overtime Educational Radio Productions for the Labor History Association. 1978. A package of 99 slides (mostly black-and-white), one 27-minute cassette tape and two 25-page teaching manuals.                                   | 65.00   |
| M99  | <b>Strike</b> produced by B.C. Overtime Educational Radio Productions for the Labor History Association. 1978. A package of 77 black-and-white and colored slides, one 20-minute cassette tape and two 33-page teaching manuals.  | 53.30   |
| M100 | <b>Indians of British Columbia.</b> 1973. Thirty-five black-and-white slides of archive photos serve as a resource on various aspects of Indian life. Deals mainly with coastal tribes. Includes excerpts from photographers' diaries and comments on each slide. (Photos copyrighted by the Vancouver Public Library.) | 21.00   |
| M107 | <b>Fort Steele</b> by Harvie Walker, 1973. Twenty colored slides, and print material including commentary on the slides, sample questions, and a map of Dewdney Trail.  | 12.00   |
| M108 | <b>A. Barkerville.</b> 1973. Twelve black-and-white slides of archive photos. Slides are identified and print materials include excerpts from diaries, explanation of mining techniques, and a map. (Photos copyrighted by the Vancouver Public Library.)   | 7.20    |
|      | <b>B. Reminiscences of the Cariboo.</b> A 12-minute tape to supplement the slides. The man speaking knew many of the original placer miners. He recalls some of their stories.  |         |
|      | Reel-to-reel  | 3.75    |
|      | Cassette  | 3.25    |
| M109 | <b>Cariboo Wagon Road.</b> 1973. Nineteen black-and-white slides of archive photos. Accompanying print material includes excerpts from diaries, identification of slides, a short account of events preceding the building of the road, and a map. (Photos copyrighted by the Vancouver Public Library.)                | 11.40   |

|      |  |       |
|------|--|-------|
| M111 | <b>Pioneer Life in the Lardeau Valley.</b> 1973. Twenty-five black-and-white slides of photos taken by Madeline Gunterman who came to the Kootenays in 1897. Slides show and printed commentary tells about life in and around the town of Beaton. (Photos copyrighted by the Vancouver Public Library.) | 15.00 |
| M112 | <b>A Pictorial History of Chinese Settlement in B.C. (1858-1914).</b> 1973. Seventeen black-and-white slides of archive photos. Slides are identified and a 7-page history is included. (Photos copyrighted by the Vancouver Public Library.)  | 10.20 |
| M114 | <b>The Nanaimo Rebellions: Workers in Revolt, 1877 and 1913.</b> Eighteen black-and-white slides of archive photos and a 2-page commentary tell about the strikes at the mines. (Photos copyrighted by the Vancouver Public Library.)  | 10.80 |
| M115 | <b>Women on the Frontier: The Role of Women in British Columbia's History, 1862-1914.</b> 1973. Twenty-eight black-and-white slides of archive photos. Slides are identified and an 11-page history is included. (Photos copyrighted by the Vancouver Public Library.)                                   | 16.80 |

*The following local history slides produced by Doug Cox are suitable for use with intermediate and junior secondary students studying Canadian history and geography. The three sets of slides deal with mining areas in the South Okanagan and Similkameen valleys. The slides provide a view of the early history of each area. Each slide set includes a printed commentary.*

|      |  |       |
|------|--|-------|
| M116 | <b>Blakeburn—Coalmont.</b> © Twenty color and black-and-white slides.      | 12.00 |
| M117 | <b>The Nickel Plate and Mascot Mines.</b> © Twenty black-and-white slides. | 12.00 |
| M118 | <b>Keremeos.</b> © Twenty color and black-and-white slides.                | 12.00 |

## SECONDARY SOCIAL STUDIES

|               |   |      |
|---------------|---|------|
| 2015<br>wedge | <b>B.C. Urban History: Discovering the Past in the Present</b> by Deryck Holdsworth and Paul Bailey, 94 p. ©1974. Graphs, maps, photos. Indicates ways to observe and sift contemporary urban environments for historic elements, and through these, to achieve a deeper understanding of urban history. Examples given are on Vancouver; same technique could be used in other communities. Secondary. | 4.75 |
| 2031          | <b>An Interdisciplinary Approach to a Field Trip to Fort Langley,</b> 5 p. 1974. Photos. Thirteen student assignments requiring research at Fort Langley. Ideas could be adapted to other forts. Secondary.   | .45  |
| 2032          | <b>Fort Langley—An Historical Study</b> by C.K. Curtis, 29 p. 1969. Maps. Contains readings, questions, illustrations and documents for the study of the life and times at Fort Langley. Includes a model field trip.   | 2.50 |

- 2065 **The Cariboo—Birthplace of B.C.**, 25 p. 1970. Map. A package for the study of the Cariboo's early history. Includes original writings, documents and maps. Some questions are posed and a booklet for the teacher is included. 2.15
- 2099\*\* **The Destiny of British Columbia: Confederation or Annexation? 1866-1871** by Charles Hou and Marlena Morgan, 134 p. This book documents the main arguments used by the confederationists and annexationists as they debated the future of B.C. The objective of the book is to involve students in the issues in such a way as to encourage learning, retention and understanding. By debating the issues or by studying the documents used by each side, students should make up their own minds about the wisdom of B.C.'s decision to join Canada in 1871. It should also help them to understand the strong British, American and Canadian heritage of B.C. The book includes historical documents and a teacher's guide. The documents can be used by students preparing for a parliamentary debate or the teacher can select documents for study by the whole class. Suitable for junior secondary to adult. 10.00

#### INTERMEDIATE SOCIAL STUDIES

- 9220 **Cariboo Gold Rush**, photos chosen by Ralph Moyle, 12 p. 1972. Ten archive photographs (22 cm x 18 cm) with some information about each. A sketch map showing the Cariboo Wagon Road and the Barkerville area is included. 1.00
- 9279 **The Early Discovery and Exploration of British Columbia by Sea** by Allan Orr, 153 p. 1981. Illustrations, maps. The purpose of this unit is to provide teachers with materials to support the Grade 5 social studies program. This is a combination sourcebook and workbook, which includes nine chapters and a variety of activities. Topics include the early explorers and exploration of B.C., the search for the Strait of Anian, Russian interest in North America, the Spanish and first contacts with the native people, Captain James Cook's search for the Northwest Passage, Spain and Britain map the West Coast, Indians and fur traders, and the boundaries of B.C. 8.55
- 9281 **Barkerville—A Field Trip Booklet for Grade 5 Students** by Vicki Green, 22 p. This booklet suggests how to organize a three-day trip to Barkerville Historic Park, and provides many activities for students to complete while on the trip. 2.25
- 9286 **The Hudson Bay Company: Okanagan Fur Brigade Trail** by Doug Cox, 8 p. 1983. Includes 30 colored slides, a five-page transcript for the slides, and a two-page outline of suggested student activities. This program uses the skills of inquiry and language arts to trace the economic, cultural, and social aspects of the Hudson Bay Co. Horse Brigade, which ran from the Columbia River, in what is now Washington State, to Fort St. James in Caledonia, now northern British Columbia. 18.00

#### BIBLIOGRAPHIES



- 9913 **Subject Index to Beautiful B.C., 1960-1979** by Gail Thompson, 42 p. 1980. Includes full information complete with cross-references. \$2.55
- 9923 **British Columbia in Fiction** compiled by a committee of Vancouver teacher-librarians, chaired by Dave Boettcher, 14 p. 1981. Published by the Vancouver School Board Library Services. This resource is intended to be useful for learning about British Columbia, for integration with social studies and other subject areas, and for language improvement. It has been compiled through examination of in-print books, book reviews and other professional resources. 1.70

# PEARSON '85

## INTRODUCTION

Reporter: Joan Boyd, Teacher-Librarian, Victoria

Four times now, dedicated teacher-librarians have come together at Pearson College for an immersion experience. Pearson '85 attracted people from all over North America: from La porte, Texas; Halifax, Nova Scotia; and Cassiar, B.C.; to of course, Victoria.

Situated at Pedder Bay, Pearson College is one of six unique World Colleges. Founded in 1974, it was the second World College to be built after the original one in Wales (built in 1962). Pearson's select students, who are between the ages of sixteen and eighteen, come from all over the world on full scholarships. While at Pearson, they earn their International Baccalaureate diploma. Pearson's multilingual library was of special interest to the participants of Pearson '85.

Pearson '85 was made possible because of Don Hamilton's superb organization, and the participants laud his efforts. They are thankful also to Arne Handley, who catered to all their little needs, fancies, and minor crises (like broken glasses and cameras.)

Participants worked, listened, talked, ate, swam, had fun, slept (a little), and learned (a lot!) They came away exhausted but exhilarated. The sessions were thought provoking and worthwhile.

What exactly was learned in those six long twenty hour days? Well, read on! The following reports were written by some of the B.C. participants.

TOPIC: The Adult Learner

SPEAKER: Dr. Andy Farquarson, School of Social Work, University of Victoria.

Reporter: Linda Rehlinger, Teacher-Librarian, Qualicum.

I rather wondered, when first seeing the topic of this session, whether or not this talk would have any relevance to me in my elementary school job situation. I soon realized that it was very relevant, as I try to work through other adults (teachers) to reach my own program goals.

Farquarson outlined some of his basic assumptions about the role of the learner:

- most people have more creative potential and more ability to learn than they realize

- the effective problem-solver is an effective learner

- nothing is intrinsically relevant

Dr. Farquarson involved us in an exercise to determine our own personal learning style. The wide range of thinking/organizational approaches in our own group gave us an inkling of why we often seem to be at cross-purposes with other adults in situations where we are all trying to get to the same end point.

He then went on to discuss some aspects of the developmental stages that groups tend to go through in their "lives", and the importance of developing a group norm or scale of desired/not desired outcomes for the group.

I enjoyed Dr. Farquarson's informal and entertaining delivery of the talk, but probably more importantly, I was left with many nuggets to mull over later.

TOPIC: Visual Literacy

SPEAKERS: Judy Gray and Barry Eshpeter, Calgary Board of Education

Reporter: Elizabeth Hoy, Teacher-Librarian, Sowchea Elementary, Fort St. James.

A popular and informative part of the Pearson '85 experience was the stylishly presented course on Visual Literacy. Judy Gray and Barry Eshpeter, of the Calgary Board of Education, defined the concept of visual literacy and outlined how it "fits in" to the school library program. Strategies to promote the study of literacy through photography with children of all levels were presented. It was cautioned that photographic projects should not be done in isolation but need the usual cooperative planning with classroom teachers.

Participants at Pearson had been asked to bring a 35 mm camera with them, and after a crash course in the basic technical aspects of its operation were sent forth to take slides. We were instructed to take photographs reflecting the three categories which had been described in the course: expressive or snapshot; transactional or informational; and poetic.

As you can imagine an interesting selection of slides were produced as the participants challenged nature and their wits to produce their most poetic shot. The evaluation of the slides was entertaining and informative. It was interesting to compare our slides with Judy and Barry's presentation of the high standard of work done by their students.

This hands on approach was effective and generated considerable enthusiasm. I am looking forward to trying out the program in my school.

TOPIC: Library Program Development

SPEAKER: Fay Blostein

Reporter: Barbara Richards, Teacher-Librarian, Max Cameron Secondary, School Powell River.

I must confess that the primary reason I applied for Pearson '85 was to meet Fay Blostein. I had poured over Invitations, Celebrations and marveled at her creative and enthusiastic approach to reading. The one aspect of my library program with which I was profoundly dissatisfied was reading promotion. The time had come, I felt, to make a concerted effort to promote reading within the curriculum as well as recreationally. I looked to Pearson '85, and Fay Blostein, for inspiration. I was not disappointed.

We began by looking at the four levels of library program development: provision based, response based, curriculum directed, and library directed. We investigated the importance of each level in developing aims and objectives within the total library program. From there we began looking specifically at reading programs and promotions.

Blostein's commitment to reading can best be described as passionate. With arms gesturing and voice rising dramatically she shares this commitment with her audience. She invites you into the world of young adult literature and encourages you to share your experiences.

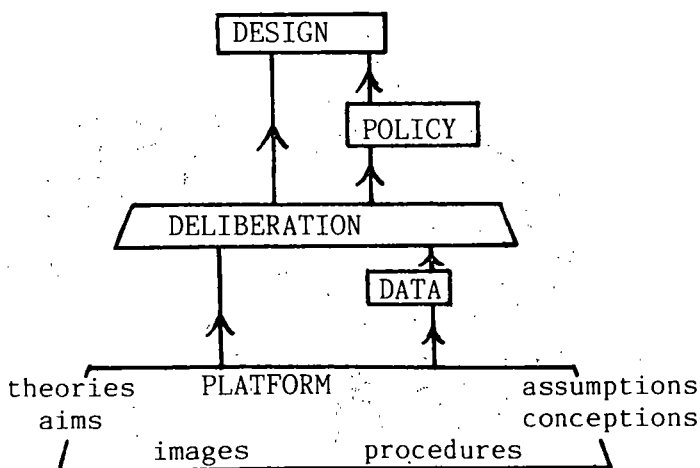
Some people were disappointed that time did not permit us to look in depth at the young adult novels we had read in preparation for the sessions. Personally, I found inspiration enough in the discussions and the ideas generated to keep me going for months to come.

TOPIC: The Teacher-Librarian and Classroom Teacher as Partners in Curriculum Planning

SPEAKER: Dr. Antoinette Oberg  
Faculty of Education,  
University of Victoria.

Reporter: Jackie Lloyd,  
Teacher-Librarian,  
George Elliot Secondary,  
Kelowna.

Dr. Oberg provided Pearson participants with some very useful and interesting findings from the most current literature in curriculum planning. Most educators practising today were trained to plan curriculum according to the Tylerian Model (specifying goals, objectives, assessing student needs, and planning, implementing and evaluating a program of instruction). Dr. Oberg presented a new and better representation of the curriculum planning process developed by Walker. Unlike Tyler, Walker developed his model from watching groups of teacher-experts plan curriculum. Walker views curriculum planning as circular rather than a linear ends-driven process.



**Walker's Naturalistic Model**

According to Walker, all teachers have a platform: a source of justification for the decisions made in planning. This platform consists of a set of assumptions, theories, aims, images, conceptions, and procedures held by the teacher. In Walker's deliberation stage of planning the teacher considers the subject matter, the learners, the milieu of learning, taking care not to overemphasize subject matter. This is the stage at which decisions are made and alternatives chosen. Oberg sees this stage as the most logical point at which the teacher-librarian will be concerned. The final component of the model is the design of the curriculum. Walker describes this as the set of relationships embodied in materials which can affect student learning.

Most of the studies done on how teachers plan supports the Walker model. One curriculum study groups teachers as incremental or comprehensive planners. Incremental planners plan only an initial activity and try it out with students before planning further. Comprehensive planners build specific plans of the lesson content and objectives based on how they feel students will react.

Oberg also revealed more interesting findings about the teacher planning process.

- Most teachers do not begin planning with objectives. Some consider them in the planning process, and some not at all.
- Teachers of English and Social Studies focus on broad goals while teachers of Science and Math focus on content and specific goals.
- Secondary teachers emphasize content while elementary teachers emphasize activities.

- Some teachers do not write down a plan but prepare mentally.
- Most teachers plan in isolation and do not consult professional publications, consultants, or colleagues.

The strongest influences on teacher planning are firstly, the teacher's perception of student interests and anticipated responses, secondly, the teacher's own preferences, knowledge and skills, and thirdly, the curriculum materials at hand. This third stage is an obvious potential point of influence for a teacher-librarian to become involved in planning with teachers.

It is both surprising and disheartening to note that, according to Oberg, the role of the teacher-librarian does not appear in curriculum literature. Oberg suggests that a valuable function of the teacher-librarian is to help teachers see the potential of using curriculum materials in varied ways. Materials may be used in three ways: to learn what the materials convey ( eg. historical event, theory, etc.); to learn how the event was constructed; and to learn how to interpret the information or event. The curriculum goals will justify the type of learning activities and the way in which resources are used.

What implications do the findings of current curriculum research have for teacher-librarians? Pearson participants brainstormed to come up with the following:

- objectives need to be considered first in the process of planning with teachers.
- Teacher-librarians need to be very flexible in their approach to curriculum planning with teachers.

- Teacher-librarians need to have many approaches to curriculum planning and be aware that planning is different in each situation.
- Teacher-librarians should be familiar with curriculum guides.
- Teacher-librarians need to clarify their own "platform" and that of the teacher.
- Teacher-librarians need to be aggressively available to teachers.
- Teacher-librarians need to become involved in curriculum planning at the district and provincial level.
- It is time for teacher-librarians to infiltrate the curriculum literature!



# BC BC BC BC

## SOME B.C. CHILDREN'S AUTHORS

by MERCEDES SMITH, Teacher-Librarian, J.T. Brown Elementary, Surrey  
The following information was collected from book jackets, the Writer's Union handout from May, 1980, the CANSCAPE directory and personal interviews.

ALDERSON, SUE ANN was born in New York. She came to Canada in 1967 and now lives in Vancouver with her two children. She teaches credit courses in Writing for Children at UBC.

Bonnie McSmithers You're Driving me Dithers. -- Tree Frog, 1975.  
Hurry Up Bonnie. -- Tree Frog, 1977.  
The Finding Princess. -- Forbez, 1977.  
Prince Paul's Adventures. -- Forbez, 1977.  
Bonnie McSmithers is at it again. -- Tree Frog, 1979.  
Comet's Tale. -- Tree Frog, 1983.  
The Not Impossible Summer. -- Clark Irwin, 1983.

ANDERSEN, DORIS was born in Alaska. She worked as a librarian in Seattle, Oshawa and Vancouver. She is now retired.

Blood Brothers. -- Macmillan, 1967  
Slave of the Haida. -- Macmillan, 1974.

BLADES, ANN was born in Vancouver and now lives in Surrey. As a teacher, she wrote and illustrated her first two books for the children of the small northern B.C. communities where she worked. She later became a nurse and divided her time between nursing and writing and illustrating. As well as her own books, she has also illustrated those of other Canadian authors.

Mary of Mile 18. -- Tundra, 1971.  
A Boy of Tache. -- Tundra, 1973.  
The Cottage at Crescent Beach. -- Magook, 1977  
By the Sea: an Alphabet Book. -- Kids Can, 1985.  
Jacques the Woodcutter by Michael Macklem. -- Oberon, 1977.  
Six Darn Cows by Margaret Laurence. -- Lorimer, 1979  
A Salmon for Simon by Betty Waterton. -- Douglas and MacIntyre, 1980.  
Petranella by Betty Waterton. -- Douglas and MacIntyre, 1980.  
Anna's Pet by Margaret Atwood and Joyce Barkhouse. -- Lorimer, 1980

BROCHMAN, ELIZABETH lives in Vancouver. She writes as well as teaches Creative Writing.

What's the Matter Girl?. -- Harper and Row, 1981.  
Nobody asked Me. -- Lorimer, 1984.

BUCHANAN, JOAN was born and raised in Vancouver. She graduated from the Creative Writing Program at UBC in 1983.

It's a Good Thing. -- Annick, 1984.

CHARLES, NORMA was born in Manitoba. She is presently living in Vancouver, teaching French in elementary school. She has published short stories and articles for children.

See you later, Alligator. -- Scholastic-Tab, 1974.  
Amanda grows Up. -- Scholastic-Tab, 1976.  
Dollie Lovers to the Rescue. -- Gage, 1980.

DUNCAN, FRANCES (Sandy) was born and now lives in Vancouver, although she also lived in Ontario and Saskatchewan as a child. After obtaining her Master's degree in psychology, she worked as a child-psychologist. She has published short stories, poetry and novels.

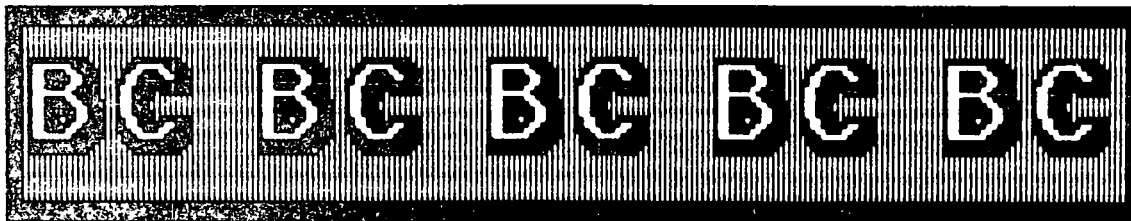
Caribou Runaway. -- Burns & MacEachern, 1976.  
Kap-Sung Ferris. -- Burns & MacEachern, 1977.  
The Toothpaste Genie. -- Scholastic, 1981.  
Finding Home. -- Avon, 1982.  
Guest Soloist. -- Avon, 1982.

FORD, JOAN was born in Hamilton and now lives in Vancouver. She began writing only after she had taught for several years. She continues to write and teaches elementary school in Delta.

Skate like the Wind. -- Gage, 1982.

HARRIS, CHRISTIE was born in New Jersey. She taught in elementary schools in B.C. from 1925-32. She was a scriptwriter for the CBC and a journalist for many years, before turning to books in 1957.

Cariboo Trail. -- Longmans, 1957.  
Once upon a Totem. -- Atheneum, 1964.  
You have to Draw the Line Somewhere. -- Atheneum, 1964  
West with the White Chiefs. -- Atheneum, 1965.  
Raven's Cry. -- McClelland and Stewart, 1965.



Confessions of a Toe Hanger. -- McClelland and Stewart, 1967.  
Forbidden Frontier. -- McClelland and Stewart, 1968.  
Let X be Excitement. -- McClelland and Stewart, 1969.  
Secret in the Stalakum Wild. -- McClelland and Stewart, 1972.  
Once More upon a Totem. -- McClelland and Stewart, 1973.  
Sky Man on the Totem Pole?. -- McClelland and Stewart, 1975.  
Mouse Woman and the Vanished Princesses. -- McClelland and Stewart,  
1976.  
Mouse Woman and the Mischief Makers. -- McClelland and Stewart,  
1977.  
Mystery at the Edge of Two Worlds. -- McClelland and Stewart, 1978.  
Mouse Woman and the Muddleheads. -- McClelland and Stewart, 1979.  
The Trouble with Princesses. -- McClelland and Stewart, 1980.

LARSEN, KEN was born in southern B.C. and now lives in Prince George with his wife and two cats. When he's not doing illustrations or writing, he works as a junior executive with a major forest company.

Captain Carp. -- Annick, 1983.

MANUEL, LYNN was born in Hamilton and came to B.C. about nine years ago. She started writing at about the same time, and now works in an insurance office as well. She presently is living in White Rock.

The Mystery at Cranberry Farm. -- Gage, 1981.

The Mystery of the Ghostly Riders. -- Gage, 1982.

McNEIL, FLORENCE was born in Vancouver. She has done poetry readings on CBC Anthology, and in many Canadian and American universities. She has also taught at U.B.C. and the University of Calgary. Although she writes mainly poetry, she has also written two juvenile books.

Miss P. and Me. -- Clarke Irwin, 1982.

All Kinds of Magic. -- Greenwood, 1984.

READ, ALFRIEDA was born in Russia of Estonian parents in 1920. When she was three years old, she and her family moved to China, where she continued to live until after the war. Then she, her husband and their baby daughter moved to Vancouver, where they continue to live. Currently, one of her books, Brothers by Choice, is being made into a six part television series to be aired by the CBC in the spring of 1986.

