

THE BOOKMARK



*Dear Frank
about the*

- THINGS TO DO TODAY**
1. Look at Science & Technology curric. guide
 2. Identify areas for cooperative planning & teaching
 3. Talk to George
 4. Revise Hist. 12 unit

**LD
TORY**

CURRICULUM CATCH-UP....



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IN CIRCULATION

By BARB HALL, BCTLA President

Let's make the New Year a time to focus on the teacher role of librarianship. Don't let government restraint and declining enrolments deter your enthusiasm, but rather take a few minutes of each day to plan your time effectively. So what, if materials remain uncatalogued or the shelves fall into disarray, as you spend more time in the planning of cooperative units with teachers!

The holidays might be a time to reread Fuel for Change, in order to keep your engine tuned up and running. Patricia has assured us that the video package, Fuel for Change, will now be available in the first weeks of January. Our thanks to the CSLA for generously contributing \$2000 towards the final production of this project. There is a strong possibility that PEMC will undertake the distribution of the tapes to British Columbia school districts, so watch for an announcement in The Bookmark. In this issue, Patricia has listed a series of workshops currently available for the professional development of our membership.

It was delightful to see so many new faces, and even two ex-BCTLA presidents, appear as Chapter Councilors at the Councilors' meeting in October. Our thanks to Liz Austrom who shared her expertise with us in a workshop on, "How to Give a Workshop". Liz's continuing dedication to our profession should

be an inspiration to all teacher-librarians.

Eleanor has been burning the midnight oil to compile the first part of the 1986-1987 Learning and Working Conditions survey for this issue. She indicated that many more chapter councilors were able to solicit 100% responses from their districts this year. Once again, our appreciation and thanks must be extended to all members who took part in such a lengthy survey. The next step remains in your hands. Use the statistics Eleanor has compiled to lobby for better conditions in your school and/or your district. Make Eleanor's hard work worthwhile!

Tiiu Noukas, Bill Scott and Reg Morrison have been selected to sit on the Ministry School Library Book Purchase Plan committee for the 1987 year. They join the current member, Ray Covell, in reviewing materials from B.C. Publishers for distribution to schools next year.

Glen Pinch has agreed to develop some guidelines for preserving the history of BCTLA. He will be forming a BCTLA Historical Archives committee and will be searching for members to work with him. Please contact Glen if you are interested in serving on such a committee. I know Liz will thank each committee member for removing the boxes of past history from her basement! As this PSA was formed in 1939, you can well imagine the storage problems we have been facing.

At long last, we have been able to print a BCTLA Members Guide which you will find enclosed with this issue of The Bookmark. The guide outlines current BCTLA policies and procedures for your reference. Dianne Driscoll must be given a vote of thanks for the gruelling hours she spent in compiling this document. In her desperation to finish this task, Dianne has become a confirmed Apple

computer user!

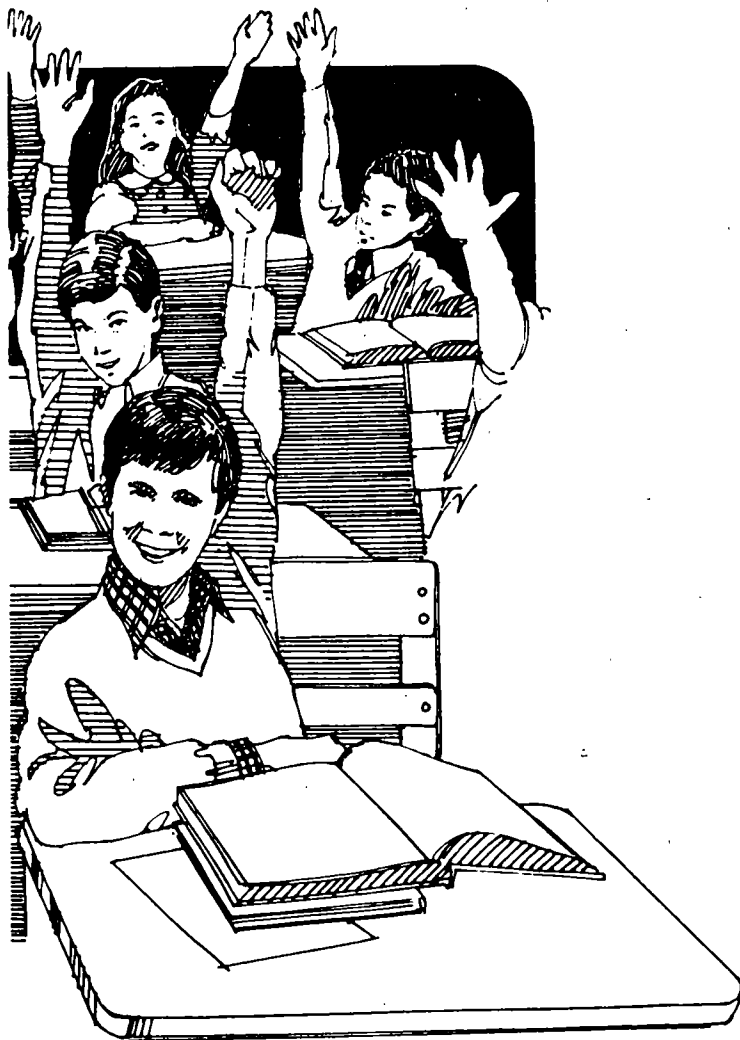
And now, a few reminders. The application forms for the 1987 BCTLA Award of Merit and the Distinguished Service Award are included in this issue. These awards are one of the ways in which we can honour the outstanding contributions to school librarianship by teacher-librarians and administrators in our province. Please do not hesitate to nominate any deserving candidate from your school district.

Have you considered running for a position on the BCTLA Executive Board? Although your year would be filled with hard work and exhausting meetings, serving on the Board truly awakens you to what is happening in school librarianship throughout the Province. Close friendships and dinners on the town are only some of the side benefits you receive for volunteering your time. Jackie Loyd, our nominations chairperson for this year, would appreciate hearing from any interested members. The official nomination form for the 1987-1988 year is printed in this issue.

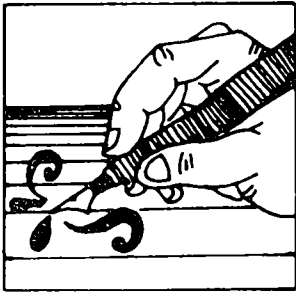
Double star the mark on your calendar. The BCTLA Spring Conference this year will be part of the CSLA Conference in Vancouver, June 11-14, 1986. The program looks exciting and now is your chance to attend a national conference. Approach the Professional Development people in your District right now to ask for funding. I expect to see many of you on the Friday night Harbour cruise!

In the meantime, have a very Merry Christmas and all the best in the New Year!

Bark



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LETTERS

From JAMES HENRI, Senior Lecturer, School Librarianship, Riverina-Murray Institute of Higher Education, Wagga Wagga, New South Wales, Australia:

Just a short note regarding Fuel for Change. This is an outstanding document, congratulations to all concerned.



From BOHDAN S. WYNAR, Editor Library Science Annual, Libraries Unlimited Inc., Littleton, CO.:

Libraries Unlimited, publisher of the highly regarded American Reference Books Annual, is pleased to announce publication of the second volume of Library Science Annual, a unique, comprehensive reviewing service for library science publications. One of the objectives is to evaluate systematically all English-language library science periodicals and indexing services. Each year the editors of LSA will select titles for review. The journals have been categorized as being national (e.g., Library Journal), subject oriented (e.g., Cataloging and Classification Quarterly) or regional (e.g., Indiana Libraries). We would appreciate your assistance in sending us copies of The Bookmark.

Please send us all issues of your journal from 1985 and the 1986 issues which have been published. If you have a publishing history of the journal, it, too, would be helpful to our reviewer. We would like to review this in the third volume of Library Science Annual to be released in 1987.



EDITOR'S COMMENT

Teacher-Librarians - Reach for the Golden Ring!

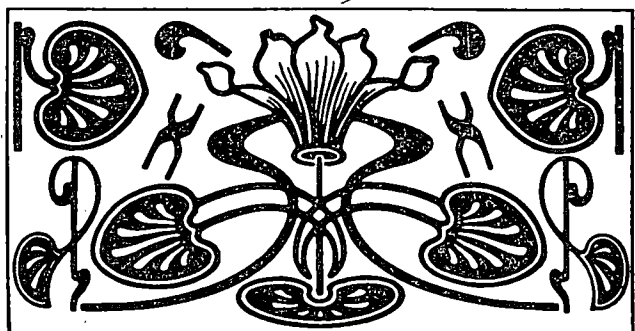
How many of you recall the Carousels of the past, where if you succeeded in grabbing a golden ring, you won another ride?

Let's think of the Carousel as the Cooperative Programme Planning and Teaching process. At the same time, think of the golden ring as your knowledge of developments in the curriculum. That gold ring is a key that will unlock new avenues of cooperative programme planning and teaching.

What should you do when you learn about changes in the curriculum? Check your district audiovisual catalog to see what resources might be useful. Look in journals for suggestions and send them to your Resource Centre for possible purchase.

What about when the new curriculum is about to be implemented? Seek out the appropriate teachers that will be involved in teaching the new curriculum! Offer your services! Plan a unit! Hold on to that golden ring and use it! It's an opportunity that teacher-librarians can't afford to miss!

Gerald



THE CURRICULUM REVISION PROCESS - ENRICHING PROFESSIONAL DEVELOPMENT

ALLAN MATTHEWS, Teacher-Librarian
Columneetza Senior Secondary School Williams Lake

I am currently a member of the Geography 12 Revision Committee. The following summary describes the revision process in which I have been involved, and deals particularly with the work done to date by the Geography 12 Revision Committee.

I first became aware of the opportunity to apply for a position on the Committee through a Ministry of Education Circular in September, 1985. Remembering the constant chidings at BCTLA meetings for members to get involved in such committees if the chance arose, and considering my interest as a Geography 12 teacher, I packaged together an application and sent it off to the Curriculum Development Branch.

The Revision Committee was chosen in December and consists of nine members. There are seven teachers representing areas throughout the Province. In addition, there are two representatives from the universities and colleges. The Curriculum Co-ordinator for the Ministry who guides this project is Arlene Racicot.

Last Spring, the Committee met for three days at a time on three separate occasions. The major task was establishment of a set of goals and objectives. During the nine days of meetings, there were a number of sessions introducing us to the mechanics of revision, explaining the Provincial examination process, and discussing the perceived overlap between Geography and Earth Science/Geology.

There were two outcomes from the first sessions. A questionnaire was circulated to geography teachers, surveying their attitudes toward the current course and their thoughts about possible revision. The Committee prepared a draft set of goals and a working set of objectives.

The process of setting goals took considerable time. An initial statement of goals was later changed to be consistent with the goals for Provincial curricula developed following the "Let's Talk About Schools" process. These Provincial goals will be reflected in all new curricula.

Ideally, the goals of education would result in the development of an educated person with qualities described in the following image:

"The educated person is one who is a thinking individual, capable of making independent decisions based on analysis and reason. The individual is curious, capable of and interested in learning, capable of acquiring and imparting information, and able to draw from a broad knowledge base. The individual appreciates and is able to contribute to

creative expression. The individual is self-motivated, has a sense of self worth, pursues excellence, strives to be physically healthy and is able to achieve satisfaction through achievement. The individual has sound interpersonal skills, morals and values, and respects others which may be different, understands the rights and responsibilities of an individual within the family, community, nation and the world and is aware of Canada's cultural heritage. The individual is flexible, has skills necessary to function in and contribute to the world of work."

The Ministry, using this image, has developed five goals of schooling in the development of the educated individual:

1. To promote growth in the ability to make reasoned and logical decisions in school disciplines as well as in situations of everyday life involving self, family, society (i.e. community, nation and world) and the world of work.
2. To promote growth in a knowledge base relevant to those situations.
3. To promote growth in the understanding of skills and knowledge necessary in those situations including their use and limitations.
4. To promote growth of personal values and attitudes based on those of the society and an understanding and respect for differences.
5. To promote growth in a positive self concept based on real competencies and achievements.

Utilizing this information, the Revision Committee has drafted a five goal statement for Geography 12 that is consistent with the above goals.

The Geography 12 Curriculum will promote growth in students':

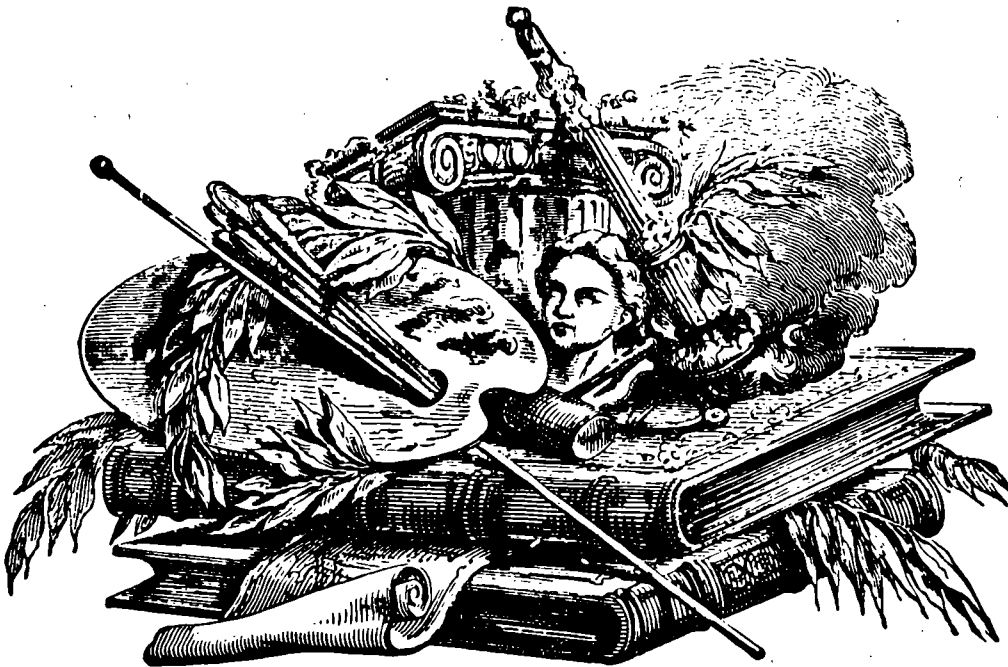
1. ability to use analytical and critical thinking skills which will enable those students effectively to interact with their local, national and global environments;
2. knowledge of and curiosity about people environments, and resources of the world;
3. development of geographic skills and methods;
4. abilities to recognize the significance of geographic skills and methods;
5. self-concepts based upon experience, competence, and achievement.

The Committee has already met once this school year and will be meeting probably three more times before June 1987. At the first meeting, we heard about recent trends in geographic curriculum development, examined ten themes which might represent courses, modules, and/or methodologies for new programs, and continued discussions on objectives and learning outcomes.

Future meetings will further develop and refine the objectives and learning outcomes as the course content is selected and arranged. The current timeline is for the implementation of the new Geography 12 and History 12 courses in September 1988. This will follow the existing dates for implementing Social Studies 10 and 11.

I have found involvement on this Committee extremely exciting. It is professional development at its best. You put in a lot of concentrated work and discussion at each three day session and there is always homework to be completed before the next session. There are many rewards in exchanging information, finding out what is current in Social Studies curriculum development, making new acquaintances throughout the province, and for some of us, the opportunity to escape winter and visit the big city.

Next time you see an advertisement for openings on a curriculum revision committee, apply - it is an experience you will not regret.



DEBATING IN SCIENCE AND TECHNOLOGY 11

REPORTED BY LIZ AUSTROM

The Vancouver Teacher-Librarians' Association sponsored a recent workshop session for teacher-librarians and science teachers given by Jim Nelson, a Coquitlam teacher. Jim is an enthusiastic supporter of the idea that teachers need to emphasize oral skills more strongly. He has found the debate to be a very effective strategy.

Jim prefers a modified approach which is structured and serious but which is less formal than the traditional debate with which we are familiar. He stresses that even with a modified debate format, teachers need to develop oral skills step-by-step so that students overcome their reticence and fear of making mistakes.

Jim's comments on what he calls "the rush of fear" most people experience when they first speak in public struck responsive chords in the pit of my stomach, the place where the "rush of fear" hits me. He recognizes that "the shot of tension" fear produces can be mastered to give heightened performance. However, he believes that teachers need to structure the learning situation so that students are given "small jolts" of tension until they become comfortable with it. In elementary school the "show and tell" session gives young children an opportunity to speak briefly in front of peers; in the secondary school a 45 second presentation on a topic that all students can discuss provides a "small jolt" experience that Jim highly recommends.

Another approach would be to do a consensus-seeking activity. Jim outlined it as follows:

1. Ask the students to do something simple on a topic about which everyone might have an opinion, e.g. List the three greatest leaders of all time, or, List the three greatest inventions of all time.
2. Have students work in groups of three to develop the list of three. A student can participate by giving one name.
3. List on the chalk board or overhead transparency all the names contributed by all groups.
4. Cross out duplicated names.
5. All students cast three votes by going to the board and entering their vote by making a mark next to the three names they favour.
6. Tally the vote to establish the three top choices.

7. All groups give three reasons why the three people or inventions were so important.
8. Continue the process, refining the discussion and getting consensus on more specific parts of the topic.

A third approach is to look at the advantages and disadvantages of a topic or idea using a group process. Discussions within the group can be followed by one student reporting for the small group to the whole class. This and the consensus method are excellent to use in the "values" section of the Science and Technology curriculum.

Another "small jolt" activity that Jim Nelson described was the thirty second throwaway topic. The student chooses a topic from a hat and has to speak for thirty seconds off the top of the head. eg. "Jellybeans cause cancer." Jim emphasized that this activity should be fun. The teacher should not be afraid to laugh with the group. A feeling that everyone is trying to improve verbal skills must pervade the activity.

It is only after brief oral experiences such as these that students will have the necessary self-confidence to participate in a modified debate. This modified system does not include the cross examination stage of traditional debate. Cross examination requires sophisticated skills and the ability to think on the feet and more properly belongs in the extracurricular debating club.

Jim uses and recommends the following simplified format:

1. two teams of four students each.
2. each student prepares and speaks for two minutes.
3. one member of each team rebuts for the team.
4. eight students act as judges, one as timekeeper, and one as moderator.
5. the remainder of the class works in the library-resource centre preparing for their debates. (Vertical file materials compiled on specific topics can be very useful.)
6. when the next debate takes place the first two teams act as judges.

Oral presentation skills need to be taught throughout. Students must be taught tricks like making eye contact with three people in the group. The teacher can demonstrate what the effect is when a speaker does not make eye contact, rattles papers, or mumbles. A poor model, if exaggerated,

can lead students to look critically at their own presentations. Jim suggested that the first debates might be video taped and shown at the end of semester to show how much progress had been made.

A very popular culminating activity is a debate between the four best student debaters and a team of teachers. This debate is held in the auditorium and is video taped. It is important that the topic be one that allows students and teachers to compete on an equal footing. One of the best that Jim ever used was suggested by a student: "Resolved that Wily Coyote will catch the Roadrunner before Sylvester catches Tweety Bird." Anyone could speak on that topic!

Throughout the session, Jim stressed the need to have topics of interest to students. "Resolved that Santa Claus exists" is an example of a topic that students might find interesting to debate. All resolutions should be stated in the affirmative. He also favours resolutions that lead students to examine ethical or moral questions from a point of view different from their own. An example of this would be to debate "Resolved that women are more emotional than men" with an all-male team taking the negative position against a female affirmative team.

In his classes Jim Nelson balances formal and fun. Debating "jargon" such as "affirmative" "negative" and "rebuttal" helps to formalize the experience. Students are expected to treat speakers with respect and to follow the rules of decorum. These are reinforced by treating the debate as a role playing situation. Participants are introduced as though they were guest speakers at a Rotary Club luncheon. The entire debate experience must be agreeable so that they can develop skills and perceive themselves to be successful. Using that "rush of fear" and mastering it to provide the tension that heightens performance, are based upon a process of skill development and attitude change carefully stage managed by the teacher.

While these activities were suggested by Jim Nelson for the Science and Technology course, particularly for the ethical aspects of the course, teacher-librarians attending the session pointed out that the same activities would be useful in Consumer Education courses (Resolved that the Honda is a better car than the Chevette) or in the new Family Management course (Resolved that mothers are made, not born).

FORMAL DEBATE

The following materials were prepared by the teachers of Centennial Senior Secondary School in Coquitlam. They relate to the traditional or formal debate and could be useful to teacher-librarians in schools where the formal debate is in common use either in classes or in a debating club. While the materials do not specify the role of the teacher-librarian as anything other than material support, there are obvious opportunities for involvement. At the very least, teacher-librarians can share the format with teachers who are contemplating a debate project. Teacher-librarians may also wish to get involved with such aspects as organizing an argument or presentation skills.

LESSONS TO PREPARE STUDENTS TO DEBATE

1. Teacher gives an introduction and explanation. Resolutions and teams are chosen.
2. Each team brainstorms the topic and plans research.
3. Students research their topics after teacher-led review of research techniques.
4. Teacher gives a lesson on how to prepare a logical case. Each team outlines all the arguments between team members.
5. Teacher gives a lesson on how to plan a speech. Each student writes his/her speech.

6. Teacher gives a lesson on rebuttal and cross-examination with examples for class practice. Then each team lists anticipated opposing arguments and prepares rebuttals for each argument.
7. Teacher gives a lesson on presentation and delivery. Students are directed to practice at home.
8. Teacher gives a lesson on judging and on the duties of the timekeeper and chairperson.
9. During each debate:
 - a. Use a student timekeeper and chairperson.
 - b. Use four students to act as judges.
 - c. Have the rest of the class make outline notes on each speaker.
 - d. Mark each debater as debate is in progress; use special mark form that allows teacher to make comments.



LIBRARY RESEARCH RECORD

Name: _____

1. Give a dictionary definition of your debate topic or a key term related to your topic (e.g. "education", "censorship", "recreational hunting").

2. List the encyclopedia title, volume number, topic heading and page number of one encyclopedia which provides information on your topic.

3. List the subject headings you have used in the subject card catalogue and the Readers' Guide to Periodical Literature.

4. List the author (if given), article title, source, date, and page numbers of two articles found in the Fisher's News Files, Facts on File, Canadian News Facts, or the pamphlet file.

5. List the author, title, place of publication, publisher, publication date and call number of books containing useful information on your topic.

6. List author (if given), article title, magazine title, page numbers and date of at least four magazine articles you have found in this library. Also indicate in what form the library has them.

<u>COMPLETE DESCRIPTION OF ARTICLE</u>	<u>DATE</u>	<u>MAG</u>	<u>FILM FICHE</u>
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7. List any additional resources (e.g. reference books, A/V materials) you have used in your research.

Speaking Skills

CROSS-EXAMINATION DEBATING

- A. Order of Speakers:
- | | <u>Time</u> |
|--|-------------|
| First Affirmative constructive speech | 4 minutes |
| First Affirmative cross-examined by second Negative | 2 minutes |
| First Negative constructive speech | 4 minutes |
| First Negative cross-examined by first Affirmative | 2 minutes |
| Second Affirmative constructive and rebuttal speech | 5 minutes |
| Second Affirmative cross-examined by first Negative | 2 minutes |
| Second Negative constructive and rebuttal speech | 5 minutes |
| Second Negative cross-examined by second Affirmative | 2 minutes |
| First Negative rebuttal and summary speech | 1 minute |
| First Affirmative rebuttal and summary speech | 1 minute |
- B. Rules for The Question Period:
1. Be courteous, reasonable and co-operative with a willingness to deal with the essential issues. Do not browbeat your opponent, and do not be sarcastic.
 2. Speak so that the audience can hear your questions or answers.
 3. Neither speaker (questioner or witness) may confer with his/her partner. Each one is on his/her own.
 4. Both questions and answers should be reasonably brief. Questioners need not tolerate stalling tactics, and witnesses need not tolerate long speeches.
- C. Suggestions For the Questioner
1. Plan a series of questions in advance and use those that are most appropriate for the opposition's case. Try to begin with common ground (on which the witness will agree with you) and then proceed to areas of disagreement.
 2. Ask questions that test the opposition's evidence and reasoning.

e.g. Is the evidence up-to-date?
Are the sources of evidence reliable and authoritative?
Is the evidence consistent with other facts presented by the debate team? Is it consistent with human nature and experience? So what? (Does the evidence prove what the opposition says it does?)

3. Use the information revealed in the question period in your constructive and rebuttal speeches. Ask questions; do not present additional evidence of your own or argue with your opponent. Use your regular speaking time to show the opposition has weak case.
4. Although you cannot know how the opposition will answer all of your questions, you should be reasonably sure of the possible answers and what you intend to make of them. Unexpected answers to crucial questions cause embarrassment.
5. Use a summary question to conclude.

e.g. "Do you still believe that ...?"

D. Suggestions For The Witness:

1. Be prepared for the kinds of questions that might be raised about your case, and plan your answers. The question period should not be full of surprises for you.
2. In answering, be as direct and fair as possible. It is better to admit lack of knowledge of certain facts than to allow the questioner to reveal your obvious evasions. Let the audience and judges decide whether you should know certain obscure facts.
3. You may refuse to answer an unfair question, but you should briefly explain your reason for doing so.
4. Do not try to cross-examine the questioner. It is not good debating.

Source: Bauer, Otto F., Fundamentals of Debate, Scott, Foresman, 1966.



INSTRUCTIONS FOR THE CHAIRPERSON IN A
CROSS-EXAMINATION STYLE DEBATE

1. On the blackboard, neatly PRINT the following:

RESOLUTION: Be it resolved that . . .

(Affirmative)

(Negative)

FIRST (Debater's name)

FIRST (Debater's name)

SECOND (Debater's name)

SECOND (Debater's name)

2. Ahead of time, make sure that the judges have the names of the debater in the correct order on their score sheets.
3. When everyone is in place, announce clearly and firmly:

Welcome to this (morning's) (afternoon's) debate. The topic to be debated today is: Resolved that _____

Speaking for the affirmative team will be the first speaker, _____, and the second speaker, _____

The negative team consists of first speaker, _____

and second speaker, _____

The first speakers for each team will have four minutes for their constructive speeches. The second speakers will have five minutes for their rebuttal and constructive speeches. Each speech will be followed by two minutes of cross-examination. Finally there will be a one minute rebuttal and summary speech by each of the first two speakers.

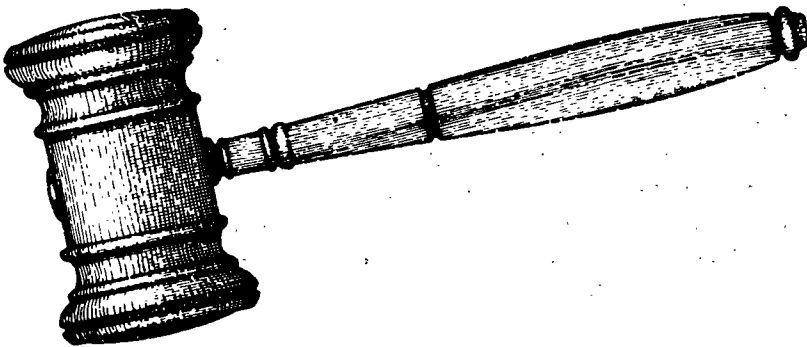
4. I now call upon the first affirmative speaker to begin the debate, then to be cross-examined.
- THEN: I now call upon the first negative speaker to deliver his/her rebuttal and constructive speech, then to be cross-examined by the first affirmative speaker.
- THEN: I now call upon the second affirmative speaker to deliver his/her rebuttal and constructive speech, then to be cross-examined by the first negative debater.
- THEN: I now call upon the second negative speaker to present his/her rebuttal and constructive speech, then to be cross-examined by the second affirmative speaker.

THEN: I now call upon the first negative speaker to give his/her one minute rebuttal and summary speech.

FINALLY: I now call upon the first affirmative speaker to give his/her one minute rebuttal and summary speech, and thus conclude the debate.

5. After the debate is concluded, invite the audience to question the debaters. Announce the following rules for the question period:
 - a. One person speaks at a time.
 - b. Wait to be recognized by the chairperson before speaking. Do not interrupt another speaker.
 - c. Each speaker should direct his or her question to a particular debater.
 - d. Questioners will be recognized in the order in which they put up their hands, except for new speakers, who will receive their turn before someone who has already spoken.
6. At the end of the question period, call on the judges to comment on the debate. Then collect the judges' score sheets and announce the winner of the debate with the words:

It is the decision of the judges that the (Affirmative or Negative) won the debate.



CHAIRPERSON'S SCRIPT CROSS-EXAMINATION STYLE

Please begin your debate on time.

When everyone is in place say, "I WELCOME YOU TO THE LOWER MAINLAND EAST DEBATING FINALS. MY NAME IS _____ AND I'M FROM CENTENNIAL. I'LL BE YOUR CHAIRMAN AND TIMEKEEPER FOR TODAY'S DEBATE. THE RESOLUTION FOR TODAY'S DEBATE IS _____."

"REPRESENTING THE AFFIRMATIVE WILL BE THE FIRST SPEAKER, _____ AND THE SECOND SPEAKER, _____, FROM _____. REPRESENTING THE NEGATIVE WILL BE THE FIRST SPEAKER, _____, AND THE SECOND SPEAKER, _____, FROM _____."

"I EXTEND A SPECIAL WELCOME TO OUR JUDGES, _____ AND _____." (Names obtained from judges before debate begins.)

"THIS IS A CROSS-EXAMINATION ROUND OF DEBATE. THE TIMING AND ORDER OF SPEAKING IS ACCORDING TO THE RULE SHEET GIVEN DEBATERS. I WILL RAISE A ONE MINUTE CARD WHEN A DEBATER HAS ONE MINUTE LEFT; I WILL STAND WHEN THE SPEAKER'S TIME HAS EXPIRED. WHEN A DEBATER COMPLETES HIS SPEECH HE OR SHE SHOULD PAUSE AND SAY, "I NOW STAND OPEN FOR CROSS-EXAMINATION." THE EXAMINER WILL THEN CONDUCT THE EXAMINATION.

"I NOW CALL ON _____, THE FIRST AFFIRMATIVE, WHO WILL BE CROSS-EXAMINED BY _____, THE SECOND NEGATIVE."

"I NOW CALL ON _____, THE 1ST NEGATIVE, WHO WILL BE CROSS-EXAMINED BY _____, THE 1ST AFFIRMATIVE.

"I NOW CALL ON _____, THE 2ND AFFIRMATIVE, WHO WILL BE CROSS-EXAMINED BY _____, THE 1ST NEGATIVE."

"I NOW CALL ON _____, THE 2ND NEGATIVE, WHO WILL BE CROSS-EXAMINED BY _____, THE 2ND AFFIRMATIVE."

"I NOW CALL ON THE 1ST NEGATIVE TO GIVE HIS/HER FINAL REBUTTAL AND SUMMARY."

"I NOW CALL ON _____, THE FIRST AFFIRMATIVE, TO GIVE HIS/HER FINAL REBUTTAL AND SUMMARY AND THUS CONCLUDE THE DEBATE."

At the end of the debate ask: "DOES ANY DEBATER WISH TO DRAW TO THE ATTENTION OF THE JUDGES ANY SERIOUS INFRACTION OF THE RULES BY THEIR OPPONENTS?"

"THANK YOU FOR YOUR PARTICIPATION."

After the judges have finished all scoring, collect their ballots and check to see the judges have scored all sections. Take all score sheets to Room 205. Results will be posted in the main Registration Area.



SUGGESTED RESOLUTIONS

BE IT RESOLVED THAT:

1. ...public education provides students with an adequate preparation for life.
2. ...intelligence testing be banned in public schools.
3. ...the seven point grade scale be banned from use in public schools.
4. ...public education discriminates against female students.
5. ...provincial examinations be required of all students in academic courses at the senior secondary level.
6. ...there be no requisite courses in Grades Eleven and Twelve.
7. ...the legal driving age be increased to nineteen.
8. ...the legal drinking age be increased to twenty-one.
9. ...one year of compulsory military service be served by all individuals between the ages of eighteen and twenty-one.
10. ...all privately owned and commercially sponsored television networks be placed under government control.
11. ...television commercials benefit society.
12. ...sports allowing physical aggression be banned from television.
13. ...the content of television programming after 9:00 p.m. not be regulated or censored.
14. ...professional boxing be banned.
15. ...recreational hunting be outlawed.
16. ...the right to strike be replaced by compulsory binding arbitration.
17. ...the size and strength of the Canadian Armed Forces be substantially increased.
18. ...the Olympic Games be discontinued.
19. ...government funding for women's rights organizations and programs be discontinued.
20. ...smoking restrictions in public places unfairly discriminate against smokers.

