

JUNE 1986
Volume 27 Number 4
ISSN 0381-6028

BCTLA

THE BOOKMARK

CHALLENGES!



TABLE OF CONTENTS

In Circulation.....	3
Editor's Comment.....	5
Letters.....	6

THEME SECTION - CHALLENGES

Branching Out - Conference Reports.....	7
Surveying Censorship in BC.....	18
Freedom to Read Week.....	34
Notetaking and the ESL Student.....	36
Effects of Parent Volunteers Reading First Language (L1) Books to ESL Students.....	39
Oral Presentations and the ESL Student.....	43
Math in the Library.....	49
Magazine Ordering: Subscription Agency or Do-It-Yourself.....	57
Review of Elementary Geography Titles (India).....	60
Being the "Prez" - My Challenge.....	62
A Statement of Purpose for Burnaby School Libraries.....	63
Literacy, Literature, and the Library Resource Centre.....	70
Reading Promotion - Cinderella or the Ugly Stepsister.....	107
Booktalks vs. Integrated Literature Programmes.....	108
From Our Far-Eastern Correspondents.....	112
Professional Reading.....	126

REGULAR FEATURES

Annual Reports.....	131
Ask the Experts.....	141
The Celluloid Spare.....	148
Notes and News.....	153
Media and Messages.....	157
French Immersion and Programme Cadre Notes.....	158
The Portrait - Frances Duncan.....	160
Micro Bulletin Board.....	164
BCTLA Reviews.....	177
BCTLA Advertising Rates.....	197
And now...a Final Note.....	198
BCTLA Directory.....	199

ADVERTISERS' DIRECTORY

Richmond Software Corporation.....	176
------------------------------------	-----

CHALLENGES !

IN CIRCULATION

by LIZ AUSTROM, BCTLA President

When I wrote my first In Circulation column some two years ago I thought that there was no more difficult task one could possibly attempt. Then I composed my first agendas for a Board meeting, a Council meeting, and finally an AGM. I remember having the same thoughts each time. The amount of concentration required for the agenda composition task was not easy to muster at the last minute, and I always seemed to be racing against time to get the agenda completed and duplicated. Without my trust MacIntosh I never would have made it. There were many evenings when the hapless member of the executive board who was staying overnight with me would be assigned to collate and staple paper. On a few, more organized occasions I felt smugly self-satisfied when I was able to mail out the agenda a week in advance of the meeting. It was with some degree of joy that I write this final column, knowing also that I have only one more agenda to go!!!

"Branching Out", the Spring Conference in Prince George, was a very worthwhile one, with approximately 150 teacher-librarians in attendance. The workshop sessions were generally well received, and will be reported elsewhere in this issue of the Bookmark. The dinner and luncheon speakers, Monica Hughes and Ann Walsh, were both amusing and stimulating. The line-up for autographs from both authors was an impressive testimony to their appeal. The Prince George chapter is to be congratulated for an extremely well run conference. We wish we could same the same for Canadian Pacific Airlines, whose propensity for cancelling flights struck the only sour note at the conference.

The Annual General Meeting has unanimously passed the proposed fee increase for 1986 - 87. BCTF members will now pay \$30.00; Non-BCTF members \$40.00; and students \$15.00. The AGM made this decision after discussion of the fact that the last fee increase had been five years ago. Consideration was also given to the need to maintain member services in order to maintain interest and membership levels, balanced against the reality that if fees are raised too high, then the membership may drop. The concensus was that the proposed fee increase was indeed a balanced one, and it was improved. The fee increase will allow us to continue with our expanded Bookmark format, cover increased postage costs, continue to offer professional development programs, and provide travel expenses for councilors to come to the Spring Council and AGM. We were not able to provide assistance to councilors this spring, and consequently our network is weakened by the fact that some chapters had no representation. Next year this will not be necessary.