The Dragon and the Jadestone. -- Hutchinson, 1958.

The Magic of Light. -- Hutchinson, 1959.

The Enchanted Egg. -- Hutchinson, 1963.

The Spell of Chuchuchan. -- Hutchinson, 1966.

Magic for Granny. -- Burns & MacEarchern, 1967.



Twin Rivers. -- Burns & McEarchern, 1968.  
No One Need Ever Know. -- Ginn, 1971.  
Brothers by Choice. -- Farrar, Straus & Giroux, 1974.  
Kristine and the Villains.-- Gage, 1982.  
Race Against the Dark. Gage, 1983.

ROBERTS, KEN was born in the USA. He came to Canada and worked in Ontario, for the Public Library in Lethbridge, and is now the Director of Childrens' Services at Richmond Public Library. He is also a storyteller, puppeteer, teacher, performer, magician and juggler, as well as a writer.  
Crazy Ideas. -- Greenwood, 1984.

WALSH, ANN grew up in Alabama and in South Africa. She now lives in Williams Lake with her family, where she writes both prose and poetry as well as working in live theatre.  
Your time, My Time. -- Press Porcepic, 1984.

WATERTON, BETTY was born in Oshawa, Ontario and currently lives on Vancouver Island. She has studied art, worked for a newspaper and a television station, and raised three children. She started writing children's books in 1976.  
A Salmon for Simon. -- Douglas and McIntyre, 1978.  
Petranella. -- Douglas and McIntyre, 1980.  
Mustard. -- Scholastic - Tab, 1983.  
Quincy Rumpel. -- Greenwood, 1984.  
Orff, 27 Dragons (and a Snarkel!) -- Annick, 1984.  
The Dog Who Stopped the War. -- Douglas and McIntyre, 1984.

WEIR, JOAN was born in Calgary. She has written weekly radio and television programs for children, three plays for children which have been professionally produced as well as several books. She is presently teaching Creative Writing at Cariboo College in Kamloops, where she lives with her husband and four sons.

Three Day Challenge. -- Scholastic - TAB, 1976.  
Exile at the Rocking Seven. -- Macmillan, 1977.  
Career Girl. -- Tree Frog, 1979.  
Secret at Westwind. -- Scholastic - TAB, 1980.  
So, I'm Different. -- Douglas and McIntyre, 1981.





WILSON, ERIC was born in Ottawa, but lived in many parts of Canada as the family moved to where his RCMP father was stationed. He graduated from U.B.C., taught in White Rock and Nelson, and now lives and writes in Victoria.

Murder on the Canadian. -- Bodley Head/Clarke Irwin, 1976.

Vancouver Nightmare. -- Bodley Head/Clarke Irwin, 1978.

Susie-Q. -- Scholastic, 1978.

Terror in Winnipeg. -- Bodley Head/Clarke Irwin, 1979.

The Lost Treasure of Casa Loma. -- Bodley Head/Clarke Irwin, 1980.

The Ghost of Lunenburg Manor. -- Bodley Head/Clarke Irwin, 1981.

Disneyland Hostage. -- Clarke Irwin, 1982.

Kootenay Kidnapper. -- Collins, 1983.

Summer of Discovery. -- Collins, 1984

Vampires of Ottawa. -- Collins, 1984.

YEE, PAUL grew up in Vancouver's Chinatown and Strathcona. He has written poetry, short stories and historical articles. He works for the city of Vancouver archives.

Teach Me to Fly, Skyfighter! and Other Stories. -- Lorimer, 1983.

ZOLA, MIGUIDO was born in Cairo. He came to Canada in 1968. He has taught in Powell River, Courtenay, and presently is teaching at Simon Fraser University. He has been writing for children since 1980.

A Dream of Promise, a Jewish Folktale. -- Kids Can, 1980.

Only the Best. -- Franklin Watts, 1981.

Nobody. (with Angela Dereume) -- Pemmican Publications, 1983.

Moving. -- Franklin Watts, 1983.

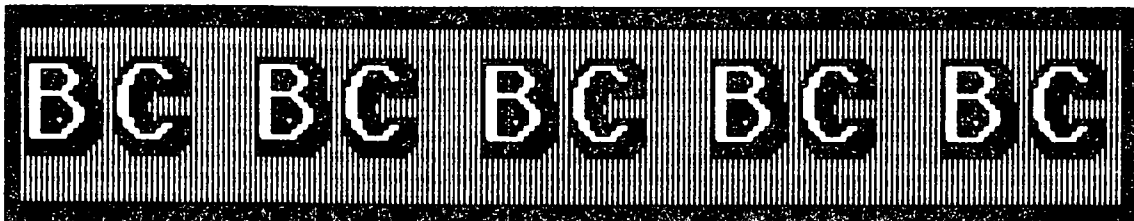
Non-fiction:

Gretzky! Gretzky! Gretzky! -- Grolier, 1981.

Karen Kain. -- Grolier, 1983.

Sharon, Lois and Bram. -- Grolier, 1984.

Terry Fox. -- Grolier, 1985.



# PROFESSIONAL READING

This column's usual compiler, Linda Dunbar of the Teacher's Professional Library in Vancouver, reported to the editor that there is a paucity of articles dealing with this issue's theme of British Columbia. Linda suggested however that there were some curriculum resources on British Columbia that our readers may find useful. The following resources were gleaned by GERALD SOON, Senior Editor of The Bookmark, from "Vancouver... A Historical Perspective" (Curriculum Resources 70) from the Vancouver School Board Library Services. These resources were compiled by Melanie Houlden and Linda Dunbar, and are reprinted here with permission.

## Print

Akrigg, G.P.V. and Helen B. Akrigg. British Columbia Chronicle 1778 - 1846: Adventures by Sea and Land, Discovery Press, 1975.

Akrigg, G.P.V. and Helen B. Akrigg. British Columbia Chronicle 1847 - 1871: Gold and Colonists, Discovery Press, 1977.

Pethick, Derek. British Columbia Disasters, Sunfire, 1982. 220 p.

Ward, Peter W. and Robert A.J. McDonald, eds. British Columbia: Historical Readings, Douglas & McIntyre, 1971.

A Dream of Riches: The Japanese-Canadians 1877 - 1977. Japanese Canadian Centennial Project, 1978. Distributed by the Project, Box 69747 Station K, Vancouver V5K 4Y7.

Adachi, Ken. The Enemy That Never Was: A History of the Japanese Canadians, McClelland and Stewart, 1976.

Patton, Jan. The Exodus of the Japanese, McClelland, 1974.

Friesen, J. and H.K. Ralston, eds. Historical Essays on British Columbia, Carleton University, 1976.

Duffy, Dennis and Carol Crane, eds. Magnificent Distances: Early Aviation on British Columbia, 1910 - 1940, Victoria, Provincial Archives of B.C., 1980. From Jericho Beach to Swanson Bay (Cassette Sound Program) (Sound Heritage Series no. 28)

Pethick, Derek. Men of British Columbia Hancock House, 1975.

Breen, David and Kenneth Coates. The Pacific National Exhibition: An Illustrated History University of B.C. Press, 1982.

Mole, Rich. Season's Greetings from British Columbia's Past: Christmas as Celebrated in British Columbia from the 1880's to the 1930's, Provincial Archives of B.C. , 1980. Sounds of Christmas Past (Cassette Sound Program) (Sound Heritage Series, No. 290.)

Broadfoot, Barry. Years of Sorrow, Years of Shame: The Story of the Japanese Canadians in World War II, Doubleday, 1977.

Gould, Jan. Women of British Columbia, Hancock House, 1975.

## **Non-Fiction - AudioVisual Materials**

Adams, Sheila, producer. Early Photographs of Indian Life in B.C. (slides) Research Project on B.C. Photography. Distributed by Historical Photographs Section, Vancouver Public Library, 1973.

Adams, Sheila, produce. The 'Komagata Maru' Incident (slides) Research Project on B.C. Photography. Distributed by Historical Photographs Section, Vancouver Public Library, 1973.

## **Journal Articles**

Yee, Paul "Business devices from two worlds." B.C. Studies, Number 62 (Summer 1984) pp. 44-67.

MacDonald, Norbert. "The Canadian Pacific Railway and Vancouver's development to 1900." B.C. Studies, Number 35 (Autumn 1977).

## **Fiction**

British Columbia in Fiction. (Curriculum Resources 45) Library Services, Education Services Group, Vancouver School Board, 1981

# SELECTING FRENCH LIBRARY BOOKS FOR ELEMENTARY SCHOOLS

by KATHERINE PICHA,  
Teacher-Librarian, Cliff Drive  
Elementary, Delta

## I'm Handed a Problem

Can you imagine this situation occurring in your school? The principal has just left after affirming the rumours everyone has been denying for months - French immersion and programme cadre de francais will be lodged in your elementary school, come September. As you take hasty stock of shelf space, card catalogue space, and filing cabinets you suddenly come to the realization that you will have to select books for the new French library collection - not just once with the help of all the district "experts," but routinely, again and again and again. How can you possibly decide what to buy? What do you know about French language children's books?

You can, at this stage, stave off panic with a few general thoughts about selection - mostly what and how. What do you select? - materials that support the curriculum and promote reading. How do you select? - by visiting displays, by accepting teacher recommendations, and by careful reading of reviews in selection journals. The curriculum is easy, for as much as possible it is similar to the English language curriculum you know quite well. Displays will be available, both through the Modern Languages Services Branch of the British Columbia Ministry of Education and through private jobbers. Each teacher will probably know of materials in French that will support his or her

particular area of the curriculum. But what of the selection journals? You will be pleasantly surprised, for there are several in French, some extremely useful, and there is even one put out by the provincial government in English. Let's look at some of them.

## But They're In French

For the teacher-librarian who reads French there are several French language reviewing journals which report on current publications from both European and Quebec sources. Their formats are basically similar to those of some of the well-known North American and English journals, and most offer articles besides the body of reviews.

From France, Livres jeunes aujourd'hui comes ten times a year and usually contains a short article, a few notes and approximately 100 reviews. Materials are both recommended and not recommended, and the recommendations are coded (with exceptional materials starred). The reviews are divided roughly by age group and then subdivided into nonfiction and fiction, where they are arranged by Dewey number and alphabetical order. Subject headings are given, and approximate prices are coded. There are special sections for picture books and "bandes dessinées" (cartoon books, common in French language publishing). The reviews, which vary in length from approximately 60 words to 200 words, are informative, lively, and always express a firm opinion. Supplementary materials about some of the books reviewed are available from this journal. Livres jeunes aujourd'hui is an extremely useful magazine for the teacher-librarian who reads French.

Also from France, and billing itself as "the monthly magazine of books for

children and youth" (there are ten a year), Trousse livres offers a thematic look at books with each issue. Recent themes include "Canada" (# 49), "translation" (# 54), and "publishers" (# 56). The number of reviews per issue varies widely, for example, from 24 in one recent issue (December 1984) to 88 in the following one (January 1985). There are also a few (three or four) record reviews and often reviews of professional materials. The journal is not aimed as specifically at librarians as is Livres jeunes aujourd'hui, there are no codings of recommendations or ages, no Dewey numbers or subject headings, no prices, and no imprint dates. Some of the reviews are accompanied by pictures of the covers of the books, helping the reader access levels of expected readership. The signed reviews themselves vary widely in length, but they are usually informative and express a definite opinion. Although this journal is less useful than Livres jeunes aujourd'hui for the teacher-librarian, it will appeal to teachers.

Another reviewing source from France, La revue des livres pour enfants, comes five times a year. Regular issues contain mostly articles and interviews, with the signed annotations on detachable "catalogue" cards (twelve per issue). The "selection" issue (before Christmas) contains 450-500 brief reviews of recommended materials divided into categories and listed by publisher and series. All the books mentioned are suitable for pre-school, elementary or junior high school children, with an upper age limit of about 15. This publication also offers for sale reprints and materials about the books mentioned. Not primarily a library journal, La revue des livres pour enfants is compared by Katz (Magazines for Libraries, 1982) to the Bulletin

for the Center for Children's Books.

Des livres et des jeunes is a high quality, fairly scholarly publication originating at the University of Sherbrooke. Appearing three or four times a year ("Eté 83" was called #17 and #18), it contains between 25 and 40 two hundred word signed reviews of recent books for one to fifteen year old children. The emphasis is literary, and the reviews are definitive - there is no mistaking the reviewer's opinion. Quebec materials are marked with a fleur-de-lis, but the journal is not limited to Quebec publishing. In addition to the current reviews, the magazine contains several articles around themes, discussing children's books. The materials mentioned in the articles are mostly fairly current (1980's), although some are quite old.

From Quebec three times a year comes Lurelu, "the only journal exclusively dedicated to Quebec children's literature." Lurelu contains articles, interviews, ideas for promoting and using books, as well as fairly long signed reviews. The book cover illustrations for each review offer information on the probable interest level of materials, a feature especially useful for late immersion. There is also a great deal of book information (not necessarily current) in the articles and columns. With only about twenty critical reviews per issue, this is not a first choice as a review source, but it does present valuable information about children's publishing in Quebec.

### **At Last -- Something I Can Read**

For the teacher-librarian who does not read French, the Modern Languages Services Branch of the provincial ministry of education, recognizing the need to update the information in

its early and late immersion lists, has, since March 1983, published Selections, an annotated listing of recommended library materials to support British Columbia's various French language programmes. The February 1985 issue is number 11. Selections aims at appearing nearly every month during the school year, but its publication has been disrupted twice in the last two years by moves of Modern Languages Services. Now established in Victoria, Modern Languages will probably produce the publication more regularly. Selections' size has also varied widely, but the February 1985 issue (a large one) is encouraging, for it contains 50 pages, with three annotations on each page.

Complete bibliographic and cataloguing information heads the review entries, and arrangement is now alphabetically by title (a recent change). After a very short annotation, the earlier issues used the formulas "acceptable for," "good for," and "excellent for" with the names of the various programmes. More recent annotations omit these expressions. Materials have all been purchased by Modern Languages Services and have been scrutinized by teacher-librarians, immersion or programme-cadre teachers, or Modern Languages Services professional staff. Materials were originally chosen for review from the many books which arrived too late for inclusion in Modern Languages Services' early immersion list of recommended materials. Later, several teacher-librarians read French language reviews and recommended materials for purchase and examination within the province. Latterly, selections have been made in Europe by a British Columbian teacher-librarian on leave. However, all materials have been purchased in British Columbia. Selections' strengths are in its precise

application to British Columbia courses and its English language annotations. The only drawback to Selections as a prime source of information on materials is lack of currency - many dates of reviewed materials are old. In the February 1985 issue, the most commonly seen publication date is 1983, but many are earlier. Because of the inevitable time lag resulting from the method of identification and purchase, there are no 1984 imprint dates. This lag would likely be compounded in the school, where the teacher-librarian would place one or two large orders a year.

Publications of La centrale des bibliothèques - a Government Agency that Knows its Business!

It is strange that the most useful journals for both French speaking teacher-librarians and those who do not read French are the publications of the Quebec government's La centrale des bibliothèques. This organization publishes Choix: documentation imprimée, Choix: documentation audiovisuelle, Choix jeunesse: documentation imprimée, and Choix jeunesse: jeux et jouets, covering toys, games, books and audiovisual materials from pre-school to professional levels. (Of these, Choix: documentation imprimée is the only one not needed in the elementary school.) La centrale des bibliothèques also supplies catalogue cards and a special list of subject headings for children's materials. Its newest publication, Logibase (which I have not yet seen), evaluates computer software.

Choix jeunesse: jeux et jouets pictures the toy or game reviewed and then gives a fairly long evaluation in French, and Choix: documentation audiovisuelle gives short summaries. Choix jeunesse: documentation imprimée, however, uses only short annotations (if any), allowing the

precise catalogue card format and the coded information to convey most of the evaluation. The entry in the journal is a reproduction of the catalogue card which is available for purchase from La centrale des bibliothèques. The strengths of the book reviewing journals are in their volume (Choix jeunesse: documentation imprimée has approximately 2500 reviews a year and Choix: documentation imprimée, the senior high, college and adult journal, has 10,000), their currency (most publication dates in the December 1984 issue are 1984), their connection with the availability of cheap catalogue cards, and their precise coding of review information. Using the five point quality code and the ten point age level code, a teacher-librarian trained in the Dewey decimal system and AACR2 catalogue card format can find recommended materials on specific topics even if unable to read French. Coded recommendations without annotations make teacher-librarians nervous, but the recommendations correlate well with those from the annotated journals. Mainly because of the volume of materials mentioned, these journals are also the review sources of choice for the teacher-librarian fluent in French.

### **So What's the Answer?**

The elementary teacher-librarian who reads French should expect to use Livres jeunes aujourd'hui, Choix jeunesse: documentation imprimée, Choix: documentation audiovisuelle, and Selections to provide the French language materials needed in the elementary library. The secondary teacher-librarian will rely on Choix: documentation imprimée, Choix: documentation audiovisuelle and Selections. Des livres et des jeunes should be added, as it gives information about the French language

book world. The elementary teacher-librarian who does not read French can expect to supply good basic materials by reading Selections and carefully reading the coding, cataloguing, and classification information in Choix jeunesse: documentation imprimée and Choix: documentation audiovisuelle. In this case it is essential to buy and circulate among the staff at least Des livres et des jeunes, if not also Trousse Livres, Lurelu, and La revue des livres pour enfants, encouraging the teachers to note any materials which they think would be useful.

### **What Else Is There?**

For the school district with more than one school giving French language instruction, many journals containing some information about books could be considered for district purchase and sharing - among them Canadian Children's Literature, Quebec français, The Canadian Modern Language Review, The Modern Language Journal, Calgary's Suggested Title Listings, and L'écritu.

### **How Do I Get Them?**

Acquiring all the journals is easy. Selections will come automatically when the French courses are put into the school. La centrale des bibliothèques's materials and Calgary's list can be ordered directly. The English language periodicals mentioned can be added to the usual periodical order, and the French language periodical jobber, Periodica, will do an excellent job of supplying all the other French language publications (and indeed all French language magazines).

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# FRENCH IMMERSION AND PROGRAMME- CADRE NOTES

by

ANGELA THACKER

Instructional Materials Specialist, S.D. #45 (West Vancouver)

New Locally Developed Materials are listed in the September 1985 supplement to the Provincial Curriculum Resource Centre's K-12 Clearinghouse Catalogue, Volume 4 (February, 1985). Copies were sent to all schools last month: contact the PCRC if you did not receive one.

Curriculum Support Materials developed by Edmonton School District #7 are available, prepaid, to out of province educators. Assessment, Social Studies and Science materials are included. The catalogue and ordering instructions are available upon request.

A supplement to Le Tessier will be published this Fall by La Centrale des bibliothèques. Le Tessier, originally published in 1983, is an extensive listing of Canadian French Language audio-visual items, including cataloguing information and a descriptive annotation in French. For further details, contact La Centrale des bibliothèques.

CSLA Standards for French Immersion Library Programmes. Apparently this work is progressing more slowly than anticipated, but the committee is still active.

Vedette-matière jeunesse (see The Handbook for Bilingual School Resource Centres) has again been revised. The 4th edition will soon be available from La Centrale des bibliothèques.

French Book Services Ltd. has gone out of business, but will still supply items on back order.

Library forms available in French is the title of a 3 page catalogue from Carr McLean. Three formats of book cards are included.

The National Film Board Map Kit (Cat. No. XX0068F) is now available in French (\$122.50). It should be ordered on a purchase order from the Publication Services Branch.

A Basic List of Early French Immersion Library Books has been compiled by S.D. #45 (West Vancouver). This list of approximately 4500 titles is a compilation of those recommended in the following sources:

An annotated list of supplementary materials for Programme- Cadre and Early Immersion, Grades 1-7: Français (B.C. Ministry of Education, 1984)

An annotated list of supplementary materials for Programme- Cadre and Early Immersion, Grades 1-7: Sciences Humaines (B.C. Ministry of Education, 1984)

A basic learning resource collection for Elementary French Immersion Programmes (Edmonton Public School District #7, 1984)

Annotated list of learning resources for Early Immersion/ PCDF: Sciences Humaines (B.C. Ministry of Education, 1985)

An annotated list of selected library materials for Early French Immersion, Kindergarten - Grade 7 (B.C. Ministry of Education, 1982)

An annotated list of supplementary materials for Late Immersion: Français, Grades 6 and 7 (B.C. Ministry of Education, 1985)

Une collection fondamentale pour les écoles primaires (Calgary Board of Education, 1983)

Product Information 1985. Late French Immersion: Français 6, 7 (B.C. Ministry of Education, 1985)

Product Information Booklet. Early Immersion and Programme-Cadre, Grades 1-7: Science (B.C. Ministry of Education, 1985)

The list is arranged by title and gives the following information for each: author, publisher, date of publication, reviewing source, grade level and, in most cases, the CB number. To order copies (\$7.50 each prepaid) contact Angela Thacker, S.D. #45 (West Vancouver), who can also provide information about the way this database was used to produce book catalogues of the French Immersion Collection in West Vancouver. This catalogue is arranged by title, by author, by call number (and potentially by subject heading).

A basic list of materials suitable for Junior-High French Immersion libraries is being developed by the Calgary Board of Education and should be completed by June, 1986. For further information contact Dorthea Cutts.

#### French Language Subject Headings for Vertical Files

(The Handbook p. 31) has been revised and is available (\$5.00) from Gerald Brown, Winnipeg School Division No. 1.

Periodiques de jeunesse, a French language subject index to Colicou, Hibou, Jeunes années, and Okapi is published three or four times a year by the Vancouver School Board Library Services for \$15.00 per year.