DEBATE TOPICS CONTINUED

21. ...the nuclear disarmament movement is undermining Canada's ability to carry out its N.A.T.O. responsibilities.
22. ...the drug problem has disappeared from Canadian schools.
23. ...at least two art, music or dram courses be compulsory for high school graduation.
24. ...creationism be taught in high school science classes.
25. ...the Bible be read in all B.C. schools.
26. .. capital punishment be reinstated in Canada.
27. ...human nature cannot be changed.
28. ...violence for political purposes is justified.
29. ...the United Nations must make the prohibition of nationalism its first priority.
30. ...cosmetics are dangerous.
31. ...gun control laws be strengthened.
32. ...genetic engineering is beneficial to mankind.
33. ...prospective parents have the right to know the sex of their child prior to birth.
34. ...males are no longer necessary to a modern scientific society.
35. ...blood transfusions be legal.
36. ...U.F.O's are spaceships from outer space.
37. .. zoos be declared illegal.
38. .. smoking be banned in public places.
39. ...all atomic testing be stopped immediately.
40. ...unmarried teenage mothers not be allowed to keep their babies.
41. ...our language is sexist and must be changed.
42. ...a mother's place is in the home.
43. ...consumerism is destroying modern society.

DEBATE TOPICS CONTINUED

44. ...man is irrational.
45. ...progress is an illusion.
46. ...the preservation of our natural environment should take precedence over industrial development in British Columbia.
47. ...drugs are destroying our youth.
48. ...free trade with the United States is needed for Canada.
49. ...the newspaper is a dying medium.
50. ...only Canadians be allowed to own land resources in Canada.
51. ...sex education be mandatory for all students.
52. ...soccer is a better game than football.
53. ...style is only a sales technique.
54. ...Canada increase its aid to the Third World.
55. ...democracy is in danger in Canada.
56. ...the research scientist be held responsible for the use to which society puts his/her research.
57. ...advertising abuses the language.
58. ...future man is doomed.
59. ...advertising has done more harm than good.
60. ...the United States speaks about democracy but supports few democratic governments.
61. ...abortion should be available on demand.
62. ...United States foreign policy has contributed to the well-being of the citizens of Central America.
63. ...all couples should be required to take a marriage course before they are issued a marriage license.
64. ...the behaviour of fans is destroying professional sport.
65. ...government building contracts should go only to union contractors.

DEBATE TOPICS CONTINUED

66. ...the philosophy of deterrence will lead ultimately to nuclear war.
67. ...the wolf kill be prohibited in B.C.
68. ...unilateral nuclear disarmament is desirable.
69. ...rock videos are detrimental to society.
70. ...censorship laws be strengthened.
71. ...pornographic magazines be prohibited in B.C.
72. ...what is needed is more freedom and less government.
73. ...capitalism is preferable to communism.
74. ...multi-national corporations are killing free enterprise.
75. ...youth is dead.
76. ...the purpose of education is being lost in the B.C. school system.
77. ...United States foreign policy of maintaining the status quo is unfair.
78. ...compulsory retirement legislation be removed in Canada.
79. ...all Canadians under 25 must be guaranteed employment.
80. ...automation of industry benefits society.



PREPARING YOUR DEBATE CASE

I. STRATEGY FOR THE AFFIRMATIVE TEAM (WHEN POLICY CHANGE INVOLVED)

A. Define the resolution

1. Define every word. (a vs. the, some vs. all)
2. Consider defining by:
 - a. authority - variety of dictionaries
 - b. example
 - c. comparison
 - d. common usage
 - e. negative or exclusion

3. Paraphrase and interpret entire resolution.

B. Show a problem exists and there is need for a change.

C. Describe your plan.

1. Anticipate opposition fault-finding
2. Give enough details for audience to see it is feasible.

D. Show how your plan will solve problems.

II. STRATEGY FOR THE NEGATIVE TEAM.

A. Define the resolution.

1. Define every word.
2. Consider various ways of defining.
3. Paraphrase and interpret entire resolution.
4. Offer counter-definition if necessary.

B. Admit or deny existence of problem.

C. If you admit problem:

1. Attack feasibility of affirmative plan
 - a. will created additional problems
 - b. solution
2. Question seriousness of problem.
3. Offer counter-plan.

D. If you deny problem:

1. Question evidence of affirmative.
2. Offer alternative evidence or interpretation of evidence.

This is a suggestion sheet for your speeches. You should not feel restricted to the specific wording, but should use this format as a guideline to develop phrasing that is comfortable for you.

PLAN YOUR DEBATE SPEECH

1. Introduction: "Mr. Chairperson or Madame Chairperson, Honourable Judges Worthy opponents, and fellow students."

A. Possible openings for the first affirmative speaker:

1. My colleague and I are resolved that...
2. Today we, the affirmative team, are going to show (convince) you that...

...Before I present my arguments I want to define the topic which we are debating today...

IT IS THE JOB OF THE AFFIRMATIVE TEAM TO DEFINE THE TOPIC. THE NEGATIVE CAN ACCEPT, REFUTE OR ALTER THIS DEFINITION AS THEY SEE FIT.

3. First speaker on each team should tell what plan the team is following.

B. Possible openings for first and second negative speakers and second affirmative speaker.

1. I hope that you enjoyed my opponent's speech as I did, but I must disagree with what he has said.
2. Before I continue the arguments of the affirmative (negative), I must take issue with what my worthy opponent has said...
3. My worthy opponent has presented some ideas which are completely erroneous as my speech will show you...

Rebuttal points: with supporting proof

- 1.
- 2.
- 3.
4. etc.

II. Body of Speech

- A. Make a carefully planned outline of your speech.
(Each main argument must have supporting evidence.)
 1. First main point
 - a. supporting statements
 - b. supporting facts or statistics
 - c. supporting quotations
 2. Second main point
 - a.
 - b.
 - c.
 3. Third main point
 - a.
 - b. etc.
- B. Use direction words such as first, second, third, now, in addition to, finally, in summary, etc.
- C. Include comments that the audience can relate to. Humour is often effective.
- D. WRITE OUT your entire speech. LEARN IT THOROUGHLY. MEMORIZE KEY PARTS.
- E. DELIVER IT to your family, friends or yourself.
- F. Time your speech.

III. Presentation:

- A. SPEAK to your audience. Make eye contact. DO NOT READ your speech (You are trying to convince us of your beliefs.)
- B. Speak clearly and LOUDLY enough for your audience to hear without straining its ears.
- C. DO NOT go too fast. These are new ideas for your audience. Emphasize important points. Use pauses effectively.
- D. VARY the tone of your voice. (quiet, loud, determined, angry, reasoned, disbelieving, etc.)
- E. BE RELAXED. SMILE when appropriate, especially at the end. Use strategy.
- F. USE YOUR EYES. Look at audience, judge, opponents and colleague when appropriate.

IV. Conclusion:

A. Summarize the main points of your argument. The second speaker for the negative should summarize all of the points raised by his side.

1. It is our belief that because of
and we cannot
.....
2. My colleague and I have shown you
that.....
3. Now I would like to summarize the important
reasons why we believe that..... first.....
secondly....., etc.

B. You want to leave a definite idea in your audience's mind. Your final statement should be forceful.

Examples:

1. I hope that you are convinced , as we are,
that.....
2. It is our belief that.....
3. For the reasons that I have stated we are
resolved that.....
4. We ask you to consider the arguments
carefully and we are sure that you will agree
with us that.....
5. At the end of your speech say, "I now stand
ready for cross-examination."

C. Final Rebuttal by the first speaker of the negative and then the first affirmative.

1. Destroy the opponents' arguments.

REBUTTAL/REFUTATION

Process of attacking the arguments of opponents and exposing their weaknesses.

A. PREPARATION

1. Thorough research to anticipate arguments.
2. Prepare case sheet of anticipated arguments.
3. Careful listening and note-taking during debate.

B. HOW TO REFUTE AN ARGUMENT

1. Restate your opponent's argument.
2. State your objections to this argument.
3. Give evidence to support your objections.
4. Summarize your refutation.

C. TYPES OF ERRORS TO WATCH FOR IN THE PROCESS OF ARGUMENTATION

1. Arguments which attack the person rather than the idea.
("You're picking on me", "Only an idiot would believe that.")
2. "Begging the question" - that is acting as if an argument is true when, in fact, it is the question of debate.
("Should a vicious man like John Doe be allowed to hold office?")
3. "The thin edge of the wedge" arguing that to allow a certain action will inevitably lead to more serious consequences.
4. Oversimplification of a problem.
5. False analogy - comparing two things that are essentially not alike. (What works in Canada may not work in Uganda.)
6. Hasty generalization - arguments based on insufficient examples. ("One swallow does not a summer make", "teen-age gangsters", "dumb blonds", "statistics show", "Doctors know".)
7. Biased or suppressed evidence.
(Police officers not for capital punishment. What about other groups?)

CROSS-EX BALLOT Judge _____ Room ___ Round ___

1st Affirmative

	<u>Name</u>		<u>School</u>								<u>No attempt</u>		
	<u>Exceptional</u>		<u>Excellent</u>		<u>Good</u>		<u>Average</u>		<u>Fair</u>		<u>Poor</u>		
ORGANIZATION	20	19	18	17	16	15	13	12	11	10	7	6	0
MATERIAL	20	19	18	17	16	15	13	12	11	10	7	6	0
DELIVERY	20	19	18	17	16	15	13	12	11	10	7	6	0
REBUTTAL	20	19	18	17	16	15	13	12	11	10	7	6	0
CROSS EXAMINATION													
EXAMINING	10		9		8		7	6	5		3		0
ANSWERING	10		9		8		7	6	5		3		0
TOTAL: _____													

1st Negative

	<u>Name</u>		<u>School</u>								<u>No attempt</u>		
	<u>Exceptional</u>		<u>Excellent</u>		<u>Good</u>		<u>Average</u>		<u>Fair</u>		<u>Poor</u>		
ORGANIZATION	20	19	18	17	16	15	13	12	11	10	7	6	0
MATERIAL	20	19	18	17	16	15	13	12	11	10	7	6	0
DELIVERY	20	19	18	17	16	15	13	12	11	10	7	6	0
REBUTTAL	20	19	18	17	16	15	13	12	11	10	7	6	0
CROSS EXAMINATION													
EXAMINING	10		9		8		7	6	5		3		0
ANSWERING	10		9		8		7	6	5		3		0
TOTAL: _____													

2nd Affirmative

	<u>Name</u>		<u>School</u>						<u>No attempt</u>				
	<u>Exceptional</u>	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>							
ORGANIZATION	20	19	18	17	16	15	13	12	11	10	7	6	0
MATERIAL	20	19	18	17	16	15	13	12	11	10	7	6	0
DELIVERY	20	19	18	17	16	15	13	12	11	10	7	6	0
REBUTTAL	20	19	18	17	16	15	13	12	11	10	7	6	0
CROSS EXAMINATION													
EXAMINING	10		9		8		7	6	5		3		0
ANSWERING	10		9		8		7	6	5		3		0
TOTAL:												_____	

2nd Negative

	<u>Name</u>		<u>School</u>						<u>attempt</u>				
	<u>Exceptional</u>	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>							
ORGANIZATION	20	19	18	17	16	15	13	12	11	10	7	6	0
MATERIAL	20	19	18	17	16	15	13	12	11	10	7	6	0
DELIVERY	20	19	18	17	16	15	13	12	11	10	7	6	0
REBUTTAL	20	19	18	17	16	15	13	12	11	10	7	6	0
CROSS EXAMINATION													
EXAMINING	10		9		8		7	6	5		3		0
ANSWERING	10		9		8		7	6	5		3		0
TOTAL:												_____	

TOTAL AFFIRMATIVE _____

TOTAL NEGATIVE _____

Signature of Judge

ENGLISH 12 RESEARCH AND DEBATE ASSIGNMENT EVALUATION RECORD

I. <u>Research record</u>	<u>10 marks</u>	
Completeness and attention to detail	6	
Legibility, clarity	2	
Mechanics (spelling)	2	Total ___
II. <u>Bibliography</u>	<u>15 marks</u>	
Correct form	8	
Variety of resources	6	
Legibility and neatness	1	Total ___
III. <u>Note-taking slips</u>	<u>15 marks</u>	
Quality and quantity of selected material	3	
Good paraphrasing (as opposed to copying)	3	
Variety of sources (one reference or several) (type of resource)	3	
Information on form headings completed for each strip. (e.g. Ref., Page, etc.)	3	
Legibility	2	
Acknowledged direct quote for an apparent reason	1	Total ___
IV. <u>Outline</u>	<u>10 marks</u>	
Topic complete	3	
Organization of ideas	3	
Correct format for formal outline	3	
Neatness	1	Total ___
V. <u>Debate</u>	<u>50 marks</u>	
Material	10	
Delivery	10	
Organization	10	
Rebuttal	10	
Defense	5	
Cross-examination	5	Total ___

INTEGRATING THE LIBRARY SKILLS PROGRAM INTO THE PRINCE GEORGE COUNTY PUBLIC SCHOOLS, MARYLAND

(Ed. Note: E. Barth, Coordinating Supervisor and Alice Nelson from Maryland presented a workshop at the IASL Conference on "Outreach To the Classroom; Team Teaching Library Skills." They gave permission to The Bookmark to edit and reprint some of their materials.)

A. SOCIAL STUDIES

The Prince George's County Public Schools in Maryland produced a package which was designed to demonstrate the integration of a variety of library media skills and resources into the social studies program, thereby enhancing classroom instruction and providing a greater selection of educational materials. The introduction to the package noted that "Cooperative planning between the library media specialist and the social studies teacher is essential for optimum success. Suggested guidelines are included to facilitate this joint effort."

The introduction further stated, "For each grade level, two units were selected from the social studies curriculum guides. Each unit includes a list of suggested activities which provide opportunities for career exploration, media production and research. Two detailed lesson plans for each unit demonstrate how library media skills can be incorporated into a social studies lesson. These activities may be adapted to various ability levels and other grade levels. Specific resources mentioned may not be available in all library media centers, however, substitutions or adaptations may be easily made."

GUIDELINES FOR SOCIAL STUDIES TEACHER/LIBRARY MEDIA SPECIALIST CONSULTATION

1. A convenient time for both professionals to meet should be arranged. (Meeting times do not have to be long!)
2. Social studies teacher or library media specialist describes topic idea being considered (include time frame, level, and number of students.)
3. Both teachers brainstorm ideas for student activities.
4. The initial activity strategy is decided. The activity may be classroom or media center oriented.
5. At the end of the first meeting, a time for follow-up is scheduled.
6. Library media specialist meets with the social studies teacher (or sends note) at the pre-arranged follow-up time, detailing the results of his/her search (include availability of resources in the library media center and the community, special collections, or other materials gathered, etc.)
7. The social studies teacher and the library media specialist refine the activity, set targets, and divide responsibilities (who does what, who teaches what skill, location of teaching, grouping of students, etc.)
8. Library media specialist and the social studies teacher may schedule

appropriate time(s) in the library media center and note in plan books when (if) the library media specialist should come to the classroom.

9. The social studies teacher and the library media specialist should meet on a regular basis to discuss problems, results, etc. and amend plans.

BACKGROUND INFORMATION

Definition: The Directed Teaching Activity (DTA) is a sequential process by which an effective social studies teacher or library media specialist helps students learn content and skills.

Rationale: The DTA helps a teacher achieve each of the objectives contained in a unit of study. It provides:

- a structure for activities
- an aid to planning
- substantive teacher/student and student/student interaction (highly correlated with learning)
- a basis for accountability
- an efficient means for achieving maximum "time on task"
- active student involvement (e.g. producing, contributing, creating).

Procedures: The DTA may be used with the total group or with a small sub-group. It may be completed in one period or extended over several periods. The DTA involves six basic phases through which content and skills are presented in sequence:

- a statement of objectives
- introductory activities
- developmental activities
- practice activities
 - * guided
 - * independent
 - * assessment activities.
 - * what has been learned
 - * what is to be learned
- corrective activities
- extension activities

Relevance: The DTA is the major vehicle through which the curriculum is delivered. It is supplemented and complimented by additional instructional strategies.

THE COMPONENTS OF A DAILY LESSON

Statement of objective: When the library media specialist and classroom teacher plan cooperatively they should determine the main objective of the lesson. It is recommended that the stated objective be visible to the students. It is important that the students know what they are expected to learn.

Introductory Activity (Warm-up): Decide which professional is going to

prepare the students for the library media center visit. This activity can be held in the classroom or the library media center. The "warm-up" can be simple or complex, depending upon the students and material to be presented. This introduction should supply the answer to "why" the students should perform the activity.

Developmental Activities: At this time explain or demonstrate what the students should be able to do as a result of this lesson. Usually the library media specialist will direct this portion of the lesson. This activity can be held in the classroom or library media center, depending on the nature of the lesson.

Practice Activity: This is a sequence of activities the students perform, which reinforce the skills introduced. These activities will generally be held in the library media center and it is most facilitative if the library media specialist and the social studies teacher "team" together and work with individual students who are having problems at this point.

Independent Activity: This portion of the lesson should mirror the "Practice Activity", without the immediate intervention of the library media specialist or social studies teacher, unless there is a strong need for it.

Assessment Activity: The evaluation of the completed activities' success is determined by how well the objective was met.

Closure: It is important to conclude all library media center visits in some positive way.

GRADE 7 - FAR EAST

Suggested Activities

The student may:

1. prepare a slide/tape presentation using the visual maker on one of the religions of the area. Include sacred cities, symbols, statues, buildings, etc.
2. present a puppet show depicting a folktale or make an audio tape of a folktale including sound effects.
3. write a diary of one week's adventures within a specified area, such as a Communist Chinese commune, a Tibetan village, a Thai klong, etc.
4. construct a graph showing economic growth within a country, such as Japan's industrialization, rice production within China, or a gross national product comparison among countries.
5. write a letter to the editor of a local newspaper expressing the student's reaction to a current event.

6. create a poster demonstrating the traditional dress of a selected culture.
7. complete a worksheet on a holiday and a three-dimensional project associated with the holiday.
8. chart the forms of government, such as the name of the legislative body, title of chief executive, name(s) of political party(ies), how leaders are chosen, etc.
9. give a live or videotaped demonstration of one of the martial arts, along with a brief explanation.
10. construct a time line tracing the events within two countries since 1900. Display along one team wall or in the media center.
11. make a booklet of musical instruments associated with the various countries. An illustration should be accompanied by a brief description.
12. choose a craft or traditional art form of a country. Create a sample and give an oral presentation or slide/tape presentation of examples.
13. write a biographical sketch of a prominent figure using Current Biography Yearbook.

(Ed. note: The following is a sample of a detailed lesson plan for #4 listed above on the Suggested Activities List.)

Grade 7

FAR EAST

Teacher _____
 Subject _____
 Date/Time _____
 # of Students _____

STATEMENT OF OBJECTIVE (should be visible)

The student will construct a graph expressing economic information about a Far Eastern country.

INTRODUCTORY ACTIVITY (warm-up)

location: classroom
 director: social studies teacher

The teacher will discuss bar and line graphs and explain the parts and advantages of each type of graph.

DEVELOPMENTAL ACTIVITIES

location: library media center
 director: library media specialist

The library media specialist will show "How to Use an Almanac" filmstrip and discuss the organization and use of almanacs and other statistical sources such as Statesman's Yearbook.

PRACTICE ACTIVITY

location: library media center
director: library media specialist

Students will complete a worksheet on using an almanac.

INDEPENDENT ACTIVITY

location: library media center
director: library media specialist

Students will locate statistics on assigned topics such as the rice production, petroleum consumption, or gross national product of a Far Eastern country.

ASSESSMENT ACTIVITY

location: library media center
director: library media specialist

Students will construct a graph using their data and present it to the class via a poster or transparency.

MATERIALS/EQUIPMENT NEEDED:

- Almanac worksheet
- Poster board or transparency
- Almanac and statistical reference materials such as Statesman's Yearbook; How to Use an Almanac (filmstrip) Cleveland, Ohio: The World Almanac, 1976.

(Ed. note: The following is a detailed lesson plan for #7 on the preceding suggested activities sheet.)

Grade 7

FAR EAST

Teacher _____
Subject _____
Date/Time _____
of students _____

STATEMENT OF OBJECTIVES (should be visible)

The student will complete a worksheet on a holiday celebrated in the Far East and a three-dimensional project associated with the holiday.

INTRODUCTORY ACTIVITY (warm-up)

location: classroom
director: social studies teacher

The social studies teacher will discuss the concept that the holidays celebrated in a country reflect what is valued by its people. The teacher will discuss the different types of holidays such as religious, national, traditional, and holidays established to honor special people. Students choose a holiday from a list compiled by the library media specialist and the social studies teacher.

DEVELOPMENTAL ACTIVITIES

location: library media center
director: library media specialist

The library media specialist explains reference materials about holidays, pointing out that students will usually need to use indexes to locate a specific holiday.

PRACTICE ACTIVITY

location: library media center
director: library media specialist

Students complete the worksheet on their chosen holiday.

INDEPENDENT ACTIVITY

location: library media center,
classroom and home
director: social studies teacher
and library media
specialist

Students will use completed research to construct a three-dimensional project associated with their chosen holiday.

ASSESSMENT ACTIVITY

location: classroom
evaluator: social studies teacher

Students present an oral report about their holiday and demonstrate how their three-dimensional project would be part of its celebration. Projects could be displayed in the classroom or media center showcase.

MATERIALS/EQUIPMENT NEEDED:

Reference materials
List of Far Eastern holidays

Worksheet on holidays
Craft Supplies (if project is done at school)

GRADE 10 - ISLAM

Suggested Activities

The student may:

1. compare the role of women in an Islamic country with that in America today. This could be a chart or research paper.
2. become a prominent figure in the Moslem world and present himself in appropriate costume to the class.
3. select verses from The Koran, illustrate them, explain them in modern terms, and present in a booklet form.
4. make a salt-flour-water map depicting the Battle of Tours and give an explanation of the events and importance.

5. create a story using as many words as possible that were derived or came directly from the Arabic language.
6. research the development of a mosque as a place of worship and construct a model showing a typical one.
7. create maps of the Islamic world on transparencies.
8. write a diary of his pilgrimage to Mecca including a description of the places through which he travels and the rituals upon arrival.
9. make posters illustrating Byzantine and Moslem architecture.
10. visit the National Islamic Center in Washington D.C. and create a visual presentation. No photographs can be taken at the Center.
11. compare/contrast life styles within the Islamic world, e.g. Shi'ite vs. Sunnite, Bedouin Arabs vs. Fellahin of Egypt, etc.
12. show samples of Byzantine art by using an opaque projector or making slides. Give a brief history of the work and its artist if possible.
13. make a calendar of the Moslem year, highlighting the holidays or keep a journal of family holiday traditions.
14. report on Islamic art and music.
15. illustrate Islamic musical instruments on posters or make models of same.
16. research and illustrate the weapons used by Moslems during the Crusades.
17. make a collage of Moslem foods and dining etiquette or create a sample menu of Islamic foods.
18. research the Moslem influence still evident in Spain.
19. create a display showing various aspects of Moslem practices and beliefs, e.g. praying facing the east, women wearing veils, etc.
20. make a Moslem flag and explain the importance of the various symbols.
21. read a sample of Islamic literature and explain how it relates to the life of the people during that time period.
22. contribute information to a wall chart comparing Islam, Hinduism, and Christianity.

(Ed. note: The following is a sample of a detailed lesson plan for #7 listed above on the Suggested Activities Sheet.)

Grade 10

ISLAM

Teacher _____
Subject _____
Date/Time _____
of Students _____

STATEMENT OF OBJECTIVE (should be visible)

The students will construct a map on a transparency using overlays to illustrate the spread of Islam.

INTRODUCTORY ACTIVITY (warm-up)

location: library media center
director: library media specialist

The social studies teacher will explain the dates involved and assign small groups to a time period.

DEVELOPMENTAL ACTIVITIES

location: library media center
director: library media specialist

The library media specialist will explain the location and use of historical atlases as well as other reference sources. He/she will demonstrate transparency overlay construction.

PRACTICE ACTIVITY

location: library media center
director: library media specialist

Each group will locate a source of information.

INDEPENDENT ACTIVITY

location: library media center
director: library media specialist

The students will draw or trace maps in pencil so that a thermafax transparency can be made. Colored acetate or transparency pens can be used to accent the information.

ASSESSMENT ACTIVITY

location: classroom
director: social studies teacher

The students will give an oral presentation using the transparencies.

MATERIALS/EQUIPMENT NEEDED:

Transparencies
Colored acetate
Transparency pens
Historical Atlases

(Ed. note: The following is a sample of a detailed lesson plan for #22 on the preceding Suggested Activities sheet for Grade 10 - Islam.)

Grade 10

ISLAM

Teacher _____

Subject _____

Date/Time _____

of Students _____

STATEMENT OF OBJECTIVE (should be visible)

The students will contribute information to a wall chart comparing Islam, Hinduism, and Christianity.

INTRODUCTORY ACTIVITY (warm up)

location: classroom

director: social studies teacher

The social studies teacher divides the class into three groups, assigns each group a religion, and discusses the categories for the chart.

DEVELOPMENTAL ACTIVITIES

location: library media center

director: library media specialist

The library media specialist will discuss key words, headings, and various sources that may be useful.

PRACTICE ACTIVITY

location: library media center

director: library media specialist

Each group locates information and completes a worksheet.

INDEPENDENT ACTIVITY

location: library media center

director: social studies teacher
and library media
specialist

Students will complete their section of the wall chart.

ASSESSMENT ACTIVITY

location: classroom

evaluator: social studies teacher

Students will participate in providing oral presentations about the religion assigned to their group.

MATERIALS/EQUIPMENT NEEDED:

Reference materials
Large chart paper
Worksheet on religion
Markers

B. LANGUAGE ARTS

A package similiar to the social studies package was produced for language arts. We have included the Suggested Activities and two detailed lesson plans for Julius Caesar at the Grade 10 level.

GRADE 10 - JULIUS CAESAR

Suggested Activities

The student may:

1. compare the government during the time of Julius Caesar to our government today.
2. investigate the social history of the period. Suggested areas include: education, clothing, transportation, etc.
3. compare the role of men and women during the period.
4. conduct research on the occupations of the time.
5. trace the history of the Roman theater and make a timeline.
6. change the time period and create an original play based on the plot of "Julius Caesar".
7. compare the events in the play with historical fact.
8. construct a map of the Mediterranean world during the time of Julius Caesar.
9. investigate the history of the Roman colosseum as a center of entertainment.
10. find evidence of Roman culture in our society today.
11. create a poster, in Latin, advertising the play "Julius Caesar".
12. determine which occupations today require a knowledge of Latin.
13. re-enact a scene from the play and videotape it.
14. make a slide/tape presentation from a scene in the play.
15. compare "Julius Caesar" to true Roman drama and Greek drama.
16. investigate the kinds of weapons used during the period and construct models.
17. present a TV special report on the assassination of Caesar.
18. construct models of Roman buildings.

19. investigate the historical significance of Vesuvius and Pompeii.
20. identify leading playwrights of the period and discuss the theme(s) of their works.

(Ed. note: the following is a sample of a detailed lesson plan for #8 on the suggested activities list.)

Grade 10

JULIUS CAESAR

Teacher _____
 Subject _____
 Date/Time _____
 # of Students _____

STATEMENT OF OBJECTIVES (should be visible)

Using library media center resources, students will construct a map of the Mediterranean world during the time of Julius Caesar.

INTRODUCTORY ACTIVITY (warm-up)

location: library media center
 director: library media specialist

Library media specialist will have students copy vocabulary and call numbers from chalkboard.

DEVELOPMENTAL ACTIVITIES

location: library media center
 director: library media center

Library media specialist and students will generate a list of search words. Library media specialist will describe reference tools and briefly explain indexes.

PRACTICE ACTIVITY

location: library media center
 director: library media specialist

Library media specialist will select one student to use one reference book using search words. Library media specialist will explain why the information was or was not found.

INDEPENDENT ACTIVITY

location: library media center
 director: library media specialist

Students will conduct an independent search.

ASSESSMENT ACTIVITY

location: classroom
 evaluator: language arts teacher

The students will successfully create the map.

MATERIALS/EQUIPMENT NEEDED

Students should bring:

- pencil/pen
- drawing paper
- magic markers/crayons

(Ed. note: the following is a sample of a detailed lesson plan for #19 on the suggested activities sheet)

Grade 10

JULIUS CAESAR

Teacher _____

Subject _____

Date/Time _____

of students _____

STATEMENT OF OBJECTIVE (should be visible)

Using library resources students will investigate the historical significance of Vesuvius and Pompeii.

INTRODUCTORY ACTIVITY (warm-up)

location: classroom

director: language arts teacher

The language arts teacher explains that the findings at the ancient city of Pompeii give a background of information about the times. Students will prepare research helpers.

DEVELOPMENTAL ACTIVITIES

location: library media center

director: library media specialist

Library media specialist reviews Readers' Guide to Periodical Literature, National Geographic Index, and Newsbank. Library media specialist also mentions other special reference sources such as Caxton's History of the World.

PRACTICE ACTIVITY

location: library media center

director: library media specialist

Students will find the above mentioned references and look up the search word of his/her choice. Library media specialist explains why information was or was not found.

INDEPENDENT ACTIVITY

location: library media center

director: library media specialist

Students will continue independent search.

ASSESSMENT ACTIVITY

Students will present information on the daily life of this ancient Roman city, using transparencies, pictures and other visual aids.

CURRICULUM REVISIONS - WHAT TO LOOK FOR !

By GERALD SOON, Senior Editor

There is an easy way to keep up with the many curricular changes that are happening in British Columbia, and the source is right in your school!

School District Staff and School Administrators receive from the Ministry of Education circulars that outline the future direction of the Curricula of British Columbia schools.

These are samples of charts that are included in the circulars. Note that they are charts for Social Studies only.



Elementary Support Materials

	Implementation Date	Curriculum Guide	Resource Manual	Media Resource Guide	Atlas	Texts & Teacher Books
Grade 5	1985 - 1986 • optional use year	.	.	.	.	Prentice-Hall • <u>Building Our Nation</u> • accompanying teacher book • spring 1986
	1986 - 1987 • implementation year	<u>Social Studies Curriculum Guide Grade one - Grade seven Revised Edition</u> • fall 1983	<u>Social Studies Resource Manual Grades Four - Grade Seven</u> • spring 1986	<u>Social Studies Media Resources Grade 4 - 7, Interim Edition</u> <u>Social Studies Media Resources Grade 1 - 3, Update</u> • fall 1984 • 1 per school	Clare • <u>Book of Maps</u> grades 4/5 • fall 1984 delivery	Douglas & McIntyre • <u>Exploring Canada: Learning from the Past, Looking to the Future</u> • fall 1985 • accompanying teacher book • spring 1986
Grade 6	1986 - 1987 • optional use year	.	.	.	.	.
	1987 - 1988 • implementation year	.	.	.	publisher not chosen	Douglas & McIntyre • <u>Exploring Our World: Other People, Other Lands</u> • accompanying teacher book • fall 1986
*Grade 7	1986 - 1988 • optional use year	.	.	.	.	Gage • <u>Other Places, Other Times</u> • fall 1986 • accompanying teacher book • spring 1987
	1988 - 1989 • implementation year	.	.	.	.	.

* Grade 7 - Optional year has been forwarded to September, 1986 due to budget approval for purchase of materials. Consequently the optional years are 1986 - 1988.