It seems strange that an organization such as ours, with one of the largest and most active memberships of all the PSAs in the province, should have financial problems. We have managed the past few years by reducing expenses to the bone through billets for Board members and Councilors, by searching for free locations in which to hold meetings, by reducing publishing costs by doing our own editing, and by printing extra copies of special grant publications so that we could generate some extra revenues. Through a substantive effort on the part of individual members we have managed to offset the fact that the per capita grant from the BCTF has not kept pace with inflation, and the fact that we could not raise the fees enough to cover the gap between needs and resources. It was of great concern to us when

the BCTF discontinued the Special Grant system for 1985-86 for this fund permitted us to meet some of the member needs that we otherwise were unable to serve. Now we are told that this fund will not be available in 1986-87 and your Executive Board will have to consider other ways to fund short term projects which fill an identified membership need.

Barb Hall had some good news to report to us from PSA Council. The BCTF and the Ministry have been working together to determine guidelines for the formation and operation of curriculum committees. While the entire package has not been agreed upon, there has been agreement reached on the fact that such committees should include a learning resources specialist and/or a learning assistance teacher. If this proposed policy is implemented, the integration of content with those skills necessary to successful materials use will be more likely to be defined in future curriculum guides. As an added bonus, the supplementary resource list which recommends materials which are out of print will become a thing of the past. The Bookmark will keep you posted about future developments.

Mel Rainey spoke at the Council and AGM about the implementation of the Diploma program at UBC. Your councilor should be able to give you additional information, but I wish to emphasize that if you have some courses completed and wish to determine if any of them can be applied to a diploma, then you should contact Mel at UBC. There is a brief period of grace, so write him promptly.

The 1987 BCTLA, CSLA and CLA Conferences will be all rolled into one in Vancouver on June 11 - 17, of next year. The BCTLA/CSLA events will be concentrated into the Friday to Sunday time period in order to

reduce the amount of release time required. The planning committee has begun work on the program and social events already, under the co-chairpersonship of Angela Thacker and myself. Those who remember the quality of the program and the fabulous harbour boat cruise of 1980 will know that we have a high standard to attain. Ken Haycock and his committee provided us with a model that will be difficult to match. We would like to have an even more successful, more stimulating and more entertaining program in 1987 than in 1980! If you have any suggestions that would help the committee, do write or telephone Angela or me. A second action that you can take to make the conference a success is to plan to attend. Block it into your calendar now!

Here I am at the end of my last In Circulation column. I hand the task over to Barb Hall with some relief, and with quite a lot of regret that I will no longer have a "soapbox" from which to speak to the teacher-librarians of British Columbia. Thank you to those of you who have told me that you have enjoyed this column, for it has been my intent to add a pinch of amusement to spice up the information stew that this type of column inevitably becomes.



Editors' Comment

Time For a Change

By the time you receive this issue of Bookmark, you will in all likelihood know your teaching assignment for next year.

I requested a transfer to another school library resource centre for September, after being at my present school since 1980. I was surprised at the amount of negative response that I received from other teacher-librarians who knew of my plans.

"Why change?" they asked. After all, I was assigned to my present school when it was brand new. "Didn't I have everything exactly as I liked it? I could end up in a situation that I may regret!"

Am I nervous about a move? No!!! I look forward to change, especially as a teacher-librarian. Change does not necessarily have to be negative! Professionally, it is very healthy. After all, the collection in my present school totally reflects my biases. There will be a new staff to work with! New ideas will flow!

Change can be a tonic, a shot in the arm! I look forward to it! How about you?

Gerald





Letters

From ELSIE McMURPHY,
President-Elect, BCTF.

I am writing to complement the contributors, editors, and the BCTLA on the publication of Fuel for Change -- Co-operative Program Planning and Teaching.

I like the model that teacher-librarians have followed over the last decade with such success: practice into philosophy into better practice. The booklet you have just produced will be useful for all of us: new or experienced librarians, teachers who are "librarian-users," as well as non-users. The emphasis on the "teacher" role of teacher-librarian, and the professional development orientation of the introductory portion and Appendix B balance nicely the very useful sample units.