Addresses

Gerald Brown  
Winnipeg School Division No. 1  
1180 Notre Dame Avenue  
Winnipeg, Man. R3E 0P2

Carr McLean  
461 Horner Avenue  
Toronto, Ont. M8W 4X2

La Centrale des bibliothèques  
1685 rue Fleury est  
Montreal, Que. H2C 1T1

Dorthea Cutts  
Calgary Board of Education  
3610 - 9th Street S.E.  
Calgary, Alta. T2G 3C5

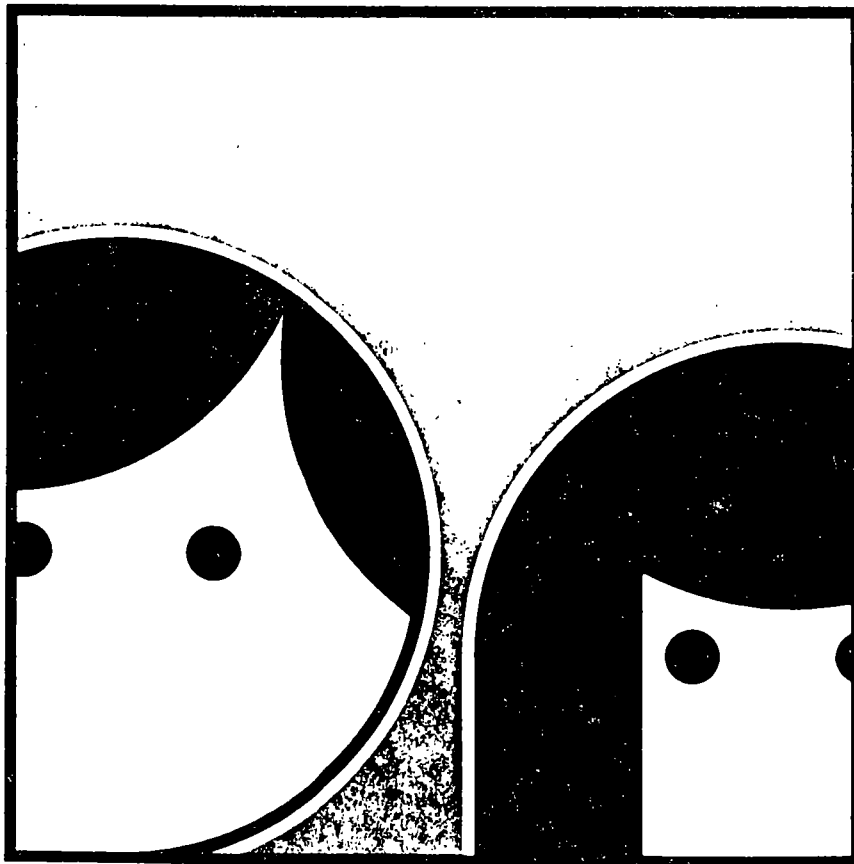
Edmonton Public School Warehouse  
c/o Mr. L. Bilawchuk, Supervisor  
10515 - 100 Street  
Edmonton, Alta. T5H 2R4

Provincial Curriculum Resource Centre  
637 Head Street  
Victoria, B.C. V8V 1X4

Publication Services Branch  
Ministry of Education  
878 Viewfield Road  
Victoria, B.C. V9A 4V1

Angela Thacker  
S.D. #45 (West Vancouver)  
1335 Duchess Avenue  
West Vancouver, B.C. V7T 1H5

Vancouver School Board Library Services  
2530 East 43rd Avenue  
Vancouver B.C. V5R 2Y7



# NOTES & NEWS



Compiled by Trish Maskell,  
Teacher-Librarian, Crofton House  
Bookmark Editorial Board

## GROLIER AWARD FOR RESEARCH IN SCHOOL LIBRARIANSHIP IN CANADA 1986

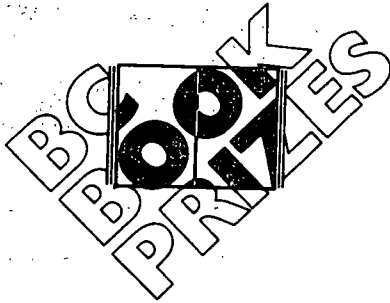
Grolier Educational Associates will again provide a grant or grants totalling \$1,000.00 to support theoretical and applied research which advances the field of school librarianship. All personal members of CLA except current members of the award committee are eligible for the grant; with preference given to members whose first division of choice is CSLA. Request the 1986 application form and further information from Gene Burdenuk, Past President, Canadian School Library Association, 1137 Western Road, London, Ontario, N6G 1G7. Deadline for applications is December 31st, 1985.

## THE MARGARET B. SCOTT AWARD OF MERIT

Nominations for this award (given to honour an individual who has made an outstanding contribution to Canadian school librarianship at the national level) are due in by January 31st, 1986. Send them to Gene Burdenuk at the same address listed above.

The Vancouver School Board has appointed a new Coordinator of School Libraries. At the November 4th meeting, Allan Stables approved the appointment of Liz Austrom as the new Coordinator. This is a continuing appointment with the board. Congratulations Liz! Good luck in your new position!

The 20th JBBY Congress will be held in Tokyo, Japan, August 18th-24th, 1985. The theme of the Congress is "Why Do You Write For Children? Children, Why Do You Read?" Some of the main speakers at the plenary sessions will be: Mitsumasa Anno (Japan), Michael Ende (France), Ana Maria Machdo (Brazil), Philippa Pearce (U.K.), and Maurice Sendak (USA). Some of the discussion sessions will be on: the future of children's books, the creation of children's books, invention and methods, and what is a child after all? For further information write to the Japanese Board on Books for Young People (JBBY), Aoyama Miyano Building, 405, 8-7 Shibuya 2-chome, Shibuya-ku, Tokyo, Japan.



The B.C. Book Prizes have been established as an ongoing endowment to recognize and encourage excellence in the work of B.C. writers.

Four finalists were awarded \$1,000 cash prizes Friday, October 18th, at a Gala Awards Night on Granville Island, hosted by Vicki Gabereau and attended by over 300 writers, publishers, booksellers and librarians.

Author Hilary Stewart won the RODERICK HAIG-BROWN REGIONAL PRIZE for Cedar, published by Douglas & McIntyre. The book was chosen by judges as contributing most to an enjoyment and understanding of British Columbia.

The other finalists in this category were Saeko Usakawa & Editors, Sound Heritage, published by Douglas & McIntyre; and Barry M. Gough, for Gunboat Frontier, published by the University of B.C. Press.

Islands at the Edge, which judges deemed to be the best published by a B.C. owned and operated publisher in terms of initiative, content, presentation and quality, won the BILL DUTHIE BOOKSELLERS' CHOICE. The book is largely the writing of Thom Henley and John Broadhead, active members of the Islands Protection

Society, a lobbying group to create a wilderness area in South Moresby Island one of the Queen Charlotte Islands.

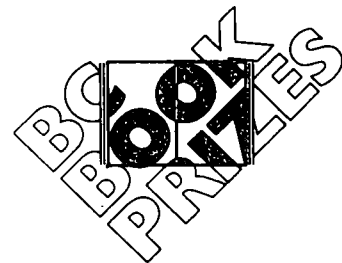
The other finalists in this category were Hilary Stewart, for Cedar, published by Douglas & McIntyre; and John Edwards, for The Roman Cookery of Apicius, published by Hartley & Marks.

Audrey Thomas's novel, Intertidal Life, published by Stoddart, was chosen for the ETHEL WILSON FICTION PRIZE, which includes poetry, drama and children's literature.

The other finalists in this category were Mary-Ellen Lang Collura, for Winners, published by Western Producer Prairie Books; and Charles Lillard, for A Coastal Range, published by Sono Nis Press.

Duff: A Life In The Law, written by David Ricardo Williams, published by the University of British Columbia Press was chosen for the HUBERT EVANS NON-FICTION PRIZE. This prize included history, biography and scholarship.

The other finalists in this category were Daniel Raunet, for Without Surrender, Without Consent, published by Douglas & McIntyre; and Michael Kluckner, for Vancouver The Way It Was, published by Whitecap.





# MEDIA & MESSAGES

Have you heard about Library Imagination Paper? This little paper has articles, ideas for public relations, copy machine art tips and ideas, borders, etc. Well worth the cost of \$19.00 Canadian for four issues. Write to:

Carol Bryan Imagines,  
1000 Byus Drive  
Charleston WV 25311

The Canadian Red Cross Society is offering three professional development workshops this year:

Simulation Games - a merger of education and play. Teachers learn how to use international education games to increase their students' awareness, empathy and knowledge of international issues. The workshop is 1 1/2 hours long and is free.

First Aid for Teachers - a three hour workshop to teach elementary school teachers how to cope effectively with accidents most common to a school environment. The cost, to cover materials, is \$8.00 per teacher. Since accidents constitute the primary cause of death for children between the ages of five and fourteen, the Red Cross feels it is most important for all elementary school teachers to receive some first aid training.

Teaching for a Changing World - a free 1 1/2 hour workshop for elementary and secondary teachers in which they explore strategies and resources for introducing international development education to their classes.

Contact Brenda Sawada  
Program Coordinator  
Youth Services  
The Canadian Red Cross  
4750 Oak Street  
Vancouver B.C. V6H 2N9  
Tel. 879 - 7551

Kids and Libraries: Selections from 'Emergency Librarian' received a very positive review in the Australian School Librarian Volume 21, Number 4 (December, 1985). In reference to Emergency Librarian, Berres Colville wrote, "...to my mind the best and brightest school (and children's) librarianship journal anywhere: a 'good read' in its own right".

## BOOK AWARDS FOR 1985

Canadian Library Association Amelia Frances Howard-Gibbon Illustrator Award:

Chin Chiang and the Dragon Dance by Ian Wallace (Groundwood Books)

Canadian Library Association Book of the year for Children Award:

Mama's Going to Buy You a Mockingbird by Jean Little (Penguin)

Caldecott Award :

Trina Schart Hyman, illustrator of Margaret Hodges' Saint George and the Dragon (Little, Brown & Company)

Newbery Award :

Robin McKinley, for The Hero and the Crown (Greenwillow)



The University of B.C. announces the offering of the following Library Education courses for the second term of the 1985 - 86 year:

Tuesdays 4:30 P.M. - 7:00 P.M.

LIBE 382 (1.5 units) Services and Programs in Elementary School Libraries  
(Prerequisite LIBE 381)

Wednesdays 4:30 P.M. - 7:00 P.M.

LIBE 386 (1.5 units) Classification and Cataloguing  
(Prerequisite LIBE 385)

Thursdays 4:30 - 7:00

LIBE 383 (1.5 units) Selection of Materials



Term 2 8:00 A.M. - 10:10 A.M.

LIBE 385 (1.5 units) Introduction to Cataloguing and Organization of Library Materials

\*\*\*\*\*

The following courses will be taught at Summer Session 1986:

Term 1 10:25 A.M. - 12:35 A.M.

LIBE 381 (1.5 units) The Library in the School

Term 2 10:25 A.M. - 12:35 A.M.

LIBE 382 (1.5 units) Services and Programs in Elementary School Libraries  
(Prerequisite LIBE 381)

Term 1 8:00 A.M. - 10:10 A.M.

LIBE 384 (1.5 units) Selection of Materials (Advanced)  
(Prerequisite LIBE 383)

NOTE! NOTE! NOTE! NOTE!

The Department of Language Education invites applications for Summer Session instructors. Applicants should have a Masters Degree in School Librarianship; have extensive experience as a teacher and as a teacher-librarian. Applications including curriculum vitae and names of two referees should be sent by January 15, 1986 to:

The Head,  
Department of Language Education  
2125 Main Mall  
Vancouver, B.C. V6T 1Z5

A decorative border with intricate floral and scrollwork patterns surrounds the text.

# DISTINGUISHED SERVICE AWARD

## INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the efforts of a non teacher-librarian who has made an outstanding contribution in support of school librarianship in British Columbia.

## CRITERIA

Individuals nominated should be in a position to influence public and education decision makers.

Award may be presented annually by the BCTLA for outstanding service in support of school librarianship. The contribution made by the recipient of the award should be (a) outstanding in its own field (b) altruistic and (c) significant in terms of the continuing history of school library service.

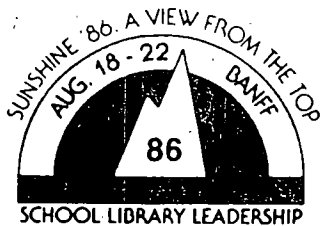
Consideration will be given to projects which have been completed in the previous year; or to a continuum of activities extending over a longer period and which have, currently, a positive impact on school library service at a local, provincial, or national level.

## RULES

1. This award may be given annually by the BCTLA and, if given, is to be presented at the AGM.
2. Nominees must be non teacher-librarians.
3. Nominations should be forwarded to the BCTLA Corresponding-Secretary by local chapters or by individual members of the BCTLA. Nominations must be submitted by February 28th.
4. Nominations shall be considered for only the year in which they are received.
5. BCTLA Executive Board shall establish an independent jury of three BCTLA members to adjudicate.

## AWARD

Shall consist of a suitably framed certificate.



## An Intensive Professional Development Experience For Educational Leaders Concerned With School Library Programs

**LEADERSHIP** is the focus for this five day seminar. Sunshine Village, located high in the Canadian Rockies, Banff National Park, provides a spectacular setting. The program will be conducted by a team from Ontario Institute for Studies in Education/University of Western Ontario **EDUCATIONAL LEADERSHIP CENTRE**, and will be headed by Gene Burdenuk, noted school library educator. Ken Jesse, Superintendent of the Red Deer (Alberta) Public Schools and 1985 recipient of the **Canadian School Library Association** Distinguished Administrator Award, will be keynote speaker.

### Audience

The program is intended for school library educators, consultants, supervisors and executive members of school library associations. School or district level administrators responsible for school library programs will also find this a worthwhile opportunity.

### Registration and Cost

Registration and program approximately \$295.00  
Accommodation and meals from \$260 (triple) to \$500 (single).  
The program will begin 9:00 a.m. Monday, August 18, 1986 so plan to arrive by the evening of August 17, 1986.  
Extra days before and after the seminar may be arranged with Sunshine Village at the conference rate.

### Application and Registration

Sunshine '86 is open to 75 participants. Registration forms will be available January 1986. Please indicate your interest in receiving further information by completing and returning this form to Ray Schmidt, Strathcona County Board of Education, Learning Resources Service Centre 2001 Sherwood Drive, Sherwood Park, Alberta T8A 3W7 (403) 464-8234.

The following resource people have been confirmed for Sunshine '86:

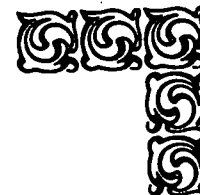
Bev Anderson, Calgary Board of Education  
Doreen Bertrand, Sudbury Board of Education  
Gene Burdenuk (Coordinator), OISE/UWO Educational Leadership Centre  
Ken Jesse (Keynote Speaker), Superintendent, Red Deer Public Schools  
Bill Nettinger, Director, OISE/UWO Educational Leadership Centre  
Paul Park, Dean, Faculty of Education, University of Western Ontario

-----

|            |       |                                      |  |
|------------|-------|--------------------------------------|--|
| NAME:      | _____ | Mail to:                             |  |
| POSITION:  | _____ | Ray Schmidt                          |  |
| ADDRESS:   | _____ | Learning Resources Service Centre    |  |
|            | _____ | Strathcona County Board of Education |  |
|            | _____ | 2001 Sherwood Drive                  |  |
|            | _____ | Sherwood Park, Alberta               |  |
| TELEPHONE: | _____ | T8A 3W7 (403) 464-8234               |  |

Please send me a registration form when it becomes available.

# A LIVELY VIEW OF THE PAST: THROUGH STORY



By KATHERINE PICHA, Teacher-Librarian, Cliff Drive Elementary School, Delta

We'd all love to be able to plunge children into the social milieu of an historical period and let it work around them (like taking them to Barkerville and turning on the 1860s). Barkerville may happen in the lucky child's school experience, but perhaps empathic appreciation of a slice of early Canada or of the forces which shaped its immigrants is more available to most children than teachers now realize.

In the last few years, Canadian historical fiction has taken a sharp swing away from boring, almost (in some cases) to breathtaking. There are good historical novels which will appeal to some children; there are good period novels which offer social and historical detail of earlier times; but best of all there are some historical or period books which make really excellent classroom read alouds.

Why should teachers read aloud to classes? The most important reason is for pleasure: the children's and the teacher's. The mutual enjoyment of a story is the goal, for that feeling will reap benefits right through the classroom day. Educationally, there are reasons why children should hear a variety of stories read by their teachers. Teachers can choose books at a language level which may often be beyond the present reading capabilities of the children, yet the children, once familiar with the story, will often reread the books themselves, gaining reading experience at a higher level. Teachers often will choose books, rich in themselves, which children would not easily find or be readily drawn to. Teachers can deliberately introduce new genres unfamiliar to children (for example, picture books for older children), and books with depth of characterization or intricacy of style which children might otherwise miss.

How should teachers choose books to read to classes? The first requirement is that the teacher enjoy the book; it must be something he or she will be willing to read every day. The second is probably that the book serve to stretch the understanding of most of the children in some way. In the area of historical fiction choices can be made for atmosphere of a period, for detail, or simply because of the literary qualities of the story - characterization, fine language, or the crafting of the plot. Some books should be considered because of the quality of their illustrations. The "history" of the historical novel should not necessarily be tied to the week or month in which the period occurs in the social studies class, but perhaps the book could be read before the social studies presentation, so that the incidental details of the novel form a framework of familiarity for the child learning history. Certainly no novel should be presented as a "social studies supplement"; it may offer great help to the intermediate generalist teaching both language arts and social studies, but it is mainly a story, and should stand by itself.

## **Breadth and Depth - A Literary Experience**

My best Canadian read-aloud is The Hand of Robin Squires. This fictional look at what might have happened on Oak Island in the early 1700's, on the educational side offers some mathematics, some science, lots of historical and social detail of ship-board life in the eighteenth century and a picture of an early encounter with an Indian tribe. Forget all about that! Read it to your grade five class because it is the kind of story that will grip them. It offers buried treasure, sadistic pirates, Indian lore, and a climax which was so real to one ten year old that he had to put his head between his knees to keep from fainting. The somewhat slow start of The Hand of Robin Squires mitigates against the casual child reader's choice of the book, at least at the grade five or six level, but with the wealth of literary (and social studies) content, it would be a shame if children missed it.

Two of Barbara Smucker's novels, Underground to Canada and Days of Terror, chronicle the coming to Canada of different immigrant peoples; both deal less with Canadian history than with the history of the country from which the immigrants come (the United States in the case of Underground to Canada and Russia in the case of Days of Terror). Black American slaves and Russian Mennonites are persecuted at home, endure vividly portrayed adversities, and arrive in Canada as if to the promised land. Smucker's strengths are in her characterizations, her wealth of accurate detail, and her ability to oblige the reader or listener to empathize with the pain her characters live through.

Underground to Canada, the earlier novel, is perhaps more didactic and less gripping, but both will stay with the children long after the reading is finished. Days of Terror works well from grade six up into high school level,, and Underground to Canada could be used slightly earlier. Be warned that Days of Terror starts slowly, and teachers may want to explain the slow start to classes.

✓ The fact that much of the history and social history in Janet Lunn's The Root Cellar are American should not deter Canadian teachers from reading it to classes. This time travel fantasy skilfully blends the main character's present situation and problems with those of the characters in the past, and in so doing allows Rose Larkin to grow and develop. The book starts swiftly, transporting Rose in one chapter from her previous life into her unhappy present situation, and at the same time introducing the time shift. Throughout most of the book Rose and Susan (one of the 1865 characters) travel from an island near Toronto to Washington DC in the aftermath of the American Civil War, searching for a Canadian boy who had joined the Union army. The book presents the anti-war message, but its strength is in its interweaving of past and present, its characterization of Rose, and its sense of adventure. Although without the raw impact of the Clark or Smucker books, Lunn's skilful resolutions of time and plot make The Root Cellar a deeply satisfying book, useful for grades five and up.

Mary Alice Downie's The King's Loon takes the listener to New France in the late seventeenth century with the funny, moving story of an orphan, André stows away on one of Frontenac's expeditions into the wilderness and, after he is discovered, captures a loon. Frontenac promises to take the loon (and its keeper, André) to France to present the bird to the king. André is thrilled, but when he sees the bird pining away in captivity he has to choose whether to keep it or set it free. The scant 45 page novel is swiftly paced, rich in detail and lively. Although the content fits well into the intermediate curriculum, the book can be read to grade three.

Did I say that The Hand of Robin Squires was "my best" read-aloud? Perhaps that was a hasty judgement, for surely Betty Waterton's Pettranella deserves the adjective "breathtaking." (I always get tears in my voice when I read it to a class.) Pettranella is a one sitting read-aloud for grades one to four. It is the story of a little girl who immigrates with her parents to the Canadian prairies, leaving behind a grandmother in Europe. Pettranella's grandmother entrusts the girl with some flower seeds from home which Pettranella loses on the way to the homestead--simple, but deeply moving, and exquisitely illustrated by Ann Blades. There's a wealth of detail about the experience of immigration, but it is always seen from the child's perspective - all that waiting! The book itself is slight (it is almost a picture book), yet Waterton and Blades have balanced the information with the story so well that it works, even for grade one.

### **Adventure Stories - Good Value for the Money**

Two Canadian adventure series which carry their historical detail lightly are Tony German's Tom Penny stories and Bill Freeman's books about Meg and John Bain. Feuds, murders, get-rich-quick schemes and accidents, commerce and adventures in the wilderness and on the high seas, all contribute to the pace of these fairly slim novels. Dialogue, humour, and above all action make up for less than subtle character presentation, and most of all, the reader (listener) is always drawn forward with a good story. With both these series, it is probably better to read the children the first book and then let them read the others themselves. These should all appeal to grade six and up.

The German series, set on the Ottawa and St. Lawrence Rivers in the 1830's, deals mostly with lumbering, ship building and canal building, although there is also some romance.

Bill Freeman manages, without damaging the exciting plot or pace of his novels, to incorporate myriad accurate details of the activity of his characters. For example, in First Spring on the Grand Banks the details of the Newfoundland fishery are complete, even to the glossary given at the back. Although children are given all these details, the stories are not marred by them, and readers who wish to ignore them lose nothing of the adventure. In this trilogy set in the 1870's, believable adversities follow daring deeds, but through it all comes the hard work of John and Meg as they struggle as lumbermen, as ships crew or as Newfoundland fishermen.

## Some More Good Books to Know

Good Canadian historical read-alouds are so numerous that it would be wrong of me to leave this list with just six gems and six adventures. There are many more books which offer good stories, and one of them may fit a particular teacher's taste, or a particular class's needs. Here then is a short list, giving a hint of content and probable level of interest. Because of the many choices on the new social studies curriculum from grades three to seven, they have not been tied to any particular grade level. For convenience, they are arranged roughly from the most difficult to the easiest.

The King's Daughter is an improbable fast-paced romance-adventure for grade six and up which chronicles the exciting and richly detailed life of Jeanne Chatel, one of the orphans (King's daughters) sent out from France to New France to marry the settlers. The very length of this book (211 pages in the paperback edition) may force the teacher to read some parts and summarize others.

In Honor Bound, the Avery family, United Empire Loyalists, admits the defeat of the king's forces and makes the dangerous trek to the Canadian wilderness, often one step ahead of vengeful former compatriots. The story is suitable for grade four, but will probably appeal to older children.

A Very Small Rebellion is a different sort of novel, alternating a straightforward factual account of Louis Riel's troubled life with the story of some Métis and Indian children who try to change the plans of modern day road builders. Of all the books, this is the only one which should be used directly in the social studies class.

Offering more adventure for younger children than do either the Freeman or the German novels, The Journey of the Shadow Bairns is the improbable but strangely plausible story of thirteen year old Elspeth MacDonald's emigration from Scotland with her four year old brother at the beginning of this century.

Cariboo Runaway is a good story for grade four and up about two children's fairly believable trip from Victoria to Barkerville to find their prospector father. The travel chapters are well done, but the book is flawed by its unrealistic climax and its shaky depiction of Judge Begbie.

Grade threes to grade fives might enjoy the time-travel dream fantasy Stuck Fast in Yesterday in which a wicked old-fashioned photographer pursues Jennifer through her 1909 experiences, trying to turn her into one of his "seen and not heard" children.

In The Tin-Lined Trunk, Polly and her brother, Barnardo Home children of the late nineteenth century, immigrate to Canada to work on Ontario farms. Grade fours would enjoy the story, especially the beginning when Polly and Jack fend for themselves on the streets of London.

A gentle Christmas time-travel fantasy for grades one to four, The Olden Days Coat lets Sal meet her own grandmother as a little girl. There is no history in this one, but exquisite illustrations by Muriel Wood enhance the old-fashioned flavour of the past sequences.