Secondary Support Materials

	Implementation Date	Curriculum Guide	Bibliography	Media Resource Guide	Atlas	Texts & Teacher Books
Grade 8	1984 - 1985 • optional use year 1985 - 1986 • implementation year	.	.	.	Hosford • <u>Thinking About Our Heritage</u> • spring 85 • accompany teacher book • fall 1986 • Grades 8/9	Prentice-Hall • <u>Patterns of Civilization</u> Vol. 1 • accompanying teacher's handbook and McGraw-Hill Ryerson • <u>Geolab 1</u> • accompanying teacher's guide or Oxford • <u>Canada and the World, Book 1</u> (retitled <u>Geographic Essentials</u>) • accompanying teacher's handbook • spring 1987 • grade 8/9
Grade 9	1985 • optional use year 1986 • implementation year	<u>Social Studies Curriculum Guide: Grades 8 - 11</u> • fall 1985	<u>Social Studies Annotated Bibliography Grade 8</u> • fall 1984 <u>Social Studies Annotated Bibliography Grade 9</u> • fall 1985	<u>Social Studies Media Resources Manual Grades 8 - 11: Interim Edition</u> • fall 1984	Oxford • B.C. Fifth Edition • spring 1987 • grade 8/9 only • fall 1987 • grade 10/11	Prentice-Hall • <u>World History: Patterns of Civilization</u> Vol. 11 • accompany teacher's handbook • fall 1985 and Oxford • <u>Exploration Canada</u> • fall 1985 • accompanying teacher's guide • fall 1986
Grade 10	1986 • optional use year • 1987 • implementation year	.	.	.	Prentice-Hall • <u>Canada and the World, an Atlas Resource</u> • grade 10/11 • fall 1986	Cage • <u>Our Land: Building the West</u> • spring 1987 • accompanying teacher's book • fall 1987 Oxford • <u>Geographic Understanding</u> • accompanying teacher's handbook • fall 1987 • grade/10/11
Grade 11	1987 • optional use year 1988 • implementation year	.	.	.	.	Academic • <u>Towards Tomorrow: Canada in a Changing World</u> • accompanying teacher's book • fall 1987

Note:

- Students texts listed are the new titles some of which have yet to be developed.
- Authorised data have not been revised as yet.

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CASTLES

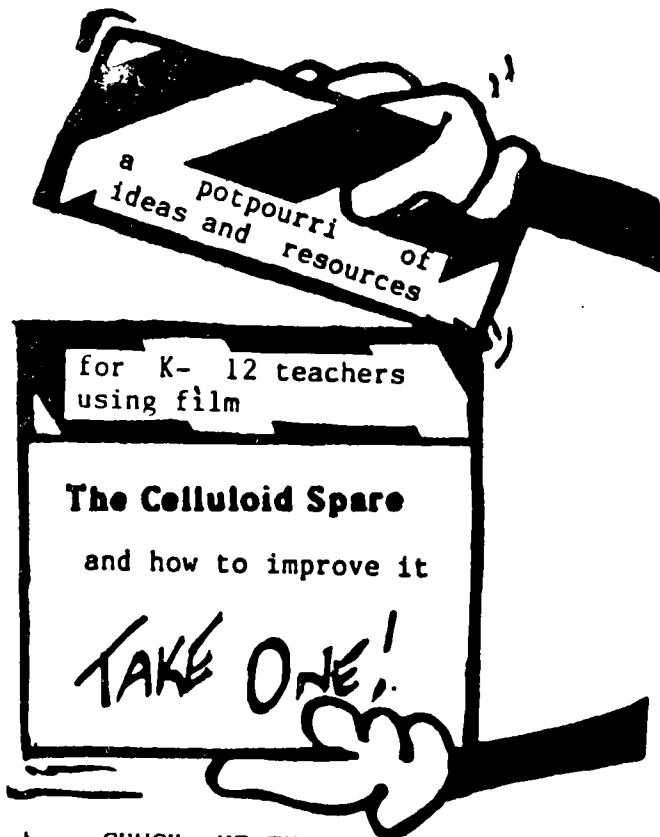
Animals Can Be Special Friends

THE POWER OF ICE

GREAT CANADIAN LIVES: Portraits in Heroism to 1867

SAFETY TOWN

The advertisement features several book covers: 'CASTLES' with a castle illustration, 'Animals Can Be Special Friends' with a tiger, 'THE POWER OF ICE' with a polar bear, and 'GREAT CANADIAN LIVES: Portraits in Heroism to 1867' with a portrait of a man. The Nelson logo is also present.



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

NEW RELEASES FROM

Canadian Filmmakers Distribution West,
1131 Howe Street, Suite 100,
Vancouver, B.C. V6Z 2L7.
684-3014

MARATHON - THE ULTIMATE CHALLENGE
Alan Jacques, 15:10 min.

The determination, satisfaction and exhilaration of running a marathon are conveyed through the experiences of a single competition. While the camera follows his training and his progress in the Vancouver International Marathon, the runner is heard discussing what motivates him to run such a grueling race. Physical Education Intermediate level and up.

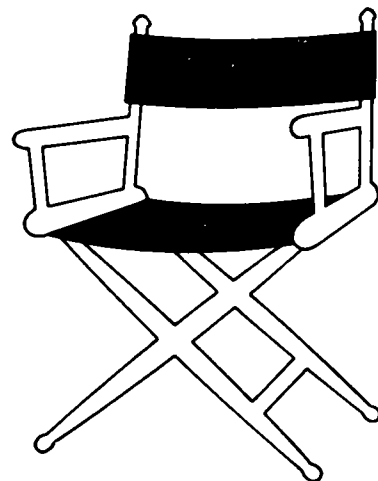
OH DAD! Jonathan Amitay, 2:30 min.

A boy's account of a heated discussion he had with his father, over the issue of the Strategic Defense Initiative ("Star Wars") and various forms of pollution. The boy tells of his frustration with grown-ups and the world they are leaving for his generation to inherit. A positive and challenging film which encourages children to voice their concerns and urges adults to listen and understand.

Recommended as a discussion starter for junior level and up.

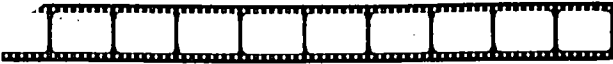
THE ALL SOOKE DAY STORY
Sooke Region Museum, 29 min.

Each year the community of Sooke, at the southern tip of Vancouver Island, hosts All Sooke Day, believed to be the longest-running annual loggers sports event in Canada. A very useful film which shows the social as well as the physical life of early settlers. For Social Studies and Physical Education. Intermediate level and up.



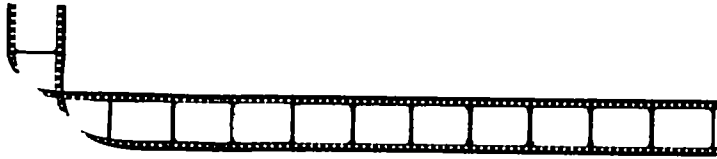
CURRICULUM

sample of films described in a new
edition of



FILMS FOR PRIMARY AND ELEMENTARY GRADES

2nd Edition



from the
**National Film Board
of Canada**



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Animation is a curious thing to do. The hours are long, the work is tedious, and the money ... well, there are more profitable occupations. Yet, all over the world, wild and wonderful animated films continue to be made; and all over the world, those who make them continue to be asked, 'Why?'

I suspect it has to do with reality, and the fact that animation is a place where the artist is most completely freed from it. Freed only by the medium in which he or she works and by bounds of the imagination, anything can happen.

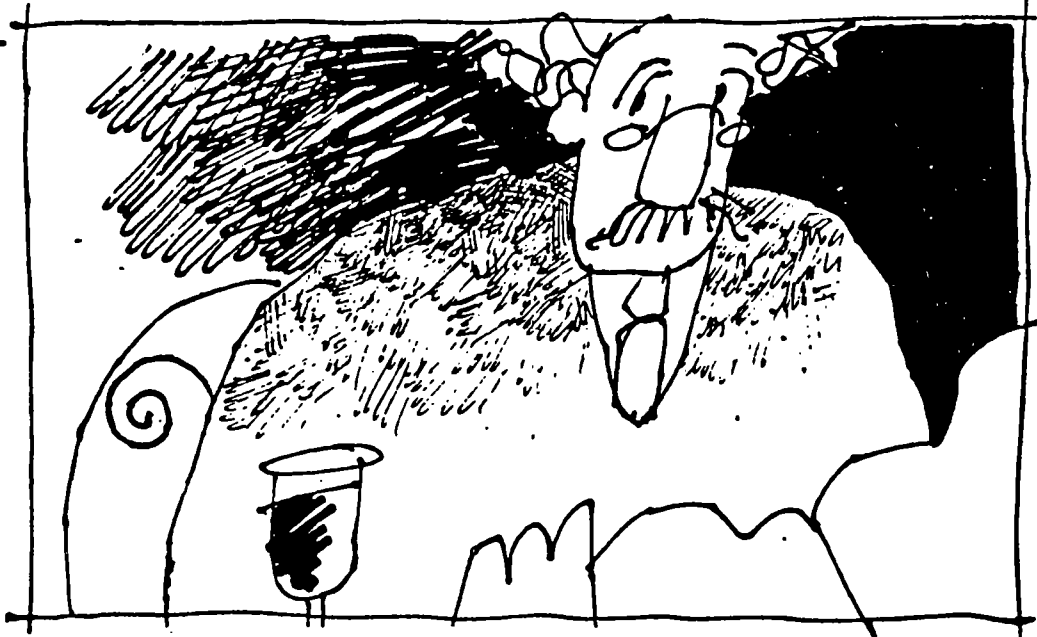
As is evident from the following collection, west coast animation is no exception. The films are as diverse and undefinable as the individuals who created them. The distinctive styles of both Eastern Europe and Los Angeles continue to be important influences, as do the innovative

works of the National Film Board. Many are student films; they share an originality which reflects the filmmaker's freedom (however fleeting) to experiment.

As in the rest of the universe, there is less and less funding for non-commercial animation in Canada. Hence, many animators are working in commercial studio systems or in live-action film production. Others are freelancing as illustrators, cartoonists or cab drivers. A few, such as Al Sens, are able to achieve a degree of commercial success while maintaining an impressive output of personal films.

These films are important. If independent animation should ever disappear, the world would inevitably suffer from reality overload. "

TABLES OF CONTENT



Taking refuge from the night rain, a gentleman bides his time in an unfamiliar restaurant. From behind his newspaper, he takes in the sights, the sounds and the strangely assorted characters which surround him.

Created by the continuous brushing and blending of paint on glass, TABLES OF CONTENT is rich with life and texture and recommended for studies in Animation and Language Arts (Intermediate and up).

“ . . . funny, beautifully animated . . . ”

—David Stratton, VARIETY

“ . . . the graphics flow like liquid paint to create a remarkable illusion in the service of capturing the spirit of the occasion.”

—Bruce Bailey, THE GAZETTE

Grand Prix for Short Films
MONTREAL WORLD FILM FESTIVAL (1986)

Best Animation, Best Overall Film
B.C. STUDENT FILM FESTIVAL (1986)

7½ Minutes • Colour • 35mm • 16mm • Video

SOCIAL STUDIES

PHYSICAL GEOGRAPHY

THE CONTOUR CONNECTION

5-6 +

Using a blend of drama, documentary and animation, this entertaining film explains clearly the basic techniques of mapping used by explorers and early settlers of Canada. These fundamentals are then related to aerial surveying, stereoscopic photography, and finally digital mapping. Teachers' guide available.

27:30 106C 0183 569

FACE OF THE EARTH

5-6 +

This informative documentary explores the origin of the earth's outer layer, the mantle, and explains the why-and-how of its mobility. A concise narration and interesting music track combine with clear diagrams and some spectacular footage of erupting volcanoes to create an absorbing study of the earth's evolution.

17:02 106C 0175 109

GLACIATION

5-Adult

A film about the movements of glaciers and their effect on the land, which begins by showing the process of glaciation itself. Though the film is now over 20 years old, its explanations about how these repositories of geological history shaped the face of North America and its presentation of the ways in which they advance or retreat are still relevant.

11:25 106C 0165 045

See also: *The Rise and Fall of the Great Lakes*, p. 17.
Five Billion Years, p. 13.

AGRICULTURE

CATTLE RANCH

3-6 +

An award-winning 25-year-old NFB classic about the life of a cowboy on the open range, filmed on a large Canadian cattle ranch in Kamloops, B.C.

19:50 106C 0161 068

GRAIN ELEVATOR

5-6 +

A visually attractive film about an old-fashioned grain elevator and its workings. Against a background of natural sounds and spare dialogue, we see grain being weighed, stored, and eventually transferred to box cars from this Saskatchewan elevator, owned and run by the same family for 35 years.

15:53 106C 0181 056

HARVESTING

5-6 +

A visual poem without commentary about the wheat harvest on the Canadian prairies. Giant combines lumber across the screen in the annual race to cut and thresh the vast fields before the advent of the first frost.

9:48 106C 0166 032

TAFFY

5-6 +

Through the adventures of 12-year-old Sonia who works in a Quebec maple sugar shack, we learn about the process of making taffy from the time the tree is first tapped to the point when the molten syrup is poured into the snow. Along the way we gather information about the annual cycle of the maple tree, different methods of collecting sap, and ways in which the sap is turned into maple syrup. (CBC.)

26:55 106C 0176 323

See also: *Noonose Anishinabe Ishchekewin Ka Kanawentank*, p. 20.

FISHING

THE ATLANTIC SALMON

6-Adult

A film about the Atlantic salmon, its life cycle and the measures taken to preserve this precious resource. The importance of the salmon for the economy of the Maritimes is also stressed.

27:07 106C 0178 501

TOMORROW'S SALMON

6-Adult

The necessity for sound conservation practices is stressed in this film which describes the joint efforts of the governments of Canada and British Columbia to protect and strengthen stocks of west coast salmon. As in the Maritimes, a flourishing industry and the jobs of thousands of people are dependent on a plentiful supply of fish.

24:45 106C 0176 563

See also: *Season on the Water*, p. 19.

TRANSPORTATION

ATLANTIC NORTH

5-6 +

This film presents a series of short archival sequences from that group of countries sometimes referred to as the North Atlantic rim: immigrants at Ellis Island, wartime convoys in Halifax, a hovercraft crossing the English Channel, a fish farm in Scandinavia. *Atlantic North* is broad-ranging and can be used as a point of departure for studies of resource use, transportation, environmental concerns and lifestyles. A wall chart is available.

24:20 106C 0184 092

THE ROMANCE OF TRANSPORTATION IN CANADA

4-6 +

A tongue-in-cheek survey of the way in which transportation developed in Canada from the days of the first voyageurs to the time of the most up-to-date aircraft. Now over thirty years old, this animated film still continues to delight and instruct on this vital aspect of Canadian development.

10:48 106C 0153 003



Seaway to the Heartland

SEAWAY TO THE HEARTLAND

5-Adult

An informative documentary about the construction and operation of the St. Lawrence Seaway. Though this is not a film made for children, footage of boats passing through the massive locks will be appealing to children in the upper elementary grades.

29:47 106C 0175 700

MATHEMATICS

DANCE SQUARED K-6+

This encounter with geometrical shapes explores the symmetries of the square through the use of color, music and movement. The film's investigation of the square's various components can lead to a manipulation of squares, triangles and rectangles in the classroom as well as stimulating the creation of artwork based on square motifs. Teachers' guide in film can.

3:30 106C 0161 030



Matrioska

MATRIOSKA K-3

Painted Russian dolls of graduated sizes engage in a series of dance maneuvers, set to lively folk music. Especially useful in helping younger children to grasp the concept of comparative sizes.

4:46 106C 0170 008

METRIC 4-6+

An amusing history, in cartoon animation, of measurement, ending with an illustrated lesson on the metric system and how it works.

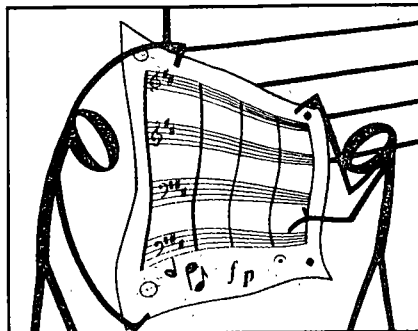
10:32 106C 0174 584

NOTES ON A TRIANGLE K-6+

Through the special properties of animation, a triangle divides and subdivides into more than 300 transformations, executed to the music of a waltz. Like *Dance Squared*, this film can introduce the manipulation of shapes as well as the creation of geometric constructions such as kaleidoscopes.

4:57 106C 0166 029

MUSIC



Concerto Grosso Modo

CONCERTO GROSSO MODO 4-6+

This delightful animated initiation to musical calligraphy takes us into the heart of a cello. Here, animated musical notes have become workmen building a huge score and decorating it. Music combines with image in this film without words to illustrate the different types of instruments, notes and symbols found in a score, and how rhythms, harmony and melody come together to create music.

6:33 106C 0085 083

KUBOTA 4-Adult

A film on the performance of a "sound sculptor" who creates complex sound sequences by working with everyday objects such as steel tubing, bells, balloons, clocks, and plastic piping. A most effective way to sensitize children to the sound properties of what happens to be around them. Teachers might want to use just part of the film in order to stimulate such sound explorations with young students. Teachers' guide available.

20:13 106C 0382 077



Log Driver's Waltz

LOG DRIVER'S WALTZ 4-6+

A delightful film, part animation, part archival footage, based on a song by Wade Hemsworth and performed by the McGarrigle sisters and the Mountain City Four. Despite her parents' protestations, a young girl cares more for the fleet-footed logger who is an expert at the ancient art of birling than for all the upright but clumsy professionals her parents might wish for her. Music, lyrics and drawings combine in a spirited, light-hearted presentation.

3:00 106C 0179 253

THE MAGIC FLUTE 1-4

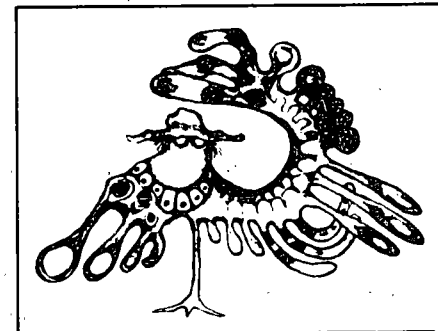
An animated fable without words about the causes of harmony or discord, as demonstrated in the case of a magic flute which can be either malignant or benign, depending on the good or bad intentions of its user.

7:41 106C 0077 231

MR. FROG WENT A-COURTING K-5

The well-known Scottish folk song about a handsome frog who woos and wins a mouse for a bride is richly illustrated by colorful animated cut-outs.

4:31 106C 0174 134



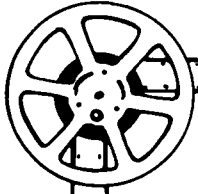
Musique

STREET MUSIQUE 3-6+

An animated film which takes its inspiration from a lively music track performed by a group of street musicians. The lovely images can inspire students to create their own sound track which they can then compare with the original.

8:45 106C 0372 054

See also: *Gaston's Recital*, p. 27.
I Know an Old Lady Who Swallowed a Fly, p. 5.
Benoit, p. 24.



DAUGHTERS OF THE COUNTRY

Watch for -

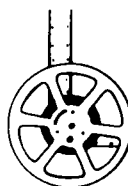
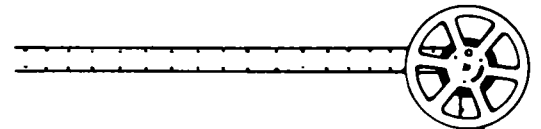
DAUGHTERS OF THE COUNTRY

from Manitoba, four one hour dramas
on the lives of Metis women.

- Ikwe
- Mabelene
- Little women
- The wake

The development of the characters in these dramas consistently leaves one with a sense that, given different circumstances, this individual could rise to greatness. Their dilemmas are the choices they must make between the dangerous and the insufferable. Their struggle is an attempt to make happy lives in a world they cannot control.

Randa Stewart,
The Canadian Dimension



ABSOLUTE MUSTS

Watch Knowledge Network on Monday evenings for these recent NFB releases:

DECEMBER 08

DREAM OF A FREE COUNTRY

59 min. 50 sec.

A message from Nicaraguan women - a film about women, courage and the will to change.

December 15

SPEAKING OF NAIROBI

58 min. 8 sec.

FORUM 85, a world meeting for women.

December 22

THE GREAT BUFFALO SAGA

55 min. 45 sec.

An incredible story about the bison's rescue from extinction.

December 29

GALA

90 min.

A film celebrating a unique event in Canadian dance history - eight companies together on the stage for the first time.

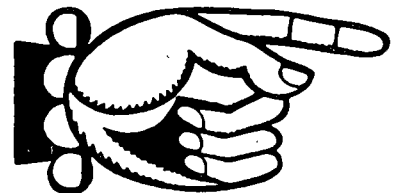
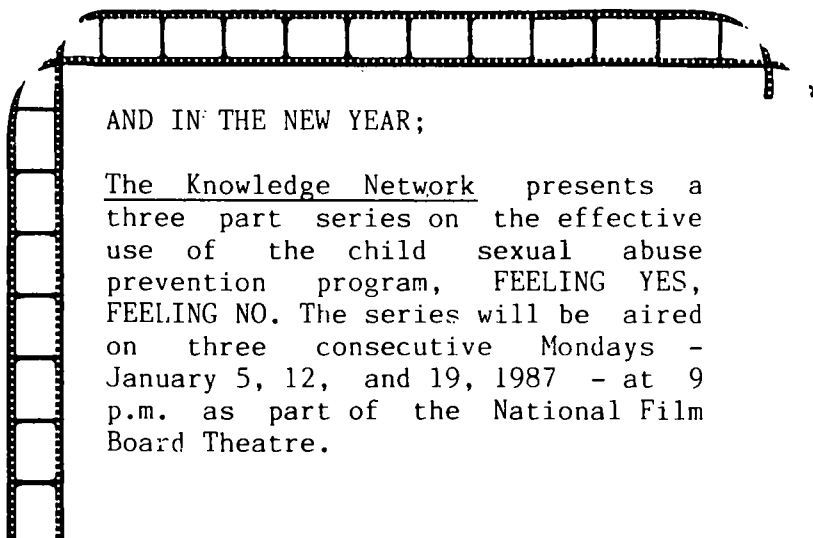
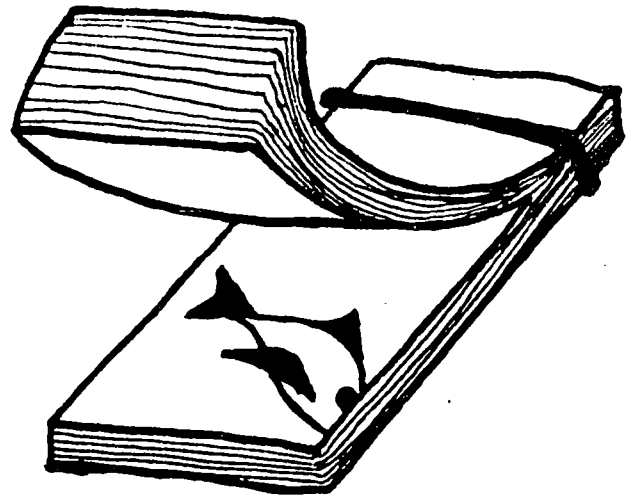
YOUR RESIDENT SCATOLOGIST SUGGESTS:

SMILE AND DIAL

Jim Hamm Productions, 25:30 min. A popular film about the charity fundraising scam that exploits teenagers and the donating public. For consumer education and guidance. Junior level and up.

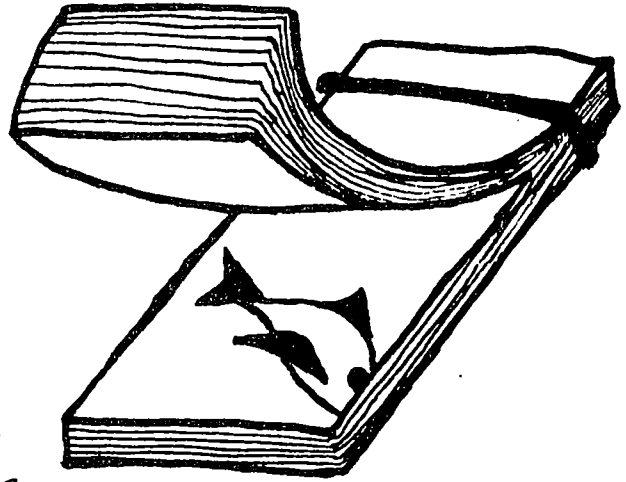
WHAT TO DO

when you have difficulty describing how a film works! MAKE A FLIP BOOK..



Kineograph

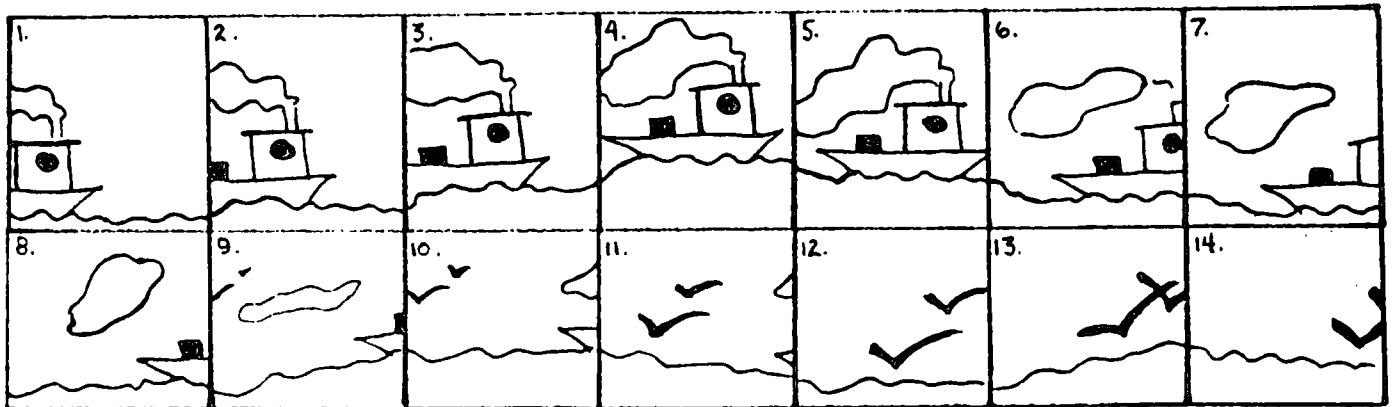
or flip book



things you need for this project: a stack of index cards, 1 rubber band, pencils, colors and a lot of good ideas

Draw a series of cartoon pictures on the cards. Each picture should be different than the one before it.

here's an idea of how to make pictures move in the flip book:



The more pictures you draw, the more things you will see. You could put more than one series of pictures in a flip book.

Now, to put your flip book together:

Put all your cards in order, tie a rubber band around the top, tap the cards on the table to make the edges even.

You are ready to look at what you've done. Hold one end of the cards in one hand and with the thumb and index of your other hand, flip the pages. Try out different speeds and see which is best for your pictures.

NOTES & NEWS

There are many BCTLA members whose work goes unnoticed by the majority of our members. They have chosen to serve by becoming involved in BCTF local associations rather than restricting their work to the BCTLA. We value and welcome the contributions of these members to education and to school library services and would like to pass on their names to you for a little much needed public recognition and congratulation. The following is a list compiled from chapter submissions. (If anyone's name has been inadvertently missed please send it in for publication in the next issue.)

BCTF LOCAL:

Jim Scott - Vice-president
(Coquitlam)
Diana Poole - 2nd vice-president
(Chilliwack)
John Simpson - 2nd vice-president
(Campbell River)
Carol Hilland - Secretary
(Campbell River)
Neil Campbell - Secretary
(Merritt)
Regine Morlin - Treasurer
(Columbia-Shuswap)
J.F. Broughton - Treasurer
(Lake Cowichan)
Bronwyn Taylor - Treasurer
(Sooke)
Geoff Suddaby - Staff Representative
(Columbia-Shuswap)
Al Singer - Staff Representative
(Columbia-Shuswap)
Riva Bierman - Staff Representative
(Lillooet)
Fred Benallick - Staff Representative
(Lillooet)
Vickie Jensen - Staff Representative
(Bulkley Valley)

COMMITTEES:

Diane Turner - Agreements Committee
Member, Learning and Working
Conditions Committee Member and
Status of Women Committee
Chairperson (Chilliwack)

J.F. Broughton - PAR Contact, PRO-D
Committee Member (Lake Cowic'
Isobel Reinertson - Status of Wome
Committee Chairperson (Columbia-
Shuswap)
W. Grant - Resource Centre Advisory
Committee (Merritt)
Elayne McIntyre - Resource Advisory
Committee (Merritt)
A.N. Powell)
G. Armstrong) - Opportunities for
J. Atkinson) Learning (Princeton)
Diane Rodeuddt - Liason Committee
with Board on Educational
Objectives (Princeton)
Esther Lang - Computer Advisory
Committee for School Dist. #30
(South Cariboo)
Ken Foster - Professional Development
Treasurer (Bulkley Valley)
Carroll Airey)
Kathy Johnston) - Staff Pro-D Reps
Linnea Lanstrom) (Bulkley Valley)
George Young - Loan Fund Chairperson
(Armstrong)
Mary Huffman - Pro D Committee Member
(Nechako)
Ray Bell - Agreements Committee
Member (Nechako)
Maureen Scott - Learning and Working
Conditions Chairperson
(Coquitlam)
Dianne Driscoll) - Learning and
Jim Scott) Working Conditions
Committee Members
(Coquitlam)

Patsy Aldana of Greenwood Books has announced an international children's fiction contest. The contest launched in cooperation with publishers from five countries; Canada, Brazil, Denmark, Norway and Sweden, has been initiated to counteract the prevailing interest in children's picture books in the participating countries and to overcome the flood of juvenile novels from the U.S., Britain and Germany. A Canadian writer of juvenile fict' can win a total cash prize \$13,000, five thousand as an outrig...

prize, eight thousand in advances, and a trip to the Bologna International Book Fair in April, 1987 where the winners from all five countries will be announced.

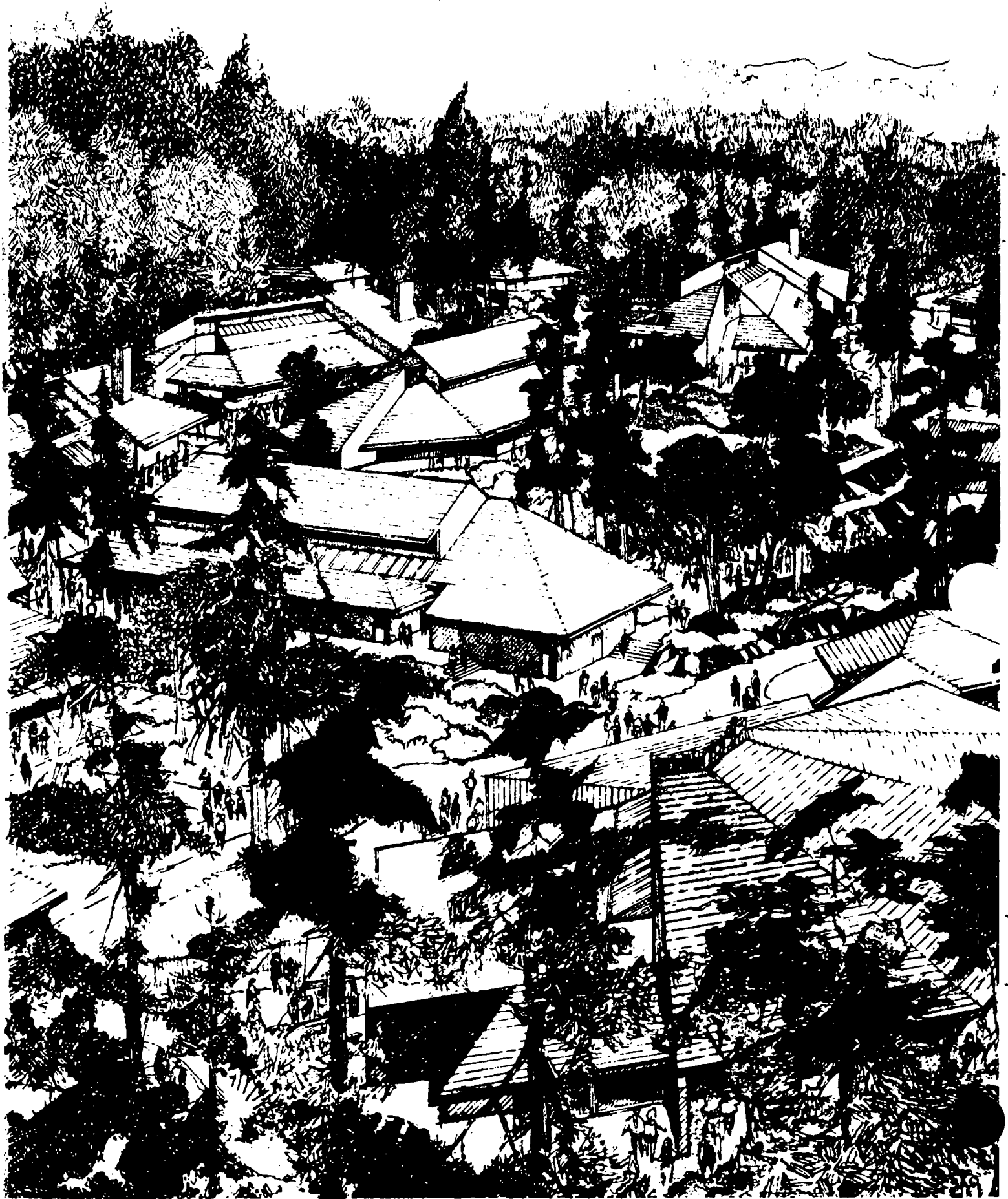
The Library History Interest Group is planning to present a programme on library history at the Annual Conference of the Canadian Library Association in Vancouver, June 1987. Particular attention will be placed on Canadian library history. Selected papers may be published by the Library Interest Group in conjunction with C.L.A. Papers are solicited which fit any one of the following categories of library history: Overviews and syntheses; Studies of particular institutions or developments, which provide generalizable interpretations or else serve as case studies; and Methodological studies which look at various aspects of research in library history. Deadlines: February 1, 1987 - outlines or drafts, May 15, 1987 - completed papers. For further information contact: Peter F. McNally, Associate Professor, Graduate School of Library and Information Studies, McGill University, 3459 McTavish Street, Montreal, Quebec H3A 1Y1. Telephone: (514) 392-5930.