Obviously, co-operative planning and teaching have caught fire: your publication is indeed fuel to further that change. We continue to emphasize, at every opportunity, at all levels, the importance and significance of school library staffing and resources, and Fuel for Change provides more impetus and examples to support our cause.

From Mrs. Jean E. Edwards, Quesnel

Today I received my copy of Fuel for Change. I have read most of it this evening and find it reflects my ideal very closely. I had been considering leaving teaching and my library position, but Fuel for Change has turned me right around, (or fired me up!)

Please convey my thanks to the members of the committee who put this volume together.



From Neal Bowers, Editor Nova Scotia School Library Association Bulletin:

I have just read through the Bookmark for March '86. Great issue!

That you and many others have put in long hours of work is evident. The last few issues of the Bookmark have set a standard which you must be nervous about. How can you keep it up? Here's hoping that you can.

BRANCHING OUT - 1986



By TIIU NOUKAS, Chairperson, "Branching Out" 1986

This was the third time that Prince George district teacher-librarians have hosted the B.C. teacher-librarians at an Annual General Meeting and Conference. We decided on our theme of "Branching Out" (into the community) last year and believe it worked quite well. We invited local merchants to display their wares and only later allowed publishers to fill in the remaining (limited) display space. The Museum Wine & Cheese with tour was well attended even though two planeloads of delegates were delayed during the weekend because of airline difficulties. Having to book a conference for a weekend solely, meant having limited time for workshops and meetings. We admire the marathon pace that many of you were demonstrating. Unfortunately, some of our workshop leaders were unable to attend and we had to reorganize the sessions. I know that some of you were as dissappointed as we were, so I hope that your in-service was still fruitful. We loved having all of you there and hope that you will return, and branch out to us. See you next year... or next time!



Prince George teacher-librarians made it work.



The Museum Tour finale!



Monica Hughes autographs her latest novel before her dinner address, while Ann Walsh watches.



CONFERENCE REPORTS

TO AUTOMATE OR NOT TO AUTOMATE

With BOB TAVERNER, JIM CROOK, and
CORRY GRAFF

This session was led by three different teacher-librarians, all of whom had experience in using an automated circulation system. Bob Taverner of Prince George, Jim Crook of West Vancouver, and Corry Graff of Fort St. John discussed the pros and cons of the Booktrak circulation system. It was definitely not a sales session; Taverner has even shelved his automation efforts, after a two year implementation period. The value of the session lay in the practical hints given by each of the three men.

Money for the capital outlay, although the most obvious need, was seen by all three as the least of the major concerns. More importantly, any teacher-librarian planning to implement a computer based circulation system must allow time for two lengthy and boring jobs: typing the information into the computer and putting the bar codes on the books. Further, any library planning to go "computer" must plan well ahead for all possibilities, budget for the considerable ongoing costs (paper, ink, disks, etc.) and be prepared to run dual and/or back up systems.

Why bother to automate if there are so many problems? All three speakers were agreed that, once the system was in place and working, the benefits were many. Overdues, statistics, inventory and bibliographies all became easier and occupied far less time. As well, new services such as the exact location of every book and instant retrieval of information on resources signed out by any student were some of the benefits. All three speakers also agreed that a hard disk system was the only practical way to go, if funds allowed, as it offered

increased speed and more options.

I found the session to be very worthwhile in the honest discussion of advantages and disadvantages of computer based circulation systems. A comment by Corry Graff that schools under 500 students may find manual systems more efficient has caused me to decide to investigate more before pushing for an automated circulation system for our school of 365 students. Further investigation and a few more years of progress may well make waiting worthwhile.