For young children (perhaps even from grade two) Good-bye Sarah portrays the bitterness of the 1919 Winnipeg general strike on a level that children can understand.

The Last Ship and The Yellow Flag are the two most successful stories in the PMA Northern Lights series. Both delightfully illustrated, either small volume could be shared with children in grades three or four in half an hour. The Last Ship, the better story, deals with the life of children in early Quebec City. The Yellow Flag tells of the quarantine for cholera of an Irish immigrant ship.

I would ask the indulgence of teacher-librarians in sharing this list of Canadian historical fiction with their teachers. My exhortation to read aloud is really aimed at the primary and intermediate generalist - the teacher who teaches both language arts and social studies to a class, who stays with the class all day, and who steals odd extra moments to read because everybody is so involved in the current story.



## Books Mentioned

- Anderson, Margaret J. The Journey of the Shadow Bairns. New York: Scholastic, 1980.
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# POINT / COUNTERPOINT: A RESPONSE

In Volume 26, Numbers 4 & 5, (May, 1985), The Bookmark published Teacher-Librarians: extinction or proving their worth, by Larry Little of Houston, B. C. In that issue, the paper was commented upon by Dianne Driscoll (Coquitlam), Joyce MacDonald (Kamloops), and Ken Haycock (Vancouver). In this issue, Mr. Little responds to the opinions expressed in "Counterpoint".

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Ken Haycock specifically identifies the role of the teacher-librarian as a teacher with specialized skills in selecting, organizing, managing and promoting the effective use of curriculum resources. This without a doubt is a good definition. I cannot disagree with Ken's definition, but my argument will remain constant; we need more training in the library aspects of our job. Whether we choose to believe it or not, the proof is evident; there are schools where the library is viewed as a non-essential part of the curriculum. These libraries have unqualified personnel who lack the proper training in the dual role of the resource specialist. There are a growing number of teacher-librarians who persist in thinking that only a course in an aspect of library science is necessary to administer a library, but we also state emphatically that we do not have enough training in curriculum development, evaluation of materials, teaching methodologies and cooperative planning and teaching. My argument does not deny any of these points, but asserts that in order to improve upon the library and the curriculum or the evaluation of materials, more library training can facilitate the education process.

The problem as I view it focuses on the role of the librarian. In the past, the resource specialist was designated as a "school" librarian, where the major task was administering the library and not with curriculum development or cooperative planning and teaching. In fact, many of these librarians were stereotyped as "mild, meek mannered" women. The male librarian was certainly atypical. Today the school librarian has evolved into the teacher-librarian... a specialist who has the necessary skills in selecting, organizing, and promoting the curriculum resources. These dynamic individuals are no longer your typical librarian. They are in fact dedicated professionals striving to provide the student with the best education as possible.

We have made one transition from the librarian to the teacher where the librarian's task is apparently less important. I do not disagree with the emphasis placed upon the teaching aspect of the school librarian; the transformation was inevitable. My sole argument is for more professional development in both the teaching and library perspectives and that the librarian's function is just as important as the teaching role.

I find it alarming to listen to teacher-librarians around the province state unequivocally that one cataloguing and classifying course is as much as they need to know about the subject. One course is but the tip of the iceberg. The satisfaction of cataloguing and classifying your own material and the establishment of a continuity with your collection and other libraries, are but two reasons for knowing more about the cataloguing and classification systems used in libraries today. All too often, inexperienced librarians fail in recognizing the need for uniformity and easy accessibility. The proper selection of a subject heading and/or classification number aids a student in using not only your library but other libraries too. In short, it is up to us to ensure that the student can walk into any library, anywhere, and know that what they have learned in the school resource centre is a relevant and valuable skill. To dismiss this notion is to deny the essence of our society; that everything we learn is based on knowledge obtained via our interaction with other humans and from documented sources of information. Libraries are but one example of the many and varied resources by which we gain information. Even our parents and grandparents are sources of knowledge through which the norms and mores of society are passed on through each generation.

Whether we prove our worth as teacher-librarians is dependent upon the program we develop. Our education does not prove our worth. On the contrary it helps to develop a dynamic library. I did not, and I emphasize, did not, state that my M.L.S. proves my worth, nor did I say that an M.L.S. would nurture the "skills necessary to develop and implement a cooperatively planned and team taught program". What I did say was that an M.L.S. can give you a sense of worth as a librarian. Your knowledge of library skills can facilitate the presentations you make to a class that have been developed cooperatively. Thus your professional growth is paramount, not only in terms of curriculum development or teaching methodologies, but so too in the realm of library science. As teacher-librarians we are in essence department heads, and as department heads we should be masters at what we do. Therefore it is to our advantage to be as specialized as possible. There is a growing trend in Canadian universities to coordinate library and education training, therefore emphasizing the role of both the librarian and teacher.

This problem of roles and definitions has been dealt with superbly by individuals such as Carol Ann Haycock, Ken Haycock, and Gene Burdenuk. It is a dilemma not just limited to education. For years the same question was asked in the area of public libraries: what constitutes a librarian? Being a librarian is more than the definition described in a dictionary. It certainly is not political, but it can be philosophical. Regardless, the development of information skills across the curriculum can be enhanced via your ability as a librarian.

I am first and foremost a librarian and always shall be. This does not diminish my respect for teacher-librarians who, as Dianne Driscoll put it, are "classroom teachers who have received additional training". I was originally a librarian who received additional training as a classroom teacher.

Thank you to Alan Knight, for printing my point of view; to Joyce MacDonald, Dianne Driscoll, and Ken Haycock. I apologize if I have offended anyone; that was not my intention.

# CHAPTER REPORTS

The following reports are a compilation of the reports received since the last issue of The Bookmark. Full copies are kept on file by the Chapter Relations Chairperson.

## Political Action

### LANGLEY

- \* strongly endorsed the brief "The Library Connection" (prepared by Alice Thomas), sent through the Langley Teachers' Association to the school board.

### LAKES DISTRICT

- \* made a presentation to the Board of School Trustees reviewing the function of the teacher-librarian in the school.

### NECHAKO

- \* drafted a brief to the Board after it proposed that all district teacher-librarian positions be eliminated.
- \* board members were lobbied by one or more members of the L.S.A. before the brief was presented. [As a result of these actions, the board negotiated an agreement which included the retention of all teacher-librarian positions]

### SOOKE

- \* prepared a display at the entrance of the shopping mall during Education Week.

## Curriculum Development or Program Development

### LANGLEY

- \* worked on the development of a District Research and Study Skills Continuum.
- \* presented workshops to primary and kindergarten teachers showing the district's storyboxes. (These kits, developed by teacher - librarians, include display materials and a handbook of integrated language arts, music, art, math, social studies, and science activities designed for use in cooperative program planning and teaching.
- \* developed a Library Services Criteria to be used in the assessment of services offered by secondary libraries.

### LAKE COWICHAN

- \* has lost much ground due to funding levels and the retirement of one of the two district teacher-librarians. There is now just one teacher-librarian in the district.
- \* is examining computerization as a means to maximize the effect of the limited staff.

## Meeting Ideas or "Special Program" Ideas

### LANGLEY

- \* held a workshop on "cataloguing methods" presented by the District Resource Centre staff.
- \* visited the public library to learn about special programs and services available.
- \* held a workshop on "Creating Fantastic Displays", given by a

local art teacher.

- \* a local teacher-librarian presented a workshop "Reading with your child" at a district forum for preschool parents.
- \* held a workshop of ideas for promoting the library and reading called "Speaking of Libraries"

#### PONDEROSA

- \* held a "Young Authors Conference" featuring Joan Weir, John Brook, and Meg Anderson.

#### POWELL RIVER

- \* held their annual book display at the District Resource Centre which attracted teachers, students, and school board members.

#### SOOKE

- \* held information exchange sessions which greatly benefitted new teacher-librarians

## Recommended Speakers/ Workshop Leaders

#### LANGLEY

- \* Paul Bondar (Maple Ridge) : Secrets of Having an Active Library
- \* Sheila Borman, Richmond School Board Office, : From Problem Posing to Presenting - A Look at Report Writing.
- \* Ken Roberts, Richmond Public Library : Creating Images in the Mind

#### PONDEROSA

- \* John Stott : Inuit and Native Stories for Children

## Public Relations Activities

#### LANGLEY

- \* began the development of a slide-tape presentation on the role of the library in the school
- \* Readers' Choice and Battle of the Books programs were organized.
- \* published several news items and pictures describing school library programs in local newspapers.



# PROGRAMS FOR ELEMENTARY SCHOOLS

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Through her company PUPPCORN PRODUCTIONS LTD., she writes and publishes a childrens' activity book series and produces records, cassettes, puppet kits, and teacher-related materials.

She is frequently featured as a workshop speaker at educational meetings and conventions.

## ASSEMBLY AND CLASSROOM PROGRAMS

ASSEMBLY PROGRAMS — *Recommended 300 maximum per session.*

### SONGS, STORIES, AND PUPPETS

K-5. This assembly program is a storytelling presentation designed to teach while it entertains. During the 50-minute program, children see a variety of puppets made from easy-to-find household items. Lois then demonstrates how the puppets are used to perform a legend from Canadian folklore. Live music, original songs, lots of audience participation and a pervasive spirit of fun highlight this acclaimed program.

### THE YARNSPINNER

5-7. Gather all your grade 5, 6 and 7's together for their own storytelling assembly. The 50 minute program features fairytales, legends, and ghost stories from around the globe. During the assembly, student volunteers will help perform a Canadian legend. Live music enhances the action, mood, and fun!

### POTPOURRI

K-7. **TOURING ONLY.** A specially-designed touring performance featuring stories, puppets, and musical excerpts from Lois' 1985 PNE KIDSWORLD concerts.

## CLASSROOM STORYTELLER PROGRAMS — *Recommended 60 children per session*

These unique programs allow small groups of children to experience a professional storyteller in action. Different programs are available for grades K-3, 4-5, 6-7. All programs are designed to enhance listening skills and some require audience participation. A number of new stories have been added this year, but some old favorites remain. Please choose the programs which best suit your needs. All programs are 45 minutes in length.

**K-3 A TRUNKFUL OF PUPPCORNS!** This program focuses upon puppet-making and features a story called "The Puppetmaker". A number of easy-to-make puppets are introduced and Lois encourages students to become puppet-makers themselves.

**K-3 HELP ME WITH A STORY!** This program focuses upon listening and audience participation. The stories "Sweet Porridge" (fairy tale) and "The Creaky Door" (scary-tale) both require sound effects which are supplied by the listeners. "The Star Maiden" (Indian legend) asks audience members to help solve the problem of a beautiful maiden who has come from the stars.

**4-5 THE WITCH, THE PRINCESS, AND THE MAGICIAN!** Two fairytales and a legend from the Middle Ages combine to make a varied and exciting program for grades 4 and 5. "Suppose You Met a Witch" is a story told in verse which details the adventures of two ten year olds who are captured by a witch named Grimblegrum. "The Starfish" tells of a poor boy who outsmarts a vain princess, while "The Carrot Counter" deals with a clever girl who outsmarts a powerful magician.

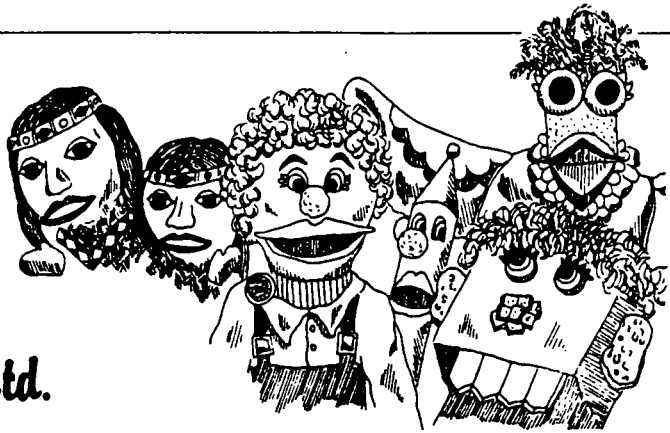
**4-5 PUPPETS AND LEGENDS!** This program is designed to motivate puppet-making and features the Inuit tale, "Kiviok's Magic Journey". Homemade puppets and audience participants combine to create a mini-theatre piece for the classroom. A number of easy-to-make puppets are shown and discussed.

**6-7 MANY WAYS TO TELL A TALE!** This special program focuses upon three different ways to tell a story. "Suppose You Met a Witch" is a story told in verse. "The Monster Who Grew Small" is an Egyptian legend which Lois tells using the *traditional* method. The MicMac Indian legend, "How Summer Came to Canada", is told with puppets and audience volunteers to create a classroom *theatre piece*. (Different stories can be substituted, if desired).

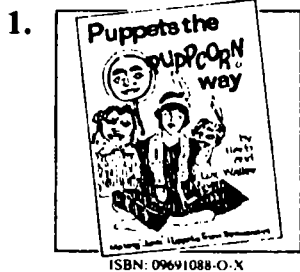
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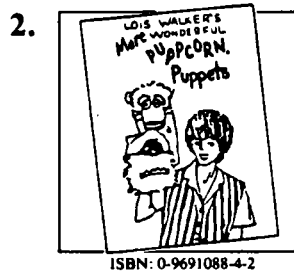
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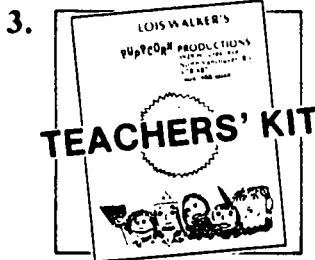
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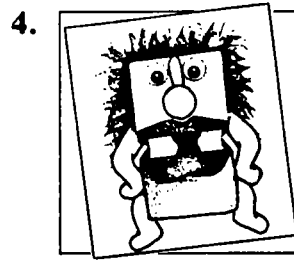
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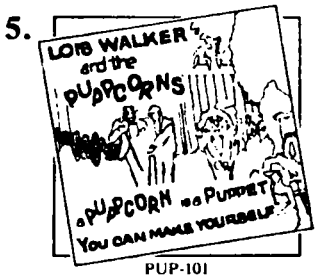
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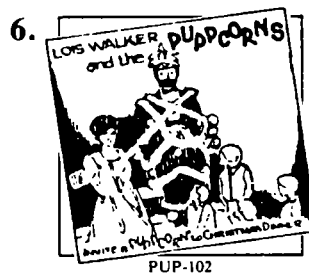
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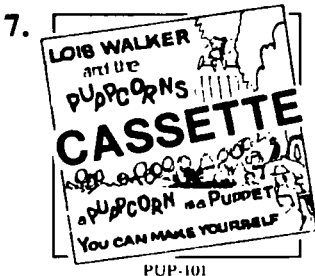


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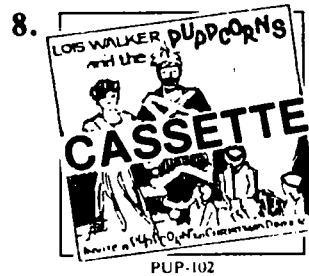
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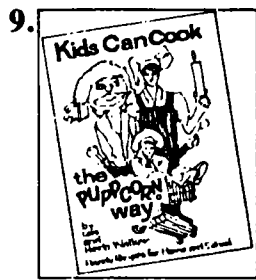
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"Lois Walker's suggestions provide countless possibilities..."  
Jane Findlayson, Ottawa Citizen

"precise and well-illustrated directions... encourages a happy slapdash approach"  
Jacquie Hunt, Globe and Mail

"drawing raves from Canadian teachers..."  
Erik Floren, Ottawa Sunday Herald

"a great weekend treat"  
Michele Landsberg, Toronto Star

"instructions are easy to read and well-illustrated."  
Children's World, Vancouver Sun



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# ASK THE EXPERTS

Ask the Experts is a regular feature of The Bookmark. It is designed to help solve problems that teacher-librarians are encountering. There are "experts" in our membership that might have the answer to your very problem. Write to the senior editor and ask - we will endeavour to find your expert!

Readers! If you have an answer for our Ask the Experts question(s), feel free to send your advice to the Senior Editor. Your answer will be forwarded to the person who had the request.

Who are the teacher-librarians out there that may be struggling with Program Cadre or French Immersion at the secondary level? Do you have a basic collection list? What supplier(s) are working for you?

[ There may be some help for you in answering this request. See the article in this edition on Selecting French Library Books by Katherine Picha. Also, look for the French Immersion and Programme Cadre Notes column by Angela Thacker. - G. Soon, Senior Editor]

Help! I have transferred to a school library where the card catalogue does not match the books! What should I do?

[ I asked a number of people what they would do in your situation. By far, the response was... How badly does the card catalogue work? Is there any chance of future computerization? Is there any clerical time available to the teacher-librarian to change the situation? In effect, they wanted to know more about your situation. Only you can know the extent to how badly it effects the use of your collection. If you have no help, you have to decide what your priorities are. Should you allow your work with the teachers and students suffer while you "fix" the catalogue? Is there any chance that your district will computerize? If so, bear with it until the computerization arrives. If there is no chance of computerization, and you just can't live with your catalogue, the best thing that you can do is take an inventory so that you know what you do have. From there you can work your way through the catalogue if you wish, discarding the cards that lead to nothing. Good luck! - G. Soon, Senior Editor]

And now... some more requests. While we look for "experts", can you help us?

How can I get the time to plan with the teachers in my school? It seems that our schedules never match. Everyone is so busy they can't find the time. Help!

Send your questions and/or answers to:

Gerald Soon, Senior Editor, The Bookmark  
18026 61A Avenue  
Surrey, B.C. V3S 5X1

BRITISH COLUMBIA TEACHER-LIBRARIANS ASSOCIATION

OFFICIAL NOMINATION FORM FOR OFFICERS-1985-86 TERM

Send completed form to: Bill Scott, Nominations Chairperson  
Box 985  
Hope, BC  
VOX 1L0  
H: 869-9388  
S: 869-9971

\_\_\_\_\_FORM MUST BE RECEIVED FEBRUARY 1, 1986\_\_\_\_\_

Only those who are active members of the BCTLA and BCTF may allow their names to stand for office. A person may be nominated by five active BCTLA members. Please complete the following as fully as possible:

The five active BCTLA members listed below wish to nominate:

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone number \_\_\_\_\_

|    | Nominator's name | Address | School district name and number |
|----|------------------|---------|---------------------------------|
| 1. | _____            | _____   | _____                           |
| 2. | _____            | _____   | _____                           |
| 3. | _____            | _____   | _____                           |
| 4. | _____            | _____   | _____                           |
| 5. | _____            | _____   | _____                           |

For the position of (circle the appropriate office):

PRESIDENT

CORRESPONDING  
SECRETARY

VICE-PRESIDENT

RECORDING  
SECRETARY

TREASURER

The following should be completed by the nominee. PLEASE TYPE

|                          |                                |                                 |          |            |
|--------------------------|--------------------------------|---------------------------------|----------|------------|
| Name                     | _____                          | _____                           | _____    | _____      |
|                          | surname                        | given names, underline one used |          |            |
| Present position         | _____                          | _____                           | _____    | (19 - 19 ) |
|                          | position                       | school                          | district | dates      |
| Past experience          | _____                          | _____                           | _____    | (19 - 19 ) |
|                          | most recent position           | school                          | district | dates      |
|                          | _____                          | _____                           | _____    | (19 - 19 ) |
|                          | second most recent position    | school                          | district | dates      |
|                          | _____                          | _____                           | _____    | (19 - 19 ) |
|                          | position                       | school                          | district | dates      |
| Education qualifications | _____                          | _____                           | _____    | (19 - 19 ) |
|                          | first degree or work toward it | university                      |          |            |
|                          | _____                          | _____                           | _____    | (19 - 19 ) |
|                          | other                          | university                      |          | dates      |
|                          | _____                          | _____                           | _____    | (19 - 19 ) |
|                          | other                          | university                      |          | dates      |

Offices held at the local and/or provincial level (with dates).

|                  |          |                 |       |            |
|------------------|----------|-----------------|-------|------------|
| B.C.T.L.A. local | _____    | _____           | _____ | (19 - 19 ) |
|                  | position | name of chapter |       | dates      |
|                  | _____    | _____           | _____ | (19 - 19 ) |
|                  | position | name of chapter |       | dates      |
| provincial       | _____    | _____           | _____ | (19 - 19 ) |
|                  | position |                 |       | dates      |
|                  | _____    | _____           | _____ | (19 - 19 ) |
|                  | position |                 |       | dates      |
| BCTF:local       | _____    | _____           | _____ | (19 - 19 ) |
|                  | position | district        |       | dates      |
|                  | _____    | _____           | _____ | (19 - 19 ) |
|                  | position | district        |       | dates      |
| provincial       | _____    | _____           | _____ | (19 - 19 ) |
|                  | position |                 |       | dates      |
|                  | _____    | _____           | _____ | (19 - 19 ) |
|                  | position |                 |       | dates      |

Matters that will be of particular concern if elected to office. Use additional sheets if this is insufficient space. Please type!

Other pertinent information not covered above that would support your nomination. Please type!

N.B. Nominees should submit a passport-type photograph with this form for publication.

Signature of nominee \_\_\_\_\_ Date \_\_\_\_\_

# BCTLA LEARNING & WORKING CONDITIONS SURVEY, 1985-1986

Barb Hall (Prince George)  
Vice-President

This is the fifth annual survey of learning and working conditions in the school libraries of British Columbia. Response has grown from 689 schools in 39 school districts in 1981-1982 to over 1000 schools in 61 school districts in 1984-1985. In the 1985-1986 survey, 1049 schools in 55 schools districts have reported to date. It is hoped that the following summary results will not only continue to heighten teacher-librarians' awareness of working conditions during economic restraint but will provide teacher-librarians with some ammunition for the negotiation of further cutbacks.

The process used was similar to past years. A two-page survey questionnaire was prepared and mailed to chapter councilors in late August. Completed surveys were brought to the BCTLA executive council meeting on October 18, 1985. The tabulated data from the 1985-1986 survey has been divided into two parts. The first section reported here addresses the crucial issues of professional staffing, clerical support and library budgets. District resource services, censorship and microcomputers, as well as any late returns, will be dealt with in part two which will be published in the next issue of the Bookmark.

Chapter councilors are to be congratulated again for doing an exceptional job in the collection of information. Many did so in districts and areas where communication was not easy. In addition, individuals in areas where there were no organized chapters took on the responsibility to ensure that their districts were included. The BCTLA executive board and the entire membership extend a sincere "Thank you!"

## PERCENT RESPONSE

In many school districts, chapter councilors reported a 100% response. The table on the next page gives the percentage response for only those school districts with less than 100% response at either the elementary or secondary level. If the response for a school district was less than 50%, figures have not been included as the data was felt to be insufficient. In some cases, there was sufficient data for either elementary or secondary but not for the other. Only the sufficient data level has been included. Usually the exclusion of data has been due to the responding teacher-librarian's failure to include the pupil enrollment of the school and/or the amount of teacher-librarian time making comparative calculations for professional staffing and clerical staffing impossible. It is encouraging to note a higher percentage of response from most districts this year.