We are pleased to announce the temporary appointment of Gerald Soon (our revered editor!) to the position of Coordinator of the Resource Centre/Teacher Centre for Delta School District. Gerald was a classroom teacher for his first 6 years in Delta and has been a teacher-librarian for the past 6 years. Congratulations Gerald!

In the September 1986 issue of the Bookmark, a kit titled India by Leslie Semaan and Kathleen Lightman was reviewed on page 156 and the publisher was listed as VIDEA. After many phone calls to the Vancouver School District Library Processing Centre by teacher-librarians wanting to know where to write to this company, Penny Haggarty tracked down the information and would like to pass it on to anyone else who is interested. VIDEA stands for Victoria International Development Education Association and the coordinator is Susan Gage. They can be reached at: 407-620 View St., Victoria, B.C. V8W 1S6. Telephone: 385-3315.

Implementation, and Long Term Management from April 27th to May 8th, 1987, for Chief librarians and senior systems librarians in medium to large libraries or library networks. The fee is \$1000.00 and registration must be completed by December 31, 1986. For further information contact Graduate School of Library and Information Studies, McGill University, 3459 McTavish Street, Montreal, PQ. H3A 1Y1 Telephone: (514) 392-5930.







PEARSON '87

AN IMMERSION PROGRAM FOR
QUALIFIED, PRACTICING SCHOOL
LIBRARIANS

LESTER B. PEARSON COLLEGE OF THE PACIFIC
AUGUST 9-14, 1987

SPONSORED BY EDUCATION EXTENSION - UNIVERSITY OF VICTORIA

PEARSON '87

An Immersion Program For
Qualified, Practicing School
Librarians
Lester B. Pearson College
of the Pacific
August 9 - August 14, 1987

PEARSON is an immersion program, created on the premise that school librarians need an opportunity to consider the advances, changes and problems of their profession over the past decade with a view to developing new skills and techniques for meeting those challenges. The profusion of new ideas in the field itself, coupled with the changes current in education as a whole, makes such an endeavor exciting and crucial. PEARSON '87 will not provide many answers, for the questions that are asked will become the issue each participant will be forced to face in his position in the near future. The answers will spring from each individual's own unique response to those issues.

PEARSON '87 will be the fifth edition of this program. Over 260 teacher-librarians have "graduated" from the programs held in 1978, 1981, 1983, and 1985.

Location

We have been fortunate to obtain Pearson College for this endeavor. The entire campus, consisting of some fifteen buildings, swimming pool, library, boats and wharf, lounges and theatre, has been made available to us. The location—some 40 kilometres from Victoria on Pedder Bay—is completely secluded from the urban environment that surrounds it. Participants, instructors and resource people will be able to interact throughout the week.

Pearson College is home during the winter to over 200 students from all over the world. The facilities are comprehensive but may not provide the privacy and comfort you have come to expect at home or in a hotel. Most participants will be expected to share accommodation although some single rooms are available (with a modest surcharge). Beds are firm, nights are cool and washrooms are shared. There are hills to climb between "classes" and meals. These cautions are not meant to discourage attendance—only to recognize realities.

While Pearson College is secluded, its proximity to Victoria will allow access to its tourist and other pleasures before it begins and after it closes. PEARSON '87 will end at noon on Friday, August 14 permitting those able to further enjoy the island an opportunity to remain. Efforts will be made to make the entire week pleasurable, stimulating and memorable.

Faculty

Many of the Faculty for PEARSON '87 will be full-time participants in the "immersion process". While dealing with specific aspects of the school library program, each will be available throughout the week. In addition, several guest lecturers and resource persons will be invited to meet the group on specific days. These people have agreed to come for all or part of the week:

FAY BLOSTEIN, Associate Professor, University of Toronto, will present her view on books for the teenage reader and the role of the teacher-librarian in bringing the two together.

DR. ANDY FARQUHARSON, Associate Professor, School of Social Work, University of Victoria will explore how adults (you) learn and relate that information to your mission in the school.

DR. ANTOINETTE OBERG, Associate Professor, Department of Communication and Social Foundations, Faculty of Education, University of Victoria will approach the theoretical constructs of the curriculum and relate them to your experience.

KEN LOW, Director, Action Studies Institute, Calgary, Alberta could be described as "futurist", "educational seer" or "change agent". He will challenge you!

... and many more—writers, resource people, leaders in the field, experts, etc. (to be announced as confirmed)...

DONALD HAMILTON, Education Librarian, University of Victoria will coordinate the program.

REGISTRATION: Payable with application (refundable if not accepted, oversubscribed or for medical reasons). \$50.00

***PROGRAM:** (Registration and program fees are tax deductible) \$275.00

ACCOMMODATION: (includes all meals, coffee breaks, salmon barbeque) \$275.00

GROUND TRANSPORTATION: (if required from downtown Victoria) \$10.00

*Due before June 30, 1987. Make cheques payable to the University of Victoria. The balance will be due on registration, August 9. All costs are shown in Canadian dollars.

Cost

It is not possible to provide information on charter class air fare to Victoria in the Summer, 1987. You are urged to contact your travel agent as soon as possible as flights to Victoria in the summer are heavily booked. Transportation will be arranged to the College on August 9 from downtown Victoria. Further information will be forwarded later.

Transportation

The purpose of PEARSON '87 is to provide an upgrading experience for practicing qualified school librarians—not those who have yet to complete basic library education programs, or who have not yet acquired extensive experience in a school situation. PEARSON '87 needs a base upon which to build its program.

Qualifications

The basic criteria are twofold: Have you completed a basic Library Education teaching area or program? You are asked to describe that basic program. In essence, a Library Education program must consist of work in the evaluation and selection of learning materials, cataloguing and classification, administration, theoretical consideration on school librarianship, children's or adolescent literature and some work in audio-visual media. Those holding a B.L.S. or M.L.S. degree with teacher certification would usually meet these qualifications. The second is as important. All applicants must have at least two years experience as a teacher-librarian. Preference will be given in registration to those who are presently engaged as school librarians in an elementary or secondary school.

PEARSON '87 is open to 75 participants. As the program is expected to be over-subscribed, priority will be given to qualified applicants in date order. You are urged to complete the application form as soon as possible and return with the registration fee, not later than February 28, 1987. Late registrants are advised to call for information on available places. All registrants will receive further information regarding program, faculty and details in the Spring.

Application and Registration

Donald Hamilton
Coordinator PEARSON '87
Education Extension
University of Victoria
P.O. Box 1700
Victoria, B.C.
V8W 2Y2

Telephone: (604) 721-7899

Enquiries and Applications



ASK THE EXPERTS

Compiled by HAZEL STARLING,
Teacher-librarian, Upper
Lynn Elementary and YOSKYL
WEBB, Teacher-librarian,
Sutherland Secondary, both
of North Vancouver



WHAT IS ASK THE EXPERTS?

"Ask The Experts" is a regular feature of The Bookmark. It is designed to try to solve problems encountered by teacher-librarians. If you have a problem or a solution, send it to "Ask The Experts" c/o the Senior Editor.



CURRICULUM CHANGES AND THE LIBRARY

Theoretically, by the time a curriculum revision is implemented, the library should have all the resource material needed for the new course, standing shiny and new on the shelves. We all know this is rarely the case, and that it is really a teacher-librarian's pipe dream.

How then can we make sure that we are at least well on the way to providing our share of the new course load?

- (1) House the curriculum guides in the Library.
- (2) Be identified as the one person who knows what changes are to be made. Be familiar with interim curriculum guides.
- (3) Volunteer to serve on curriculum revision committees and associated bibliography committees.
- (4) Know the new curriculum content.
- (5) Plan co-operatively with a staff member teaching the new course, so that activities are geared to resources already in existence.
- (6) Check holdings against any resource bibliography that may accompany a new curriculum guide.

We asked several elementary and secondary teacher-librarians how they have handled the problem of shortages of resource materials, and dealt with other difficulties associated with new curricula and the library.

In talking with teacher-librarians, it seems that Social Studies and Science are the subjects that will be most challenging.

SOCIAL STUDIES 4

This course is similar to the one that has been taught for a number of years. There is a considerable body of material in most libraries and teacher-librarians suggest that the curriculum centres seem quite well supplied with audio-visual and other supplementary materials.

SOCIAL STUDIES 5

Grade Five Social Studies is well supplied with text materials, and presents a particular challenge mainly in fields of study such as Forest Industry and Multiculturalism. Teachers and teacher-librarians interviewed suggested that they would likely contact forestry companies, government agencies, and other colleagues, in an attempt to obtain up-to-date information. North Vancouver District's Multiculturalism Bibliography would be of some assistance. (Contact Dr. Robin Brayne, North Vancouver School Board, Curriculum Services Centre, 810 West 21st. Street, North Vancouver, B.C. V7P 2C1. cost \$4.00) Teachers expressed the hope that agencies such as government curriculum committees would develop specialty materials for these areas of study.

SOCIAL STUDIES 6

This curriculum presents a very definite challenge. The course contrasts aspects of life in Canada with similar aspects of life in four other countries: Japan, France, Peru and Nigeria. No material other than that in the text is readily available.

In consultation with teachers, a number of suggestions emerged. Teachers were of the opinion that, as in the case of the Grade Five Social Studies curriculum, it would be most helpful if the governmental agencies involved would arrange for development of specific supplementary materials for use in all schools. One suggested that another approach on a temporary basis would be to undertake the comparative study based on other countries in the same cultural realm, and about which materials are available.

One teacher and teacher-librarian felt that the study of these two countries would be a perfect opportunity to introduce the use of National Geographic Magazine, the almanacs, and various encyclopedias. Planning together, they devised a small unit using these three sources. Teacher-librarians, we suggest, should write to the consulates of the two countries, informing them of our new curricula, and asking for materials. We should also write to our own federal government agencies for possible assistance. If schools have computer labs and access to modems, pupils could seek information from agencies, such as CUSO, the National Youth

Service, and others. Every effort should be made to contact people who have worked in Africa and South America, who would be willing to share their experiences.

SOCIAL STUDIES 8 and 9

Upon receiving the annotated bibliography for grades 8 and 9, we had a student check our holdings against the list. This gave us a base on which to build. Our school district also arranged for material to be transferred from the elementary libraries, with suitable remuneration.

SCIENCE AND TECHNOLOGY 11

We have built a class set of back issues of science magazines, such as Omni, Science News, and Science Digest, so that students may be given up-to-date topical resources. We shall continuously delete the older issues as we add new ones.

FAMILY MANAGEMENT 11

We found that the new approach of interaction between self, society and environment made demands which exceeded the few resources we had in the 100's and 600's, so the teacher and teacher-librarian arranged to have the major assignment written by the first class bound, and housed in the offprint file in the Library for future student loan. It was recognised that using the tertiary source of student work would have limitations and would perhaps invite plagiarism, but at least it would serve the interim while resources were being built. Also, a class set of up-to-date issues of Psychology Today was put aside for this class.

FRENCH IMMERSION

Two secondary teacher-librarians we talked to about this particular area of new curriculum have several difficulties but no lack of funds to start a new collection. Both schools have only Grade 8 at present but will add one grade each year until they have a full secondary immersion program. It appears to be difficult to locate materials at the junior high reading level with sufficiently mature subject coverage and illustrations, and also to find space to house the new collections. Much additional time has been spent selecting materials and acquiring them, and the support and co-operation of the French immersion teachers has been helpful in both cases.



MEDIA & MESSAGES

Apple has announced their latest computer - the Apple IIGS. This new 16 bit computer combines the software compatibility and expandability of the Apple IIe with the graphic user interface of the Mac. It has high resolution graphics, faster processing speeds and 256K of RAM. If you are in the market for new computers, some good deals may be going on the Apple IIe's. Apple has also introduced a Memory Expansion Card for the IIc which provides up to one megabyte for extra RAM in increments of 256K.

Microputer in the Media Center: Best Ideas 1985-86 has been compiled by David Loertscher and Melvin Bowie. For more information contact the American Library Association c/o: AASL, 50 E. Huron St., Chicago, IL. 60611 (ISBN 0-8389-7062-1).

Living & Learning with Computers would like to hear your anecdotes and experiences using Apple computers in classrooms, offices and especially at home. Type up your experience and sent it to: Living & Learning with Computers, P.O. Box 3054, New York, New York. If your story is used you'll receive \$250 and the chance to publish in a national magazine.

The Quebec Library Association has poster sets of Lyn Johnston's cartoons for sale at \$5.00 per set. Colourful, humorous and library related, the posters are suitable for both elementary and secondary school libraries. Accompanying bookmarks are priced at \$35/1000, \$20/500 and \$5/100. Write to: Quebec Library Assoc., P.O. Box 2216, Dorval, Quebec.

The Vancouver School Board has published a list of in print Science Resources K-7 which is keyed to the topics of the elementary science curriculum. Write for purchase information to: Penny Haggarty, Curriculum Resources Processing Centre, 2530 E. 43rd Ave., Vancouver, B.C. V5R 2X7.

The National Film Board of Canada has produced Feeling Yes, Feeling No, an award winning video program that teaches skills to help children to protect themselves from sexual assault. Copies are available for \$24.95 plus provincial sales tax from the National Film Board, P.O. Box 6100, Montreal, Quebec, H3C 3H5.

The School Library Media Annual, Volume Four, 1986, edited by Shirley L. Aaron and Pat R. Scales, is now available for purchase for \$48.00 from Libraries Unlimited. (ISBN 0-87287-520-2). This handbook provides a large amount of essential information in one place that is usually scattered throughout the journal literature including copyright issues in electronic media, current research, methods for promoting, administering and implementing school library programs, collection development etc. For further information contact: Libraries Unlimited, P.O. Box 263, Littleton, CO, 80160-0263, Telephone (303) 770-1220.

The Graduate School of Library and Information Studies, McGill University is offering a 2 week course entitled: Institute on Library Automation Systems Management: Strategic Planning,

**LIBRARY HISTORY
A CALL FOR PAPERS**

The **Library History Interest Group** is planning to present a programme on library history at the Annual Conference of the Canadian Library Association in Vancouver, June 1987. Particular attention will be placed on Canadian library history.

Selected papers may be published by the Library Interest Group in conjunction with C.L.A.

Papers are solicited which fit any one of the following categories of library history:

- 1. Overviews and syntheses**
- 2. Studies of particular institutions or developments, which provide generalizable interpretations or serve as case studies**
- 3. Methodological studies which look at various aspects of research in library history.**

It is anticipated that papers will probably be based upon work done during the course of a personal, funded, institutional, or degree research project. Papers should not have been published elsewhere. They should also be fully documented and be accompanied by photographs where appropriate. Papers may be in either English or French.

DEADLINES:

February 1, 1987 - outlines or drafts

May 15, 1987 - completed papers

For further information or submission of outlines, drafts, and papers, please contact as soon as possible:

**Peter F. McNally, Associate Professor
Graduate School of Library and Information Studies
McGill University
3459 McTavish Street
Montreal, Quebec H3A 1Y1**

Telephone: (514) 392-5930

CANADIAN SCHOOL LIBRARY ASSOCIATION



A Division of the Canadian Library Association

Call for Nominations for 1987-88 CSLA Executive Council

The following positions are to be filled:

Vice-President (President-elect: three-year term)

Councillor (three-year term)

Secretary-Treasurer (one-year term)

Candidates must be or become personal members of CSLA. Nominations must be accompanied by written consent of the nominee. Biographical data of not more than 500 words (for publication with ballots) must also be submitted.

Submit names, along with addresses, written consent and biographical data by January 31, 1987, to:

Alix Hambleton, Past-President
Canadian School Library Association
Faculty of Education
University of Regina
Regina, Saskatchewan
S4S 0A2.



CANADIAN SCHOOL LIBRARY ASSOCIATION



A Division of the Canadian Library Association

The Canadian School Library Association

wants you to honour someone with a

DISTINGUISHED SERVICE AWARD FOR SCHOOL ADMINISTRATORS

The Canadian School Library Association is pleased to offer the Distinguished Service Award for School Administrators. This award is presented annually to a school administrator who has made an outstanding and sustained contribution toward the resource centre program in the school or schools under his or her administration.

For the purposes of this award, a school administrator is defined as:

- a principal of a school or group of schools;
- a superintendent of schools for a province, region or district
- a director of instruction for a province, region or district.

A learning resources program co-ordinator is **not** considered to be a school administrator.

Request nomination forms and further information from:

Alix Hambleton, Past-President
Canadian School Library Association
Faculty of Education
University of Regina
S4S 0A2

Nomination deadline for the 1987 award is January 31, 1987.



CANADIAN SCHOOL LIBRARY ASSOCIATION



A Division of the Canadian Library Association

The Canadian School Library Association

urges you to honour an outstanding person with the

Margaret B. Scott Award of Merit

The Canadian School Library Association
is pleased to offer the Margaret B. Scott
Award of Merit annually.

The award is given to honour an individual
who has made an outstanding contribution
to Canadian school librarianship at the
national level.

Request Nomination Forms and
further information from:

Alixé Hambleton, Past-President
Canadian School Library Association
Faculty of Education
University of Regina
Regina, Saskatchewan
S4S 0A2

Nomination deadline for the 1987 award is January 31, 1987.



CANADIAN SCHOOL LIBRARY ASSOCIATION



A Division of the Canadian Library Association

Grolier Award for Research in School Librarianship in Canada: 1987

The Canadian School Library Association is pleased to announce that 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.

PROPOSALS:

will be judged by the Grolier Award Committee using the following criteria: Appropriateness of the proposed project to the goals and objectives of CSLA and CLA; originality of, or necessity for, the research; cost effectiveness of the research in terms of the expected influence and ramifications of the results; timeliness of the research; appropriateness of the proposed research method and design; availability to the researcher of other funding; and assurance of project management and control.

ELIGIBILITY:

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 choice is CSLA.

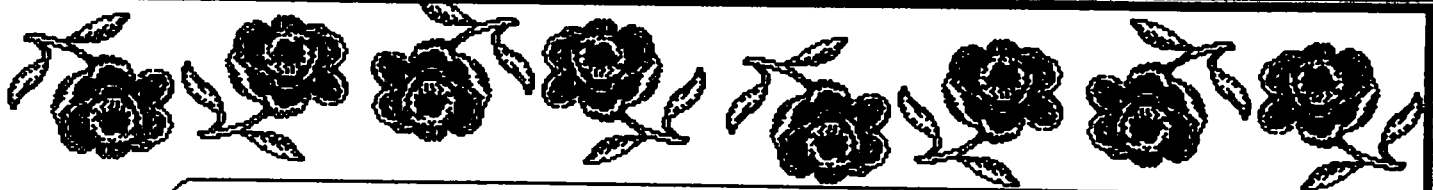
APPLICATION FORMS:

Request the 1987 Application Form and further information from Alixe Hambleton, Past-President, Canadian School Library Association, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2.

DEADLINE:

All applications must be received at the above address no later than December 31st, 1986.





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 continued 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 must 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.



BCTLA Award of Merit

INTRODUCTION

The British Columbia Teacher-Librarians' Association honors practising teacher-librarians who have made an outstanding contribution to school librarianship in British Columbia

CRITERIA

Individuals nominated should have demonstrated achievements in one or more of the following areas:

1. Service to the profession through the BCTLA and related organizations.
2. Commitment to professional growth through continuing education, research or participation in national organizations.
3. Sharing of ideas and resources through such means as workshops and publications.
4. Planning and implementing a school resource centre program of such exemplary quality that it has served as a model for others.

RULES

1. This award may be given annually by the BCTLA executive and, if given, is to be presented at the AGM.
2. Nominees must be practising school-level teacher-librarians and members of the BCTLA.
3. Nominations may be forwarded to the BCTLA executive by local chapters or by individual members of the BCTLA. Nominations should be sent to the Corresponding Secretary by February 28th.
4. Nominations shall be considered for only the year in which they are received.

NOMINATIONS FOR BCTLA AWARD OF MERIT

Name of nominee _____
School and district _____
School address _____

Nominated by _____
Signed _____ Date _____
Address _____ Phone _____

Nominations should include biographical data such as education, experience, publications and honors or awards. Please be specific and cite examples of sustained and outstanding contributions to school librarianship



**Barb Hall, President.
BCTLA,
6405 Cornell Place,
Prince George, B.C. V2N 2N7**

Dear Barb:

I want to be part of the BCTLA. You are doing so much for teacher-librarians in BC that I want to be part of this wonderful and dynamic group.

How can I help?



I. M. Helpful

Dear Helpful:

Yes! Yes! We do need you. We want you. We know what a wonderful hard-working group of teacher-librarians you are. Together we can make a significant and important contribution.

Helpful, please drop me a line. I have included a list of the many BCTLA Standing Committees that we have where we need people of your interest and calibre.

The committees are:

- 1. Advertising Committee**
- 2. Chapter Relations Committee**
- 3. Constitution and By-Laws Committee**
- 4. Education for Teacher-Librarianship Committee**
- 5. Continuing Education Committee**
- 6. BCTLA Members' Guide Committee**
- 7. The Bookmark Editorial Board Committee**
- 8. Reviewing Service Committee**
- 9. Public Relations Committee**

So, Helpful, you can see that there are many Committees that you can join and where you can make your contribution.

With many thanks for your interest and looking forward to hearing from you, I am,

Yours truly,

Barb Hall, President BCTLA

PROFESSIONAL DEVELOPMENT WORKSHOPS

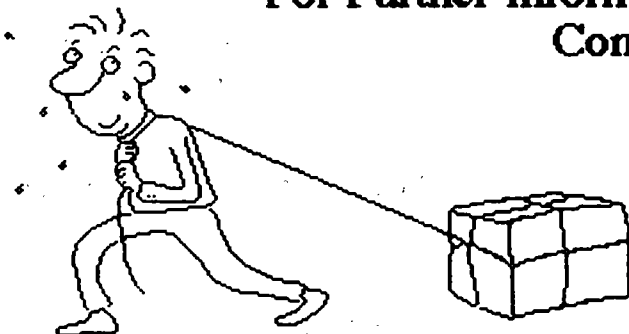


**CONSIDER THE FOLLOWING
TOPICS FOR YOUR NEXT PROFESSIONAL
DEVELOPMENT DAY**

1. Planning and Teaching Together: K - 12
2. Elementary School Library Programs: Primary and/or Elementary
3. Secondary School Library Programs
4. Implementing Change: How to Conduct a workshop using the videos "Fuel for Change"
5. Teaming with the Science Teacher: K - 7 or 8 - 12
6. Developing a School Based Information Skills Continuum K - 12 or K - 7 or 8 - 12
7. Literature-Based Reading Programs K - 7
8. Censorship in the Eighties K - 12

COSTS: Transportation, Accomodation,
Duplicating of Materials and Honorarium

For Further Information Contact: Patricia Shields
Continuing Education Chairperson
2512 Crown Street
Vancouver V6R 3V8
Home: 222-1129
Work 738-3191



UBC DIPLOMA COURSE IN SCHOOL LIBRARY EDUCATION

UBC is now offering a Diploma in School Library Education plus several graduate courses. We feel that many teacher-librarians will be interested in this information and, accordingly, we are listing the information for your perusal.

The programs are being offered through the Language Education Department, Faculty of Education, University of British Columbia.

Further information can be obtained from the Department Advisor:

Professor Melvyn D. Rainey
Language Education PHONE "E" 223
Telephone: 228-4335
Number for messages: 228-4335

LIBRARY EDUCATION (LIBE - 545)

The program in Library Education is for teachers interested in library programs in schools. The library component of the program will be offered during the year in the late afternoon and/or evening and in the summer session.

Normally, applicants are expected to have completed coursework in children's or young adult literature, the teaching of reading, and audio visual productions. Students will plan a suitable program in consultation with the advisor. Students should bring academic records to the consultation.

DIPLOMA REQUIREMENTS

1. Bachelor's Degree with second class standing or better;
2. Teacher Training;
3. Two years successful classroom experience;
4. Diploma to be completed within five years from time of acceptance unless there are extenuating circumstances.

Library Education courses on campus are offered from 4:30 - 7 pm on Tuesday, Wednesday and Thursday of each week. As well summer session courses are offered. Every attempt is made to meet the needs of people in the field by offering off-campus courses when enrolment justifies it and when qualified instructors can be found to teach the course.

CORE COURSES

Library Education 381, 382, 383, 385, 387..... (7.5)

Library Education 384, 386, 388 (1.5)

ELECTIVE COURSES

Anthropology 335, Asian Studies 350; and Computing Studies Education 317, 400, 417; Curriculum and Instructional Studies 396, 487; English Education 341, 349; Librarianship 610, 612, 613; Reading Education 472, 477; (6) and other approved courses in education.

COURSES

LIBE 381 - (1.5)

The role, philosophy and administration of libraries in elementary and secondary schools; an examination of school library development and staffing patterns. School library design, furnishings and equipment.

LIBE 382 - (1.5)

Program development. Cooperative planning with teachers. Elements of modern reading, viewing and listening skills. Special emphasis on the role of the teacher and the principal in the development of the library programs for teachers and students.

LIBE 383 - (1.5)

The selection and acquisition of print and non-print materials for school libraries. Emphasis on principles, philosophy, and policies on which these are based and on the roles played by teacher-librarians, administration and teachers in the selection process. Censorship as it affects school libraries and how to handle the problem.

LIBE 384 - (1.5)

Selection of Materials(Advanced)
Selection criteria applied to specific types of materials; special problems in selection; further discussion on censorship, collection building, publishing and copyright. (prerequisite: LIBE 383)

LIBE 385 - (1.5)

Introduction to cataloging and organization of library materials. The principles, philosophy and policies of organizing print and non-print materials for school libraries; emphasis is on the use of commercial or centralized processing and cataloging. Subject classification and filing.

LIBE 386 - (1.5)

Classification and Cataloging. Principles and practices of bibliographical description and subject analysis of print and non-print materials with emphasis on original cataloging and classification. Further work in subject classification. (prerequisite: LIBE 383).

LIBE 387 - (1.5)

Sources of Information I.
Basic principles of reference work and resources used in locating information. Emphasis placed on encyclopedias, dictionaries, almanacs, atlases, yearbooks.

LIBE 388 - (1.5)

Sources of Information II.
Study of reference sources in specific fields of study search strategies. Recent developments in access to information and their implications for the process of learning. (prerequisite: LIBE 387).

GRADUATE PROGRAM

A Masters in Education (library) is offered. Programs are developed on an individual basis. Normally a program is developed from courses in more than one department. Courses in Curriculum Instructional Studies, Education Administration and Language Education are the basis of the program. Library courses offered at a graduate level are offered during the summer or during the late afternoon during the year.

GRADUATE COURSES IN LIBRARY EDUCATION

LIBE 508 (1.5 - 3.0) Review of Research in Educational Methods.

LIBE 527 (3.0) Seminar in Library Education - Research in the field of school librarianship.

LIBE 580 (1.5 - 6.0) Problems in Education - Investigation and report of a problem.

LIBE 561, 565, 598 are offered occasionally.

LIBE 599 (for M.A. students only)

M. Ed. students do a major paper and write a comprehensive examination...



EMERGENCY LIBRARIAN'S REVIEW OF FUEL FOR CHANGE by Helen Halet. Permission to reprint has been granted. Fuel for Change may be purchased by contacting Bill Scott, PO Box 985, Hope, BC VOX 1L0

FUEL FOR CHANGE; CO-OPERATIVE PROGRAM PLANNING AND TEACHING, Edited by Dianne Driscoll, Patricia Shields and Liz Austrom. 186 pages, British Columbia Teacher-Librarians' Association, (2235 Burrard, Vancouver, B.C. V6J 3H9), 1986. \$12.00.

The concept has been with us for years. The design was perfect and the prototype tested and retested. The vehicle became more popular as consumers realized its excellent value. Now, thanks to the BCTLA, the fuel is being manufactured in significant quantities. I'm referring to the document Fuel for Change which was developed to provide a collection of co-operatively developed units that offer a range of grade levels, subject areas, teaching strategies and student products.

As with the previous BCTLA publication, Young Relationships, Fuel for Change reflects the efforts of countless volunteers under the editorial guidance of Dianne Driscoll, Patricia Shields, and Liz Austrom, who are deeply committed to the professional development of not only their membership but teacher-librarians elsewhere as well.

The editors acknowledge the work of those educators who have made contributions "now part of our philosophical or theoretical framework." Certainly, the foundations laid by "the Haycocks" through their now famous three-day workshops on Co-operative Program Planning and Teaching and through the on-going efforts of Emergency Librarian to publish proven effective strategies for developing such basics as a school-based continuum for information skills (see for example EL 12:1 and 13:1) cannot go unrecognized.

The first of the document's three sections is devoted to a review of the fundamentals - the need for educators to adapt teaching styles and curricula to the information age; the importance of research and study skills and communication; the role of administrator, teacher and teacher-librarian as well as the co-operative planning process itself. Each article provides a bibliography of useful references, most of which could be required reading for teacher-librarians and administrators.

The second section contains one resource-based sample unit for each grade level K-12 (except grade 6 for some reason.) While it is indicated that the units may be used in their entirety, it is "suggested" that they may be used more profitably in other ways such as sharing interesting strategies or features with reluctant classroom teachers. One can only hope that this suggestion is heeded. There is danger in lifting units "whole hog" from one set of circumstances and trying to apply them over top of another situation. Some of the key elements in planning a co-operative program involve working from a school-based set of research skills, assessing the skills previously taught and establishing specific objectives for both content and skills. Can a grade 3 unit on Whales, developed in Prince George meet exactly the curriculum needs of a grade 3 class in Thunder Bay? I think not.

In the third section, Appendix A reprints the Canadian School Library Association policy on Qualifications for School Librarians, especially for new teacher-librarians who may not be aware of it. Appendix B offers several case studies related to co-operative program planning that may be used in workshop situations to examine solutions which best reflect the philosophical viewpoint outlined in Fuel for Change.

Over all, the contribution must be applauded. The major flaw which is immediately apparent is the poor quality of reproduction; many pages have letters filled and others are too light to read. The BCTLA has wisely reduced the price (from the original \$20) to compensate for this factor. Those of us (even in Ontario) clever enough to have joined this association received this fine collection free with membership. The rest of you will have to pay \$12 this time, but a membership will keep these goodies coming your way on a regular basis.

CANADIAN IMAGES CANADIENNES

A CONFERENCE TO CELEBRATE CHILDREN'S AND YOUNG ADULT LITERATURE

WARREN GRABINSKY

In her opening remarks to the October 16-18 CANADIAN IMAGES CANADIENNES Conference in Winnipeg, Susan Traill said that this was a "made in Canada" conference and a "celebration." "To the best of our knowledge," said Traill, "this is the first conference dealing with children's and young adult literature that features exclusively Canadian authors, illustrators, song writers, filmmakers, and critics."

A number of readers will be familiar with the Alberta-based KALEIDOSCOPE conferences. There have been three now; the first was held in 1977. These conferences, too, were celebrations of children's and young adult literature and illustration. The significant difference is that the KALEIDOSCOPE conferences were international in their coverage of authors and illustrators. CANADIAN IMAGES CANADIENNES, on the other hand, dealt exclusively with Canadian books and people. As Susan Traill, herself remarked, ten years ago such a conference would probably not have been possible.

Over the course of the opening evening and two very full days, over 500 delegates and some twenty-five Canadian authors, illustrators, editors, book sellers, critics, filmmakers and singers met to celebrate the Canadian image in and of children's and young adult literature.

THE IMAGE OF MATURITY

The conference was called to celebrate Canadian authors and writing for children and young adults. It was called to look at the images that are present in that genre. What were the images that emerged?