Reported by WILLIAM SCOTT,
Hope



FUEL FOR CHANGE

with PATRICIA SHIELDS, DIANNE
DRISCOLL

Patricia Shields and Dianne Driscoll shared a preview of a newly completed video in this session. Patricia explained that since it is costly and difficult to send a team around to each district, the BCTLA intended to make three videos available that would serve as a manual for workshoping the new Fuel For Change book. Each video is being made to serve a district audience and to meet certain objectives. This first video provides a philosophical background supporting cooperative planning and team teaching.

After viewing the video, the audience broke into smaller groups to formulate action statements for a particular staff, school, parent group, etc. who might have viewed the video for the first time.

Some suggestions for a follow up with teacher audiences were:

1. Divide into groups and discuss what you think the teacher's role and the teacher-librarian's role would be in a cooperatively planned unit.
2. Re-assess specific skills with each department, staff or grade level teachers.
3. Invite the principal as a team planner to develop a unit with the teacher-librarian.
4. Have forms available for teachers to fill in a unit they'd like to work on with the teacher-librarian.
5. Get a commitment from each department head for a cooperatively planned unit.
6. Provide overheads of possible topics for cooperative planning.

Some suggestions for a follow up with a public viewing were:

1. Provide transparencies explaining terms and local examples.
2. Provide examples of student work that has been cooperatively planned.
3. Include a quick discussion in which the teacher and teacher - librarian explained their roles in the unit.

There were many more suggestions which will be compiled by the committee and distributed with the videos. The cost and availability if the videos is at this point uncertain. Watch your Bookmark for further notification.

Reported by WENDY THIEL,
Prince George



USING RADIO AS A COMMUNITY RESOURCE

with JOAN JARMAN, DAWN ELLIOTT,
and DAVE BELFORD

This session was given by Joan Jarman, a public librarian who gives library spots on the radio four times weekly; Dawn Elliot, News Director for a local radio station; and Dave Belford, the Communications Officer for the Prince George School District. They emphasized that communications was a two-way system and school libraries must make efforts in order to be aired. The discussion was enlivening and fruitful. Joan's first foray into a radio station was one morning arriving with balloons and doughnuts descending on the morning show of a very popular disc jockey (she phoned ahead).

Suggestions: Find out all you can about each radio announcer and station in your area. Which one would be more conducive to library-type promotions? Call the radio station. Ask for the name of the Program Director and ask to speak to him/her. Ask for an appointment time to learn how you can best share radio news. Decide on the best formats: "news", interview, or public service announcements. Things to inspire you: Sustained Silent Reading... New Books... Book Weeks... Contests... Tall Tales about overdue books... Santa in library for Christmas photos... Trivia... Book Fairs... Build a Bigger Bookworm... Other inspirations may be found in:

Fredericka, Theresa M. Persuasive Public Relations for Librarians. American Library Association, 1983.

Kohn, Rita and Krysta Tepper. You Can Do It: A PR Skills Manual For Libraries. Scarecrow, 1981.

Reported by TIIU NOUKAS,
Prince George

REACHING OUT TO PRE-SCHOOLERS

with DOUG SMART

Conference goers flocked to Doug Smart's session "Reaching Out to Preschoolers". He has a Master's degree in Reading and Language Arts and has along with his wife, Robyn, given many seminars to parent groups on the importance of reading aloud and developing a literary awareness in pre-schoolers.

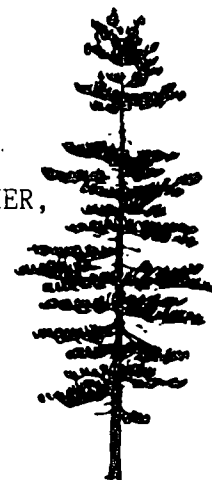
Doug's objectives were to stimulate thought on the importance of the pre-schooler's experience with literature and how schools and teacher-librarians can enhance that experience. He outlined the purpose of reading aloud. His handout "Do's and Don'ts of Read-Aloud" adapted from Jim Trelease's The Read-Aloud Handbook, proved most interesting.