Less Than 100% District Response  
Number and Percentage of Schools Responding

| School District      | Elementary |      | Secondary |      |
|----------------------|------------|------|-----------|------|
| 07 Nelson            | 8          | 89%  | 3         | 6%   |
| 09 Castlegar         | 2          | 67%  | -         | ---  |
| 23 Central Okanagan  | 31         | 100% | 8         | 80%  |
| 27 Cariboo-Chilcotin | 11         | 16%  | 4         | 8%   |
| 28 Quesnel           | 15         | 83%  | 3         | 100% |
| 29 Lillooet          | 4          | 67%  | 1         | 100% |
| 33 Chilliwack        | 18         | 95%  | 5         | 84%  |
| 34 Abbotsford        | 23         | 79%  | 3         | 60%  |
| 35 Langley           | 17         | 57%  | 6         | 86%  |
| 36 Surrey            | 48         | 76%  | 16        | 100% |
| 37 Delta             | 22         | 92%  | 8         | 100% |
| 38 Richmond          | 18         | 55%  | 8         | 89%  |
| 39 Vancouver         | 86         | 99%  | 18        | 100% |
| 42 Maple Ridge       | 17         | 80%  | 3         | 75%  |
| 43 Coquitlam         | 30         | 70%  | 8         | 67%  |
| 44 North Vancouver   | 28         | 90%  | 7         | 100% |
| 45 West Vancouver    | 9          | 90%  | 3         | 100% |
| 48 Howe Sound        | 7          | 88%  | 2         | 67%  |
| 55 Burns Lake        | 5          | 84%  | 2         | 100% |
| 57 Prince George     | 36         | 88%  | 8         | 73%  |
| 59 Peace River South | -          | ---  | 4         | 80%  |
| 60 Peace River North | 14         | 93%  | 4         | 100% |

Response cont'd...

|    |                |    |     |    |      |
|----|----------------|----|-----|----|------|
| 61 | Great Victoria | 30 | 79% | 11 | 85%  |
| 63 | Saanich        | 13 | 93% | 6  | 100% |
| 64 | Gulf Islands   | 5  | 71% | 1  | 100% |
| 72 | Campbell River | 13 | 87% | 4  | 100% |
| 85 | North Island   | 8  | 83% | 5  | 100% |
| 88 | Terrace        | 10 | 77% | 5  | 100% |
| 89 | Shuswap        | 19 | 95% | 4  | 100% |

---

#### PROFESSIONAL STAFFING

BCTF "minimum" criteria for professional staffing are as follows:

| <u>Students</u> | <u>Teacher-Librarian(s)</u> |
|-----------------|-----------------------------|
| 101-400.....    | 0.5 fte or more             |
| 401-700.....    | 1.0 fte or more             |
| 701-1000.....   | 1.5 fte or more             |
| 1001-1400.....  | 2.0 fte or more             |
| 1401-.....      | 2.5 fte or more             |

While the BCTF Learning Conditions guidelines present a range of suggested time allotments, the "minimum" level identified was chosen to determine the number of schools meeting this guideline; that is, if the student population was between 401 and 700, the school library must have a 1.00 fte teacher-librarian to meet the "minimum" requirements. The data drawn from the survey reports made possible the identification of the number of schools in each district which meet the BCTF "minimum" criteria. In the following table the number of elementary and secondary schools meeting professional staffing standards is expressed as a ratio out of the total schools responding in the district. The 1984-1985 ratios are included for comparison.

Number of Schools Meeting  
Professional Staffing "Minimum"

| School District      | Elementary |       | Secondary |       |
|----------------------|------------|-------|-----------|-------|
|                      | 84/85      | 85/86 | 84/85     | 85/86 |
| 01 Fernie            | ---        | 6/8   | --        | 1/3   |
| 02 Cranbrook         | 8/8        | 8/8   | 2/3       | 1/3   |
| 07 Nelson            | 1/7        | 2/8   | ---       | 3/3   |
| 09 Castlegar         | ---        | ---   | ---       | 1/2   |
| 10 Arrow Lakes       | 1/5        | 0/5   | 1/2       | 1/2   |
| 11 Trail             | 4/7        | 2/10  | 1/3       | 1/3   |
| 12 Grand Forks       | ---        | 2/3   | ---       | 1/3   |
| 17 Princeton         | 7/11       | ---   | 0/1       | 0/1   |
| 21 Armstrong         | ---        | 3/3   | 1/1       | 0/1   |
| 22 Vernon            | 9/12       | 13/15 | 1/3       | 1/5   |
| 23 Central Okanagan  | 24/30      | 20/31 | 6/9       | 3/8   |
| 24 Kamloops          | 12/17      | 27/35 | 0/7       | 4/10  |
| 26 North Thompson    | 0/5        | 1/4   | 1/1       | 1/1   |
| 27 Cariboo-Chilcotin | 11/12      | 11/11 | 2/4       | 2/4   |
| 28 Quesnel           | 10/12      | 13/15 | 1/3       | 1/3   |
| 29 Lillooet          | 3/3        | 3/4   | 1/1       | 1/1   |
| 30 South Cariboo     | ---        | ---   | ---       | 0/3   |
| 31 Merritt           | 2/6        | 2/5   | 0/1       | 0/2   |
| 32 Hope              | 3/5        | 2/4   | 1/2       | 3/3   |
| 33 Chilliwack        | 8/18       | 9/18  | 2/5       | 3/5   |
| 34 Abbotsford        | 16/22      | 12/23 | ---       | 0/3   |
| 35 Langley           | 13/25      | 8/17  | 1/7       | 2/6   |

Professional Staffing cont'd

|    |                    |       |       |      |      |
|----|--------------------|-------|-------|------|------|
| 36 | Surrey             | 28/37 | 32/48 | 8/15 | 7/16 |
| 37 | Delta              | 16/21 | 12/22 | 2/8  | 0/8  |
| 38 | Richmond           | ---   | 13/18 | 1/8  | 0/8  |
| 39 | Vancouver          | 30/57 | 74/86 | 1/13 | 8/18 |
| 41 | Burnaby            | 15/19 | 29/36 | 1/4  | 3/8  |
| 42 | Maple Ridge        | 14/19 | 14/17 | 0/3  | 0/3  |
| 43 | Coquitlam          | 20/28 | 11/30 | 0/8  | 1/8  |
| 44 | North Vancouver    | 14/17 | 26/28 | 1/5  | 1/7  |
| 45 | West Vancouver     | 6/7   | 8/9   | 1/3  | 0/3  |
| 47 | Power River        | 4/8   | 3/10  | 1/2  | 1/3  |
| 48 | Howe Sound         | 1/4   | 3/7   | ---  | 1/2  |
| 52 | Prince Rupert      | 5/6   | 8/8   | 0/2  | 0/2  |
| 54 | Smithers           | 4/7   | 7/7   | 1/3  | 1/3  |
| 55 | Burns Lake         | 1/4   | 0/5   | 0/1  | 0/2  |
| 56 | Nechako            | 4/4   | 3/4   | 2/3  | 3/3  |
| 57 | Prince George      | 37/44 | 30/36 | 5/9  | 4/8  |
| 59 | Peache River South | 4/7   | ---   | 2/3  | 1/4  |
| 60 | Peace River North  | 13/13 | 10/14 | 2/4  | 1/4  |
| 61 | Greater Victoria   | 14/28 | 9/30  | 0/8  | 0/11 |
| 62 | Sooke              | 5/8   | 8/18  | 0/3  | 0/4  |
| 63 | Saanich            | 5/12  | 3/13  | 1/2  | 0/6  |
| 64 | Gulf Islands       | 4/6   | 1/5   | 1/1  | 1/1  |
| 66 | Lake Cowichan      | 0/6   | 0/6   | 0/1  | 0/1  |
| 68 | Nanaimo            | 21/35 | 13/35 | 1/6  | 1/6  |
| 69 | Qualicum           | 3/7   | 5/10  | 2/4  | 0/2  |
| 70 | Alberni            | 9/14  | 11/13 | 3/5  | 3/5  |

Professional Staffing cont'd...

|    |                |      |       |     |     |
|----|----------------|------|-------|-----|-----|
| 72 | Campbell River | 4/15 | 11/13 | 4/4 | 0/4 |
| 76 | Agassiz        | 0/2  | 0/2   | 1/1 | 1/1 |
| 80 | Kitimat        | 5/5  | 3/5   | 0/1 | 0/1 |
| 85 | North Island   | ---  | 4/8   | --- | 2/5 |
| 88 | Terrace        | 7/10 | 7/10  | 1/5 | 1/5 |
| 89 | Shuswap        | 2/13 | 3/19  | 2/4 | 2/4 |

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In the 1984-1985 survey, 436 out of 750, or 58% of the elementary school libraries throughout the province met the BCTF "minimum" criteria for professional teacher-librarian staffing. In the 1985-1986 survey, 505 out of 814, or 62% of the elementary libraries met the BCTF "minimum" criteria. Although the allocation of teacher-librarian time seems to have remained relatively stable in most elementary school libraries, more districts reported the replacement of teacher-librarians with part-time principals. These districts include: Alberni, Quesnel, Burns Lake, Nelson, Castlegar, Kamloops, Richmond, Victoria, Trail, North Vancouver, Merritt, Gulf Islands and Maple Ridge. This shared responsibility may have some effect on the level of service and cooperative planning programs that can be offered in such situations. As one principal commented: "We really do need a librarian". On the brighter side, congratulations must be given to the following districts who have reported 100% minimum professional staffing in the elementary school libraries that completed the survey: Cranbrook, Armstrong, Cariboo-Chilcotin, Prince Rupert, and Smithers.

Secondary school libraries have again reported a low percentage of professional staffing. In the 1984-1985 survey, 34.5% of the secondary school libraries throughout the province met the BCTF "minimum" criteria for professional teacher-librarian staffing. This percentage was reduced to 30% on the 1985-1986 survey as only 71 out of 235 secondary schools reported minimum professional staffing. Several large districts such as Delta, Richmond and Victoria reported that no secondary schools in their district met the minimum standards. Nelson, North Thompson, Lillooet, Hope, Nechako and Agassiz were the only districts to report 100% minimum professional staffing at the secondary school level.

Professional Staffing cont'd...

Although many districts reported that professional staffing is determined by a district ratio, most districts stated that the final decision is left up to the principal of each school. School based decision seemed to be the most common factor mentioned in the allocation of professional staffing.

-----

Because of the availability of hard data, the September 1985 fte (full-time equivalent) teacher-librarians per thousand was also tabulated for purposes of ranking and comparison with other districts in the province. The figures for each district were calculated according to the following formula and placed in ranking order:

$$\frac{\# \text{ fte teacher-librarian}}{\# \text{ of students}} \times 1000$$

Professional Staffing September 1985  
fte per thousand students

| Elementary                 | Secondary                  |
|----------------------------|----------------------------|
| Armstrong.....3.36         | Hope.....2.41              |
| Lillooet.....3.18          | Gulf Islands.....2.29      |
| Bulkley Valley.....3.15    | North Thompson.....2.29    |
| Arrow Lake.....3.11        | North Island.....2.08      |
| Cranbrook.....2.86         | Nechako.....1.95           |
| Cariboo-Chilcotin.....2.84 | Howe Sound.....1.93        |
| West Vancouver.....2.74    | Agassiz.....1.86           |
| Quesnel.....2.70           | Peace River South.....1.80 |
| Maple Ridge.....2.67       | Nelson.....1.79            |
| Peace River North.....2.60 | Princeton.....1.76         |

fte per thousand cont'd...

|                       |      |                        |      |
|-----------------------|------|------------------------|------|
| Alberni.....          | 2.49 | Peace River North..... | 1.75 |
| North Vancouver.....  | 2.48 | Prince George.....     | 1.74 |
| Vancouver.....        | 2.48 | Shuswap.....           | 1.72 |
| Prince Rupert.....    | 2.46 | Burns Lake.....        | 1.62 |
| Prince George.....    | 2.45 | Trail.....             | 1.57 |
| Gulf Islands.....     | 2.40 | Powell River.....      | 1.54 |
| Nanaimo.....          | 2.38 | Merritt.....           | 1.54 |
| Central Okanagan..... | 2.38 | Alberni.....           | 1.52 |
| Burnaby.....          | 2.36 | Cariboo-Chilcotin..... | 1.51 |
| Chilliwack.....       | 2.36 | Campbell River.....    | 1.50 |
| Qualicum.....         | 2.34 | Kamloops.....          | 1.50 |
| Terrace.....          | 2.32 | Vernon.....            | 1.50 |
| Merritt.....          | 2.32 | Cranbrook.....         | 1.48 |
| Vernon.....           | 2.31 | Armstrong.....         | 1.46 |
| Shuswap.....          | 2.22 | Central Okanagan.....  | 1.45 |
| Nechako.....          | 2.21 | Castlegar.....         | 1.42 |
| Hope.....             | 2.13 | Lake Cowichan.....     | 1.41 |
| North Island.....     | 2.12 | Chilliwack.....        | 1.41 |
| Kamloops.....         | 2.12 | Quesnel.....           | 1.40 |
| Campbell River.....   | 2.08 | Grand Forks.....       | 1.40 |
| Powell River.....     | 2.01 | Fernie.....            | 1.40 |
| Surrey.....           | 2.01 | Lillooet.....          | 1.39 |
| Howe Sound.....       | 1.99 | Surrey.....            | 1.32 |
| Abbotsford.....       | 1.96 | Saanich.....           | 1.30 |
| Richmond.....         | 1.98 | Nanaimo.....           | 1.29 |
| Delta.....            | 1.93 | Coquitlam.....         | 1.23 |
| Langley.....          | 1.90 | Vancouver.....         | 1.22 |

Fte per thousand cont'd...

|                       |      |                       |      |
|-----------------------|------|-----------------------|------|
| Trail.....            | 1.90 | Sooke.....            | 1.21 |
| Sooke.....            | 1.88 | Bulkley Valley.....   | 1.21 |
| Grand Forks.....      | 1.80 | Burnaby.....          | 1.21 |
| Fernie.....           | 1.79 | Richmond.....         | 1.14 |
| Agassiz.....          | 1.72 | Maple Ridge.....      | 1.13 |
| Coquitlam.....        | 1.70 | Prince Rupert.....    | 1.11 |
| Saanich.....          | 1.70 | West Vancouver.....   | 1.10 |
| Greater Victoria..... | 1.54 | Langley.....          | 1.07 |
| Kitimat.....          | 1.51 | Abbotsford.....       | 1.06 |
| Lake Cowichan.....    | 1.51 | Terrace.....          | 1.05 |
| Nelson.....           | 1.33 | Greater Victoria..... | 1.04 |
| Burns Lake.....       | 1.24 | Delta.....            | .99  |
| North Thompson.....   | .83  | North Vancouver.....  | .97  |
|                       |      | Arrow Lakes.....      | .95  |
|                       |      | Kitimat.....          | .93  |
|                       |      | Qualicum.....         | .72  |
|                       |      | South Cariboo.....    | .39  |

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Minor fluctuations from figures noted in the 1984-1985 report may be due to slight changes in enrollment or an increase/decrease in the number of schools in the district which reported. One school with very good staffing or very poor staffing can affect the averages in a small district. There seems to be an overall downward trend of .1 to .3 fte teacher-librarians per 1000 students. Elementary schools seemed to have maintained a better pupil/teacher-librarian ratio in most districts than have secondary schools.

CLERICAL STAFFING

The BCTF Learning Conditions Division also has guidelines on library clerical staffing:

| <u>Students</u> | <u>Library clerical hours</u> |
|-----------------|-------------------------------|
| 101-400.....    | 17.5 hours or more            |
| 401-700.....    | 35 hours or more              |
| 701-1000.....   | 52.5 hours or more            |
| 1001-1400.....  | 70 hours or more              |
| 1401-.....      | 87.5 hours or more            |

Adequate clerical support staff was an early victim of the restraint program. A further decline in most districts is evident. The following table identifies the number of schools in each district whose student population falls within the stated range and which have at least the "minimum" amount of library clerical time. The number of elementary and secondary schools meeting these standards is expressed as a ratio out of the total schools responding.

Number of Schools Meeting Clerical Staffing "Minimum"

| School District     | Elementary | Secondary |
|---------------------|------------|-----------|
| 07 Nelson           | 0/8        | 2/3       |
| 10 Arrow Lakes      | 1/5        | 2/2       |
| 12 Grand Forks      | 2/3        | 1/1       |
| 21 Armstrong        | 3/3        | 1/1       |
| 22 Vernon           | 2/15       | 1/5       |
| 23 Central Okanagan | 6/31       | 1/8       |
| 24 Kamloops         | 17/35      | 4/10      |
| 26 North Thompson   | 1/4        | 1/1       |
| 29 Lillooet         | 1/4        | 1/1       |
| 30 South Cariboo    | ---        | 2/3       |
| 32 Hope             | 2/4        | 3/3       |
| 33 Chilliwack       | 0/18       | 2/5       |
| 37 Delta            | 0/22       | 1/8       |

Clerical Staffing cont'd...

|    |                   |      |      |
|----|-------------------|------|------|
| 39 | Vancouver         | 2/86 | 8/18 |
| 43 | Coquitlam         | 0/30 | 2/8  |
| 52 | Prince Rupert     | 8/8  | 0/2  |
| 55 | Burns Lake        | 2/5  | 0/2  |
| 56 | Nechako           | 1/4  | 1/3  |
| 57 | Prince George     | 0/44 | 1/8  |
| 59 | Peace River South | ---  | 1/4  |
| 60 | Peace River North | 9/14 | 1/4  |
| 63 | Saanich           | 2/13 | 0/6  |
| 64 | Gulf Islands      | 0/5  | 1/1  |
| 66 | Lake Cowichan     | 0/6  | 1/1  |
| 69 | Qualicum          | 3/10 | 0/2  |
| 70 | Alberni           | 0/13 | 3/5  |
| 80 | Kitimat           | 5/5  | 1/1  |
| 85 | North Island      | 0/8  | 1/5  |
| 88 | Terrace           | 0/10 | 1/5  |

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There are 22 or 37% of the school districts in the province who have reported no or below minimum clerical support staffing in any school libraries. Ten additional districts have reported no or below minimum clerical support staffing in any of their elementary school libraries.

In the 1985-1986 survey, only 67 out of 814 or 8% of the elementary schools throughout the province indicated clerical staffing which met the BCTF minimum standards. This is about the same number of elementary schools that reported BCTF standards last year. Several elementary school also reported the sharing of clerical time with office staff in the school. In these situations, library work is not always a priority.

Clerical Staffing cont'd...

In the 1985-1986 survey, 40 out of 235 or 17% of the secondary schools throughout the province indicated clerical support staffing which met the BCTF minimum standards. This figure, however, is slightly inflated by four districts who reported full-time library technicians in charge of secondary school libraries. The importance of the teaching role of the school librarian has obviously not been communicated to the principal and staff of these schools. Many districts have also reported the replacement of professional staff in district resource centers by library technicians and/or clerical staff. A fuller report will appear in the next Bookmark.

Armstrong and Kitimat school districts must be congratulated for maintaining 100% clerical support staffing standards. They are the only districts in the province where every elementary and secondary school library meets BCTF minimum clerical criteria. Prince Rupert also reports 100% clerical staffing at the elementary school level.

The September 1985 clerical hours per thousand students are tabulated below for purposes of ranking and comparison using the following formula:

$$\frac{\# \text{ clerical hours}}{\# \text{ of students}} \times 1000$$

Clerical Time September 1985  
hours per thousand students

| Elementary              | Secondary                 |
|-------------------------|---------------------------|
| Burns Lake.....99.44    | Hope.....106.66           |
| Prince Rupert.....92.75 | Arrow Lakes..... 98.48    |
| Hope.....87.59          | South Cariboo..... 83.20  |
| Kitimat.....84.16       | Lake Cowichan..... 82.74  |
| Arrow Lakes.....77.92   | North Thompson..... 77.70 |

Clerical Time cont'd...

|                        |       |                        |       |
|------------------------|-------|------------------------|-------|
| Armstrong.....         | 72.91 | Peace River North..... | 72.25 |
| Peace River North..... | 76.21 | Grand Forks.....       | 66.03 |
| Central Okanagan.....  | 57.88 | Kitimat.....           | 64.81 |
| Grand Forks.....       | 55.08 | North Island.....      | 59.81 |
| Kamloops.....          | 45.93 | Armstrong.....         | 58.33 |
| Vernon.....            | 42.68 | Coquitlam.....         | 52.59 |
| North Island.....      | 41.00 | Prince Rupert.....     | 51.37 |
| Saanich.....           | 40.37 | Lillooet.....          | 52.08 |
| Terrace.....           | 39.98 | Kamloops.....          | 50.23 |
| Bulkley Valley.....    | 39.72 | Gulf Islands.....      | 50.00 |
| Qualicum.....          | 39.60 | Chilliwack.....        | 49.77 |
| Lake Cowichan.....     | 39.52 | Qualicum.....          | 48.94 |
| Shuswap.....           | 39.45 | Vernon.....            | 45.31 |
| North Thompson.....    | 35.47 | Abbotsford.....        | 44.19 |
| Gulf Islands.....      | 34.00 | Shuswap.....           | 42.32 |
| Cariboo-Chilcotin..... | 29.93 | Peace River South..... | 41.64 |
| Nechako.....           | 28.58 | Saanich.....           | 41.22 |
| Trail.....             | 26.29 | Terrace.....           | 39.74 |
| Lillooet.....          | 23.85 | Nechako.....           | 39.15 |
| Greater Victoria.....  | 15.73 | Prince George.....     | 37.43 |
| Langley.....           | 15.70 | Vancouver.....         | 36.55 |
| Vancouver.....         | 14.31 | Castlegar.....         | 35.52 |
| Abbotsford.....        | 13.40 | Nelson.....            | 34.22 |
| Surrey.....            | 13.12 | Bulkley Valley.....    | 34.07 |
| Maple Ridge.....       | 12.65 | Alberni.....           | 32.96 |

Clerical Time cont'd...

|                          |      |                         |       |
|--------------------------|------|-------------------------|-------|
| Coquitlam.....           | 9.88 | Sooke.....              | 32.23 |
| Prince George.....       | 9.68 | Burns Lake.....         | 29.50 |
| North Vancouver.....     | 4.46 | Cariboo-Chilcotin.....  | 29.23 |
| Cranbrook.....           | 3.86 | Central Okanagan.....   | 28.70 |
| Quesnel.....             | 3.00 | Maple Ridge.....        | 27.60 |
| Burnaby.....             | 1.84 | Burnaby.....            | 25.86 |
| Campbell River.....      | .81  | West Vancouver.....     | 25.64 |
| Nelson.....              | .70  | Delta.....              | 25.45 |
| Sooke.....               | .68  | Great Victoria.....     | 25.19 |
| Delta.....               | .57  | North Vancouver.....    | 23.08 |
| Remaining Districts..... | 0    | Trail.....              | 22.70 |
|                          |      | Merritt.....            | 20.02 |
|                          |      | Surrey.....             | 7.13  |
|                          |      | Langley.....            | 6.36  |
|                          |      | Remaining Districts.... | 0     |

There was a slight drop in clerical hours per thousand students in most districts this year. A noticeable reduction in clerical hours at the elementary school level was noted in Trail and Coquitlam districts. Qualicum, Burns Lake, Burnaby, West Vancouver and Trail also suffered large cut-backs in clerical time at the secondary level.