First of all, Canadian literature and illustration for children and young adults is here! It is strong! It is vibrant! Perhaps Michele Landsberg, in her book, Michele Landsberg's Guide to Children's Books, put the image as well as any when in her "Introduction" she wrote, "...Happily, children's publishing is flowering in Canada at this moment, after years of gasping for life with a tiny market and matching budgets." In her luncheon address to the conference this renowned critic, speaker, Globe and Mail columnist and contributor to CBC's Morningside, reiterated this point of view. Janet Lunn, author, critic, lecturer and Canada's first children's book editor, said the same thing. In various ways, other conference participants demonstrated this fact even if they did not dwell on it.

In her book, Landsberg goes on to say that, "Canadian writing for children, while flourishing, is not yet in its full maturity. Our history is short," she says, "Our list of excellent children's books goes back no further than a decade or two, and we are far from attaining, in sheer numbers, the depth or richness of either British or American children's literature." Maybe so. I couldn't help but marvel, however, as I went from lecture to workshop and from plenary session to display table at both the

quantity and the quality of product available to the Canadian consumer - whether parent, child or teacher-librarian. Most elementary school teacher-librarians, at any rate, would have no trouble at all spending at least fifty percent of their annual book and small format media budget on Canadian content.

Perhaps another sign that Canadian children's and young adult literature is alive and well and a source to be reckoned with is that Quill and Quire saw the CANADIAN IMAGES CANADIENNES event as of enough significance to cover it for the full length of the conference.

THE IMAGE OF UNIVERSALITY

Let me turn to another image that struck me most forcefully. Canadian children's and young adult literature can at last be comfortable being just "good literature". What do I mean? I can recall not too many years ago when it seemed necessary for Canadian authors and publishers to show their Canadianism by needing to have a Canadian flag - or at least a stylized red maple leaf - on the cover or in one or more of the illustrations. Or, if this Canadian image was not there, then the theme had somehow to incorporate the sport of hockey or there had to be a beaver or a Mountie - or some other "stereotyped" Canadian symbol woven into the text. I didn't see any of that at this conference's displays or in the materials being shown or discussed in the workshop sessions. At CANADIAN IMAGES CANADIENNES, we talked good literature, good illustration, and good media adaptation. It was good, and, as it happens, it was Canadian.

W.O. Mitchell talked a lot about what gives a national literature its national image in his address at the concluding banquet. He made reference to that great American writer, Mark Twain, who, when discussing what gives a person a sense of a nation's writing, said that the best writing is, in fact, regional writing. That is, to get a sense of a nation we must read many authors who write, not about the nation, as a whole, but about a specific region, or community, or locale. Only after reading many of these kinds of works, can we really get a sense of the larger whole. In this way, Ian Wallace's new book Sparrow's Song is "Canadian" - yet universal. Set in the Niagara Falls area it is regional; it is locale specific. Yet the emotions he deals with - those of anger and caring and nurturing and growing - are universal ones. A powerful Canadian book? A powerful book!

More and more, Canadian children's books are being co-published with houses in other countries. If they were not universal in their appeal then surely this would not be happening.

THE IMAGE OF THE CANADIAN PERSONALITY

In her address to a plenary session, Janet Lunn told us that Canadians do have a specific "personality" which is reflected in and through our writing and publishing. She says we have an image of being a very controlled people. We look so square. To illustrate, she cited a cartoon from Lampoon in which a "typical" Canadian gentleman was asked, "Who was that lady I saw you with last night?" His reply was, "It was my wife." We have been portrayed, she says, as being so bland - so quiet - so controlled. A society, she went on to say, has to mature just as an individual does. Like Landsberg, Lunn feels that we are just beginning to

mature. Today, then, in our literature Canadians seem to be characterized as a people who have a lot of common sense; but this should not be confused with being boring. While we are not a slick, sophisticated people, neither do we believe that life's problems can have easy quick solutions. To illustrate, she cited the writings of the Canadian author of "problem" novels, Kevin Major vs. the Americans, Norma Klein and Judy Blume.

THE IMAGE OF DEBATE

The fourth major image to emerge at this conference was that Canadians are now prepared to engage in open, honest debate about our children's and young adult literature. Both Janet Lunn and Michele Landsberg illustrated this in the way in which they dealt with their subject.

In her address to the conference a day earlier, Sheila Egoff had offered comments on the Canadian personality and character as she saw it in the body of Canadian writing and illustration. She also offered some suggestions as to how authors might achieve, more forcefully, a Canadian identity and a Canadian personality in their works. In her address Lunn took some exceptions to what Egoff had suggested.

Landsberg, in her luncheon address, took two of Canada's leading university professors to task for their views as expressed by one in a journal article dealing with young adult literature and by the other in a review of her book.

On the Thursday afternoon, the Canada Council presented \$5000 prizes to an illustrator and an author of an English language publication and to an illustrator and an author of a French language publication. Judging by the corridor conversation, the prize for the English language illustration was not enthusiastically supported by all delegates. There was animated although muffled debate among conference delegates, if not among the and illustrators.

Thus, as I listened to the presenters, and as I shared in the informal chit-chat over coffee in the corridors, I found yet another image of Canadian Children's and young adult literature emerging. I believe we are finally prepared to engage in open and honest debate about our body of children's literature - both current and past. If Janet Lunn has seen Canadians as being bland and controlled, the image I had had is that we have always been so "nice", so "agreeable", so "protective". I think we are still pretty guarded in our approach to debate. But we are doing it, and we are finding we can do so in a reasonably civilized way. Lunn was guarded; Landsberg was brutal; most of the others were "nice". But civilized debate was beginning to show and that is something that has been lacking in past conference and, I think, to a large extent in the library press.

THE IMAGE OF A CELEBRATION OF THE EMOTIONS

There is yet one more major image that came through at this conference, and that is the image of CELEBRATION. In her conference opening remarks, Traill challenged us to celebrate and celebrate we did - authors, illustrators, delegates, booksellers, politicians. It was a joyous event; it was an emotional event. And, just as a lot of regional images are needed to create a national one, so a lot of "little" images were evident throughout this conference to emerge as a celebration of the emotions.

This was especially evident in the individual authors'/illustrators' workshop presentations. I suspect that there is not other kind of conference in which the presenters bare so much of their hearts and souls as the authors and illustrators did in these sessions.

They stood naked before us, so to speak, revealing so many private and personal experiences and feelings. How brave! The delegates felt so much respect and empathy for all of them. They obviously cared so very much for their craft. Clair MacKay, for example, who began writing at the age of forty, told us she has spent the last ten years being "utterly terrified" whenever she has to speak to a gathering such as ours. Then, displaying a marvelous sense of humor and humility, she told us that she keeps going by telling herself, "Well, I'm not great, but maybe I can be 'almost good'." We loved her. Tim Wynne-Jones shared with us the intense concentration he had put into the two summer workshops that had preceded his book (and musical) *Mischief City*. Ian Wallace in true story-teller fashion, told us about the personal heritage of his grandfather's approach to work and life. "Authors are day-labourers, too" he told us. Hours a day over weeks at a time go into the series of illustrations for his books. Together with his current editor, David Kilgour at Penguin, Wallace explained how he "creates" a book.

While it may sound trite, or even crude, these sessions were gut wrenching and heart rending, for each presenter gave so much of his/her very person to those of us who attended. An image of love and caring that grew into an image of celebration.

CANADA COUNCIL AWARDS

The Canada Council used the conference to present their annual Children's Literature Prizes for writing and illustration. Four \$5000 prizes were awarded for works done in 1985.

The prizes for French language publications went to Roger Pare for his illustration of *L'Alphabet* and to Robert Soulières for *Casse-Tete Chinois*.

The prizes for English language publications went to Terry Gallagher for her illustration of *Murdo's Story* and to Cora Taylor for *Julie*.

The prizes were presented at an afternoon wine and cheese reception with full press coverage. Extensive Canada Council representation was evident and the Manitoba government sent a senior minister, too. This was a gala celebration.

THE PRESENTERS

The conference was a happy blend of plenary sessions, luncheon and after-dinner speakers, and workshop presentations.

Everyone, of course, had an opportunity to hear Robert Munsch open the conference Thursday evening. Storyteller extraordinaire, Munsch shared with his audience the separate worlds of childhood and adults as he perceived and interpreted them. "Neither one is willing to take the other's problems seriously," he said. "Adults think kids are happy; kids think adults are happy." A lot of things in a child's world do not make sense, he noted, including language. That is why so many children like Dr Seuss - he plays with language.

Other presenters were Sheila Egoff on Friday morning, and Michele Landsberg at noon; Janet Lunn on Saturday morning, Fred Penner at lunch and W.O. Mitchell in the evening. And then there were the individual workshop sessions - a banquet feast from which only a few could be selected by any one individual. Both Lunn and Munsch gave workshops in addition to their plenary session presentations. As well, Margo Beggs told us how to make Owl work for us in the classroom and library. Beatrice Culleton, author of In Search of April Raintree, explored literature from the Native perspective. Virginia Davis looked at what the audio-visual producers have done with some of the best Canadian Literature. Cecile Gagnon's topic was, "Inventor des Personnages a l'aide de Mots et d'Images". Monica Hughes gave two sessions on the theme of science fiction in Canadian writing. Gene Walz examined the images of children in Canadian movies.

"L'Illustration instrument essentiel pour l'apprentissage d'une langue" was presented by Darcia Labrosse. Jean Little gave a presentation on writing for middle-aged children while Kathy Lowinger dealt with the role of the Children's Book Centre in the development of children's literature in Canada over the past ten years.

Suzanne Martel, author of more than twenty-five books, gave a personal look at her art of writing. Gordon Penrose (Dr. Zed) demonstrated the relationship between reading and experiencing science. Barbara Reid described her methods for making other people's words into pictures while Kathy Stinson described her five picture books; their sources and successes. Ian Wallace and Tim Wynne-Jones each discussed their contributions to Canadian children's literature. British Columbia's Eric Wilson talked about his writing career from its origins in a Grade 8 classroom to today.

CONFERENCE PUBLICATIONS

As part of their registration package, delegates received a 28-page booklet containing a photograph and a biographical sketch of each of the presenters. As well, a large poster celebrating the conference was available for purchase. The Manitoba School Library Audio-Visual Association had copies of Double Take; a Second Look At Canadian Literature for Young People for sale at \$5 each. Double Take is a 130 page booklet of teaching units using Canadian children's and young adult

materials.

THE INFORMAL SESSIONS

No conference is complete without the corridor sessions - the give and take banter that goes on between sessions, before sessions, after sessions and after hours. Certainly, this conference was no exception. Delegates came expecting to have a celebration and they did. Between workshop sessions on Saturday morning, I saw a young lady approach another who was standing near me in the crowded space outside the main convention room. "I'm really having fun today!" was her greeting to her friend.



CIAD MILE FAILTE (A Thousand Welcomes)

The 15th Annual IASL Conference
Nova Scotia, July 1986

by Avril Warren, teacher-librarian, Equismalt High School, Greater Victoria

A thousand welcomes were extended to all attending the 15th Annual Conference of the International Association of School Librarians. From the moment that the pipers led us into the Student Union Building at Dalhousie University for the registration, to the wind-up luncheon at Shirreff Hall, Haligonian hospitality never faltered. School libraries, in hibernation for the summer vacation, were opened for us; teacher-librarians and their families served us breakfast, home-made ice-cream, and hosted dinners; Nova Scotia writers joined us for lunch; two of them, Joyce Barkhouse and Lesley Choyce read to us; and the Black Cultural Centre hosted a reception....we were overwhelmed.

It is no mean feat to try to organize a conference that will satisfy all delegates when they come from all over the globe with many different interests and needs. Shirley Coulter successfully mixed the general sessions with specific and practical ones. Our first keynote speaker, Dr. Ann Naumann from Louisiana, stressed the importance of teacher-librarians being aware of cultural pluralism in our schools. The idea of the United States as a cultural melting pot has become outdated, she said, and all teacher-librarians should be sensitive to the variety of cultural needs among students. Anne Galler, from Montreal, the second keynote speaker, stressed the need to reach out and maintain contact with other libraries and institutions in our communities.

Several delegates talked about school libraries in their countries, and all official delegates reported at the Assembly of Associations on activities undertaken by their association during the previous year. It was sobering to reflect that while cooperative teaching was alive and well in places in Maryland, where Dr. Edward Barth is the coordinating supervisor of a vibrant school media program, school libraries seem to be at the bottom of some government's priorities.

Susan Traill, CSLA president, gave an excellent overview of the Western Canadian school library scene. She outlined the Winnipeg School Division's Literary and Cultural Appreciation Programme. Its Scope and Sequence continuum forms an excellent basis for discussion between teacher and teacher-librarian. Susan also spoke about Alberta's Focus on Learning, developed by a committee of superintendents, principals and teacher-librarians, which emphasizes the school library's role. To me the highlight of Susan's presentation was her discussion of Fuel for Change, and her presentation of the complementary videotape "What's happening, why change?" The videotape examines the role of the library resource centre in equipping students with informational skills. (Many of the delegates remembered Ken Haycock from his keynote address on Cooperative Planning at the IASL conference in Hawaii, and thought he had all the makings of a natural film star!) The video and book were extremely well received by the delegates, and I heard only positive comments about its content and its suitability

for use with teachers, parents, and community groups. Anne Taylor, Lecturer in Education at Queen's University, Belfast, gave a thought provoking overview of changing social attitudes as reflected in Young Adult Literature. She spoke of the growth of books which deal with social problems and stressed that "it is the insight of the creative artist that captures and comments on areas of human experience and helps the reader to see his individual suffering or anxiety within the universal pattern". She emphasized the value of good literature for personal growth in exploring, recreating and seeking for meanings in human experience. If the writing is done with taste, delicacy, and truthfulness, frankness is acceptable and perhaps valuable as part of the preparation for growing up. (Anne teaches the only course of teacher-librarian skills in Northern Ireland.)

Gwynneth Evans' presentation on the National Library of Canada outlined how easy it is for individual libraries to make use of the National Library because its mandate is to support libraries and systems across Canada as well as to preserve Canadiana. Some of the services offered are: exchange services to help with weeding and building up of collections; reference services (the request can be as simple as "We need materials on the teaching of" to an in-depth search); and inter-library loans.

Workshop topics were as varied as "Networking, using UTLAS", "Outreach to the classroom: team teaching library skills", how parent volunteers are used in Saudi Arabia, and how a Grade 8 teacher developed a vertical file on Rock Stars with her class without ever having heard of Sears Headings!

I came away from the conference aglow, not only as a result of the formal workshops and addresses, but from having made pleasurable contact with so many international teacher-librarians.

The next IASL conference will be held at the University of Iceland, from July 26 to 31, 1987. Contact Ms. Sigrun Klara Hannesdottir, Associate Professor, University of Iceland, Reyjavik, Iceland.



THE STORYTELLER

CHILDREN'S LITERATURE ROUNDTABLE GALA

held at U.B.C. on November 1, 1986

REPORTED BY LIZ AUSTROM

Almost three hundred people attended this event, which featured addresses by British authors Jan Mark, Philippa Pearce, John Rowe Townsend, and Jill Paton Walsh. Participants came from all over British Columbia, from California and Washington State, and from Saskatchewan. The large attendance and the reaction to all four speakers are indicators of the enthusiasm that exists for quality literature. Congratulations are certainly due to the committee which organised the day's program as B.C.'s participation in a series of similar events across Canada which will salute the 10th anniversary of the Children's Book Centre.

The attractiveness of the U.B.C. Graduate Student Centre locale and the extra touches added to the upbeat mood of the audience. Mr. S. Stephenson, Consul-General of Great Britain, offered his good wishes to the gathering and spoke of the support offered to the tour of British authors by the British Book Council. The display of British books attracted much attention, particularly since it was accompanied by a handy listing of all the titles on show. Phyllis Simon of Vancouver Kids' Books committed herself to attempting to fill orders for any of the books in the British display. As well, she had a substantial stock for sale of many of the books written by the four guest authors. By the end of the day there were very few copies left as each time one of the authors spoke, enthusiasm for particular titles rose and the lineups started again at the sale table.

Philippa Pearce, the author of many children's books which demonstrate mastery of language and dialogue, spoke quite briefly. She had fallen prey to a 'flu which almost prevented her from speaking. However, her quiet voice was listened to most attentively as she spoke of her view of writing. She values "ordinariness" very highly. She believes that ordinary children respond to simple everyday things, and that it is not necessary to include exotic characters and happenings in stories for children. Philippa said that at the beginning of her writing career, she was "one of those clever people who didn't see the commonplace" and so she added exotic elements to her first book, Minnow on the Say. Hastily, she added that at least she had the sense to include ordinary children in their normal landscape as the central characters in this first try at authorship for children.

Philippa went on to discuss how she had utilized experiences from her childhood in writing Tom's Midnight Garden, for which she received the Carnegie Medal. Some of the events in this book are based upon stories she heard from her father, and dreams she herself perhaps had. The garden described so intimately is the one she spent hours in as a child. Philippa says her personal experience with her childhood garden has been heightened in this book by the retrospective viewpoint of an adult. In this way the ordinariness of a common childhood experience is "raised to a very high degree of intensity." It is this intensity she strives to achieve. Philippa Pearce closed her brief address by saying that as a writer she is always conscious of writing for two purposes: first as a storyteller who tells the story aloud, and secondly, as a writer for the child who wishes to engage

with the story in a private experience.

Jan Mark was a very interesting contrast, a not very surprising fact since her books are so very different from those of Philippa Pearce. Good things come in many shapes and sizes, colours and variations! Jan emphasized "the eye level from which the story is told." When she writes, she thinks of what she would have done as a child in a specific situation and she adds that she has "a very long, resentful memory."

Jan also tries not to repeat her books, to keep her publishers wondering what she will produce next. When she wrote Aquarius, she tried to write it so that it would be impossible to tell whether the protagonist was good or evil. She was dismayed to find that many readers responded in a way that showed that they accepted whatever the hero did as good, simply because he was the central character. As a reader she herself would have removed her sympathy from him much sooner.

One of her major themes and preoccupations is the child coming to terms with fear. For her, the author's self becomes "the touchstone." Jan remembers fear from her childhood, and so she writes about it. She says, "Children are prey to the most irrational fear", even exaggerating their fears at times. As a child she imagined "what it would be like to be terrified of intangible phantoms." As well, she spent hours trying to terrify her brother. Later, when she was writing Nothing to be Afraid of she wrote to her brother and asked him what he remembered being afraid of as a child, and he wrote back a very long list! One of his terrors was the newel post!

Jan Mark made the point that at a few weeks old a young hedgehog has a well-developed fear of people, while it takes a long time for children to learn to fear. Adults teach children to fear traffic, strangers and a host of other things. In Jan's viewpoint, children's fascination with fear, and their exaggeration of small fears, is a necessary developmental step in learning how to deal with fear, and with danger. She believes that the realization that "only commonsense stands between them and instant extinction" comes to children much sooner than adults realize.

On the other hand, children do not write about fear openly. Jan sees fear as a physical ailment and yet when children write about it, they do so as if it were a cerebral experience which in no way affects the heart and gut. In Divide and Rule Jan wrote about the fear and psychological horror of a person who is being driven mad. It shows the physical effects of fear. Children are not honest about themselves when they write, partially because they think that if it is about them then it must be boring. They have also accepted the stereotypical views of children and families that are prevalent in our society. Consequently they try to make themselves appear to match what they perceive as the accepted pattern. In addition they are frequently asked to write a sentence or two and then illustrate it. They very quickly clue in to the reality of "the bigger the illustration, the smaller the writing." Jan's concerns about children's writing experiences have led her to co-author a book on the subject, a project on which she is working at this time.

Jan views the author's role as one of marrying one's own experiences to the experiences received at second-hand from others. In writing for children, she makes the strong point that "moralizing at children is a singularly ineffective thing to do." Her approach is rather to provide an experience which will stimulate thought.

Jill Paton Walsh and John Rowe Townsend both engaged in a dialogue in which they addressed the questions they are most frequently asked. Their approach was humorous and informative. To the question of how she came to be a writer, Jill responded, "It was boredom that did it to me." At the time she was a young woman with a new baby and little money. She found herself without adult company for long stretches of the day. Pencil and paper were cheap and she began writing. Of her writing experience she said, "The first fix is terrific, after that you can't stop."

In contrast, John Townsend wrote a book of poems at five years of age, and his first novel at eight. It was a five volume epic, with full colour crayon illustrations, which described the adventures of a family of six boys and six girls, aged 9 to 12. This remarkable family carved a boat out of a log and proceeded to sail it around the world annexing properties for the British Empire and having wondrous adventures. At the end of volume five they arrived safely back at home, and after being welcomed warmly by their parents, who apparently had not been worried by their absence, they went to bed and slept like logs.

As an adult reviewer and critic of children's books, John was concerned that most seemed to be "terribly hygienic" and not about children as they are. Pressed to write books by a publisher, John began his long career as a children's author, trying to write for children as they are. When he wrote Gumble's Yard, one interviewer asked him why he had written a "sordid" book for children. John's reply was that he had written a book about children winning through difficulties.

Jill Paston Walsh admires John's skill with the commonplace. She feels that she does not handle "the common light of day" as well as he does. What she sees as her incomplete success stimulates her interest to continue, for she says that she keeps writing because it is so hard to do what she wants to do.

Jill has very definite views on the role of the author. She believes that the author has to take a stance of self-abnegation since "the author's emotion is the enemy of the reader's." The emphasis must always be on the experience of the reader, not on the feelings of the storyteller. The storyteller within her is in two parts: first, the fabricator who is interested in finding out more about a topic, details, and so on; and second, the shaper who catches all this and lays it down in a pattern. This thinking self writes the book - not the personality of Jill Paton Walsh. Jill has an interesting definition of a writer: "A person whose thoughts are book-shaped." She summarised her view of the role of the author by stating, "If you do not abdicate yourself, you will never hear the voice of the storyteller within."

John Rowe Townsend also spoke of two halves of his writing self. First

is a "persona who takes deep dives down into the subconscious and brings up stuff that is the raw material of writing." Second is the craftsman and communicator who makes the book as good as possible so that it will be read. "A book is only completed by being read." A children's book must get through to children, "otherwise as a communication it is a failure." John pointed out that children are in a way more critical readers than are adults. He laughed ruefully when he stated the fact that children "will not finish your book in order to say at cocktail parties that they have read it"!

Jill added that the audience for children's literature includes everyone, since both adults and children read it. Children experience some books directly, and in other instances, through the mediation of an adult. The children's author is therefore conscious of writing books which are both "a planned journey of the mind" for children and another experience for adults who may act as mediators. She added impishly that she did her best to ensure that "the best bits are for children." Townsend interjected his view that frequently children understand parts that the reviewers miss.

Both authors were in total agreement that the style of writing should be simple. Townsend, who was trained as a journalist, stressed that authors should "write as simply as the subject will allow", but should not "dejuice the English language" to produce "predigested pap." Walsh prefers to write as simply as possible while maintaining complexity and good plots.

This day had to be the bargain of all time for those who are interested in authors and in the writing experience. It was both stimulating and amusing. Even on a glorious Fall day in Vancouver, the audience remained rapt and attentive until the very end.



WHO LEADS THE LEADERS?

A REPORT BY WARREN GRABINSKY

The Western Canada School Library Conference is an annual event designed to provide a forum for leaders in the school library field in Canada's four western provinces. Once a year from thirty to forty delegates meet to share information around issues, innovations, and concerns, and to plan for future developments in the field of school libraries and librarianship.

This year's meeting was held in Winnipeg, backing on to the highly successful CANADIAN IMAGES CANADIENNES conference hosted by the Manitoba School Library Audio-Visual Association (MSLAVA). Running from noon on Sunday, October 19 to noon on Tuesday, October 21, the conference brought together some 30 leaders from the Canadian School Library Association (CSLA); the four provincial school library associations - The British Columbia Teacher-Librarians' Association (BCTLA), the Learning Resources Council (LRC/Alberta), the Saskatchewan Association of Educational Media Specialists (SAEMS) and MSLAVA; district supervisors/consultants, school library educators, and personnel from Faculties of Education and Departments of Education.

A variety of conference themes show up in an examination of the conference programs since 1967 when the delegates in Regina focused on "Library Education Programs and Facilities". Regina was the site of the next three conferences where themes were, "The Teacher and the Media Centre" (1968); "Communications Media in Perspective" (1969); and "Library Development in Northern Areas of Alberta, Manitoba and Saskatchewan" (1970). In 1971 the conference moved to Winnipeg where the theme was "New Directions in Library Service". It was back to Regina for 1972 and 1973 where "School and Public Library Co-operation" and "School Building Programs: Resource Facilities" were the topics for delegate deliberation. "School Library Research in Western Canada" provided the theme in Saskatoon in 1974. No conference was held in 1975. Saskatoon again hosted the conference in 1976 when the theme was "Telling It Like It Is In the Provinces". A variety of topics made up the agenda in Calgary in 1977: reference services; public library/school library relationships; the use of data bases for cataloging input; and teacher/principal/librarian relationships. It was back to Saskatoon in 1978 when the general theme was "Resource Services for Canadian Schools". This theme was continued in Regina in 1979 and supplemented with a second on the "Roles and Responsibilities of District Personnel". "Computers, Networks and the School Libraries" gave focus to discussions in Calgary in 1980 while "Staff Development and School Library Programs" did so in Winnipeg in 1981. The 1982 conference was cancelled but in 1983 it was hosted by Calgary with the theme, "Technology; Collection Development; Freedom of Information". In 1984 the conference moved to Banff and the theme was "Leadership and School Libraries in Western Canada". Last year, in Saskatoon, "Planning for Innovation" served to direct delegates' discussions

EFFECTIVE SCHOOLS - EFFECTIVE SCHOOL LIBRARIES

Susan Traill, a library consultant with Manitoba Education and Gerald Brown, Chief Librarian for Winnipeg School Division No. 1 acted as this year's conference hosts. They chose as their theme, "Effective Schools and School Libraries".

"The intent," said Traill and Brown, "is to focus on the role of school libraries in quality education and on our individual leadership responsibilities." And so, the activity for conference delegates on Sunday evening was to identify the characteristics of an effective school and an effective school library.

IDENTIFYING THE ISSUES

As part of the conference registration process, all delegates were asked to identify four major issues or concerns facing school libraries, in general, or their jurisdiction, in particular. This activity brought out ten issues and these were addressed through small group and plenary sessions:

(1) How has declining enrolment and fiscal restraint impacted on school libraries and on leadership personnel at the district level, in particular?

(2) What effect is on-line information retrieval having on school library services? Both the issue of bibliographical information for catalog database building and the issue of utilizing databases for searching by and for professional staff (i.e. teachers and administrators) and students were addressed.

(3) What should be done about standards for school library services? Should existing standards be rewritten? Should standards be both quantitative and qualitative? Should standards exist at all levels (i.e. at the national, provincial, district and school levels)?

(4) How and when should school library/media personnel be trained? Should the major/minor within the undergraduate degree be maintained? Should training be an after-degree diploma, a graduate degree/diploma? Should it be obtainable only following successful classroom teaching? What about the training of library/media technicians and clericals?

(5) What are the issues relating to recruitment and staffing of school library media programs? How do you identify and nurture potential school library personnel - especially teacher-librarians?

(6) What should be done about the in-service training and post-service re-training/education of both teachers and teacher-librarians? What specific roles do universities, provincial/national associations and local jurisdictions have in in-service and re-training programs, in particular?

(7) What are the issues involved in the automation of school libraries? Do we go "on-line" - use minis - micros? Can one/should one "download" from one data base to another? Should you automate circulation and/or build an electronic access catalog. What is the role of BIBLIOFILE in building local

databases?

(8) How do immersion programs, either French or Ukrainian, impact on school library services and personnel?

(9) What issues need to be addressed in today's and tomorrow's educational climate with respect to library media service programs? For example, what is happening to the teaching of library skills and the offering of storytelling sessions, the selection of materials process, etc. as more and more of the teacher-librarians's efforts seem to be going into co-operative programming and teaching/implementation? What balance needs to be struck?

(10) How do we improve and promote the "image" of school libraries?

THE MAJOR ISSUES

Most of Monday's conference time was devoted to small group discussions of the ten issues identified by the conference delegates in their pre-conference returns.

As part of the final morning's activities, delegates were asked to articulate what they believed the FIVE major issues facing school library development in Western Canada were today. This list, in order of priority, emerged:

- (1) the need for clearly stated goals and objectives statement for school libraries;
- (2) the need for equity of opportunity for all students to school library personnel, services and facilities;
- (3) the need actively to market school libraries;
- (4) the need to improve literacy in all its aspects; and
- (5) the need to up-grade and make readily available educational opportunities for all levels of school library personnel - professional, technical, and clerical.

THE ASSOCIATIONS

A feature of the Western Canada School Library Conference is the time devoted to the sharing of information by delegates who represent national and provincial associations. On Sunday afternoon representatives were given time to give an oral presentation to all delegates.

Susan Traill, president of CSLA, reported that her association has decided to proceed with a systematic development of national guidelines for school libraries. These will be published in the form of policy statements or position papers. A first step in this process has already been started with the writing of a philosophical paper on the role of school libraries in the education process. A draft statement has been prepared. It is her hope, she stated, that a final statement could be presented to the CSLA membership at its meeting in Vancouver in June, 1987. This paper will be

followed by a statement on programs and services.

Lorne MacRae represented the School Library Administrators' Section of CSLA at the conference. SLAS has two major objectives: 1) to further the work of consultants, co-ordinators and supervisors of school library programs in Canada; and 2) to provide for the exchange of ideas and information among the members of the section. His section is preparing a directory of school library administrators in Canada and is working towards having a column or article in each issue of School Libraries in Canada (SLIC).

BCTLA's report was prepared for the conference by President Barb Hall who was unable to attend in person due to executive responsibilities. Her report highlighted two major concerns of her association: 1) the deterioration of the level of professional staffing in school libraries in the province, and 2) finding ways of addressing the needs of teacher-librarians who are working with expanding French programs. President Hall made the video kit Fuel for Change available to the conference and time to view this in-service material was provided on Monday afternoon.

President Tony Zeglen of Alberta's Learning Resources Council informed the conference that his organization has a number of initiatives centering around political action events and professional development events. The LRC wants to promote stronger library programs based on the Focus on Learning model. To that end they have developed several political action resources and strategies aimed at school board candidates, parent advisory councils, taxpayers, MLAs, university educators, and members of their own association. The LRC has also published a selection of papers from the 1983 Kaleidoscope 3 Conference.

SAEMS is developing a directory of library personnel in Saskatchewan, who can provide professional development sessions in various regions. As well, Past-President Virginia Selinger told the conference her association is working at developing provincial standards for libraries with emphasis on the qualitative aspects of school library service. SAEMS has also published The 4th R: Resource-Based Learning.

MSLAVA was represented at the conference by its president, Cathie Keyzer. Working with the Manitoba Teachers' Society (MTS), MSLAVA is preparing a survey of school libraries and school library support services available from divisional and regional resource centres, Manitoba Education, and Instructional Media Services. MSLAVA is also co-operating with the Manitoba Association of Principals. Ken Jesse, the 1985 recipient of the CSLA Distinguished Administrator Award will be the theme speaker at the administrators' annual conference and MSLAVA will deliver three theme workshops. MSLAVA, of course, sponsored the CANADIAN IMAGES CANADIENNES Conference that preceded the Western Canada School Library Conference. In addition to this and a number of other events, MSLAVA has published Double Take, a compilation of teaching ideas using Canadian literature.

AT THE DISTRICT LEVEL

District level leaders were asked to complete a State of the Art form and to bring it to the conference. On this form they were asked to describe any experimental projects or innovations being carried out in their jurisdiction. On-going projects were to be described, too. These reports were duplicated for delegates and distributed as a booklet.

There is no question but that the majority of innovative and, in some cases, on-going projects relate to some aspect of computer application to circulation routines or to the development of databases to support an electronic catalog or catalog card production activity. It is probably safe to say that the consensus is that circulation routines are considered not to have the highest priority when computerizing school libraries. It often takes more time to run overdue procedures on a computer than to do them by hand!

The majority of projects seem to involve building a database for an electronic catalog. Some are using on-line sources such as UTLAS. Most are either building their own database or are using BIBLIOFILE. A great deal of interest was shown in BIBLIOFILE. It appears the dominant utility being used is OCELOT followed by MANDARIN. A lot of interest was expressed in downloading from BIBLIOFILE to OCELOT.

Many school districts, of course, are putting a lot of energy into co-operative program planning/implementation.