Themes in literature for pre-schoolers were also discussed. A bibliography of books on language growth, concept development and emotions was provided along with recommendations for picture story books, fables, folk tales and fairy tales and I-Can-Read books. The workshop concluded with a lively discussion of ideas teacher-librarians might use to reach out to pre-schoolers. Robyn and Doug Smart would be willing to conduct workshops in other school districts.

Bibliographies from this workshop are available from:

Robyn and Doug Smart
2541 Huble Place
Prince George, B.C.

Reported by JEAN McKERRACHER,
Prince George



NEWSPAPERS IN EDUCATION

with LIZ SHIVAS

This workshop stressed the use of newspapers to bridge the classroom environment with the real world. Liz Shivas, Newspaper in Education Co-ordinator, The Citizen, Prince George, B.C., discussed how newspapers are a relevant, current, inexpensive source of information for students. She presented a variety of ways that teachers can use the newspaper for all areas of the curriculum from kindergarten to grade twelve. Ideas included ~~scavenger hunts to find out about the make-up of newspapers,~~ stressing a ~~classroom newspaper,~~ writing editorials, and teaching students to be critical readers and thinkers using the newspaper. Teacher-librarians can play an important role in schools by making teachers and students aware of how valuable a resource newspapers are.

The Newspaper in Education program has a regular newsletter which can be obtained either through your local newspaper or by writing the editor of the newsletter (see address below). There are also a variety of teaching aids available for purchase through this program. These teaching aids have a wide range of teaching ideas for all grade levels. Mrs. Shivas is a good contact person for those teachers living in the central interior of the province. People in other places could contact their own local newspapers to see if they are affiliated with this program, or they they should write to the newsletter:

Joan Abeles
Manager of Educational Service
Canadian Daily Newspaper Pub. Assoc.
321 Bloor Street East, Suite 214
Toronto, Ontario
M4W 1E7

Reported by ROBYN SMART
Prince George

THERE'S A BIG WORLD OUT THERE

with GARVIN MOLES

Mr. Moles' focuses on developing critical thinking. He emphasizes Goal Four of the Social Studies Curriculum Guide. He chooses to make the "dead dudes" interesting by taking students into the community and the community in to students. To do this, he uses such strategies as spotlighting "invisible minorities" whose presence is known only through census results. He provides students with photocopies of front pages of old newspapers, bringing world historical events into the perspective of the community. Garvin also features photocopied segments of old tax roles, letters, photographs, maps and fire insurance atlases. He cites field trips to the land office, city hall, newspaper morgues and many other places as exciting and informative for students providing they have first been given a clear idea of what they can expect/hope to find and how to look for it.

He supplied us with an extensive list of archival sources. While his presentation centered on Prince George, the list is applicable to most centers. His strategies are practical for everyone, though some adaptation might need to be made for lower grades. He also provided a very succinct and easily followed or adapted planning guide.

It was an interesting, rewarding and highly motivating session. Garvin would make an excellent workshop leader for a session on using local history in any community, and he is willing to have sessions in other districts. Garvin's publication, Local History in Prince George: A Research Guide, may be bought from the Prince George Library.

Reported by ELEANOR WALKER
Prince George



THE TEACHER-LIBRARIAN'S ROLE IN THE NEW SECONDARY SOCIAL STUDIES CURRICULUM: A NEEDED FRIEND

With SEAN McKIERAHAN

In comparing the 1984 Secondary Social Studies curriculum with the present 1968 curriculum, the content is not that much different. There is, however, greater emphasis on the study of Canada, on local studies, on public issues in Canada, and a shifting of content from one grade level to another.

What teacher-librarians were made aware of in this workshop was the change in focus. With 75 - 80 % of the course work prescribed, and the quality of the new textbooks, there is the fear that the social studies teachers could "lock their classroom doors". Mr. McKierahan presented his audience with suggestions on how teacher-librarians could, if need be, "pry open" these doors.