## BUDGETS

There has been a slight decline in most individual elementary and secondary school library budgets. Budgets have been victims of restraint in much the same way as clerical support staff have been. Coquitlam, Burns Lake, Alberni, Kitimat and Trail districts suffered the largest cuts in budget this year. On the other hand, there has been a noticeable raise in average dollars per student in the Bulkley Valley and Peace River South districts, especially at the secondary level.

The following table gives average budget allocations for elementary and secondary schools within each school district. As with last year's survey, it reveals a wide diversity of library funding. Allocations are stated as average dollars per student. (In some cases, the budget allocations given on the reports were estimates as district budgeting figures were not yet available.)

### Library Budgets Average dollars per student

| School District      | Elementary | Secondary |
|----------------------|------------|-----------|
| 01 Fernie            | ---        | 6.50      |
| 02 Cranbrook         | 11.90      | 15.30     |
| 07 Nelson            | 12.55      | 16.00     |
| 09 Castlegar         | 10.00      | 17.25     |
| 10 Arrow Lakes       | 20.64      | 20.50     |
| 11 Trail             | 10.67      | 12.38     |
| 21 Armstrong         | 19.84      | 25.00     |
| 22 Vernon            | 14.90      | 15.68     |
| 23 Central Okanagan  | 15.69      | 12.70     |
| 24 Kamloops          | 12.00      | 9.17      |
| 26 North Thompson    | 23.50      | 24.50     |
| 27 Cariboo-Chilcotin | 18.72      | 19.52     |
| 28 Quesnel           | 9.12       | 9.82      |
| 29 Lillooet          | 17.34      | 18.80     |
| 30 South Cariboo     | 21.50      | 24.80     |
| 31 Merritt           | 14.42      | 14.50     |

Budgets cont'd...

|    |                   |       |       |
|----|-------------------|-------|-------|
| 32 | Hope              | 16.91 | 17.52 |
| 33 | Chilliwack        | 11.00 | 12.32 |
| 34 | Abbotsford        | 7.06  | 14.00 |
| 35 | Langley           | 9.31  | 9.26  |
| 36 | Surrey            | 3.00  | 8.00  |
| 37 | Delta             | 10.18 | 11.36 |
| 38 | Richmond          | 7.71  | 7.31  |
| 39 | Vancouver         | 14.00 | 18.00 |
| 41 | Burnaby           | 6.61  | 6.94  |
| 42 | Maple Ridge       | 4.00  | 5.67  |
| 43 | Coquitlam         | 2.20  | 1.79  |
| 44 | North Vancouver   | 8.57  | 8.52  |
| 45 | West Vancouver    | 13.00 | 13.00 |
| 47 | Powell River      | 11.70 | 16.20 |
| 52 | Prince Rupert     | 18.16 | 20.00 |
| 54 | Smithers          | 19.50 | 19.50 |
| 55 | Burns Lake        | 7.81  | 5.50  |
| 56 | Nechako           | 9.33  | 16.67 |
| 57 | Prince George     | 12.13 | 15.05 |
| 59 | Peace River South | 21.26 | 21.04 |
| 60 | Peace River North | 17.54 | 18.13 |
| 61 | Greater Victoria  | 10.10 | 12.67 |
| 62 | Sooke             | 10.00 | 12.67 |
| 63 | Saanich           | 9.20  | 9.06  |
| 64 | Gulf Islands      | 23.18 | 8.50  |
| 66 | Lake Cowichan     | ---   | 13.00 |

Budgets cont'd...

|    |                |       |       |
|----|----------------|-------|-------|
| 68 | Nanaimo        | 8.00  | 8.50  |
| 69 | Qualicum       | 8.40  | 8.50  |
| 70 | Alberni        | 10.40 | 11.16 |
| 72 | Campbell River | 15.00 | 15.00 |
| 76 | Agassiz        | 12.61 | 9.70  |
| 80 | Kitimat        | 14.85 | 10.50 |
| 85 | North Island   | 10.41 | 10.40 |
| 88 | Terrace        | 12.04 | 13.49 |
| 89 | Shuswap        | 9.75  | 9.75  |

WAYS IN WHICH YOU CAN USE THIS SURVEY

- \* Identify your own district profile.
- \* Compare your school with your district's results.
- \* Compare your district with school districts of similar size and geographic location.
- \* With your chapter, identify the isolated anomalies and support these teacher-librarians in their efforts to understand, explain and overcome the problem.
- \* Apprise your local teachers' association and its Learning Conditions Committee of situations and areas where improvements are desirable.
- \* Make the pertinent data in this report available to local Bargaining Committees.
- \* Use the data when lobbying to retain monies identified under "Library Programs" in the fiscal framework or when presenting arguments for your share of school-based budgeting.
- \* Use the data for your chapter to present a brief to your local school board.
- \* Use the data to prepare a brochure for parents and/or your community outlining conditions in school libraries in your district.
- \* Use the data to prepare a news article for your local newspaper.

The value of information collected lies mainly in the use to which it is put. If this survey is helpful in maintaining or improving conditions in school libraries in any district it will have been worth the many hours of volunteer work involved in its preparation.

# **PARTNERS FOR EFFECTIVE EDUCATION: THE TEACHER-LIBRARIAN AND THE SCHOOL PRINCIPAL**

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Reported by JACKIE LOYD, Teacher-Librarian, Kelowna

On October 9, 1985 the Central Okanagan Teacher-Librarians' Association hosted a workshop on the partnership role of the Teacher-Librarian and School Principal in establishing a program of resource-based learning in our school libraries. Workshop leader Mr. Ken Haycock presented this concept very effectively to 100 teacher-librarians and administrators. Ken provided the opportunity and guidelines for teacher-librarians and administrators to effectively evaluate set goals, and establish priorities for their individual library programs.

Workshop coordinators, teacher-librarian Sharon Bede (Jackson), Mt. Boucherie Secondary (formerly George Pringle Secondary) and administrator Tony Rainbow, George Pringle Secondary, began planning this workshop early in the fall of 1984. The success of this workshop is largely due to their efforts. The degree of success witnessed was, in part, due to the preparation of a professionally prepared brochure which outlined the philosophy of the program and the expertise of the leader. Another reason for its overwhelming acceptance from Administrators was that each teacher-librarian approached his or her administrator with a rationale on how their participation in the workshop would be educationally beneficial to their school program.

The response of teacher-librarians and administrators was very positive. Of those attending, 100% felt the workshop was worth recommending to other districts, 100% felt the content and activities were stimulating, 97% felt the goals of a library resource program were clarified, 100% felt the content was useful, 99% felt the day was a productive use of time, and 95% rated the workshop very high.

The following sampling of comments from teacher-librarians and administrators may give an idea of the calibre of the presentation:

"Well organized and executed. Excellent use of time".

"It provided a climate of communication that was missing. Well done!"

"Being able to sit down with the principal was alone, worth the day!"

"Not only well organized but incredibly morale boosting!"

"A Good and entertaining presentation!"

"Thanks, Ken. Your manner of presentation is well organized, easy to comprehend, possible to implement. Very useful for our school."

The following are two evaluations of the workshop:

"I was very impressed with the Librarians' Workshop held on October 10, 1985 in Kelowna.

The Central Okanagan Librarians' Association is to be commended for the format that they developed in this inservice.

Mr. Ken Haycock, the main speaker of the workshop, presented many thought provoking topics. He facilitated several activities for my librarian and myself to help us jointly develop the best possible teacher-librarian programme.

This is the first time that I have been involved in this type of workshop and I would highly endorse this model for other administrators and teacher-librarians. This workshop assisted me in becoming more familiar with the library programme and the positive major role that the teacher-librarian can fulfill in our schools.

All in all, I found the day to be a positive experience which outlined a framework which I believe is a realistic approach for administrators to become actively involved in the teacher-librarian program."

Dennis Semeniuk  
Principal,  
Mt. Boucherie Secondary

"For me the Ken Haycock workshop "Principal and the Teacher-Librarian: Partners for Quality Education" was a most worthwhile session.

I admire Ken's enthusiasm, dedication and knowledge of his field. He effectively reinforced the concept of resource-based learning by cooperative planning and team teaching between teacher-librarian and classroom teacher. He emphasized the key role of the administrator to support and encourage this type of planning."

Dave Carmichael  
Principal,  
Belgo Elementary

The Central Okanagan Teacher-Librarians' Association highly recommends this workshop to other BCTLA chapters. It is an extremely effective means of facilitating positive change in the role of the teacher-librarian, the role of the library program in the school as perceived by administrators, and the role of the school administrator in promoting such a program.

For more specific information or questions about how the workshop was organized, please contact:

Sharon Bede (Jackson)  
Teacher-Librarian  
Mount Boucherie Secondary  
2571 Cameron Road  
Kelowna B.C. V1Z 2T6  
(769 - 4414)

# WESTERN CANADA SCHOOL LIBRARY CONFERENCE

Saskatoon, Oct. 20 - 22, 1985

Reported by: ANGELA THACKER,  
Instructional Media Specialist,  
School District #45 (West Vancouver)

This annual event is an invitational conference of people involved in school libraries at the District, Provincial and University levels. There were twenty-eight people present, three from B.C.: Patrick Dunn (U.B.C.); Bob Park (Courtenay) and Angela Thacker (West Vancouver).

## PROVINCIAL SCHOOL LIBRARY ASSOCIATION REPORTS

### ALBERTA LEARNING RESOURCES COUNCIL (A.L.R.C.)

Eunice Easton, President, described the L.R.C.'s plans to implement Focus on Learning: An Integrated Program Model for Alberta School Libraries (Alberta Education, 1985) which it worked closely with Alberta Education to produce. One concern is that although provincial funds have been made available for the purchase of materials, and libraries have been identified as one of the priorities for the provincial in-service grants, there is a shortage of qualified personnel to give the in-service. The obvious high level of cooperation between the Learning Resources Council and Alberta Education was most impressive.

### MANITOBA SCHOOL LIBRARY AUDIO-VISUAL ASSOCIATION (MSLAVA)

Joyce Birch, President, presented an overview of current and planned activities. Of particular significance to British Columbia are:

Double Take: A Second Look at Canadian Literature for Young People. The School Library Event Committee of MSLAVA will be compiling a package of field tested teaching ideas relating to Canadian literature for children. This package will be available for purchase at Canadian Images Canadiennes (see below). For further details, including an application form for those wishing to contribute materials, contact Mrs. A. Campbell, 1180 Notre Dame Ave., Winnipeg, Man. R3E 0P2. All contributors will be eligible for a prize by draw and contributions may be submitted in any language.

Canadian Images Canadiennes, October 16-18, 1986, Winnipeg, Manitoba. MSLAVA is planning a conference to celebrate Canadian children's and young adult literature, in both official languages. This conference will be modelled on the successful Kaleidoscope series, but will be limited to Canadian literature. For further information, contact R. Ryland, Victoria-Albert School, 110 Ellen Street, Winnipeg, Man. R3A 1A1

MSLAVA is understandably proud that Susan Traill, former president of MSLAVA has been appointed to the position of Provincial Library Media Consultant.

## **SASKATCHEWAN ASSOCIATION OF EDUCATIONAL MEDIA SPECIALISTS (SAEMS)**

Virginia Selinger, President, reported on the impact of Direction (Saskatchewan Education, 1984). An Educational Development Fund has been established to assist with the implementation of the recommendations in this report, with learning resources and learning resource centres identified as one of the priorities. However, SAEMS is concerned that funds may be directed towards materials, rather than staff, and that, without good staffing and local leadership the funds may not be used in the most effective manner. A brief has been prepared by SAEMS outlining their concerns, and has been submitted to Susan Lewis, Saskatchewan's recently appointed Provincial School Library Project Consultant.

The British Columbia Teacher - Librarians' Association did not send an official representative.

## **MINISTRY OF EDUCATION REPORTS**

### **ALBERTA EDUCATION**

Blanche Friderichsen, Education Consultant, outlined the progress that has been made during the last year, in particular the preparation and publication in September, 1985 of Focus on Learning: an Integrated Program Model for Alberta School Libraries (copies are available free, while supplies last, from Alberta Education, Central Support Services, 8th Floor, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2). The purpose of this 67 page document is to present a vehicle to assist with the implementation of the Policy,

Guidelines, Procedures and Standards for School Libraries in Alberta (Alberta Education, 1984), a copy of which is reproduced in Focus on Learning. Of particular interest are charts that enable readers to assess the current status of a school library's programme. In addition, Alberta Education is providing a one-time grant for the purchase of approved resources of \$10.00 per student, as well as providing \$9.00 per student for in-service priorities, one of which has been identified as school libraries. Also of value is their annual publication Sources for Selecting School Library Resource Materials, 1985 \$1.05 prepaid, from Alberta Education, School Book Branch, 10410 - 121 St., Edmonton, Alberta T5N 1L2

## **MANITOBA EDUCATION**

Susan Traill, recently appointed School Library Consultant, spoke about her new position, in particular the fact that it is now part of the Curriculum Development and Implementation Branch, rather than Instructional Media Services, as it had been before. One of the results of this move has been the creation of a Learning Materials Unit within the Curriculum and Implementation Branch, with responsibility for matters relating to the selection and evaluation of all learning materials. In December, 1984 a School Library Media Program Curriculum Committee (SLMPC) was established with the task of establishing programme guidelines for school libraries in Manitoba. A leadership role is also being taken with respect to automation in school libraries, particularly in the area of in-service.

## SASKATCHEWAN EDUCATION

Susan Lewis has recently been seconded to Saskatchewan Education as Consultant for their School Library Project. This appointment was a direct result of recommendations in Direction (Saskatchewan Education, 1984), which said that policy, guidelines and an implementation plan relating to school libraries should be developed. A particular focus this year is to promote the effective utilization of the provincial Educational Development Fund. It has been decided that this year will be one of planning, in preparation for using the funds in the following four years. However, in a province where less than 20 % of the schools have trained teacher-librarians, there are many problems. One strategy is to have a team of 32 teachers and teacher-librarians take a short course given by the Ontario Institute for Studies in Education / University of Western Ontario Educational Leadership Centre; members will then act as local resource people to assist school boards to prepare needs assessments and to plan programmes.

The British Columbia Ministry of Education did not send an official representative.

## SCHOOL DISTRICT REPORTS

Most districts represented reported some form of experimentation with automated systems at the school and district level: there seems to be no clear answers. Several districts are developing instruments for the supervision and evaluation of teacher-librarians, as a supplement to those already in use for the supervision and evaluation of classroom teachers. Many districts noted French Immersion as a current challenge, one that is particularly demanding in areas that also have Ukrainian Immersion, German Immersion and/or a large Native Indian and Metis population. The following locally developed publications are available while supplies last.

Learning Skills Continuum,  
(K - Grade 8) (free)

B. Bender, Executive Assistant,  
Saskatchewan Board of Education  
405 Third Avenue South  
Saskatoon, Sask. S7K 1M7

Handbook for Library Media  
Personnel (\$25.00) and Literary  
and Cultural Appreciation (\$5.00)

Gerald Brown  
Winnipeg School Division No. 1  
1180 Notre Dame Avenue  
Winnipeg, Man. R3E 0P2



# SURREY SCHOOL BOOK OF THE YEAR AWARD

by MERCEDES SMITH, Teacher-Librarian, J.T. Brown Elementary, Surrey

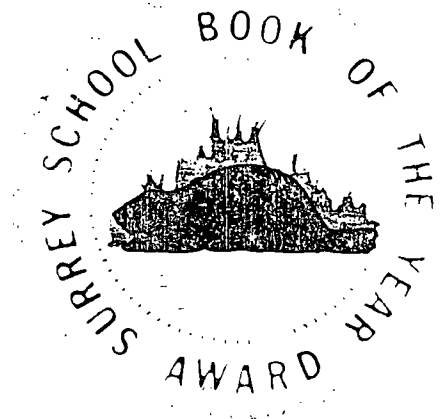
The idea for choosing a "Book of the Year" was originally initiated by Sheila Marples, Teacher-Librarian at A.H.P. Matthew School. The first Surrey School Book of the Year was awarded to help celebrate Young Canada Book Week during the International Book Year, 1972. Each school submitted a list of "top ten" books, and final voting was conducted at a shopping centre as a promotional activity during Book Week. In subsequent years, a list of finalists based on the recommendations of the teacher-librarians was drawn up and voting was done in the schools. This is still the current practice, with the exception that voting now takes place during the last week in January. The criteria for nomination include copyright, grade 4 to 7 reading and interest level, and a combination of popular and well written books.

An award-winning seal is affixed to all copies of the winning book in each year. The Surrey School Book of the Year award winners thus far are:

- 1972 - Charlotte's Web by E.B. White
- 1973 - Charlie and the Chocolate Factory by Roald Dahl
- 1974 - The Mouse and the Motorcycle by Beverly Cleary
- 1975 - Charlie and the Great Glass Elevator by Roald Dahl
- 1976 - Me and My Little Brain by John D. Fitzgerald
- 1977 - Freaky Friday by Mary Rodgers
- 1978 - Danny the Champion of the World by Roald Dahl
- 1979 - The Goof Who Won the Pennant by Jonah Kalb
- 1980 - The Pinballs by Betsy Byars
- 1981 - Hail, Hail Camp Timberwood by Ellen Conford
- 1982 - Ramona and Her Mother by Beverly Cleary
- 1983 - The Toothpaste Genie by Frances Duncan
- 1984 - The Secret of Spirit Mountain by Helen Olson

## Current Nominations for 1985

- Bradfor, Karleen - I Wish There Were Unicorns
- Coville, Bruce - The Master's Ring
- Giff, Patricia - Loretta P. Sweeny, Where are You?
- Hughes, Monica - My Name is Paula Popovitch
- Hughes, Monica - Space Trap
- Hurwitz, Johanna - Baseball Fever
- Korman, Gordon - Our Man Weston
- Levy, Elizabeth - Dracula is a Pain in the Neck
- Manes, Stephen - Be a Perfect Person in Three Days!
- Read, Elfrieda - Race Against the Dark
- Roberts, Ken - Crazy Ideas
- Smucker, Barbara - Amish Adventure
- Speare, Elizabeth - Sign of the Beaver
- Thomas, Kathleen - Out of the Bug Jar
- Wilson, Eric - Spirit in the Rainforest





# B.C. GOVERNMENT PUBLICATIONS



The Legislative Library produces the British Columbia Publications Monthly Checklist of documents and publications that are forwarded to it from the various departments and ministries of the government. The following have been selected from the June and July 1985 listings.

Requests for items in the checklist must be made to the individual issuing agency. Unless otherwise noted, the mailing address of all issuing agencies is c/o Parliament Buildings, Victoria, BC V8V 1X4.

## BRITISH COLUMBIA DEVELOPMENT CORPORATION

- Eleventh annual report, 1985. 24 p.
- \* Obtainable from: British Columbia Development Corporation, 272 Granville Square, 200 Granville Street, Vancouver, B.C. V6C 1S4.

## BRITISH COLUMBIA PAVILION CORPORATION

- The British Columbia Pavilion, Expo 86. [1985] Kit.
- \* Obtainable from: British Columbia Pavilion Corporation, Box 10055, Ste. 600, 700 West Georgia Street, Vancouver, B.C. V7Y 1J4.

## BRITISH COLUMBIA TRANSIT

### Rapid Transit Project

- Vancouver regional rapid transit: crossing the Fraser: the Surrey report. [1984? 5] p.
- Vancouver regional rapid transit: fast ... comfortable ... and safe! May, 1985. Leaflet.
- Vancouver regional rapid transit: the system for greater Vancouver. October, 1983. Leaflet.
- Vancouver regional rapid transit: your guide to easy riding ... June, 1985. Leaflet.
- \* Obtainable from: British Columbia Transit, Rapid Transit Project, Box 49297, 1055 Dunsmuir Street, Vancouver, B.C. V7X 1P6.

## EXECUTIVE PAPERS

- Phone directory, Government of British Columbia. July, 1985. vii, 141 p.
- \* Price \$4, from Queen's Printer; quote stock no. 19-001.

## LEGAL SERVICES SOCIETY

- The Long Term Care Program and you. 1985. 19p.

## **LEGAL SERVICES SOCIETY (continued...)**

### **Schools Program**

- Labour law: a B.C. guide to the Labour Code, the Employment Standards Act, and the Human Rights Act, by Shelley Bentley. 1985. 55p. Price \$10.
- The legal process for young offenders. 1985. Wall chart. Price \$3.
- Tort law, part one, by Barry Slutsky. 1985. 35p. Price \$5.
- \* Obtainable from: Legal Services Society, Publications, Box 3, Ste. 300, 1140 W. Pender Street, Vancouver, B.C. V6E 4G1. Prepayment is required. Please add 50% surcharge for out-of-province orders.

## **LEGISLATIVE ASSEMBLY**

### **Laws, Statutes, etc. Consolidations**

- Liquor Control and Licensing Regulations. [Consolidated July 31, 1984] 1985. 16p. Price list for Statutes and Consolidations obtainable from Queen's Printer, Parliament Buildings, Victoria, B.C. V8V 4R6.

## **MINISTRY OF AGRICULTURE AND FOOD**

- A guide to farming in the Prince George area. 1985. 50p.
- \* Obtainable from: Ministry of Agriculture and Food, Publications Office, Parliament Buildings, Victoria, B.C. V8W 2Z7.

## **MINISTRY OF ATTORNEY GENERAL**

### **Registrar of Regulations**

- Index of current B.C. regulations, 1958 to June 30, 1985, inclusive. 1985. 53p. Price \$10.60, from Queen's Printer; quote stock no. 2-011.

## **MINISTRY OF EDUCATION**

- Independent schools. [Reprinted] 1985. Leaflet.

### **School Facilities Branch**

- Secondary school size and internal organization. May, 1985. 26, [6]p. (Discussion paper 05/85)
- \* Obtainable from: Ministry of Education, Information Services, Parliament Buildings, Victoria, B.C. V8V 1X4.

## **MINISTRY OF ENERGY, MINES AND PETROLEUM RESOURCES**

- Oil and gas statistics 1947-1984. [1985] Leaflet.
- \* Obtainable from: Ministry of Energy, Mines and Petroleum Resources, Publications Section, Parliament Buildings, Victoria, B.C. V8V 1X4. Make cheque payable to Minister of Finance.

## **MINISTRY OF ENVIRONMENT**

- Bear and cougar facts. [Reprinted] 1985. Leaflet.
- Terrain information: a user's guide to terrain maps in British Columbia, by J. M. Ryder and D. E. Howes. 1984. 16p.
- Wolf management in British Columbia: protecting predator & prey. 1985. 17p.
- \* Obtainable from: Ministry of Environment, Information Services, 1st Floor --810 Blanshard Street, Victoria, B. C. V8W 3E1.

### **Wildlife Branch**

- British Columbia trapping regulations synopsis 1984/1985. 1985. Leaflet.

## **MINISTRY OF FORESTS**

- A guide to the coastal western hemlock zone, northern drier maritime subzone (CWHF), in the Prince Rupert Forest Region, British Columbia, by S. Haeussler and others. October, 1984. ix, 163p.; maps in pocket. (Land management report no. 21)  
Price \$12.50 from Queen's Printer; quote stock no. 8-521. (make cheque payable to Minister of Finance).

## **MINISTRY OF HEALTH**

- Approaching adolescence. [Reprinted] 1985. 19p. Reprinted with permission of Alberta Social Services and Community Health.
- Day 1 to year 1 nutrition. 1984. 35p.