An issue of almost universal concern to district level leaders was that of personnel. Many school districts are seeing a decline in terms of numbers of qualified personnel delivering library services or in the time that such qualified personnel have in any one school.

THE SASKATCHEWAN REPORT

Gillian Sernich has recently been appointed a consultant for the School Libraries Project with Saskatchewan Education. She was the only Ministry of Education person present at this year's conference and she gave a special report on Monday afternoon.

Over the past five years Saskatchewan Education has been involved in a great deal of activity in the improvement of curriculum and the learning environment. A committee struck in 1981 did an in-depth examination of curriculum content, instruction, school environment, library resources, support services, teacher in-service and leadership. Their findings were published in a report titled Directions. Sixteen specific recommendations were made. One, in particular, dealt with school library development. The committee recommended that:

"a provincial policy and standards for resource centres be formulated along with a plan of action to improve the quality of resource centre services in the province."

In direct response to the recommendations of the Curriculum and Instruction Review Committee, Saskatchewan Education initiated the School Libraries Project. The purpose of the project is to develop a comprehensive, long-term strategy for the improvement of resource centre services.

Activities of the project have included consultative services; a needs assessment seminar and the production of the School Library Needs Assessment manual; the Learning Resource Centre Services Advisory Committee; the assistance in implementation of school library services under the Education Development Fund; and drafting of an implementation document and plans for further publications and workshops.

With respect to the Education Development Fund, Sernich reported that in its 1985-86 budget the Government of Saskatchewan set up a fund as a demonstration of its commitment to the recommendations of the Curriculum and Instruction Review. Three funding categories were established: one for learning resources, one for efficiency measures, and one for program improvement initiatives.

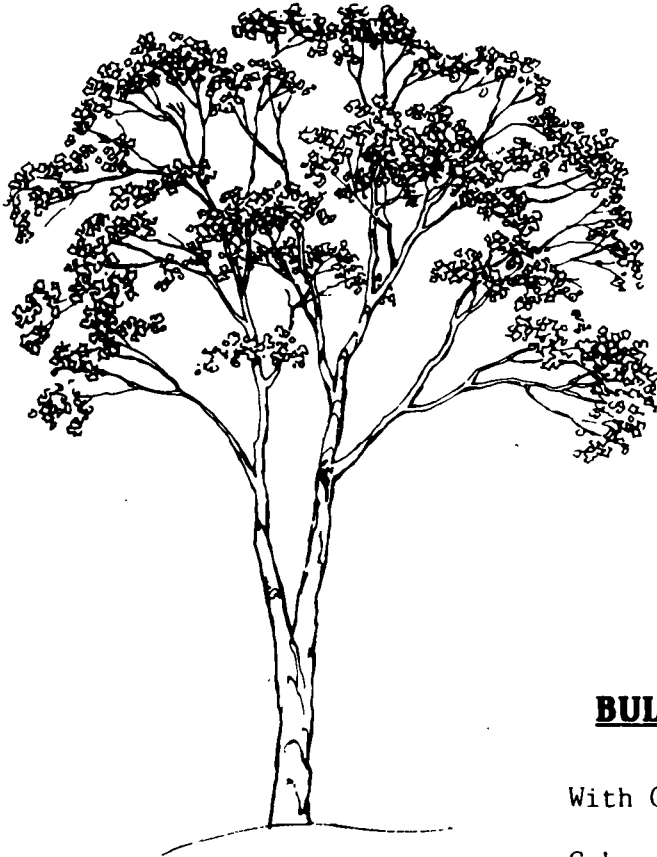
Grants are available to local school divisions for locally initiated projects consistent with broad provincial objectives, as outlined in the Directions report. All categories of this fund are being widely used to improve school library services. School divisions are purchasing materials to upgrade collections, hiring consultants on short-term contracts, purchasing computer equipment and systems for improving library efficiency, and hiring both teacher-librarians and support staff.

"In summary," Sernich reported, "Saskatchewan Education is committed to the goal of developing and implementing an action plan to improve the quality of learning resource centres in Saskatchewan schools. Through the School Libraries Project, the Learning Resource Centre Services Advisory Committee and the Education Development Fund, strategies and initiatives are being developed and pursued to make this goal a reality for Saskatchewan students."

EDMONTON, ALBERTA IN 1987

Site of the 1987 Western Canada School Library Conference will be Edmonton, Alberta with Sheila Pritchard of the Edmonton Public School Board acting as conference host. Delegates were looking to a British Columbia site for 1987, but agreed that, due to the presence of CSLA in BC in June, it should postpone a BC site for a year. The conference has never met in British Columbia.

More "Branching Out!"



BULLETIN BOARDS

With GABY MORRISON

Gaby Morrison is a teacher presently with the Emily Carr School of Art in Prince George. She was a high school art teacher in Prince George for several years before her affiliation with the art teacher.

Teacher-librarians who attended Gaby's session were very impressed with her presentation and her handouts.

All you have to do is ask

And sometimes take **NO**
for an answer.

One of the best ways to get free items is to ask for them.
Some businesses will give free materials.. if they don't reuse them.
Posters used as advertising for Cigarette + Liquor are changed often.
Ask your grocer, liquor store manager to keep one of each item when
the display is no longer used. You can cut out parts you don't like and
be left with eye catching images which will eventually have a use.

Students are also helpful.. Ask teenagers for old toys, models
sports equipment. Younger students will probably lend items to add
to your display.

Your FRIENDS, teachers on staff, people you know from your sports group,
craft club, or service agency are also a source.

Taxidermists might lend you items if they are carefully looked after.
The weather office at your local airport will give outdated satellite
photos of weather patterns, pressure patterns. Your local Travel Agency
might be a source.

Become a magpie... people throw a lot of stuff away... and if you
think something might be thrown out — ask for it.
People seem to be willing to give teachers almost anything!

OBJECTS TO SCROUNGE WHEN NEEDING DISPLAY MATERIALS

STATIONERY STORES — stationery boxes, all sizes — can be covered to
look like books

PRINTERS — offcuts of paper and card stock — good color choice
at times.

SIGNPAINTERS — offcuts from plastic signboard

LUMBERYARDS — scraps of wood...

CONCRETE MANUFACTURERS — permacore tubes

3D items — TAXIDERMISTS — ceramic shops — Display Merchandizers.

IF YOU HAVE FUNDS to spend on Display — HIRE OUT LETTERING JOBS
particularly for permanent information signs.

Attention Grabbing Captions.

Of fundamental importance in display is the use of words which clearly and simply establish the content of the display.

So, catchy captions (headings and subheadings) that are humorous or serious, or thought provoking ... are the underpinnings of the display.

Brainstorming with other staff members and students is one method of arriving at some interesting solutions to the verbal message problem.

IN THE FOLLOWING LIST OF CAPTIONS - Suggested aims ... Listed First

Main Heading (in Capitals) Listed Second

Subheadings (in Lower Case) Listed Third.

IMAGES, objects etc useful in Display listed Last.

CAPTION POSSIBILITIES MONTH BY MONTH

SEPTEMBER:

1 - To publicize search for Volunteers

- WANTED:

- A student volunteer to help with displays / Must love scissors, tape + paper
and be unafraid of heights.

- Make a ladder out of long strips of colored paper (outside library or on library door). At the top of the ladder, or near, or climbing up the ladder.... Place a colourful + simple sign.

(OR) - Use the idea of a wanted poster (as in criminal type) + put a silhouette of both boy, and girl into the sign. Instead of a number on their chest, put the words Display Assistant

To get the silhouettes of boy + girl - Do one in full face, one in profile - or use a cartoon of a boy + girl.

2 - to publicize library hours

- COME ON IN.....

- we're open 8-4

- Find an image of an inviting doorway (photo, magazine clipping, image from a Door manufacturer's catalogue) Enlarge on Opaque projector, draw details with coloured felts. Place the caption on the door... like a casual note to a friend or formal if you prefer.

Or simply could be ... A lettered sign on the wall outside the library door.

OCTOBER - NOVEMBER:

- 3: - to promote books on Discovery of North America (Columbus Day)
 Geography, Man's Exploration of Space ... etc
- Voyages of Discovery
 - 1. What do Marco Polo, Christopher Columbus, Leif Ericson etc etc have in common? (no they are not on the Oilers team or?)
 - 2. Man on the moon ... and in the universe.
- 1. Find images in the picture file ... or xerox + colour boldly ... you could make a game also by stating students try to place the name + the image. Have a fold down answer card ... with the names of the famous ones under + and the answers are: Lettered under.
 - 2. Borrow model spacecraft from students. Make a large lemon yellow moon out of colored stock ... mount the moon on blue paper + suspend the spacecraft in front. Flick silver paint on for stars with a loaded paintbrush.

4: - To promote books on halloween cookery, cookbooks in general.

- WITCH COOKBOOK DO YOU WANT?
- find an image of a cartoon witch, or a particularly weird illustration from an illustrated book. Enlarge - using colour construction paper + felt pens. Place witch on a bright large sheet of card or paper. Surround her with books (jackets) and make a collection of semi flat shopping bags with empty containers of food inside ...



- to promote McNETT, books on witches or books on Home management
- 5: - DOUBLE DOUBLE TOIL + TROUBLE
FIRE BURN + CAULDRON BUBBLE
- 3 witches ... + cauldron, or 3 witches - in various household chores engaged ... put in a moon etc.

6: - to promote reading about Sport + Exercise

- ARE YOU SET FOR THE SPORT SEASON?
- images of Sport activity - done as simple shapes. or actual equipment borrowed from P.E. classes. - piled up PICK YOUR SPORT!

MAY:

- 12 - to encourage reading biographies of famous people, on becoming a mother, working mothers ... etc.,
- MOM, MOTHER, MUMMY, MAMA ...
- use a simple valentine card as the image basis of the bulletin overlay heading in lettering cut out of plain + patterned papers mount book jackets on old books of the same size as jacket.

JUNE:

- 13 - to promote reading in the summer
- DON'T TAKE A VACATION FROM READING
- primary - a towel, snorkel, flippers, inflatable ring beach ball
+ intermediate
Secondary.. - ghetto blaster, beach bag, towel, lotion, crazy sunglasses
magazine open, a small pile of books
- in each case - use a sun symbol, design of which is at a level of sophistication for each group. Make the sun symbol a very large shape + cut out the lettering, overlay it onto the sun + a bright summer blue background paper. This arrangement can work as a 3 dimensional display in a display case or as a bulletin board. with objects arranged on a table in front.

Some other Caption Possibilities!

- WHICH WOULD YOU RATHER CURL UP WITH? (paper towelling + book with same number of leaves)
- INCH FOR INCH WHICH WOULD YOU RATHER READ? (newspaper ruler, sheets of paper towel)
- A GREAT LUNCH MENU (sandwich bag; wrapped sandwich fake, apple 2 drink + straw + a book.)
- READ BEFORE YOU WATCH - (T.V. set - put lettering on screen... books on T.V. Advertising, Violence + T.V. Media criticism, books made into T.V. movies, animation, careers on television.)
- What do they mean? HARNESS THE SUN? (Sun symbol in harness... books on Solar Energy, architecture, etc.)
- JOB SEARCH — (spread of classified ads, manpower pamphlets books on career planning, preparation of resume, grooming etc)
- ARMCHAIR TRAVEL - (collage of Travel posters, pamphlets, travelogues) ... go places with books methods of travel. find a jet plane model or inflatable from a travel agency. Find an illustration of a cozy reader. Enlarge mechanically + suspend any 3D objects in space around the figure. Pile + place books around base of chair.

The curriculum units, titles of books, your own inventiveness + sense of humour can lead you to Great Caption inventions.

December

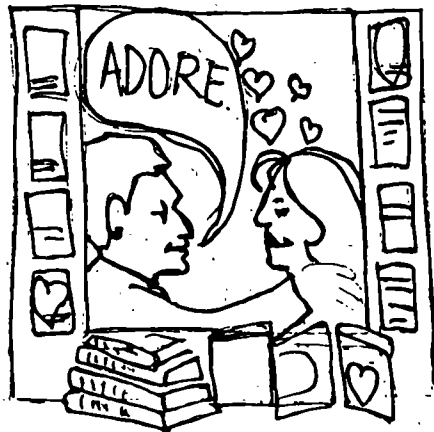
- 7: - to promote the gift giving of books
- MERRY CHRISTMAS...
 - gifts with many happy returns
 - wrap books with gift ribbon + put on a bow, hang several from colourful ribbons from A BOX SIGN.
- 8: - to promote borrowing,
- MERRY BORROWING
 - Books that really go fast ... GET ONE NOW
 - Hang a box sign over a book cart ... cut letters out of gift wrap

JANUARY

- 9: - to promote interest in the customs of other cultures, + celebrations of the new year.
- HAPPY NEW YEAR!
 - New year isn't always January 1.
 - Use bright party colours, balloons, streamers, party favours + book jackets

FEBRUARY

- 10: - to promote reading on human relations, books on word play, great romantic novels...
- ADORE



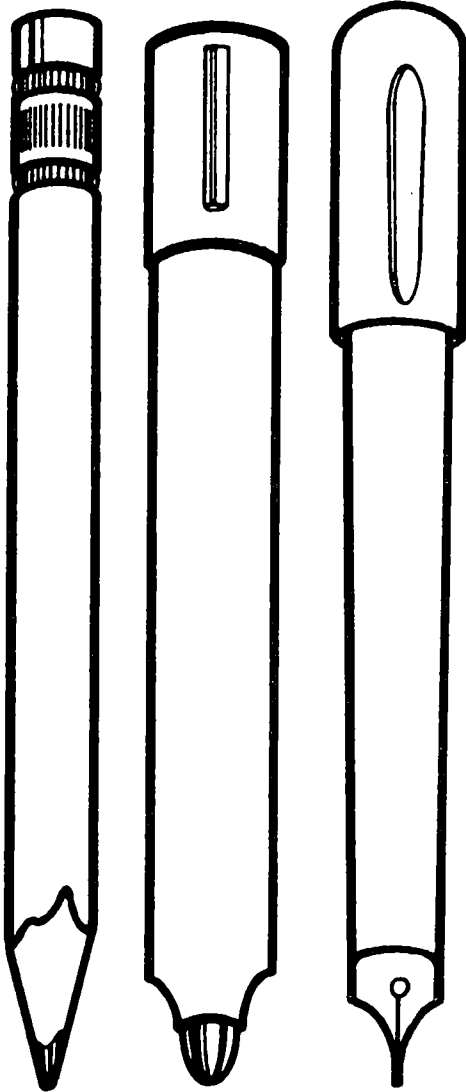
- 11: - to promote general reading
- DON'T FOOL AROUND! READ
 - find a bunch of jester images - show some being goofy + one reading. put up examples of all kinds of reading materials



IDEA FILE

..... Keep a separate binder with file pockets to house clippings which you find that could possibly be sources for display designs.

This DISPLAY IDEAS FILE could include useful word combinations, pictures illustrating concepts... (MOODS... aggression, excellence, challenge^{etc.} in either photographic, cartoon, or illustrated images. Also have a separate file on images, headlines of current interest Politics, Science, Health, Sport, Arts + Entertainment.



Have a separate section on your sketches, drawings for display designs.

Have a list of places where you shop, browse etc... and from time to time jot down notes on signs... display units etc.. (objects) that you might borrow, ask to keep, or buy for a small sum.

Keep in your file a list of names:

Volunteers ... Students
Parents

Professional sign painters....

The graphic arts teacher in the local high school.

People in various craft clubs in your community.

And use your idea file regularly

LETTERING used in display should be attractive + professional in appearance and be visually appropriate to the concept being conveyed.

The sample alphabets of Dry Transfer lettering show a variety of useful and visually interesting letter styles.

FOR PERMANENT SIGNS that require smallish lettering choose a simple style and purchase sheets of dry-transfer lettering. It is costly but the quality of result is worth a cost of \$30.00 or so. Letter on good quality posterboard + cover the board with clear bookcover plastic to protect the lettering. When not using the signs - store them carefully.

FOR CAPTIONS REQUIRING LARGE LETTERS. Make a transparency of the Alphabet you prefer... many sources... Use overhead projector to enlarge alphabet to size desired on a large sheet of white bond to make a master. Rub graphite on the back of the master and lay master down on coloured stock - Trace, cut out or colour....

Fleurdon

**A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z 1
2 3 4 5 6 7 8 9
0 \$ % & ? () ! : ;**

Stop

**A B C D E F G
H I J K L M N P
O Q R S T U V
W X Y Z A
1 2 3 4 5 6 7 8
9 0 & ! \$ % & »**

Futura black

**A B C D E F G H I
J K L M N O P Q
R S T U V W X Y
Z a b c d e f g h i j
k l m n o p q r s t
u v w x y z 1 2 3
4 5 6 7 8 9 0 ! ?**

Jumping jack

**A B C D E E F F G
H I J K L M N
O P Q R S T U V
W X Y Z a b c
d e f g h i j k l
m n o p q r r s t u v
w x y z 1 2 3 4
5 6 7 8 9 0 ! ? % &**

Stencil

ABCDEFGH
IJKLMNOP
OPQRSTU
VWXYZ/12
34567890
*Æ£\$&?!;:

Glow worm

ABCDEFGHIJ
KLMNOPQRS
TUVWXYZÆ
abcdefghijkl
mnopqrstuw
vxyz123456
7890?!&%;:~

Stencil outline

ABCDEFGH
IJKLMNOP
OPQRSTU
VWXYZ-12
34567890
Æ£\$&?!;:

Rope

ABCDEFGH.
IJKLMNOP.
PQRSTUVWXYZ(
WXYZ1234)
567890Æ.
£\$&%?!/~

Roundel

ABCDEFGH
IJKLMNOP
OPQRSTU
VWXYZ.12
34567890!
?&%\$£~%:

Putty bold

ABCDEFGHIJK
LMNOPQRSTU
VWXYZabcdef
ghijklmnopqrs
tuvwxyzæœø
1234567890ø
Æ£\$£&%?!;:~

Basic GEOMETRIC DESIGNS

(ART DECO)

which might be useful to the invention of Display arrangements

- Directional Signs
- End of shelf numerical displays
- Backdrops for areas behind shelf displays

TURN THE DESIGNS AROUND + view them from all aspects.

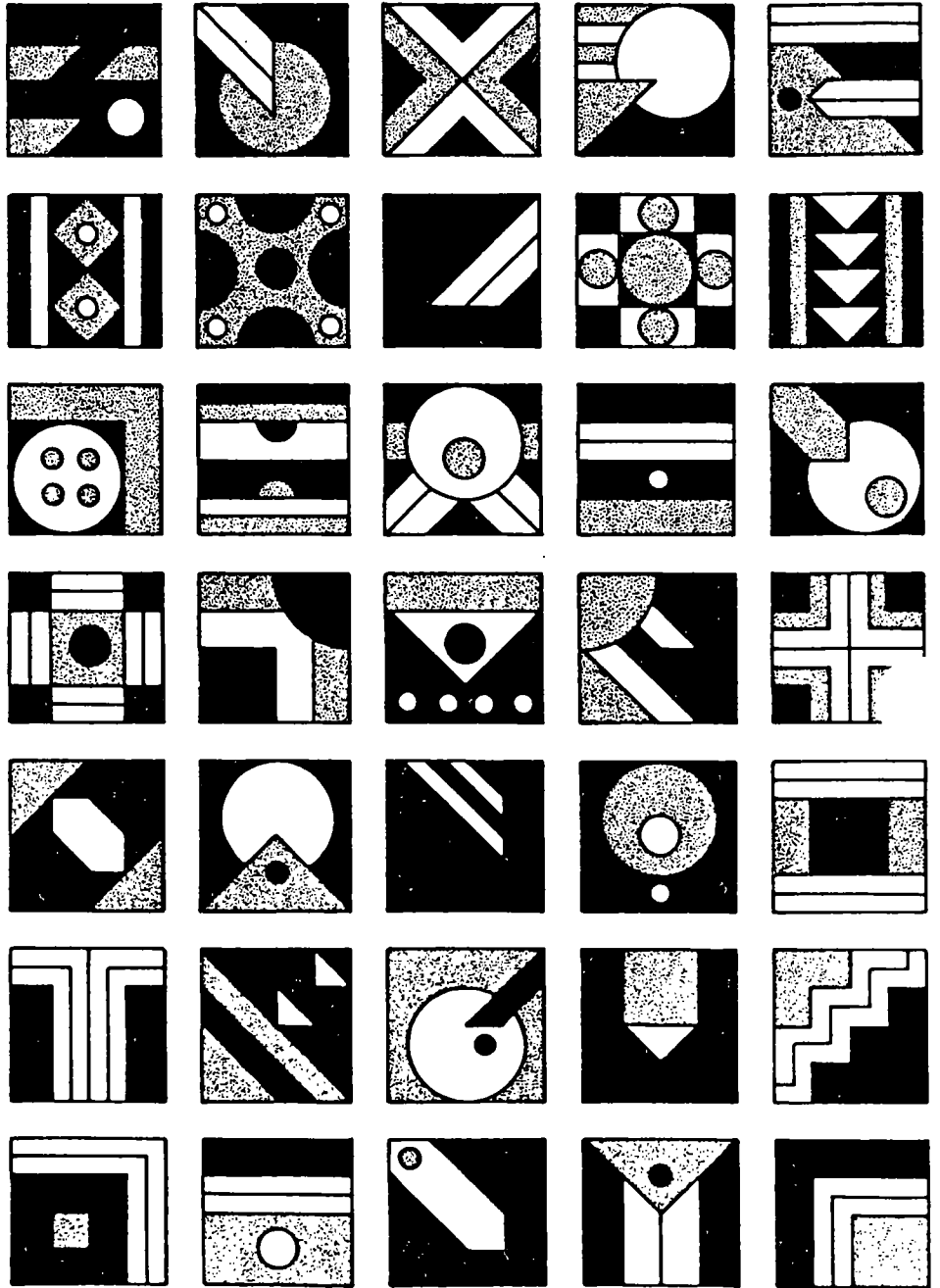
AREAS of Contrast could suggest use of colour, and textural as well as tonal variation in an arrangement

Which areas would you put captions... in which illustrations?

For more ideas:

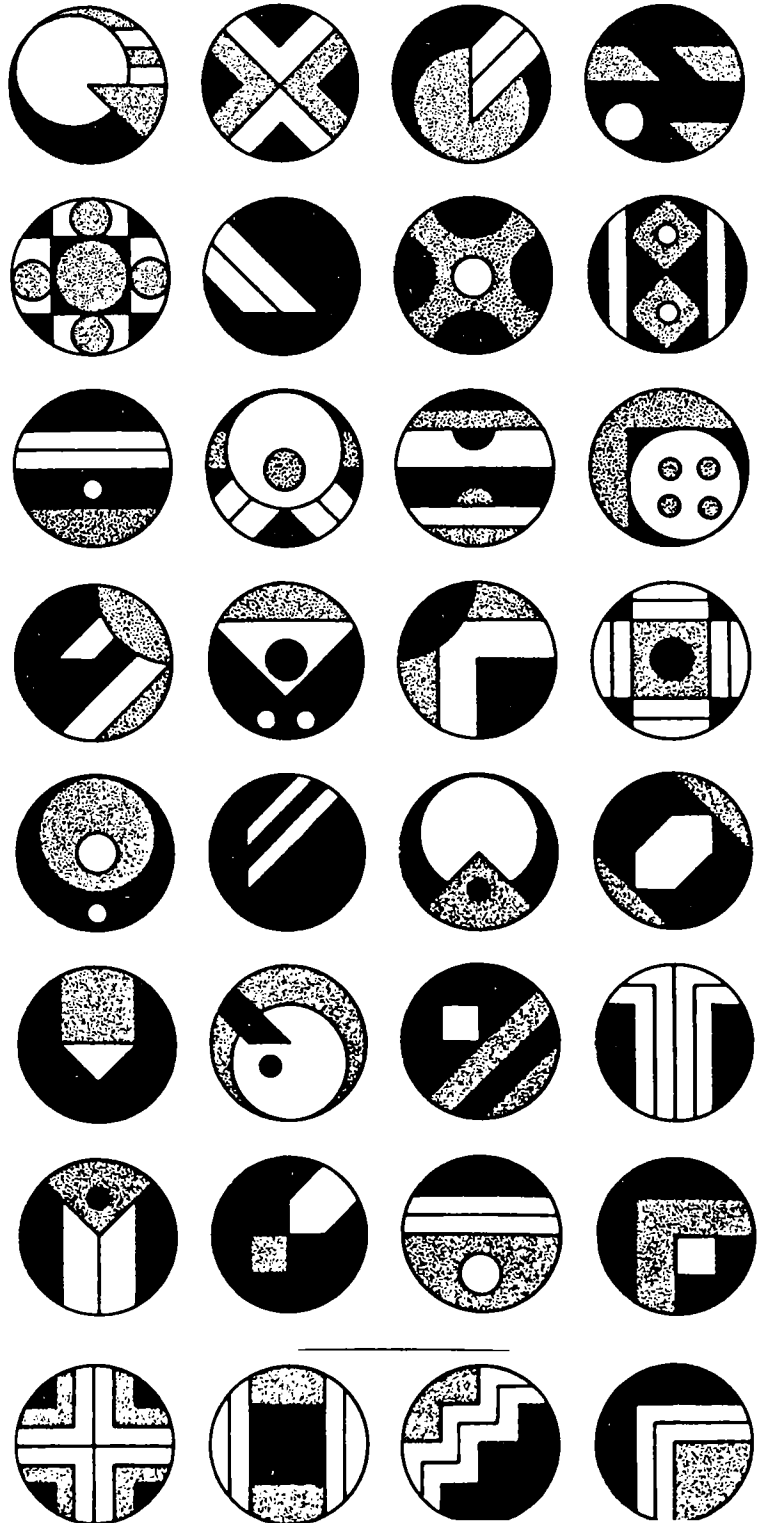


at
Window Displays in stores, hanging signs everywhere to analyze methods of space + shape arrangements.
Borrow design ideas.....



SIMPLE AND
PERMANENT
SIGNS CAN
BE MADE
BY OVERLAPPING
COLORED SHAPES
ONTO GOOD
POSTERBOARD.

PLAN OUT:
SIZE
MATERIAL
COST
AND
PRODUCTION
well in Advance!



The Art Deco patterns and graphics on the previous page can be useful in designing bold graphics on functionless doors, or as a large abstract design on large wall areas behind student work sections.

As well, some of the graphics might lend themselves to be used as a unifying visual system for labelling shelf ends and identifying shelf contents. For such purpose very professional and clean legible number styles should be used. Any lettering and numbering should be attached so as to be removable when the shelf contents change.

As designs these are offered as an exemplar in designing with basic shapes and contrasts. There are limitless modifications that can be arrived at by manipulating basic shapes. Design your own on graph paper. Then your idea can be enlarged to scale by volunteer workers. The main advantages in such simplicity are immediate visibility, and easy construction. Drawing skills are not necessary.

One common and inexpensive material that could be used to create wall graphics that also serve as bulletin boards is Foam insulation. Foam insulation can be cut with a table saw, for simple straight edged shapes. Foam insulation can be smoothed by sanding and painted with a roller and latex paint. The shapes thus cut can be easily attached to a wall with velcro strips. Push pins, dressmaker pins etc can be used to attach displayed items to the foam. Sometimes, touch-ups with paint can be added when chips in the applied colour appear.

Finally, study displays in stores to see how simply and efficiently they are constructed. Many ideas can be borrowed and modified to suit your specific purposes.

Community Resource References. (in Prince George)

① Signpainting Supplies - posterboard, sign paint, sign-tape, spray adhesives, Coroplast,

- St. Clair Paint & Paper Tel:
1602 Ogilvie Street Prince George, B.C., V2N 1W9

This Company will handle prepaid mail orders and purchase orders from school districts. They will also send out a catalogue of current prices.

② Stationery Supplies - general art supplies, dry transfer lettering - Geotype brand, general stationery.

- Speedee Printers & Stationers Tel: 562-2414
490 Brunswick Street, Prince George, B.C. V2L-2B6

This Company will handle purchase orders from schools and also will bring in specially requested items.

The print shop in the basement will save offcuts from a wide variety of exotic printing papers, and also has a good selection of unusual paper + board stock.

③ Sign Preparation - A handy source for professional looking signs is the local calligraphy club ... The Northern Scribes.

The club is affiliated with your Community Arts Council.

They charge a fee either by word, or by the hour.

Current hourly Fee is \$ 8.50.

Contact: Kathy Millard (president - Northern Scribes) Tel: 563-2640
146 McKinley Drive, Prince George, B.C. V2M-4S1

or

Marlene Cox Tel: - 964-7817
5812 Simon Fraser, Prince George, B.C. V2L-2B6

Using Cartoons and Political Satire as visual elements in display.

People readily respond to humour and also to imagery that deals with current and contemporary concerns.

Adaptations of currently popular cartoon characters can be useful on signs in younger children's libraries. Better still are cartoon figures which children originate. If there is occasion to copy a cartoon, give written credit to the originator at the bottom of the sign as in

"with apologies to Charles Schultz" or "Our comic figure was invented by x,"

In any event a sign using a humorous figure can add life + interest to the area served by the sign. So adapt ideas based on cartoon figures which express wonder, confusion, know-it-allness, etc.

In the realm of political satire, an artist like McPherson uses evocative figure images relating to many issues of contemporary concern. Adapt images generated by satirists for your display. Make a transparency of part of the image enlarge the transparency via overhead and simplify the drawing style, perhaps by emphasizing outline, or shape and colour contrasts. Again add a verbal acknowledgement to the originating artist - "adapted from _____".

A team of library assisting students can produce the necessary visuals for displays relating to certain areas of curriculum.

An artistically capable volunteer student can also be useful from time to time. A volunteer needs to be given clear suggestions as to the how-to-method for production, and a clear idea as to what is required. Providing a rough sketch of proportions for a sign or display helps a volunteer worker get right to the task.

* Don't forget magazine images as a source for the visuals.

MOUNTING DISPLAYS ON HARD-TO-REACH AREAS!

For areas above shelving units, it is both time-consuming and difficult to efficiently mount a display using many elements of a 2-Dimensional nature.

A possible solution is to make easily removable and light, large units of corrugated sheeting which can be taken down from above shelves, laid flat on the floor, display elements disassembled, new display elements placed on, and the whole unit placed upon the area in question. As well, cardboard units can be used as temporary bulletin boards if budget doesn't allow for permanent ones. Corrugated sheeting can be covered with fabric to make it more permanently attractive. Alternately, a sheet cut to the same width as the rolls of coloured bond (most libraries purchase?) can provide a premeasured size which requires a single cut of the bond roll and saves time in preparing a background color.

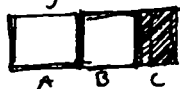
Corrugated cardboard sheeting can be purchased from packaging paper product outlets (crown paper) and from some lumberyards!

It is important to tape around the edges of the card with a sticky plastic 3" wide strapping tape — to reinforce edges against the wear + tear of pulling the card, bumping the edges, etc. The flat sheets are easy to store when not in use.

Note: While light in weight, the modules won't attach to concrete walls for long with masting, or carpet tape. Use Adhesive backed Velcro strips. Attach velcro strips to back of cardboard sheets with grabbing mates in place — remove protector from grabbing mates + place unit in correct position on the wall. When display is removed by a simple pull from the wall — the grabbing mates of velcro stay in the correct spot. This really saves TIME!

MODULE 4ft wide by any dimension that measures against width of your rolled bond width. (3ft?)

one 4x8 ft sheet of corrugated card yields 2 - 4 by 3 units and one 4x2 ft unit



of course units can be cut any desired width but modular units are handy to use + design displays for + store easily.

CATALOGUES to Send For:

GRAPHIC ARTS SUPPLIES: WILLCOX GRAPHIC ARTS SUPPLIES
1310 East Hastings Street
VANCOUVER, B.C. V5L 1S3
TEL: (604) 255-7725

BEHNSENS GRAPHIC SUPPLIES
2150 DOUGLAS ROAD
BURNABY, B.C. V5C-5A7
TEL: 293-1101

USEFUL SIGNPAINTER'S MATERIALS

- ① COROPLAST - 4mm - 4' x 8' sheets of corrugated plastic.
\$22.00 (colours) \$17.76 (white) per sheet.
- ② Celux SWISS-MADE SIGNTAPE - 72 yds per roll $\frac{3}{8}$ " wide \$1.86 per roll
- ③ Mylar adhesive metallic sheets - 1 mil, 22" x 27"
gold \$3.39 silver - \$2.43
- ④ 3M Super 77 Spray Adhesive - \$8.28 per 14.7 oz.
- ⑤ Posterboard - assorted colours 30" x 48" - @ \$4.00 per sheet.

all of the above from St. Clair Paint + Paper.

check your Supplies Catalogue for variety papers.

- *A ⑥ Corrugated Cardboard 4' x 8' Sheets @\$5.10 per sheet
- ⑦ Shiny Packing Tape @ \$2.00 roll 3" wide.
- *B ⑧ Velcro Adhesive strips

*A - CROWN PAPER 1021 Eastern Street (INDUSTRIAL SITE)
PRINCE GEORGE, B.C. TEL: -563-0348

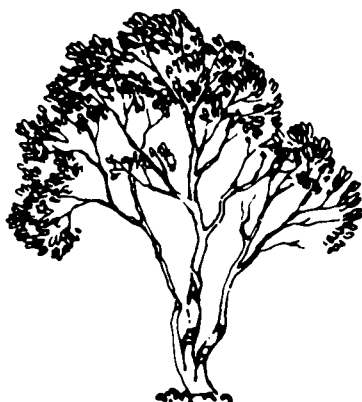
*B - Velcro Adhesive - Fabric Stores, Automotive Supplies
Shop for the best price!

Bibliography

Franklin, Linda Campbell. Library Display Ideas. McFarland and Company, 1980.

Garvey, Mona. Library Displays - Their Purpose, Construction and Use. H.W. Wilson Company, New York, 1969.

Rowe, William. Original Art Deco Designs. Dover Publications, 1973.



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"... *should be used in many schools. . . I would recommend it for high-school libraries.*" — Books in Canada

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**Robert
Heidbreder**

The Portrait

by

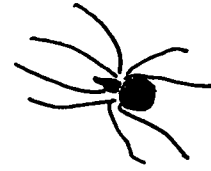
MERCEDES SMITH, Teacher-Librarian, Surrey, B.C.

ROBERT HEIDBREDER

Robert Heidbreder is the author of the very popular book of poems, Don't Eat Spiders, which was published in 1985 by Oxford University Press.

Like many of our Canadian authors, Robert originally came from another country. He was born and raised in the small town of Quincy, Illinois, where he spent all of his growing-up years. He says he was not a particularly avid reader as a child, preferring the outdoors and the animals of his grandfather's farm.

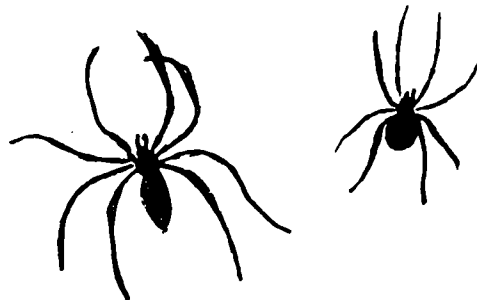
After graduating from Grade 12, he went to college in Iowa where he took a B.A. in Classics. During this time he often wrote for literary magazines.



After college he went to the University of Washington to do graduate work in Greek and Latin. In approximately 1970, because of the Viet Nam War, he came to B.C. to do graduate work at UBC. By 1975 he had graduated with a B.Ed and began teaching in Vancouver. Since then, he has taught K - Grade 2 and finds he likes it best in Kindergarten, which he believes is really the most important level. When he started teaching, he was in a school with a large immigrant population and found he was unhappy with the then current reading program. He preferred to use poems and chants to teach the children to read, since even children who do not speak English very well respond to the rhythm and sound of poetry. Most of his poems were and still are produced for use in the classroom, often in the evenings, on the bus to work, and during the holidays. Although writing full-time sounds attractive, Robert says he feels it necessary to keep in touch with the children, "to be aware of their language--how it sounds, and how they react to the poems".

Unlike many authors, Robert Heidbreder's road to publication was comparatively short. He first submitted his poems together with ideas for their use in the classroom to several educational publishers. They were not particularly interested. He next sent about 60-65 poems to Oxford University Press, where editor William Toye liked what he saw, and together, author and editor chose the 31 poems which make up the collection. Robert was also consulted about the selection of the illustrator and is very pleased with Karen Patkau's interpretation of his work.

Robert is presently teaching full-time in Vancouver as well as working on another book of poems. He has several ideas for story-writing which he would also like to try, but will have to wait until he has more time.



STATEMENTS IN MEMBER'S GUIDE TO THE BCTF 1986-87

By DIANNE E. DRISCOLL, Publications Coordinator, BCTLA

The following statements may be seen to be directly related to BCTLA concerns. Members should be aware that many more statements are very relevant. For example: statements concerning working and learning conditions, education finance, educational policy, curriculum, professional development, professional development grants and PSAs.

- | | | |
|----------------------------------|----------|---|
| 4.G.05.4 | p. 33 | Working and Learning Conditions goals and principles |
| 4.H.05.9.8 | p. 35 | Declaration of Basic Working and Learning Conditions, Rights, Prerogatives and Obligations, Minimum staffing for libraries and resource centres |
| 4.1.05 | p. 37 | District Resource Centre |
| 4.L. | p. 39-40 | School Staffing, Teacher Aides, Auxiliaries and Volunteers |
| 4.N.01 | p. 40 | Desirable Criteria for School Libraries |
| 9.A.97 | p. 47 | Scheduling of classes in the school library |
| 9.B.47 | p. 49 | Principles of freedom of academic inquiry |
| 9.B.#3.
Resource
Materials | p.50 | Resource Materials |
| 40.35 & 45 | p.97 | School Buildings, Grounds and Facilities |

NOTE: These will not be listed in the BCTLA Members' Guide. Members will be informed of the relevant sections in each December issue of The Bookmark.

BCTLA LEARNING AND WORKING CONDITIONS SURVEY

1986 - 1987

Eleanor Walker
Vice-President

This is the sixth 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 1049 schools in 55 school districts in 1985-1986. In the 1986-1987 survey, 1146 schools in 60 school districts have reported to date.

Chapter Councilors in districts both large and small are to be congratulated again for doing an outstanding 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!"

The summary of results from the 1986-1987 survey will include responses from teacher-librarians in both French and English programs. Hopefully the data provided in this report will heighten teacher-librarians' awareness of working conditions throughout the province and offer statistics for negotiating improvements. The first section as reported here addresses the crucial issues of professional staffing, clerical support and budgeting. District resource services, qualifications and assignments, and professional development needs will be dealt with in part two which will be published in the March issue of The Bookmark.

PERCENT RESPONSE

In many school districts, Chapter Councilors reported a 100% response. The table on the next page gives the percentage response for all reporting school districts. 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 as 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.

Number and Percentage of Schools Responding

School District	Elementary	Secondary
01 Fernie	4 57%	3 75%
02 Cranbrook	8 100%	3 100%
04 Windermere	6 100%	1 100%
07 Nelson	13 100%	5 100%
09 Castlegar	7 100%	2 100%
10 Arrow Lakes	6 100%	2 100%
11 Trail	10 100%	3 100%
12 Grand Forks	3 100%	1 100%
14 South Okanagan	4 100%	2 100%
15 Penticton	11 100%	3 100%
17 Princeton	3 75%	1 100%
21 Armstrong	3 100%	1 100%
22 Vernon	15 100%	5 100%
23 Central Okanagan	28 100%	9 90%
24 Kamloops	37 100%	11 100%
26 North Thompson	4 100%	1 100%
27 Cariboo-Chilcotin	15 94%	3 75%
29 Lillooet	5 83%	1 100%
30 South Cariboo	4 66%	3 100%
31 Merritt	5 100%	2 100%
32 Hope	4 100%	3 100%
33 Chilliwack	30 95%	6 100%

Response cont'd...

34	Abbotsford	27	93%	4	80%
35	Langley	30	90%	7	100%
36	Surrey	52	84%	17	100%
37	Delta	24	100%	8	100%
38	Richmond	16	55%	8	89%
39	Vancouver	88	100%	18	100%
40	New Westminster	8	100%	1	100%
41	Burnaby	37	100%	8	100%
42	Maple Ridge	21	100%	4	100%
43	Coquitlam	23	53%	8	67%
44	North Vancouver	31	100%	5	71%
47	Powell River	6	86%	3	75%
48	Howe Sound	6	75%	2	67%
50	Queen Charlotte				
52	Prince Rupert	8	100%	2	100%
54	Bulkley Valley	7	100%	3	100%
55	Burns Lake	5	100%	3	100%
56	Nechako	4	100%	3	100%
57	Prince George	52	100%	11	100%
59	Peace River South	15	79%	4	80%
60	Peace River North	9	100%	7	100%
61	Greater Victoria	32	86%	13	100%
62	Sooke	17	100%	4	100%
63	Saanich	14	100%	6	100%
64	Gulf Islands	3	60%	1	100%
65	Cowichan	18	100%	5	100%

Response cont'd...

68	Nanaimo	35	100%	6	100%
70	Alberni	12	86%	5	100%
72	Campbell River	14	100%	6	100%
75	Mission	5	56%	3	100%
76	Agassiz	2	100%	1	100%
77	Summerland	2	67%	-	---
80	Kitimat	5	100%	1	100%
84	Vancouver Island West	-	---	2	100%
85	Vancouver Island North	6	75%	2	100%
86	Creston-Kaslo	6	100%	3	100%
88	Terrace	8	67%	-	---
89	Shuswap	14	74%	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 1.0 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 and 1985-1986 ratios are included for comparison.

Number of Schools Meeting
Professional Staffing "Minimum"

School District	Elementary			Secondary		
	84/85	85/86	86/87	84/85	85/86	86/87
01 Fernie	---	6/8	4/4	---	1/3	2/3
02 Cranbrook	8/8	8/8	8/8	2/3	1/3	2/3
04 Windermere	---	---	2/6	---	---	1/1
07 Nelson	1/7	2/8	1/9	---	3/3	3/5
09 Castlegar	---	---	2/8	---	1/2	1/2
10 Arrow Lakes	1/5	0/5	2/6	1/2	1/2	1/2
11 Trail	4/7	2/10	1/11	1/3	1/3	1/2
12 Grand Forks	---	2/3	2/3	---	1/3	1/1
14 South Okanagan	---	---	2/4	---	---	2/2
15 Penticton	---	---	7/11	---	---	1/3
17 Princeton	---	---	3/3	0/1	0/1	1/1
21 Armstrong	---	3/3	3/3	1/1	0/1	1/1
22 Vernon	9/12	13/15	10/15	1/3	1/5	2/5

Professional Staffing cont'd...

23	Central Okanagan	24/30	20/31	22/28	6/9	3/8	4/9
24	Kamloops	12/17	27/35	29/37	0/7	4/10	4/11
26	North Thompson	0/5	1/4	1/4	1/1	1/1	0/1
27	Cariboo-Chilcotin	11/12	11/11	15/15	2/4	2/4	2/3
29	Lillooet	3/3	3/4	2/3	1/1	1/1	1/1
30	South Cariboo	---	---	3/4	---	0/3	0/3
31	Merritt	2/6	2/5	2/5	0/1	0/2	1/2
32	Hope	3/5	2/4	3/4	1/2	3/3	2/3
33	Chilliwack	8/18	9/18	14/20	2/5	3/5	4/6
34	Abbotsford	16/22	12/23	18/27	---	0/3	3/4
35	Langley	13/25	8/17	12/28	1/7	2/6	0/7
36	Surrey	28/37	32/48	41/52	8/15	7/16	9/17
37	Delta	16/21	12/22	18/24	2/8	0/8	1/8
38	Richmond	---	13/18	13/16	1/8	0/8	1/8
39	Vancouver	30/57	74/86	74/88	1/13	8/18	2/18
40	New Westminster	---	---	1/8	---	---	1/1
41	Burnaby	15/19	29/36	29/37	1/4	3/8	3/8
42	Maple Ridge	14/19	14/17	20/21	0/3	0/3	1/4
43	Coquitlam	20/28	11/30	11/23	0/8	1/8	1/8
44	North Vancouver	14/17	26/28	24/31	1/5	1/7	1/7
47	Powell River	4/8	3/10	5/6	1/2	1/3	2/3
48	Howe Sound	1/4	3/7	5/6	---	1/2	2/2
50	Queen Charlotte						
52	Prince Rupert	5/6	8/8	7/8	0/2	0/2	0/2
54	Bulkley Valley	4/7	7/7	6/7	1/3	1/3	1/3
55	Burns Lake	1/4	0/5	2/5	0/1	0/2	1/3

Professional Staffing cont'd...

56	Nechako	4/4	3/4	4/4	2/3	3/3	2/3
57	Prince George	37/44	30/36	31/52	5/9	4/8	4/11
59	Peace River South	4/7	---	11/15	2/3	1/4	2/5
60	Peace River North	13/13	10/14	7/9	2/4	1/4	4/7
61	Greater Victoria	14/28	9/30	13/32	0/8	0/11	4/13
62	Sooke	5/8	8/18	17/17	0/3	0/4	1/4
63	Saanich	5/12	3/13	2/14	1/2	0/6	2/6
64	Gulf Islands	4/6	1/5	2/5	1/1	1/1	1/1
65	Cowichan	---	---	9/18	---	---	0/5
68	Nanaimo	21/35	13/35	28/35	1/6	1/6	4/6
70	Alberni	9/14	11/13	11/12	3/5	3/5	3/5
72	Campbell River	4/15	11/13	13/14	4/4	0/4	4/6
75	Mission	---	---	5/5	---	---	2/3
76	Agassiz	0/2	0/2	1/2	1/1	1/1	1/1
77	Summerland	---	---	1/2	---	---	---
80	Kitimat	5/5	3/5	5/5	0/1	0/1	0/1
84	Vancouver Island West	---	---	---	---	---	2/2
85	Vancouver Island North	---	4/8	1/6	---	2/5	0/2
86	Creston-Kaslo	---	---	0/7	---	---	1/3
88	Terrace	7/10	7/10	5/8	1/5	1/5	---
89	Shuswap	2/13	3/19	7/14	2/4	2/4	2/4

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. In the 1986-1987 survey, 537 out of 885, or 61% of the elementary libraries meet BCTF "minimum" professional staffing. The allocation of teacher-librarian time seems to have remained relatively stable in most elementary school libraries. Congratulations to the following districts who have reported 100% minimum professional teacher-librarian staffing in the reporting elementary school libraries: Cranbrook, Princeton, Armstrong, Cariboo-Chilcotin, Nechako, Sooke, Mission and Kitimat.

Secondary school libraries have reported a low but improved percentage of professional teacher-librarian staffing. In the 1984-1985 survey, 34.5% of the secondary school libraries throughout the province met the BCTF "minimum" criteria for professional staffing. This percentage was reduced to 30% on the 1985-1986 survey as only 71 out of 235 secondary schools reported minimum professional staffing. In the 1986-1987 survey, 105 out of 259, or 41% of the secondary schools reported minimum professional teacher-librarian staffing. Lillooet, South Okanagan, Howe Sound, Gulf Islands, Vancouver Island West and Agassiz were the only districts to report 100% minimum professional staffing at the secondary school level.

Because of the availability of hard data, the September 1986 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 school district were calculated according to the following formula and placed in ranking order:

$$\frac{\# \text{ fte teacher-librarians}}{\# \text{ of student enrollment}} \times 1000$$

Professional Staffing September 1986
fte per thousand students

Elementary	Secondary
Armstrong.....3.25	Hope.....2.46
Bulkley Valley.....3.02	Agassiz.....2.40
Cariboo-Chilcotin.....2.98	Gulf Islands.....2.29
Windermere.....2.90	Burns Lake.....2.20
Princeton.....2.90	North Thompson.....2.18
Lillooet.....2.90	Lillooet.....2.09
Cowichan.....2.90	Princeton.....2.08
South Cariboo.....2.80	Grand Forks.....2.02
Maple Ridge.....2.68	Nechako.....1.91
Cranbrook.....2.66	South Okanagan.....1.82
Summerland.....2.60	Shuswap.....1.74
Prince Rupert.....2.58	Campbell River.....1.73
Arrow Lakes.....2.50	Merritt.....1.71
Terrace.....2.47	Fernie.....1.70
Peace River North.....2.45	Powell River.....1.70
Nanaimo.....2.45	Smithers.....1.66
Vancouver.....2.42	Cranbrook.....1.63
Fernie.....2.40	Prince George.....1.61
Nechako.....2.40	Mission.....1.57
Powell River.....2.36	Alberni.....1.55
Merritt.....2.35	Vernon.....1.52

Fte per thousand cont'd...

Penticton.....	2.30	Armstrong.....	1.51
Central Okanagan.....	2.30	Vancouver Island North.....	1.50
Burns Lake.....	2.30	Creston-Kaslo.....	1.46
Gulf Islands.....	2.30	Chilliwack.....	1.45
Mission.....	2.29	Peace River South.....	1.43
Shuswap.....	2.28	Penticton.....	1.40
Campbell River.....	2.26	New Westminster.....	1.40
Prince George.....	2.23	Arrow Lakes.....	1.39
Vernon.....	2.21	Cariboo-Chilcotin.....	1.38
Chilliwack.....	2.20	Central Okanagan.....	1.37
Abbotsford.....	2.20	Surrey.....	1.32
Castlegar.....	2.18	Kamloops.....	1.31
Howe Sound.....	2.17	Nanaimo.....	1.30
Burnaby.....	2.13	Burnaby.....	1.30
Grand Forks.....	2.10	Cowichan.....	1.30
North Vancouver.....	2.10	Maple Ridge.....	1.29
Sooke.....	2.10	Trail.....	1.27
Alberni.....	2.10	Castlegar.....	1.23
Peace River South.....	2.07	Saanich.....	1.23
South Okanagan.....	2.03	Windermere.....	1.22
Kamloops.....	2.01	Vancouver.....	1.21
Richmond.....	2.00	Sooke.....	1.20
Vancouver Island North....	2.00	Greater Victoria.....	1.19
Surrey.....	1.98	Coquitlam.....	1.18
Hope.....	1.96	Abbotsford.....	1.16

Fte per thousand cont'd...

Delta.....	1.94	Richmond.....	1.14
Coquitlam.....	1.80	Prince Rupert.....	1.10
Kitimat.....	1.78	Langley.....	1.08
Greater Victoria.....	1.77	Howe Sound.....	1.01
Trail.....	1.76	Delta.....	1.01
Langley.....	1.68	Kitimat.....	.66
New Westminster.....	1.49	North Vancouver.....	.66
Agassiz.....	1.39	South Cariboo.....	.42
Nelson.....	1.10		
Saanich.....	1.10		
North Thompson.....	.88		
Creston-Kaslo.....	.81		

Minor fluctuations from figures noted in the 1985-1986 report may be due to slight changes in enrollment, or an increase/decrease in the number of reporting schools in the district. One school with very good or very poor staffing can affect the averages in a small district.

In 1986-1987, there are 2 fewer districts with elementary schools reporting 3+ fte/1000 students. However, there are 14 more districts with elementary schools reporting 2+ fte/1000. Schools at 1+ fte/1000 in 1985-1986 were 17 of those reporting: 1986-1987, 12. Those districts with fewer than 1 fte/1000 were 1 in 1985-1986, and 2 in 1986-1987.

Secondary results indicate 0 districts with an fte of 3/1000, as it was in 1985-1986. The number of districts reporting 2+ fte/1000 has doubled. Those with 1+ fte/1000 have decreased by 1; those with fewer than 1 fte/1000 have decreased by half, from 6 reporting in 1985-1986 to 3 in 1986-1987.

Seemingly, some districts who, in 1985-1986 had 1+ fte/1000 or fewer than 1 fte/1000, have made some gains. Again, elementary schools seem to have maintained a better pupil/teacher-librarian ratio in most districts than have secondary schools. Elementary schools seem also to have made the greatest gain, at 67% more reporting 2+ fte/1000. However, this could be accounted for by the fact that there were 8 more elementary schools reporting in 1986-1987. The increase at secondary to 2+ fte/1000 was 50%, which is likely a more accurate statistic, since the same number of schools reported. Overall, it appears that the number of fte/1000 is improved over 1985-1986.

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

The following table identifies the number of schools in each district reporting on library clerical time. The number of elementary and secondary schools meeting BCTF minimum standards is expressed as a ratio out of the total number of schools responding.

Number of Schools Meeting
Clerical Staffing "Minimum"

School District	Elementary	Secondary
01 Fernie	0/4	0/3
02 Cranbrook	0/8	0/3
04 Windermere	0/6	0/1
07 Nelson	0/9	4/5
09 Castlegar	2/8	1/2
10 Arrow Lakes	2/6	2/2
11 Trail	0/11	1/2
12 Grand Forks	2/3	1/1
14 South Okanagan	1/4	0/2

Clerical Staffing cont'd...

15	Penticton	0/11	0/3
17	Princeton	0/3	0/1
21	Armstrong	3/3	1/1
22	Vernon	2/15	2/5
23	Central Okanagan	11/28	1/9
24	Kamloops	26/37	7/11
26	North Thompson	2/4	0/1
27	Cariboo-Chilcotin	0/16	0/3
29	Lillooet	0/3	1/1
30	South Cariboo	0/4	2/3
31	Merritt	0/5	0/2
32	Hope	3/4	3/3
33	Chilliwack	0/20	3/6
34	Abbotsford	0/27	0/4
35	Langley	2/28	1/17
36	Surrey	0/52	0/17
37	Delta	0/25	0/8
38	Richmond	0/16	0/8
39	Vancouver	3/88	8/18
40	New Westminster	0/8	0/1
41	Burnaby	0/37	0/8
42	Maple Ridge	0/21	0/4
43	Coquitlam	0/23	3/8
44	North Vancouver	0/31	0/7
47	Powell River	0/6	0/3

Clerical Staffing cont'd...

48	Howe Sound	0/6	0/2
52	Prince Rupert	8/8	1/2
54	Bulkley Valley	0/9	0/3
55	Burns Lake	3/5	0/3
56	Nechako	0/4	0/3
57	Prince George	0/52	1/11
59	Peace River South	6/15	2/5
60	Peace River North	8/9	4/7
61	Greater Victoria	1/32	2/13
62	Sooke	0/15	0/4
63	Saanich	3/14	1/6
64	Gulf Islands	1/5	1/1
65	Cowichan	0/18	0/5
68	Nanaimo	0/35	0/6
70	Alberni	0/12	0/5
72	Campbell River	0/4	0/6
75	Mission	0/5	0/3
76	Agassiz	0/2	0/1
77	Summerland	0/2	---
80	Kitimat	5/5	0/1
84	Vancouver Island West	---	0/2
85	Vancouver Island North	0/6	0/2
86	Creston-Kaslo	5/7	3/3
88	Terrace	1/8	---
89	Shuswap	0/14	0/4

Clerical support staff showed a decrease in 1985-1986 compared to 1984-1985. It is encouraging, therefore, that in 1986-1987, of the elementary schools reporting, 14 more have met minimum clerical staffing requirements. Secondary schools are reporting that 8 more have met minimum standards, but 8 others have lost all or part of their clerical assistance. While, these results, particularly for elementary schools are gratifying, jubilation can be held at bay, when consideration is given to the following facts. In elementary, 22 districts, or 36% had some schools that met the BCTF standards. This represents, however, only 97 schools, or 11% of all schools reporting. In secondary, 21 districts or 35% had some schools that met BCTF standards. This represents 47 schools, or 17.4% of all schools reporting. Elementary schools reporting no clerical time numbered 35, or 57%; secondary, 32, or 53%. Overall, there are 25 districts reporting in which there is no clerical staffing in either elementary or secondary, which represents 41% of all districts reporting. The positive side of that: 59% of reporting districts or 36 districts do meet minimum clerical staffing in some schools. The best of the bunch, considering both secondary and elementary, are: Hope, Grand Forks, Kitimat, Creston-Kaslo, Prince Rupert and Armstrong.

The September 1986 clerical hours per thousand students are tabulated below for purposes of ranking and comparison using the following formula:

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

Clerical Time September 1986
Hours Per Thousand Students

Elementary	Secondary
Arrow Lakes.....117.60	Hope.....121.72
Prince Rupert..... 89.30	South Cariboo.....119.00
Peace River North..... 87.58	Arrow Lakes..... 96.10
Burns Lake..... 84.25	Creston-Kaslo..... 91.35

Clerical time cont'd...

Hope.....	84.15	Grand Forks.....	75.75
Gulf Islands.....	75.00	North Thompson.....	69.77
Armstrong.....	65.00	Kitimat.....	66.86
Creston-Kaslo.....	61.02	Peace River South.....	58.60
Central Okanagan.....	60.88	Burns Lake.....	58.40
Grand Forks.....	57.00	Armstrong.....	56.80
Kamloops.....	56.20	Saanich.....	54.60
Castlegar.....	55.00	Coquitlam.....	53.00
Peace River South.....	52.20	Kamloops.....	52.20
North Thompson.....	51.50	Chilliwack.....	50.62
South Okanagan.....	51.21	Gulf Islands.....	50.00
Terrace.....	50.54	Castlegar.....	49.30
Vernon.....	48.05	Prince Rupert.....	48.00
Bulkley Valley.....	40.87	Lillooet.....	45.80
Saanich.....	35.96	Vernon.....	44.01
New Westminster.....	32.70	Smithers.....	42.12
Cariboo-Chilcotin.....	32.20	Nechako.....	41.00
Penticton.....	30.76	Penticton.....	41.00
Hove Sound.....	30.20	Abbotsford.....	40.26
Trail.....	28.20	New Westminster.....	39.37
Langley.....	25.00	Windermere.....	39.02
Lillooet.....	24.00	Vancouver Island North....	38.70
Nanaimo.....	21.28	Shuswap.....	38.00
Nechako.....	20.34	Central Okanagan.....	35.50
Prince George.....	15.38	Prince George.....	35.36

Clerical time cont'd...

Mission.....	15.00	South Okanagan.....	33.90
Nelson.....	15.00	Vancouver.....	33.33
Greater Victoria.....	13.50	Sooke.....	32.30
Vancouver.....	13.26	Greater Victoria.....	31.36
Surrey.....	12.60	Alberni.....	30.92
Abbotsford.....	12.07	Burnaby.....	26.66
Fernie.....	11.90	Delta.....	26.52
Maple Ridge.....	11.49	Maple Ridge.....	25.68
Vancouver Island North.....	11.00	Cariboo-Chilcotin.....	25.00
Shuswap.....	9.82	North Vancouver.....	24.00
Kitimat.....	9.63	Trail.....	22.75
North Vancouver.....	6.20	Merritt.....	20.70
Princeton.....	5.80	Howe Sound.....	20.40
South Caruboo.....	4.40	Cowichan.....	11.30
Campbell River.....	2.83	Mission.....	9.83
Burnaby.....	2.58	Cranbrook.....	9.40
Alberni.....	2.36	Surrey.....	7.65
Merritt.....	1.70	Campbell River.....	6.60
Cranbrook.....	1.02	Langley.....	2.19
Coquitlam.....	.97	Agassiz.....	0.00
Windermere.....	0.00	Princeton.....	0.00
Cowichan.....	0.00	Fernie.....	0.00
Summerland.....	0.00	Powell River.....	0.00
Powell River.....	0.00	Nanaimo.....	0.00
Chilliwack.....	0.00	Richmond.....	0.00

Clerical time cont'd...

Sooke.....	0.00
Richmond.....	0.00
Delta.....	0.00
Agassiz.....	0.00

There was a slight increase in clerical hours in elementary schools in 1986-1987. This increase, however, did not necessarily occur in those districts most affected in 1985-1986, with the notable exception of Burns Lake. Secondary schools reporting have remained at virtually the same low amount of clerical staffing per 1000 students as in 1985-1986, with Burns Lake, again, the only notable exception.

BUDGETS

There has been a slight increase in most district elementary and secondary school budgets. For 1986-1987, 15 districts reported smaller budgets for elementary schools, and 8 for secondary schools. All others increased, some quite dramatically. There were 3 districts in which elementary budgets remained the same as in 1985-1986, and 3 districts in which secondary budgets remained at the 1985-1986 level.

The table on the next page gives, in ranking order, average budget allocations for elementary and secondary schools. As with the 1985-1986 survey, it reveals a wide diversity of library funding. The median for elementary schools is \$12.46; for secondary, \$13.30. 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

Elementary	Secondary
Grand Forks.....27.66	South Cariboo.....27.00
South Cariboo.....25.92	South Okanagan.....26.50
Arrow Lakes.....25.88	Armstrong.....26.33
Lillooet.....24.00	North Thompson.....25.00
Gulf Islands.....22.80	Creston-Kaslo.....24.37
North Thompson.....21.50	Arrow Lakes.....23.39
Summerland.....21.00	Vancouver.....21.00
Armstrong.....20.57	Castlegar.....21.00
Creston-Kaslo.....20.14	Lillooet.....20.94
Bulkley Valley.....19.50	Nechako.....20.49
Cariboo-Chilcotin.....19.04	Prince Rupert.....20.25
South Okanagan.....18.01	Grand Forks.....20.02
Peace River North.....17.65	Gulf Islands.....20.00
Mission.....16.86	Penticton.....20.00
Hope.....16.50	Bulkley Valley.....19.50
Peace River South.....16.40	Cariboo-Chilcotin.....19.33
Kitimat.....15.81	Peace River South.....18.72
Penticton.....15.75	Vernon.....18.61
Vernon.....15.66	Mission.....16.67
Central Okanagan.....15.30	Merritt.....16.60
Campbell River.....15.00	Cranbrook.....15.39
New Westminster.....13.34	Prince George.....15.25

Budgets cont'd...

Merritt.....	13.31	Campbell River.....	15.00
Princeton.....	13.30	Fernie.....	14.67
Alberni.....	13.30	Princeton.....	14.50
Vancouver.....	13.00	Trail.....	13.83
Howe Sound.....	13.00	Powell River.....	13.58
Powell River.....	13.00	Alberni.....	13.02
Kamloops.....	12.49	Chilliwack.....	13.00
Nechako.....	12.43	Windermere.....	13.00
Cranbrook.....	12.26	Sooke.....	13.00
Castlegar.....	12.00	Howe Sound.....	13.00
Windermere.....	12.00	Abbotsford.....	12.15
Vancouver Island North....	11.35	Great Victoria.....	11.97
Saanich.....	11.18	Maple Ridge.....	11.81
Terrace.....	11.03	Hope.....	11.79
Prince Rupert.....	11.00	Kitimat.....	11.45
Chilliwack.....	10.97	Central Okanagan.....	11.32
Delta.....	10.86	Vancouver Island North.....	11.25
Prince George.....	10.63	Delta.....	10.93
Agassiz.....	10.36	Agassiz.....	10.93
Shuswap.....	10.00	Kamloops.....	10.87
Sooke.....	10.00	Richmond.....	10.75
Burns Lake.....	9.97	Saanich.....	10.25
Nanaimo.....	9.75	Shuswap.....	10.00
North Vancouver.....	9.65	New Westminster.....	9.00
Nelson.....	9.48	Nanaimo.....	9.00
Maple Ridge.....	9.31	North Vancouver.....	8.80

Budgets cont'd...

Trail.....	9.27	Langley.....	8.45
Langley.....	9.18	Burns Lake.....	8.42
Richmond.....	8.62	Surrey.....	8.00
Greater Victoria.....	8.34	Coquitlam.....	7.28
Fernie.....	7.59	Burnaby.....	7.26
Abbotsford.....	7.39	Cowichan.....	5.00
Burnaby.....	6.73		
Surrey.....	5.50		
Coquitlam.....	5.46		
Cowichan.....	5.00		

WAYS IN WHICH YOU CAN USE THIS SURVEY

- * Identify your own district profile and compare your school with your district results.
- * Compare your district with school districts of similar size and geographic location.
- * Apprise your local teachers' association and its Learning Conditions Committee of situations and areas where improvements are desirable, and make pertinent data 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, or in presenting a brief to your local school board.
- * Use the data to prepare newspaper articles for your newspaper informing parents and/or your community about conditions in school libraries in your district.

REMEMBER: The value of information collected lies mainly in the use to which it is put.



MICRO BULLETIN BOARD



THOMAS JOHN POPE

ONLINE BIBLIOGRAPHIC SEARCHING

by THOMAS JOHN POPE, Teacher-Librarian,
Como Lake Junior Secondary School, Coquitlam

Norm Stelfox's introduction to Dialog in our June 1986 issue resulted in numerous requests for more information on this electronic database access system. Most readers want to know specifically what they must do to go online and what the costs are. Begin by reading whatever you can obtain about online searching; it is worth the time to learn about the different services available and how they might fit your program and your budget. The bibliography which follows, although weighted towards Dialog, and the addresses of the major database services, should prove useful. Knowing what you are getting, the probable costs, and how the service can be used in your school will help you make a decision as to whether to proceed.

Hardware, software and on-going costs of online searching are as follows:

Microcomputer.