### **Public Health Inspection Branch**

- Sanitary practice in food services establishments. 1985. 48p.
- \* Obtainable from: Ministry of Health, Information Services, 1515 Blanshard Street, Victoria, B.C. V8W 3C8.

## **MINISTRY OF HUMAN RESOURCES**

- Child day care in British Columbia. April, 1985. [7] p.

## **MINISTRY OF INDUSTRY AND SMALL BUSINESS DEVELOPMENT**

- British Columbia manufacturers' directory. 1985. 107, 89, 17p.
- Publications list. June, 1985. [4] p.

### **Central Statistics Bureau**

- British Columbia population forecast, 1985 - 2006. 1985. iii, 31p.
- \* Obtainable from: Ministry of Industry and Small Business Development, Information Services, 1405 Douglas Street, Victoria, B.C. V8W 3C1.

## **MINISTRY OF LABOUR**

### **Gas Safety Branch**

- Propane and natural gas as motor fuels. 1985. Leaflet.
- \* Obtainable from: Ministry of Labour, Safety Engineering Services Division, Gas Safety Branch, 601 West Broadway, Vancouver, B.C. V5Z 4G9.

## **MINISTRY OF LANDS, PARKS AND HOUSING**

### **Parks and Outdoor Recreation Division**

- Outlook: British Columbia provincial parks celebrate 100 years of heritage conservation in Canada. [1985. 4] p.
- \* Obtainable from: Ministry of Lands, Parks and Housing. Parks and Outdoor Recreation Division, 1019 Wharf Street, Victoria, B.C. V8W 2Y9.

## **MINISTRY OF PROVINCIAL SECRETARY AND GOVERNMENT SERVICES**

### **Recreation and Sport Branch**

- Recreation & Sport film library catalogue. April, 1985. 80p. Cover title: Film library catalogue.
- \* Obtainable from: Ministry of Provincial Secretary and Government Services, Recreation and Sport Branch, 333 Quebec Street, Victoria, B.C. V8V 1X4.

## **MINISTRY OF TOURISM**

- British Columbia road map and parks guide. 1985. Folder.
- \* Obtainable from: Ministry of Tourism, 1117 Wharf Street, Victoria, B.C. V8W 2Z2.

## **MINISTRY OF TRANSPORTATION AND HIGHWAYS**

### **Motor Vehicle Department**

- Motorcycling: starting out safely: the new licensing and testing procedures. [1985] Leaflet.
- \* Obtainable from: Ministry of Transportation and Highways, Motor Vehicle Department, 2631 Douglas Street, Victoria, B.C. V8T 5A3.

## **OFFICE OF THE OMBUDSMAN**

- 1984 annual report of the Ombudsman. 1985. 190p.
- \* Obtainable from: Office of the Ombudsman, First floor, 8 Bastion Square, Victoria, B.C. V8V 1X4.

## **WORKERS' COMPENSATION BOARD**

- Farm machinery safety handbook. 1985. 45p. Price, free in British Columbia, Canada \$0.90, U.S.A. \$0.75.
- Farm tractor safety handbook. 1985. 29p. Price, free in British Columbia, Canada \$0.90, U.S.A. \$0.75.
- \* Obtainable from: Workers' Compensation Board, Films and Posters Division, 6951 Westminster Highway, Richmond, B. C. V7C 1C6.



# BCTLA REVIEWS

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Once again, the BCTLA REVIEWS is asking for reviewers. If you are interested in reviewing materials for this publication, please fill out the form below.

If you already are a reviewer, and wish to revise your data, you can also send in a form. One of the problems that I have in matching an item with a reviewer is the brevity of the list of interests that some of the volunteers have submitted. In going over the records for the three years that I have been doing this job, I find that the reviewers who have listed hobbies and interests have received more things to review, It is easier to send a book on sailing to someone who sails that to someone who wants to review everything.

Another problem is, that although a reviewer has indicated that they are interested in politics, they also want to review only Primary titles - not too many easy books on politics! If you have not been receiving too many books to review, it might be that your list of interests is too narrow and that there aren't many books on your indicated interests at the grade levels that you wish to review for.

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1. Level: Primary\_\_\_ Intermediate\_\_\_ Jr.Sec\_\_\_ Sr.Sec\_\_\_ 2. Media Type: Print\_\_\_ Non-Print\_\_\_ Both\_\_\_

3. Subjects:

Fiction\_\_\_ Science Fiction\_\_\_ Mysteries\_\_\_ Humour\_\_\_ Picture Books\_\_\_ Drama\_\_\_ Poetry\_\_\_ Folklore\_\_\_  
Art\_\_\_ Music\_\_\_ Handicrafts\_\_\_ Hobbies\_\_\_ Photography\_\_\_ Gardening\_\_\_  
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Science: (Specify) \_\_\_\_\_  
Biology\_\_\_ Chemistry\_\_\_ Physics\_\_\_ Archaeology\_\_\_ Astronomy\_\_\_ Outdoor Education\_\_\_ Nature\_\_\_ Ecology\_\_\_  
Social Sciences: (Specify) \_\_\_\_\_  
Psychology\_\_\_ Sociology\_\_\_ Economics\_\_\_ Law\_\_\_ Political Science\_\_\_ Education\_\_\_ Women's Issues\_\_\_  
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Home Economics\_\_\_ Cookbooks\_\_\_ Industrial Arts\_\_\_ Business Education\_\_\_ Computers\_\_\_ French Immersion\_\_\_  
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by GERALD SOON, Senior Editor

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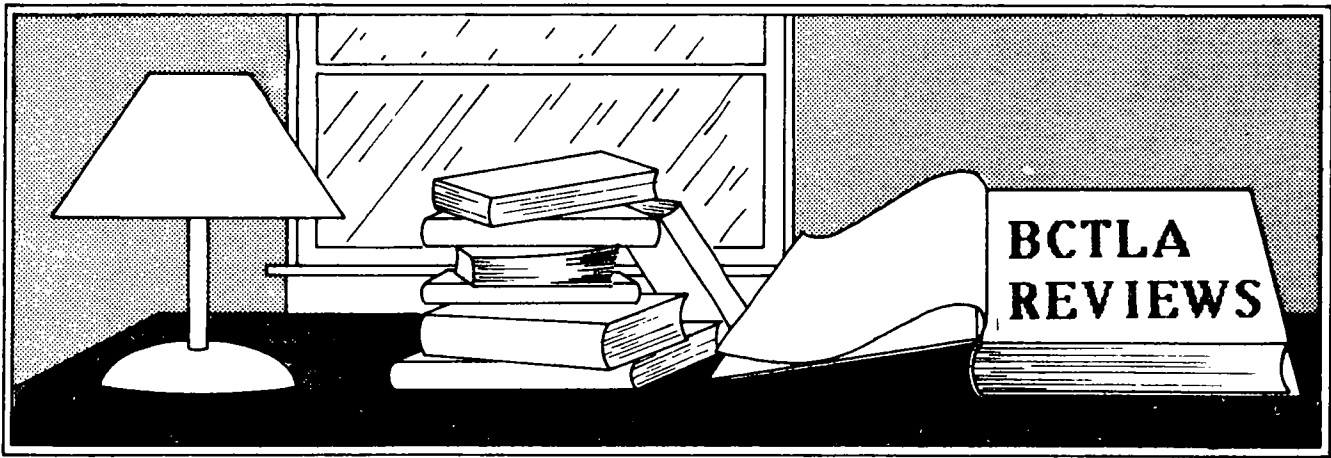
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F Fawcett, Brian.  
Capital tales. -- Talonbooks, 1984. -- 203 p. --  
 ISBN 0-88922-221-5. -- \$8.95(pbk.).

Short stories, Canadian.

The nineteen short stories in Brian Fawcett's Capital tales explore, in the main, the various definitions of the word "capital". Perhaps, the most interesting ones involve those which detail the "vitally injurious" behaviour of individuals caught up in convoluted webs of frustration and violence. In "The friend", two young men become involved in a fight at a Saturday night party. The meaningless and sheer ferocity of the ensuing conflict are thoroughly disturbing, genuinely shocking. Fawcett's concern with and investigation of the savagery which some of us visit upon each other is presented in greater psychological depth in "The balance of nature". The story is told from the point of view of a mental patient guilty of murdering his wife after she shoots his brother in a hunting accident. The fascinating narrative suggests many of the complex emotional causes which led to the disastrous turn of events. It is a measure of the author's considerable writing ability that by the end of the tale the reader comes to empathize, quite strongly, with such a seemingly unsympathetic individual.

More than half of the stories are set in small, northern BC towns or Vancouver. Many appear to be plainly autobiographical. Overall, Fawcett uses these locales to good effect to provide credible, universal contexts for the coming of age of his adolescent/naive protagonists or to present his vision of modern life.

For me, "You have to be somewhere tonight", is a brilliant succinct condemnation of 20th. century western society, far more readable than the stylistically interesting yet finally pedantic, "A personal memoir of Thomas Carlyle". While both stories focus on "capital" as "wealth", the ironic use of the Hutterite sect as the measure of our present cultural wellbeing in the former is, to my mind, far more accessible, far more successful than the artificial, Playboy-style interview of the latter.

Capital tales contains exciting material. However, since some of the language is sexually explicit and some of the stories make use of profane language and/or make reference to illegal drugs, some parents or teacher-librarians might be concerned about the appropriateness of such a work for a school library collection. On the other hand, the writing is

powerful, entertaining, thought-provoking. Highly recommended, with the above reservations.

Patrick Dunn, Reference librarian, Curriculum Laboratory, Faculty of Education, UBC.

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E. Otis, Sharon E.  
Tammy's smile / by Sharon E. Otis and Lois Walker ;  
illustrated by Debbie Porter. -- Puppcorn, 1985. --  
28 p. : ill. -- \$6.99 + \$2.00 postage.

Divorce - Fiction.

In Tammy's smile a young girl shares her feelings about her parents' divorce. When her family was together Tammy liked to smile, but after the divorce she stopped smiling. She was lonely and missed the missing parent. She and her mom often cried and were very unhappy. When Tammy went to her school counsellor she learned she was not alone; there were many other children going through the same thing. The counsellor encouraged her to think of the good things divorce had brought about - no more fights, more time with mom, etc. In time Tammy came to accept the fact that her parents would not get together again, and was then able to accept the new situation and smile again.

It is a well organized story with an introduction by a school psychologist and tips for single parents at the back of the book, as well as suggestions for ways to make your child feel special. Facial expressions display "feelings" quite well.

Suitable for primary grades since it fits the Social Studies curricula, but best shared with an adult. It would be an excellent discussion starter. Most children who need this kind of material may not borrow the book for fear of ridicule by peers.

Each page has a black-line drawing with one or two sentences in large print at the bottom of the page. Pictures could be coloured by the child.

No CIP provided.

Recommended for parent/child use in the home. Recommended for elementary schools, but with reservations - coil binding would not stand up to much usage.

Dorothy Dodge, Teacher-librarian, Lytton Elementary School/Kumsheen Secondary School, School District # 30 (South Cariboo).

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F. Renaud, Bernadette.  
The computer revolts ; translated by Frances Morgan. --  
Porcepic, 1984. -- 83 p. -- ISBN 0-88878-230-6. --  
\$5.95(pbk.).

Computers - Fiction.

Is the world ready for another story about a neurotic computer? This time it is SAMCO, built to be so sophisticated that he/she/it was bored when asked to do repetitious routine tasks; in fact it rebelled and began to answer incorrectly and then to refuse to answer at all. Somehow our hero Luc Genest understood what was wrong and employed a psychiatrist to help him sort things out. A lot of people who work for the same company as Luc had a great deal riding on SAMCO and were vitally interested in the recovery of the computer to complete mental health.

Much of the story is told by means of human conversations so that we come to know several people; perhaps the most interesting person is a man who had applied to work for the company but had been rejected by SAMCO and became neurotic too! The story is set in the present but no town or nation is named.

The novel was originally written in French and has been well translated; the only possible stumbling block is the French names which seem unfamiliar to us. However, since the reading level of this sci-fi book is junior high level on the Fry graph, the French names will not be a problem.

This is not a novel of action or excitement or even real humour; the reader learns quite a lot about depression and nervous breakdowns, although psychological jargon is not over-used. The heroes are the programmer and the psychiatrist, not the machine. Interesting but not for every reader.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, School District # 22 (Vernon).

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331.4 Tools for change : a curriculum about women and work. --  
Women's Skill Development Society, 1982. -- 428 p. : ill.  
+ instructor's guide (34 p.). -- \$30.00.

Women - Employment // Women's studies.

This "learning package" is "an instructor's guide for a five session course" based on ideas and materials provided in a loose-leaf binder and from "other sources". The material is divided into eleven subject areas of which equal pay, compute, unemployment and mathphobia are four. The binder is distributed through the BCTF and financed, in part, by the Ministry of Education. It is a new edition of material previously published under the

same title with some material remaining the same. The appended instructor's guide is a detailed plan for a course with all one could possibly need to create lessons.

As a library tool, this package offers a wide range of Canadian materials to support every aspect of women and work in the 80's. It includes cartoons, newspaper articles, editorials, lists of organizations, statistics, personal accounts, magazine articles. Most are from the period 1978-1982. The user is told that the material has a specific point of view. It is no secret that the materials "emphasize that structural change must occur before women can achieve full economic equality". Perhaps because of this bias, there are examples of heavy-handedness. For example, in the section on computers, a female cartoon figure is shown saying, "I used to be a supervisor, but there are not as many workers any more. Besides, the computer is boss now!"

The material is intended as an instructor's guide; I would not recommend this as a purchase in a school library since much of the material needs guidance in its use. On the other hand, the quantity and overall quality of material makes this item a valuable tool for instructors of any course concerned with work.

Debra Simmons, Teacher-librarian, Templeton Secondary School, School District No. 39 (Vancouver)

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331.88 Lembcke, Jerry.  
One union in wood / Jerry Lembcke and William M. Tattam.  
-- Harbour, 1984. -- 229 p. -- ISBN 0-920080-43-X. --  
\$12.95(pbk.).

International Woodworkers of America - History // Labor unions - Canada - History // Labor unions - United States - History.

This book is a history of the IWA from its origins up to the late 1960s. The American authors are academics: one is a university professor and the other is a high school teacher. The book grew out of the authors' doctoral and master's theses in sociology and history.

The authors' purpose in writing this book stems from their dissatisfaction with two previous theses regarding the demise of Communist leadership in the IWA. Their work is the first "complete" (authors' own word) work on the IWA and is based on "...the premise that the inherent contradiction in the exploitation of labour by capital is the main spring of history" (p vii). For the most part the authors handle their biases well, although naturally they are critical of the "capital's penetration of the working class" by means of "business unionism" coupled with post-war prosperity.

They trace the different development of unionism in various parts of the

wood industry in North America especially Oregon, Washington and BC. They also touch on Newfoundland and the mid-western and southern states.

The book outlines the violence engendered by the early efforts to organize unions especially in the USA, and points out the factors which led to the success of the early Communist leaders in gaining power particularly in BC. It recounts the tremendous struggle between the various union factions, the raiding between unions and the umbrella trade union organizations, and the in-fighting between socialists and communists. The role of employers, governments, the Cooperative Commonwealth Federation Party, and the US TAFT-Hartley Act of 1947 in purging the IWA of Communists is clearly described. In fact, this book says a lot about the US-Canadian relationship in labour organizations and has much to interest Canadians.

Whether the book is a candidate for acquisition for high school libraries is a moot point. The writing style is straightforward but tends to be academic in places, especially when communist dogma or rhetoric intrudes. There are half a dozen tables which complement the text and are easy to understand. Although the book will fit in with the new Grade 9 Social Studies curriculum (post Industrial Revolution) and could also fit in to the periphery of the Grade 11 (Canadian History) curriculum, its readability level (Grade 10) would pose a problem for Grade 9, and in both grades the book would be used only if teachers directed students to it via topics for essays. In economics courses it could be used as a resource book. The bottom line is that every high school library in BC should have this book because of the importance of the forest industry and the IWA to the province's economy. Recommended for Senior Secondary Schools.

Andrew Conradi, Teacher, New Westminster Secondary School, School District # 40 (New Westminster).

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331.88 Smith, Doug.

Let us rise! : a history of the Manitoba labour movement. --  
New Star, 1985. -- 150 p. : ill. -- ISBN 0-919573-28-2 (bd.).  
ISBN 0-919573-29-0 (pbk.). -- \$19.95(bd.); \$13.95(pbk.).

Labor unions - Manitoba - History // Labor and laboring  
classes - Manitoba - History.

Let us rise!, as the cover subtitle implies, is an illustrated history of the Manitoba labor movement. In seven chronological chapters, it deals with the efforts of labor to organize in Manitoba. The book, definitely pro-labor and pro-union, presents details of life in Manitoba between 1881-1984 not found in standard Canadian history texts.

One strength of this oversize book (21 cm x 27.5 cm) is the many black and white photographs of workers in Manitoba. Another is the clear text (reading level according to the Fry scale is grade eleven). The four page index is primarily a name index but does include such entries as

"immigration" and "plant closures". A six page bibliography gives the reader a wealth of places to search for further information on the labor movement.

The author Doug Smith is a producer for CBC Radio in Winnipeg. His background includes affiliation with several journalistic unions.

Let us rise! is an essential purchase for Manitoba secondary schools, although the purchaser must remember that the book has a pro-union viewpoint. It is recommended for any senior secondary school in Canada where labor studies or interest in the "common man/woman" form part of the social studies curriculum. Junior secondary and elementary schools may also wish to purchase a copy for use by teachers or advanced students. Similarly, public libraries should also buy a copy where there is an interest in this topic.

William Scott, Teacher-librarian, Hope Senior Secondary School, School District # 32 (Hope).

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371.1 Hiebert, Bryan.

Stress and teachers : the Canadian scene : a CEA report. --  
Canadian Education Association, 1985. -- ISBN 0-920315-04-6.  
-- \$6.00(pbk.).

Job stress // Stress (Psychology) // Teachers.

The author of Stress and teachers Bryan Hiebert is an assistant professor in the Faculty of Education at Simon Fraser University who has had substantial experience as a classroom teacher, school counsellor, vice-principal, and principal. His original mandate in preparing this CEA report was to address the following questions:

1. Why do teachers perceive their jobs to be stressful?
2. How is this stress manifested?
3. How do teachers manage their stress?
4. What sort of things have school boards done to alleviate teacher stress?

In a clear writing style, Hiebert describes the nature of stress before methodically dealing with his mandated questions.

Briefly, it is found that teachers do not find their jobs as stressful as most researchers expect and what stress symptoms they have are the same as those reported in the general population. It is not clear how teachers manage the stresses they have, but they seem to cope. Boards are taking some steps to assist but generally they perceive the phenomenon as an individual teacher problem best dealt with at that level.

This is an attractive report which many teachers will find interesting. It is not, however, likely to be of much use to school students and therefore

may not be too appealing to school libraries.

John J. Jackson, Dean of Education, University of Victoria.

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346.7104 McNeill, Patricia.

Landlording in Canada : a practical, business, and legal guide. -- International Self-Counsel, 1985. -- 123 p. : ill. -- ISBN 0-88908-611-7. -- \$12.95(pbk.).

Landlord and tenant - Canada.

A very practical book for both the landlord and the tenant, Landlording in Canada is full of legal information and commonsense.

The legal information is up-to-date and notes the variables from province to province. Addresses of government agencies are listed.

Of note are the record and information forms that a first time landlord would find most useful: property analysis, annual operating expenses, inventory, tenant application....

The commonsense approach includes factors to consider about prospective tenants without violating nondiscriminatory clauses in landlord-tenant legislation.

This book is a must for landlords. Consumer Education classes may find it of value.

Delbert Doll, Social Studies Department Head, G. P. Vanier Secondary School, School District No. 71 (Courtenay).

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387.7 Corley-Smith, Peter

Helicopters : the British Columbia story / Peter Corley-Smith and David N. Parker ; colour profile illustrations by Clive Brooks. -- Canav in association with the British Columbia Provincial Museum, 1985. -- 157 p. : ill., maps. -- ISBN 0-9690703-5-7. -- \$18.95(pbk.).

Helicopters - History // Helicopter transportation - British Columbia.

Little or nothing has been written about the role of the helicopter in the development of British Columbia. Perhaps that is because it has not yet become surrounded by the nostalgia that stimulates writers of steamboat and

steam train histories. Therefore, Corley-Smith and Parker, both employees of the British Columbia Provincial Museum, have performed a valuable service. Because it is not a definitive history of helicopter service in British Columbia, academic historians may be scornful of the lack of depth or lack of interpretation. However, these are not faults in a book whose purpose is to demonstrate the amazing versatility of a transportation tool that is particularly suited to the varied terrain of British Columbia.

The authors have recognized that most readers will be more interested in aviation than in history. They have included a set of colour plates of helicopters in the liveries of various operators; a useful appendix on the history of the helicopter generally, and another appendix listing the main types used in the province. They do not make technical blunders which would alienate the aviation enthusiast. At the same time, they have avoided swamping the ordinary reader with a mass of technical jargon, and such technical terms as might be unfamiliar are adequately and clearly explained.

The book is highly readable and entertaining. The authors have not allowed their subject matter to stand in the way of telling a good yarn about the people who have been associated with the development of helicopter services in British Columbia. This book should find a place in the school library as a history, as entertainment, as a source of technical information, and as a career motivator.

R. Jackson, Teacher, J. Lloyd Crowe Senior Secondary School, School District # 11 (Trail).

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634.9 Drushka, Ken.  
Stumped : the forest industry in transition. -- Douglas  
& McIntyre, 1985. -- 280 p. -- ISBN 0-88894-419-5. --  
\$14.95(pbk.).

Forests and forestry - North America // Forest products.

"Stumped is a passionate, personal and provocative analysis of Canada's beleaguered forest resource." So begins the descriptive note on the back of this paperback which is, in fact, an economic analysis of the forest industry of British Columbia set in the historical and geographical perspective of Canada and the United States. Drushka describes the licensing and management practices of the B.C. forest industry, attacks its many political and economic abuses, analyzes the historical reasons for the situation as it exists, and suggests alterations to the forest management policies which would ensure productive and ecologically viable forests in the immediate and the more distant future. His controversial point of view will be sure to provoke discussion from both supporters and critics of the present system.

As well as his obvious journalistic qualifications Drushka, has owned his

own sawmill and has experienced many of the jobs in modern forestry, including silviculture and tree planting.

The book is a well-bound paperback. Chapter headings are adequate but an index would make it a more efficient reference. A separate glossary of acronyms, abbreviations and terminology would also increase efficiency. Footnotes are collected at the end. There are no maps or illustrations but none are really needed.

Interest and reading levels are secondary and college (Grade 10 and 11 Social Studies). Teachers of lower grades may want to use a copy for reference. Interest will be especially high in communities where logging is a major industry.

K. W. Adsett, Teacher-librarian, Oak Bay Secondary School, School District # 61 (Victoria)

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709.71 Woodcock, George.

Strange bedfellows : the state and the arts in Canada. --  
Douglas & McIntyre, 1985. -- 207 p. -- ISBN 0-88894-456-X.  
-- \$12.95(pbk.).

Arts, Canadian - Government policy // Federal aid to the  
arts.