Modem. If you choose an external modem, which our Computer Studies teacher recommends, you will need a serial card to install in one of your computer's expansion slots.

Communications software. 1. Look for a program that permits building of "macro files". Macros speed procedures such as dialing up the data service. Connecting with Dialog, for example, requires typing in Datapac, Telenet and Dialog telephone numbers, User number and User password--approximately 40 characters--in several stages and in response to system prompts (and without errors!). A good software package will do all this automatically. 2. Automatic downloading of data to data disk. When data is transmitted it goes into the computer's text buffer; when the buffer fills up you want your program to save to disk and then go back to accepting data.

Phone line. You must have a "dedicated line". That just means a line that nobody else can use, because extraneous activity on the phone line, such as lifting the receiver, will interfere with data transmission. A separate line in a school costs \$40-\$50 a month plus installation, but you can have an isolation switch installed for a one time cost of about \$75. The switch lets you cut everybody else off the line while you are accessing. (And this hint will pay for your Bookmark subscription forever!)

Access to a Datapac node. Datapac is a telephone company service which lets you dial a local number and get long distance connect for data transmission. If your community does not have Datapac you will incur long distance charges to connect with the closest node. Datapac numbers are in the white pages.

Printer.

Word processing software. You will want to edit and format the data received. Check to see if your word processor can read ASCII text files.

Online charges. Users pay for the time spent online, which puts a premium on thoughtfully planned searches and accurate keyboarding. Some services let you pause to think for a few minutes in mid-search and avoid online charges. Dialog's educational rate is \$15.00 (U.S.) an hour; a typical search takes less than five minutes and the cost of each session online is transmitted to you when you finish.

At our school we are just beginning to use Dialog, and are pleased with the results. The databases have been useful for library tasks (for example, Books in Print provided missing information on several titles in our current order file.) and for student research projects on subjects where our collection has been inadequate or not sufficiently current. In January we will begin teaching database searching skills in Computer Studies 10, which will give students "hands on" practice.

It is a fair assumption that today's students will live in a world in which people routinely access information from electronic databases; that is sufficient reason to include Dialog or a similar service in your school library today.

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Online Database Services

BRS
1200 Route 7
Latham, NY 12110 USA

DIALOG
Dialog Information Services
3460 Hillview Avenue
Palo Alto, CA 94304 USA
and
Micromedia Canada
158 Pearl Street
Toronto, ON M5H 1L3 CANADA

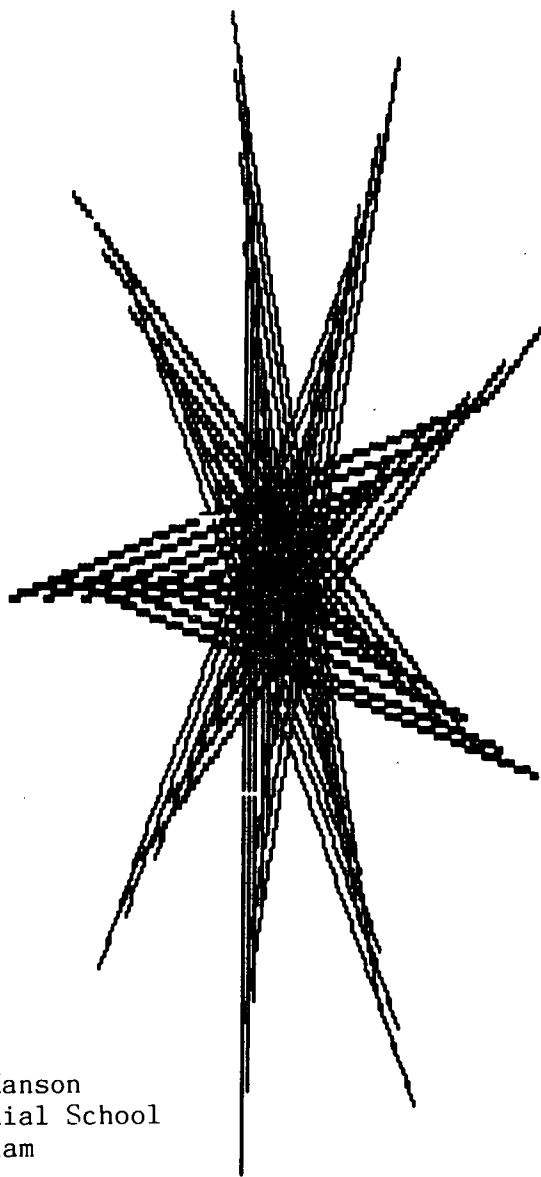
COMPUSERVE
500 Arlington Center Blvd.
P.O. Box 20212
Columbus, OH 43220 USA

EASYPNET
134 North Narberth Ave.
Narberth, PA 19072 USA

THE SOURCE
1616 Anderson Road
McLean, VA 22102 USA

WILSONLINE
The H.W. Wilson Company
950 University Ave.
Bronx, NY 10452 USA

Craig Hanson
Centennial School
Coquitlam



YORK UNIVERSITY AND IBM OFFER ONLINE SERVICES

York University's Faculty of Education is now offering teachers, schools, and other educational institutions free access to a number of databases covering educational software (listings, evaluations, names and addresses of producers and distributors), a directory of information of interest to special education teachers, and a bulletin board service which will allow users to exchange information and evaluations of software.

Not only is this a valuable source of information on software, and a facility for communication among teachers, but it is also a means to teach students telecommunications and online data search skills without the cost involved in commercial services.

The University does not charge for access. The only cost to users is for long distance connection to the closest Datapac node; if your community is served by Datapac, access is free.

Write to Dr. Ronald D. Owston, Director, York/IBM Cooperative Project, Faculty of Education, York University, 4700 Keele St., North York, Ontario, M3J 1P3, Canada for information and a User ID Application form.

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If your software library is expanding and being used you will be interested in Central Point Software's Copy][Plus, Version 6.6; the program includes copy parameters for dozens of well-known programs. The opening

screen, however, sets specific limits on the use of the program. It states, "This product is provided for the purpose of enabling you to make archival backup copies only. Under the federal copyright act you, as the owner of a computer program, are entitled to make a new copy for archival purposes only."

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Alphabetize catalog. Helpful for data disks with many files, and for disks on which files are added and deleted frequently.

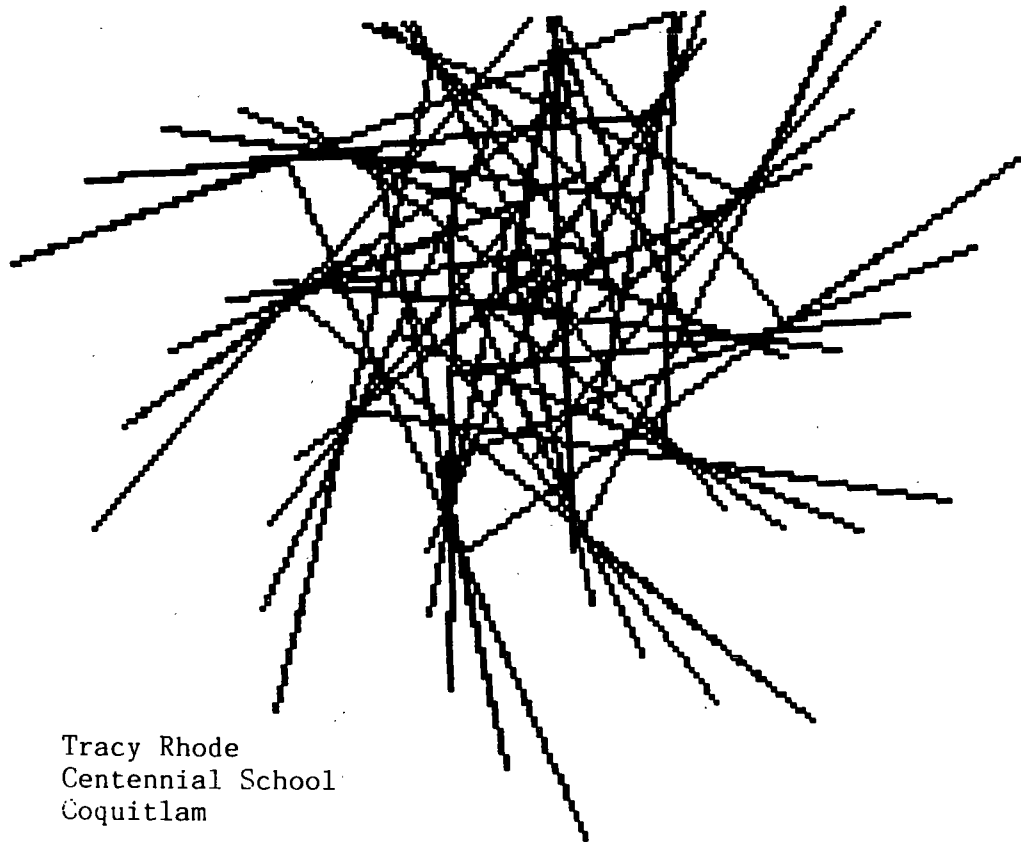
Print. Lets you print those alphabetized catalogs. If you or your patrons do a lot of word processing and have data disks with dozens of files this utility is especially useful.

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The more computing you, your teachers and students are doing, the more useful this excellent utility will become. But resist the temptation to use it to set up a local Jolly Roger Software franchise!

Copy][Plus. Central Point Software. \$39.95 (U.S.)



Tracy Rhode
Centennial School
Coquitlam

INFO GLOBE ONLINE INFORMATION SERVICES

The Globe and Mail, billed by its publisher as Canada's only national newspaper, now provides online access to the paper and to several other databases. Although the services are business oriented The Globe and Mail full text service along with Datasolve World Reporter, an international full text news service will be of interest to teacher-librarians

An interesting footnote is that Info Globe, as new owner of Canadian Periodical Index, offers subscribers renewing for 1987 free online time equivalent to the cost of their subscription. Having heard of this arrangement offer just before The Bookmark deadline, we cannot include details or an evaluation. We would like to hear from any of our readers using Info Globe. For more information contact Info Globe, 444 Front Street West, Toronto, ON, M5V 2S9.

SOFTWARE FOR SECONDARY FRENCH IMMERSION CLASSES

By DOMINIQUE BEAUCAGE
Student Teacher, Simon Fraser
University

Many teacher-librarians are trying to obtain good software for French Immersion students. This article suggests several sources of information.

Some issues of the journal Contact contain articles on evaluation of French software. Reviews usually cover hardware requirements, general description, positive and negative points, recommendation, tips for the teacher, and school price. Contact (which, for those wishing to check back numbers, is indexed in the Canadian Education Association Review is published quarterly by Simon Fraser University, Faculty of Education.

A project to find good Apple software for French classes resulted in the publication in February 1985 of Fernand Magnin-Forster's French Software Evaluation, by the Department of Modern Languages of Greater Victoria School District. In this report, emphasis was placed on programmes that could be used in French Immersion or Programme Cadre de Francais. French Software Evaluation includes a list of producers and local suppliers, as well as a list of programmes for consideration.

In April of this year the Education Faculty of Simon Fraser University published 1986 Catalogue des Ressources du Centre Francais D'Applications Pedagogiques de l'Ordinateur which can be obtained at the Comite de Didactiels Francais from Simon Fraser University's Education Faculty. The analysis of

each microcomputer programme contains the intended grade level of users, description, evaluation, and contact address to obtain more information. The catalogue, written in French, also includes title and subject indexes, a bibliography of books and periodicals and lists of producers and distributors.

If you are interested in trying a particular program from the above catalogue, it is possible to do so at the SFU APO Centre (Centre Francais d'Applications Pedagogiques de l'Ordinateur). The Center is open from 9:00 to 5:00, Monday to Friday. Guidance and instructions are provided for the use of both the hardware and software available in the Center. This service is free and anybody may use it. Contact Michel Obadia at (604) 291-3116.

On the subject of microcomputer hardware M. Obadia recommends the Apple IIe because more French software is available for this computer than for the Commodore 64. In addition, the problems with integrating the French accents onto the system have been solved with the Apple IIe. A switch located under the keyboard can be used to obtain French accents on the Apple IIe.

However, for those looking for Commodore programmes, the Department of the Curriculum Materials Centre of Surrey School District has produced a catalogue called Domaine Publique Commodore Francais. The catalogue is divided by grade level, category, and programme title, and includes a brief description of each programme. Evaluations are not included.

These resources should help to start or extend your French software collection. Can readers suggest bibliographies or programmes for inclusion in future issues?



BCTLA REVIEWS

E Stafford, Terry.
Matt & Jenny in Old Vancouver. -- Children's Studio, 1986. --
72 p. : ill., maps. -- ISBN 0-9691404-8-7. -- \$5.95(pbk.).

Vancouver - History - Fiction

This historically accurate fantasy is one of the three children's books selected for publication by the Centennial Literary Arts Committee, and partially funded through a generous grant from the city of Vancouver. An attractive cover, maps of Vancouver in 1886 and 1986, black and white drawings, and good quality white paper with clear, dark print all contribute to the appealing format. Although the book will be of special interest to Vancouver citizens, the engrossing story will attract a much wider audience.

A clever device is used to transport Matt and Jenny back in time. While visiting the Centennial Museum they become bored and try on children's clothes. When they open a back door they meet an Indian who canoes them across English Bay to adventures in the past.

The one weakness in the story is when Matt and Jenny replace the children in another family, for although they are with the family long enough to go to school, attend church, and visit an aunt in New Westminster, it is not clear where the original children are during this time.

In spite of this one flaw, Matt & Jenny in Old Vancouver is a good first novel, and we anticipate more from Terry Stafford in the future.

Interest level - Grade 1 to Grade 7 : Reading level- Grade 3 to Grade 4.

E. Rita Ourom, Teacher-librarian, Waverley Elementary School, School District #39 (Vancouver).

324.7 Moran, Ronald A.P.
Getting elected : how to win a municipal election. --
International Self-Counsel, 1986. -- 201 p. : ill. --
ISBN 0-88908-621-4. -- \$8.95(pbk.).

Politics, Practical // Elections.

Getting Elected is a very thorough handbook on campaigning in a municipal election. For a novice campaigner it answers all the usual questions about campaign structure, necessary assistants, publicity, public speaking, and even dirty tricks. It is so fundamental that the reviewer wonders why a person entering politics would need such information as how to structure a speech or learn the issues; surely that should be an area of politics mastered before offering oneself as a candidate.

The book is written in simple language and illustrated with appropriate pictures and examples. The table of contents is so detailed that it is very easy to locate any one area of concern.

The appropriate public for this book would be people actively involved in politics. It would be of limited value for a school library.

Delbert Doll, Social Studies Chairperson, G.P. Vanier Secondary School, School District #71 (Courtenay).

362.8 Ellis, Megan.
Surviving : procedures after a sexual assault. -- Press Gang,
1986. -- 124 p. : ill. -- ISBN 0-88974-005-4. -- \$6.95.

Rape // Trials (Rape).

A rape crisis center worker, Megan Ellis, has written a comprehensive, straightforward guide advising women of the procedures followed after a sexual assault. It is designed to clarify issues and to try to help women regain some of the power lost during a sexual assault.

A valuable addition to any public library, and useful for secondary libraries as well.

J. Mckinlay, Teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

597.9 Gregory, Patrick T.
The reptiles of British Columbia / by Patrick T. Gregory and
R. Wayne Campbell ; illustrated by Keith Taylor and Brigitta
M. Van Der Raay. -- British Columbia Provincial Museum, 1984.
-- 103 p. : ill., maps. -- ISBN 0-7718-8403-6.

Reptiles

Gregory and Campbell have produced an excellent handbook on the reptiles of BC. This is not a revision of the previous BC Provincial Museum Handbook #3 by G. Clifford Carl.

The authors begin by addressing the general reader. Sixteen pages explain scientific terms, and show BC reptiles in relation to other reptiles of the world. One page explains the Linnaean system of naming animals.

The general introduction is followed by a detailed analysis of turtles, lizards and snakes. Each of these groups are introduced with eight to ten pages detailing structure, feeding and reproduction. The distribution maps included for each species are the most noticeable improvement over Carl's book which had no maps.

The Reptiles of British Columbia is well organized. The table of contents provides easy access to the book. The glossary aids the reader with scientific terms which were not fully explained in the first 16 pages. Two pages of "useful references" follow the glossary.

Although the introduction states that this is "not a technical work on the biology of reptiles" it should not be underrated as an introduction to the subject.

This compact reference without a wasted page is recommended for all school libraries.

Ruby McBeth, Unemployed teacher, School District #60 (Peace River North).

598.29711 Guiguet, C.J.
The birds of British Columbia, 11 : sparrows and finches ;
illustrations by Keith Taylor. -- British Columbia Provincial
Museum, 1983. -- 122 p. : ill., map. -- ISBN 0-7718-8376-5.

Birds - British Columbia.

This comprehensive and taut description of the various types of sparrows and finches found in BC is an informative, useful reference, just like the other handbooks in the series have been.

Lay persons or students may have trouble with its organization from the point of view of seeing a bird and trying to identify it. There are no maps, and it is not arranged into geographic areas where certain types of

birds are likely to be seen. One would have to search through the book to identify a bird spotted in your cherry tree. Color used to highlight some distinguishing feature such as a white wing feather, a yellow edge on wings, or a gray ear patch would have assisted identification.

On the whole it is an informative and useful handbook geared more to high school than to elementary school.

Harvey B. May, Teacher-librarian (retired), School District #43 (Saanich).

623.89 Graham, Donald
Keepers of the light : a history of British Columbia's lighthouses and their keepers. -- Harbour, 1985. -- 269 p. : ill., maps. -- ISBN 0920080-65-0. -- \$24.95.

Lighthouses - British Columbia - History // British Columbia - History

This is the story of 24 major lighthouses on the coast of BC, and a tribute to the hardworking and dedicated people who served on them. It is also an indictment of the Department of Marine and Fisheries' treatment of these people.

While I enjoyed this book myself, I cannot recommend it for purchase in all school libraries. The material covered would be of great interest to many coastal communities, and especially to those communities in which these lighthouses are located. Unfortunately, I believe many students would have difficulty using this book. For example, the chapter on Cape Beale ends with the death of the light keeper's wife in 1911. What happened since then? I found this frustrating, and I am sure a student would also.

Recommended with the above reservations.

Garry Foxall, Teacher-librarian, Elphinstone Secondary School, School District #46 (Sunshine Coast).

641.6 Richardson, Noel
Summer delights : cooking with fresh herbs ; with illustrations by J. Ward-Harris. -- Whitecap, 1986. -- 128 p. : ill. -- ISBN 0-920620-87-6. -- \$12.95(pbk.).

Cookery - Herbs // Herbs.

For those who are growing or thinking of growing their own herbs or are lucky enough to live close to a supplier of fresh herbs, Summer Delights is indeed a delight. Noel Richardson, co-owner of Raven Hill Herb Farm on Vancouver Island and supplier of herbs to many restaurants and retail outlets, provides an introduction giving pertinent information on

cultivating 19 herbs in our northwest coastal climate. Tips on soil, fertilizer, and necessary amounts of light and space are given. Each chapter gives specific information on a particular herb followed by simple and easy-to-prepare recipes.

Readers must be familiar with terms such as "saute", "simmer", and "roux" as there is no glossary. Both standard and metric measurements are included. The recipes include alcohol--"Lemon Balm White Wine Cup" and "Shrimp with Beer and Dill".

The black and white drawings of each herb enhance the text. A bibliography, a list of sources of seeds and plants, and a detailed index complete the book. The coil binding is a boon for cooks but a bane for library shelvees.

Recommended for public libraries and schools interested in herbal cookery.

Roberta Kennard, Teacher-librarian, University Hill Secondary School, School District #39 (Vancouver).

658 James, J.D.
Starting a successful business in Canada. -- 9th ed. --
International Self-Counsel, 1985. -- 170 p. : ill. -- ISBN
0-88908-594-3. -- \$12.95(pbk.).

Small business.

This is another in the seemingly endless series of self-help books from Self-Counsel Press, and it appears to be one of the most complete. James has included legal advice, of course, but he goes beyond that to deal with financing a business, dealing with the taxman and marketing the product. Indeed, there is a good deal of practical advice here on computers, hiring employees, and just keeping one's desk clean that will be very helpful to prospective and inexperienced business people. On the other hand, the amount of information presented might serve to scare away the timid.

The lack of an index is compensated for by the very detailed table of contents, which should enable a reader to find any information required.

Users of this book, like others in the series, are cautioned that some of the information, particularly that dealing with law and taxes, can go out of date quickly and without much warning. One should always be careful to consult the latest edition. Also, of necessity, the subjects are dealt with somewhat superficially--there is no substitute for the professional advice of a lawyer or accountant.

Starting a Successful Business in Canada would be useful for students in business or law courses, and for teacher reference, but is not an essential part of the school library collection.

Robert Jackson, Teacher, J.L. Crowe Secondary School, School District #11 (Trail).

745.592 Walker, Lois.
More wonderful Puppcorn puppets ; illustrated by Lori Goddard
and Debbie Porter. -- Puppcorn, 1986. -- 50 p. : ill. -- ISBN
0-9691088-4-2. -- \$9.95(pbk.).

Puppets and puppet plays.

This is a "how to" book for teachers. It included a table of contents, an introduction and a list of materials to save and collect. Illustrations include photographs and sketches. All print is clear.

This book is suitable for a person interested in classroom puppetry. The construction of the puppets are clearly described with step-by-step instructions and illustrations. The puppet characters are imaginary and are suitable for use where students want to invent characters rather than have traditional ones. It seems that a lot of items would have to be purchased to match the illustrations of the finished products: it is difficult to collect enough eyes, felt, feathers, pipe cleaners and furry material to supply a class.

I would recommend this book for the professional library. It is suitable as a resource for someone who would like to do creative puppets.

T.E. Salle, Teacher-librarian, Mountain Elementary School, School District #27 (Cariboo Chilcotin).

808 The Upper left-hand corner : a writer's guide for the Northwest
/ Eileen Kernaghan [and others]. -- 3rd ed. -- International
Self-Counsel, 1986. -- 129 p. : ill. -- ISBN 0-88908-631-1. --
\$10.95(pbk.).

Authorship - Handbooks, manuals, etc. // Canadian periodicals -
Directories // American periodicals - Northwest, Pacific -
Directories.

The authors consider The Upper Left-hand Corner a handbook for improving writing skills and sales of writers in the northwest of North America - Manitoba, Saskatchewan, Alberta, British Columbia, the Yukon, the Northwest Territories, Washington, Oregon, Idaho and Alaska. They feel the Northwest is a unit different from the rest of Canada and the USA.

The book opens with advice for the beginning writer on the most basic items - pens, paper, and typewriters. Computers and word processing are covered later. Information on writing courses, workshops, conferences, writing groups, contests, the preparation and submission of manuscripts, the evaluation of material, agents, and dealing with publishers is included.

There is a brief discussion of most types of writing from adult and childrens' fiction to poetry, newspaper articles, songwriting and TV and

radio productions.

The comprehensive and up-to-date list of regional book publishers and periodicals is organized alphabetically and by subject. A comparison of this revised edition with the 1984 edition shows that the publisher and periodical lists have been expanded and that two appendices have been dropped.

This title will be useful to any school that has would-be or actual writers. Recommended.

K.E. Brooks, Teacher-librarian, Abbotsford Senior Secondary School, School District #34 (Abbotsford).

819.008 Vancouver, soul of a city / edited and with an introduction by Gary Geddes. -- Douglas & McIntyre, 1986. -- 328 p. -- ISBN 0-88894-479-9. -- \$24.95.

Vancouver - Literary collections // Canadian literature - British Columbia - Collected works.

Gary Geddes, well-known to the Vancouver literary landscape, has anthologized the prose and poetry of 70 Vancouver writers. From Stanley Cooperman's "Vancouver, I Love You" to John Newlove's "Vancouver Spring: Dawn" the reader is treated to impressions of Vancouver's landscape, people and spirit.

In his introduction to Vancouver, Soul of a City, Geddes attempts to "search for literary touchstones [that represent] the opening of a number of doors into the closets, cellars and attics of [his] youth where there are private and collective skeletons tucked away, where roots may be re-discovered, and where precious artifacts and records of time past are stored from which we take nourishment and direction...." His ambitious goal is indeed fulfilled.

Geddes' previous anthologies, Skookum Wawa and Fifteen Canadian Poets, have served as long-lasting collections or representative work in prose and poetry. Vancouver, Soul of a City promises to delight as reading material and endure as a window on the people, problems, progress and landscape of Vancouver past and present.

Phylis B. Schwartz, English/Social Studies Teacher, University Hill Secondary School, School District #39 (Vancouver).

819.3 Room of one's own -- the Audrey Thomas issue. -- Growing Room Collective, 1986. -- 177 p. : ill. -- \$5.50.

Thomas, Audrey // Canadian fiction.

This nicely set out paperback stands on its own as a book, and can be bought separately, although it comprises numbers 3 and 4 of Volume 10 of the periodical Room of One's Own.

The issue is interesting because of its variety. It contains three stories by Audrey Thomas and notes for another; photos of Thomas at different stages in her life; an interview; and notes and comments from friends who include an editor, a photographer, novelists, critics, poets and teachers. Although it contains some solid criticism, only the bibliography, the articles by Bowering and Laurence, and the juxtaposition of two versions of the same story--"May Day" and "Mothering Sunday"--will be of lasting scholarly value.

The whole book is absorbing for those who enjoy the chatty school of literary criticism. I was fascinated by the ramblings of Thomas's first editor and the gossip in the letter from the friend who looked after Thomas's house while she was away.

The book is recommended for university and college libraries, for secondary schools which serve the Galiano Island population, and for large senior secondary schools with women's studies, Canadian studies, or English teachers who occasionally like to take a little different approach.

Katharine Picha, Teacher-librarian, Cliff Drive Elementary School, School District #37 (Delta).

917.11 Thomas, Carolyn
Island treasures : an insider's guide to Victoria, Vancouver Island, and the Gulf Islands / by Carolyn Thomas and Jill Stewart ; illustrations by Jim Wispinski. -- Harbour, 1986. -- 188 p. : ill., map. -- ISBN 0-920080-79-0. -- \$9.95(pbk.).

Victoria - Description - Guides // Vancouver Island - Description and travel - Guides // Gulf Islands - Description and travel - Guides.

This guidebook, written by two Victoria residents, bills itself as a selective, highly personal guide that avoids listing the regular and highly publicized "tourist traps" of Vancouver Island and the Gulf Islands, and instead focuses on the "neighbourhood secrets familiar to locals but unknown to visitors". The scope is quite comprehensive, with 21 towns from Victoria in the south to Port Hardy in the north being covered, as well as the Gulf Islands of Saltspring, Pender, Mayne and Galiano. Attractions in each area are covered under the headings "What to See and Do", "Where to Eat", "Where to Shop", and "Where to Stay". There is a bibliography of

"other books you may enjoy", and an index of the names of the businesses mentioned. A reader reply form encouraging contributions for future editions is also included. Its layout is uncluttered, the illustrations are attractive, and the paperback binding seems quite sturdy.

I found the information about Parksville, Qualicum and Nanaimo, which are areas familiar to me, to be accurate and interesting. The sections on areas with which I am not so familiar were even better--I can hardly wait to check out some of the places. As a Vancouver Island resident, this is a book that I would want to keep in the glove compartment of my car for ready reference. It would also be a great gift for anyone coming to the island for a holiday. It could be popular in a Vancouver Island school library collection for general interest and browsing; I am less sure of its usefulness for schools in other parts of the province.

Linda Rehlinger, Teacher-librarian, Qualicum Beach Elementary School, School District #69 (Qualicum).

971.1004 Kirk, Ruth.

Wisdom of the elders : native traditions of the Northwest Coast : the Nuu-chah-nulth, southern Kwakiutl and Nuxalk.

-- Douglas & McIntyre in association with the British Columbia Provincial Museum, 1986. -- 256 p. : ill., maps.
-- ISBN 88894-490-X.

Indians of North America - Northwest, Pacific.

Wisdom of the Elders is a useful and entertaining source book for anyone with an interest in Northwest Coast native culture.

Drawing on her own expertise in natural history, and with assistance from a team of anthropologists, the author overviews the past and present social fabric of three environmentally similar groups; the Nootka, the Kwakiutl and the Bella Coola.

Obvious effort has been made to produce a book that, although academic in nature, will also have broad appeal. Organized into three sections, People of the Transition, The World That Was and Time Flow, the writing is lively and easy to understand. An index and bibliography follow. The text includes excerpts from interviews with tribal elders, as well as passages from historical documents such as reports and journals. This flavorful use of language adds to the warm, human character of the study.

Much care also has gone into the book's visual design. From the gray "information caches", to the well chosen mix of old and new, color and black and white photographs and drawings, the pictorial elements complement the writing.

I would recommend this book as an excellent resource for elementary school libraries. For Grade 4 purposes the middle section particularly brings to life the daily activities and concerns of these native groups. Although the

vocabulary level is still generally above most intermediate pupils, presenting selected oral readings and discussing the pictures would do much to promote an appreciation of the cultures of these people.

Edith Fishlock, Teacher, Gibson Elementary School, School District #37 (Delta).

"BCTLA Reviews" is co-ordinated by

Val Hamilton and Penny Haggarty
c/o Library Services, 2530 East 43rd Avenue
Vancouver, BC V5R 2Y7

who send materials and reviewing guidelines to reviewers. Reviewers send their completed review to the publications co-ordinator

Dianne Driscoll
18 Dowding Road,
Port Moody, BC V3H 2Z6

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Manager: Penny Haggarty

Cataloguer: Pat Mills.

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Items reviewed include print materials that have been written by a British Columbia author or are about British Columbia, and non-print materials that have been produced in British Columbia, are performed by B.C. artists, or are about this province.

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AND NOW . . . A FINAL NOTE!

You hold in your hands our latest issue of your journal. "Curriculum Catch-Up" is the theme that your editorial board felt teacher-librarians needed. We hope that this issue is informative and useful. Look carefully at the BCTLA Learning and Working Conditions Survey results for this year. Let us know how the survey results have helped you after you have used it.

Is The Bookmark helping you? You can help us! Share at least one unit with us - our next theme is "Techno - Stress". Remember too, that if you have a unit that you would like to share that doesn't fit in with our current themes, send it along anyway. It would help the editorial board a great deal to have some units to build themes around!

Along with this issue you are receiving some goodies! The new BCTLA Member's Guide is hot off the press! Many thanks to Dianne Driscoll for all of her hours of hard work preparing this document. Along with this issue also is a publication of French subject headings prepared by Lynne Lighthall.

Have you actively encouraged at least one other teacher-librarian to join the BCTLA? Send a photocopy of one of the units and the table of contents to a non-member in your district. Call your chapter rep. - he or she will let you know who to encourage!

Please write to us! Send us notes for Notes and News, questions for Ask the Experts, and letters to let us know how we're doing!

Last but not least, along with your journal come sincere best wishes for a wonderful Christmas and holiday season!

Gerald

**Merry Christmas
and a
Happy
New Year**



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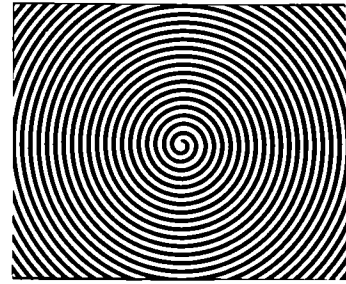
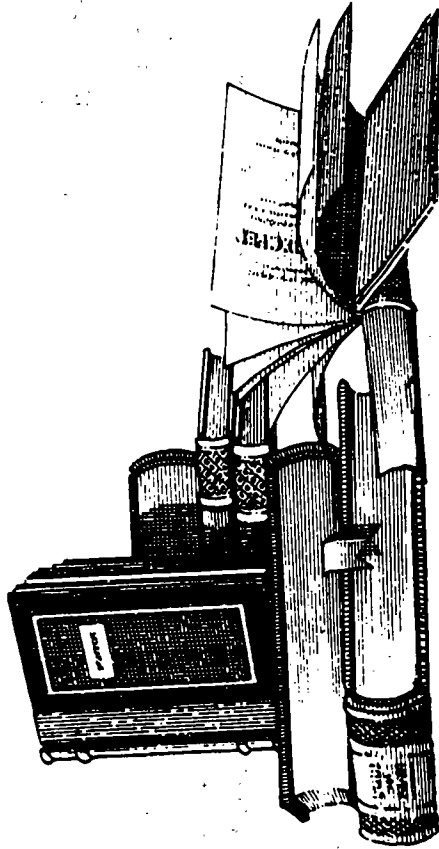
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