George Woodcock, author, critic, editor, essayist, poet, is one of Canada's most distinguished literary figures. In his latest book he gives a detailed history of public involvement and support for the arts in Canada from the Massey Commission (1949) and the formation of the Canada Council (1957) to the present day.

He presents his current worry about the increasing influence of politicians in organizations which were formed specifically to fulfill artistic needs, not political ones. He fears the arts will come to be treated as a 'culture industry' based on profit and loss rather than as intrinsically enriching to the society.

He points out that contemporary artists in traditional fields rarely make enough to live on through their art and must supplement their incomes with other work which drains away creative time and energy. He suggests a number of ways other than direct grants to help support artists: "droit de suite" taxes on the resale of pictures, a system of Public Lending Rights royalties for libraries, an improved taxation system which would allow for the peculiarities of an artist's life in much the same way it allows for the farmer or fisherman.

His statements will be preaching to the converted as far as the artists are concerned and will probably provoke response from bureaucrats who may feel they have been unjustly maligned.

An optional purchase for the high school.

K. E. Brooks, Teacher-librarian, Abbotsford Senior Secondary School, School District # 34 (Abbotsford).

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842 Tremblay, Michel.  
Remember me : a play ; translated by John Stowe. --  
Talonbooks, 1984. -- 58 p. -- ISBN 0-88922-219-3. --  
\$5.95(pbk.).

Canadian drama.

Michel Tremblay, Quebec's leading playwright, has written a forthright and somewhat shocking portrayal of what it's like to be homosexual in the Eighties in Canada. Definitely an "out-of-the-closet" look at the realities of the gay life, the play centres on the love/hate relationship of Luc and Jean-Marc. Once a couple, now following their own destinies, they reminisce and review their past entanglement, their present lifestyles, and their deepest hopes and fears for the future. They reveal contrasting points of view concerning sexual habits, emotional needs, honesty, and ambitions.

Because of the subject matter, and the frankness with which it is dealt, this may not be an appropriate selection except for the senior grades in a high school.

Published by Talonbooks in a handy paperback format with a glossy cover. The Fry readability level is Grade seven--rather low since the text is dialogue.

D. M. W. Walsh, Teacher-librarian, McNair Senior Secondary School, School District # 38 (Richmond)

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917.11 Priest, Simon.  
Bicycling southwestern British Columbia & the Sunshine Coast ; maps by Kimberley Klint. -- Douglas & McIntyre, 1985. -- 255 p. : ill., maps. -- ISBN 0-88894-461-6. -- \$10.95(pbk.).

Bicycles and bicycling // Lower Mainland Region - Description and travel - Guides // Sechelt Peninsula - Description and travel - Guides.

This is Simon Priest's second book of bicycle tours. 107 tours are grouped in nine general regions in southwestern B.C. His first book covered Vancouver Island and the Gulf Islands.

This sturdy, well-bound paperback includes an index of place names. After a brief introduction and directions on how to use the book and maps, each tour is given a double page spread.

The layout of each tour is convenient and easy to read. The maps, although large and easy to read, are not all in standard form with north up. Maps outside Vancouver do not include place names and one must read through the tour checkpoints to locate them. Routes are clearly marked and easy to follow. All the important information is included for each tour: length in kilometers and miles, terrain, traffic, highlights, location of repairs and supplies, tour checkpoints and description, and which other tours may be linked together. As well, each tour is rated on a scale of 1 to 10, with 1 being the easiest and 10 the most difficult. Several tours in the Fraser Valley were used as test samples and the information was accurate and up to date.

For any teacher, student or class planning a bicycle tour in southwestern B.C., this is a valuable reference. It is recommended for any school that includes bicycling as part of its recreation program or has students that are interested in bicycle touring.

M. Dale Lauber, Teacher-librarian, Mountain Secondary School, School District # 35 (Langley).

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921 Hancock, Lyn.  
or Tell me, Grandmother / by Lyn Hancock with Marion Dowler ;  
971.2 illustrated by Douglas Tait. -- McClelland, 1985. -- 160 p. :  
maps. -- ISBN 0-7710-3809-7. -- \$9.95(pbk.).

Livingston, Jane // Women - Northwest, Canadian - Biography  
// Metis - Biography // Northwest, Canadian - Biography //  
Frontier and pioneer life - Northwest, Canadian.

These reminiscences of Jane House, granddaughter of the explorer Joseph House and the wife of Sam Livingston, Calgary's first farmer, will help to enliven for young readers a segment of nineteenth century Canadian history. Memories of buffalo hunting, life in Hudson's Bay Company forts and Metis settlements are fascinating to read.

Jane House's pride in her Metis heritage makes it a worth-while reading experience. The relationship between her and her grandchild brings another positive value to this paperback.

The book is well illustrated with clear, appropriately captioned drawings

and maps suitably placed throughout. It has a good index, which would serve a student researcher very well.

At times I felt the grandmother-telling-the-grandchild narrative device was intrusive and mechanical, but on the whole, the reminiscences flowed fairly smoothly. I recommend this book as a useful purchase for grades 4 to 6.

D. M. Young, Teacher-librarian, Royal Oak Middle School, School District # 63 (Saanich).

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921 Leigh, Z. Lewis.  
And I shall fly. -- Canav, 1985. -- 211 p. : ill. --  
ISBN 0-9690703-6-5. -- \$12.95(pbk.).

Leigh, Z. Lewis // Air pilots - Canada - Biography //  
Aeronautics - Canada - History.

Readers seldom concern themselves about the marketing of books but to understand this one it is necessary to understand the publisher's aims. Canav Books is published in the basement of a Toronto home by an ex-school teacher who has launched a second career by pursuing his hobby of collecting aviation nostalgia and photography.

His previous publications were coffee-table ornaments with hundreds of illustrations and prices in the \$30.00 - \$50.00 range. This autobiography, which includes only about thirty personal snapshots, is obviously a much more modest project. It is, however, aimed at the same specialized world of the knowledgeable enthusiast.

The personal reminiscences offer interesting insights into the way of life, the establishment of an industry and even the maturation of a nation.

Lewis Leigh began as a prairie "barnstormer". Determined to make flying a career, he accepted a tenuous job on the Atlantic coast. When that company became a statistic of the depression he turned to the north and spent several years pioneering Arctic bush flying. His lucky break came when he was taken on, almost at its inception, by Trans Canada Airlines where he flew larger planes and carried out experiments with communication equipment. When he left TCA he joined the RCAF which was rapidly expanding to meet the needs of the Second World War. He did not see any real action but became involved with the planning of several military transportation operations.

It is a success story repeated often by those whose careers spanned the period between the 1940's and the 1960's when many interesting occupations opened up for those who had been fortunate enough to become qualified or skilled. It seems ironic that the affluence which made possible such social improvements as mass education, stringent professional qualifications, luxurious working conditions and sexual equality in the

working place now seems to have led to an era of extreme competition and diminished opportunities. The youth of the 1980's must view the days of Lewis Leigh as some sort of golden age.

H. R. Hurt, Librarian, Curriculum Lab, University of British Columbia.

---

971.1 Forging a new Hope : struggles and dreams 1848-1948, a pioneer story of Hope, Flood, and Laidlaw. -- Hope and District Historical Society, 1984. -- 470 p. : ill., maps, bibliog. -- ISBN 0-88925-476-1. -- \$35.00. [available from Mrs. Stella McLachlan, Treasurer, Hope Pioneer Project, Box 1717, Hope, BC, VOX 1L01

This volume covers the first one hundred years of white settlement in the Hope area. Based primarily on the reminiscences of pioneers of the area and their descendents, further supplemented by gleanings from various written sources, Forging a new Hope offers a view into the early life of a section of this province. Since the book is so dependent on personal memories, historical accuracy is questionable. As the preface notes, the story of the area is being told as people remember it years later, not necessarily as it was.

The first 150 pages are divided into sections such as "Early Pathfinders", "Social and Sports", "Logging", "Railways", and "Tashme". The last 300 pages are dedicated to individual families and their stories.

Since this book was written by members of the Hope Writers' Group (the four major writers are named in the acknowledgements), working primarily from interviews (written and oral), the style varies considerably from section to section and even from page to page. One often has the feeling that one is listening to an "old-timer" talking rather than reading a history book. The reading level thus also varies, although several tests using the Fry scale averaged grade nine.

The book has a table of contents and an index of names. However, much information, such as the "Pioneer Gardening Notes" on page 222, can only be found by scanning or reading the book. The index would be useful only if searching for a particular family name or a place name.

One of the strengths of the book is its copious use of illustrations, particularly old photographs. Although some are from printed sources or the BC Archives, many are family heirlooms lent especially for this publication. The actual subjects of many of these photographs (such as the one of the Wardle family on page 195) may be of interest only to their families, but the photographs do provide a good insight into the clothing, homes, transportation and interests of BC's early settlers.

The physical book is sturdily bound with cloth covered boards. Its relatively large size (8 1/2" x 11") and lack of a dust jacket give it a

slight textbook appearance.

Forging a new Hope is a local history and reads like one. It contains much information relative to the Hope area and early BC history not found in other BC history books. Access to that information is only by the limited means noted above. The book would be a useful addition to any local history collection in the province. It is especially recommended for those interested in the Upper Fraser Valley - Fraser Canyon area.

William Scott, Teacher-librarian, Hope Senior Secondary School, School District # 32 (Hope).

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971.1 No vacancy [videorecording] : the story of the life & death of a hotel. -- Cloudfire : Canadian Filmmakers Distribution West [distributor], [198-]. -- 1 videocassette (15 min.) : sd., col. ; 1/2 in. + 1 guide.

Georgia Hotel (Vancouver, B.C.) // Vancouver - Restaurants, bars, etc.

In this story of the life and death of the 60 year old Devonshire Hotel in Vancouver, the death is shown live and in colour. The cause of death is deliberate demolition by explosives but as to the reasons behind the death sentence the videorecording is silent.

The life of the hotel is quite effectively re-created by archival stills ranging from socialites at play to cooks at work. Characters are brought to life by a voice-over of anecdotes and imagined dialogues and evocative music.

The videorecording is in colour (except for the archival stills) and uses the flashback technique - between the stills and the memories and the impressions of spectators in the crowd awaiting the actual demolition and the demolishers themselves. The contrast between the emotions of those with memories of the hotel and the mere spectacle watchers and demolishers is depicted clearly and poignantly.

The actual demolition is well shown. As the building implodes amid the cheers of the demolishers and most of the crowd, one catches glimpses on some faces of the sadness of the death of part of our architectural history.

This videorecording would fit into the Geography 11 (Urbanization) course. The teacher could use the interest sparked by the social history scenes, the techniques of demolition, and the demolition itself to ask the class to suggest reasons for the death sentence passed on the hotel. This, of course, would raise many vital questions concerning the evolution of our cities. For example, the fact that urban land is a commodity to be traded for profit by landowners yet it is the community itself which confers on

urban land much of its value. Another example is the conflict between valuable urban land upon which stands a cultural heritage building and the right of the landowner to erect a new more economically efficient building on the site to maximize profit.

I would recommend purchase of this videotape for district media resource centres. It is available from PEMC (catalog number HI-0512; price \$10.00 on VHS and \$15.00 on 3/4 inch U-matic).

Andrew Conradi, Teacher, New Westminster Secondary School, School District # 40 (New Westminster)

---

971.1 Pethick, Derek.  
Vancouver, the pioneer years, 1774-1886. -- Sunfire, 1984.  
-- 191 p. : ill. -- ISBN 0-919531-13-X. -- \$8.95(pbk.).

Vancouver - History.

Although the book Vancouver, the pioneer years, 1774-1886 has some interesting coverage of early events in the Lower Mainland, it is not very useful as a school resource. There is good information in the book, but it would be difficult to retrieve specific information for projects because there is no index and the table of contents is sketchy. Perhaps teachers could read pertinent parts to their students. A good example is the description of the 1886 Vancouver fire. Parts of the book are wordy and some editing is needed to catch repetitions or to expand on events.

The book is in paperback format with good paper and clear print and includes a few early photographs but no maps.

I would not recommend this title as an important Vancouver Centennial purchase.

Stephanie J. Robb, Teacher-librarian, Quilchena Elementary School, School District # 39 (Vancouver).

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971.1004 Cole, Douglas.  
Captured heritage : the scramble for Northwest Coast artifacts. -- Douglas & McIntyre, 1985. -- 373 p. :  
ill. -- ISBN 0-88894-460-8. -- \$24.95.

Indians of North America - Northwest, Pacific - Antiquities  
// Indians of North America - Collectors and collecting.

Captured heritage, by Simon Fraser University historian Douglas Cole, is a narrative history explaining how and why many Northwest Coast Indian artifacts and remains have ended up in far flung collections and museums around the world.

That Mr. Cole has thoroughly researched his topic is evident; and for the anthropologist, art historian, or interested collector, the extensive footnotes and comprehensive index would make this a valuable reference.

The book is organized chronologically and contains maps and black and white photographs and illustrations. These features again add to its usefulness.

Mr. Cole lends insight into the minds and motives of some of North America's early anthropologists, showing them sometimes as scientists but sometimes as only scavengers.

The style of the book, however, is a major drawback when considering its use in a public school library.

The reading level would be very difficult for most students in even the senior high school and although a narrative history, the narrative thread of the book is often tangled in related facts and background, making it slow moving.

I believe this work would be more appropriate for students of anthropology at the university level.

E. Fishlock, Teacher/Gifted Resource Person, Gibson Elementary School, School District # 37 (Delta).

---

"BCTLA Reviews" is co-ordinated by

Lynne Lighthall and Val Hamilton  
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who send materials and reviewing guidelines to reviewers. Reviewers send their completed review for editing to the publications co-ordinator

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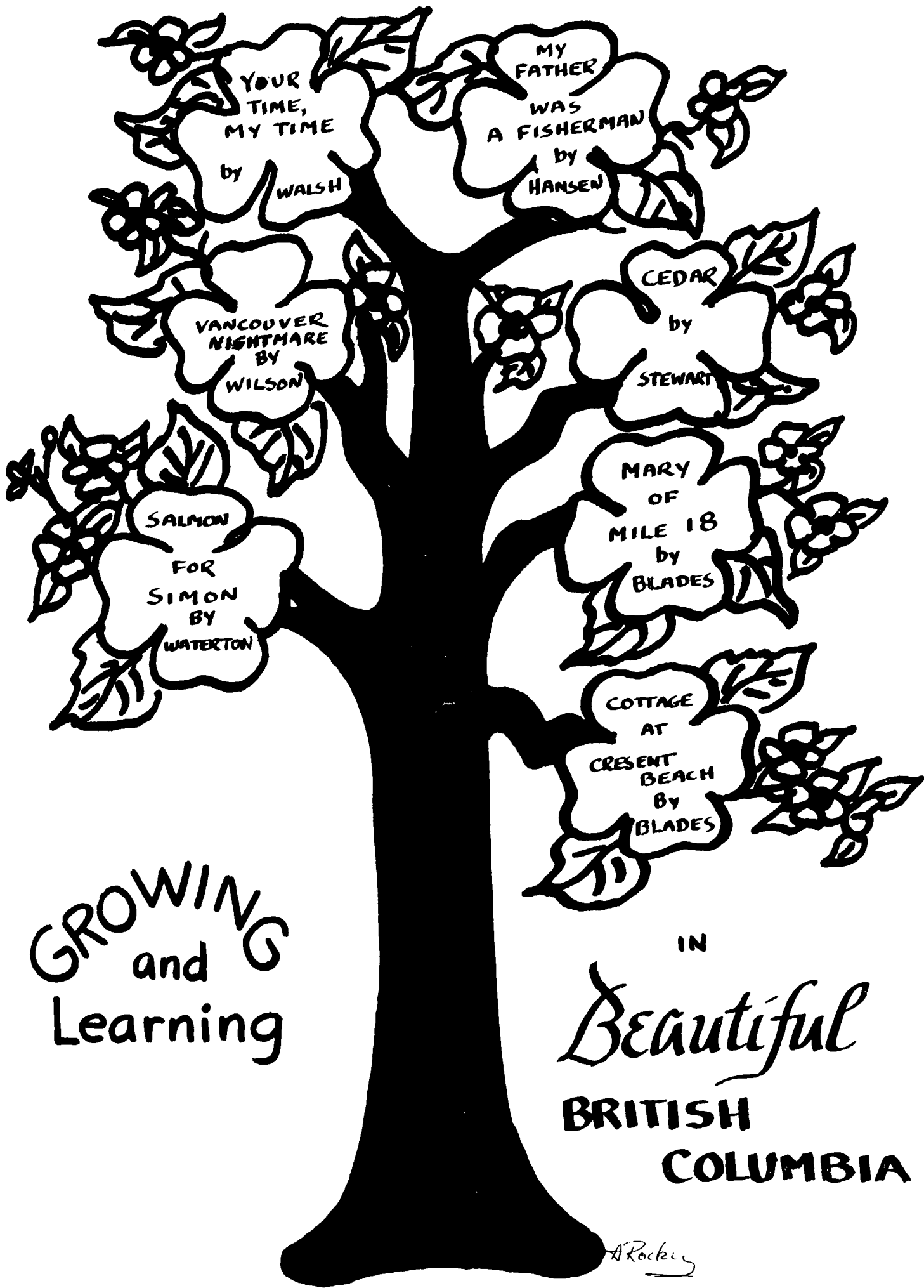
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## AND NOW . . . A FINAL NOTE!

Well, here it is, the British Columbia issue of the Bookmark. It is a relief to see the publication of this labour of love! Hopefully now, my living room and dining room will have some semblance of order again! Our editorial board has had more changes as of this issue. Morag MacDonald, Carol Howitz and Alwynn Pollard have left us as of September. We wish them well and thank them for all they have done for the Bookmark! As of this issue we have Trish Maskell, of Crofton House; Hazel Starling and Yoskyl Webb, of North Vancouver; and Neil Carey of Burnaby joining the Editorial Board. For these people, joining the editorial board offers a new experience - especially if you haven't worked with a computer before! I realized this when one of the files on the diskettes printed out as a cry for help!

Being the senior editor has its shares of excitement, too. For example I opened the mail one day to find that the National Library of Canada wants to be added to our mailing list! One week, compliments on our journal came all the way from Australia! One frustration of deadlines is that the school library week proclamation was very late in being passed, and was not available for our last issue. The proclamation was issued by the government shortly before the Chapter Councilor Meeting on October 19! If I were to put it in the Bookmark it would have been in this issue, weeks after the event!

Thank you to everyone who submitted materials for publication. Remember that the Bookmark is your provincial journal... we would like to receive materials, units, letters, bibliographies, hints, notes, news, bulletin board display ideas, etc.

from all over the province!!

Our next issue focuses on Public Relations. Now is the time to send your ideas to me for publication. How do you promote your school library resource centre program? Do you have any special ideas on how to keep Library Club members? Do you have any thoughts on how to reach the unreachable? What have you found that works? Please take a moment to write down your thoughts and send them to me. My address is on the inside back cover.

A reminder! Please note that you can come to the B.C.T.L.A. Conference and A.G.M. in Prince George for a special fare if you fly Pacific Western Airlines! If you live in an area serviced by PWA you can obtain the special conference rate! Look for details in this issue.

Along with this issue comes Fuel For Change. Please show your copies of the Bookmark and Fuel for Change to a colleague who is not a member of the B.C.T.L.A. Then, tear off the membership form that is attached to this issue and encourage him/her to join our ranks! Our numbers are getting dangerously low. Please try to help us in this membership drive. If everyone tried to encourage to add just one member, think of how much it would help our association!

Season's Greetings! I hope that this holiday season coming up will be a safe and happy one for you and your family. Let's look forward to a great new year!

*Gerald*

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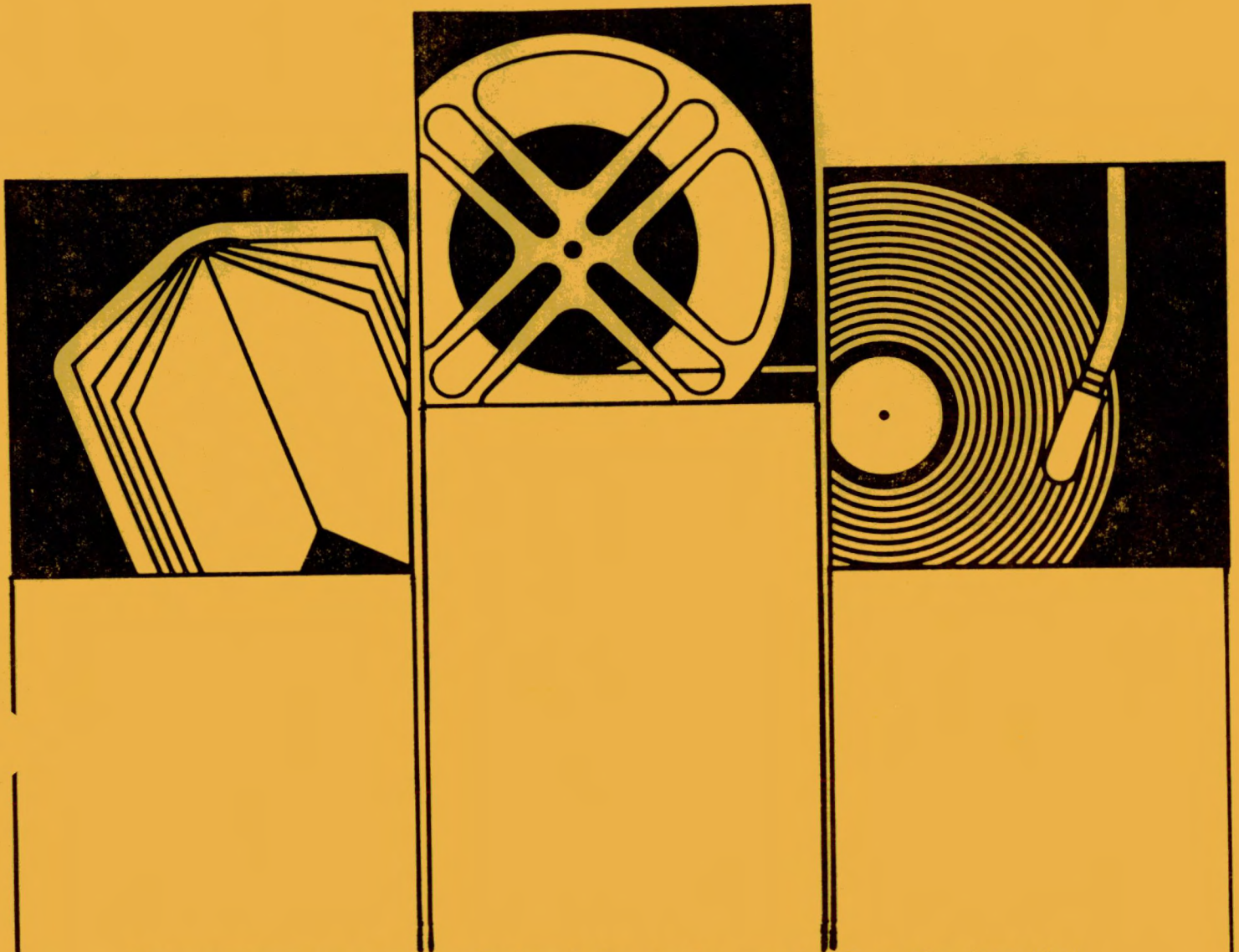
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