Social Studies teachers will need help, for example, in revamping assignments on the Development of the West that were once part of Grade 11 and will now become part of the Grade 10 course. To teach the economy of B.C. effectively, Social Studies teachers will need to be made aware of the wide variety of pamphlet, picture, and clipping files that exist in most secondary libraries. Teacher-librarians could use their contacts in their local communities and their contacts with other communities through BCTLA members to help locate those hard-to-find supplementary resources.

Two supplementary resources were mentioned by Mr. McKierahan. The fourteen booklets in the Public Issues in Canada: Possibilities for Classroom Teaching were mentioned and one booklet, "Resource Based Towns" was included in the workshop handouts. The publication Horizon



Canada was discussed as a resource to "supplement and enrich" and a sample of a library assignment utilizing issues of this source was handed out to workshop participants.

With the inclusion of public issues in all grades 7 - 11, it will be necessary to provide a wide variety of resources that are objective, or if one-sided, provide enough resources so that all "sides" are equally represented. Teacher-librarians can assist the classroom teacher in teaching students to judge, to evaluate these materials on public issues and to point out to students how many resources, particularly those based on statistics, have to be used with caution.

With the greater emphasis on the teaching of skills, the teacher-librarian could assist in finding what skills have been emphasized in the elementary grades in the feeder schools as well as work with the classroom teacher in developing library assignments that utilize the skills initially taught in the earlier grades.

Mr. McKierahan has stated that he would be available to present his workshop to other interested groups. He may be contacted at D.P. Todd Secondary School, Prince George, B.C.

Reported by LESLEY HAY
Prince George



iNET 2000

This workshop attempted to cover two services provided by B.C. Tel. The two speakers were the marketing reps for B.C. Tel Northern region.

The first of the services was one which many of the session participants already knew - The Envoy. This is the same message system used by the B.C.T.F. to keep all the local association presidents informed. Basically it is an electronic mail system. On its own, I would question the value of having it in a school library.

Fortunately, it comes as part of the iNET 2000 package. This is a data base information net. At present BC Tel have access to 1300 different data bases, and are aiming for the 2000 figure. The two men informed us of the way the service is provided, the equipment necessary and then gave a demonstration of how to access this information.

I found the material presented was confusing. They had two monitors, but each had different information on it. The two presentors obviously knew one another well, for they kept interrupting to supposedly clarify a point. I found my attention shifting back and forth and eventually was thoroughly confused. At the end of the presentation, all participants were given a packet of information.

This session, I had hoped, would give me some glimmer into the accessing of information. This it did! I will now go back to my chapter and attempt to arrange a less confusing workshop with our local B.C. Tel rep. From the little amount I did learn, I know I want to know more about iNET 2000.

Reported by GLEN PINCH
Langley

DISTANCE EDUCATION

with GREG DALLIMORE

This informative session was led by Greg Dallimore, Regional Advisor for the Open Learning Institute (OLI) office in Prince George.

OLI and Knowledge Network are the main providers of Distance Education in B.C. The courses offered by OLI utilize printed correspondence, audiovisual or audiocassettes, workbooks, study guides, lab kits, and telephone tutors. The courses are developed by subject area experts in conjunction with design teams. It takes an average of one to two years to develop new courses. OLI presently offers courses in A.B.E., Grade 10 and 12 completion, Vocational, Technical, and Academic areas including the B.A. with eight academic concentrations, the B.A. in Administrative Studies, and the Bachelor of General Studies. Their courses can also be taken for credit at other institutions. Their completion rate in the Academic and Career/Technical areas is comparable to the universities and colleges in B.C. OLI has a continuous registration policy so courses may be started at any time.

Interesting statistics include the following:

September 1979	750 enrollment
September 1985	15,000 enrollment

Two-thirds of the students are residents of non-metropolitan areas, aged twenty-five to forty, and female.

Reported by EILA GEORGE
Terrace



MANAGING TIME - OUR SCARCEST RESOURCE

with GREG TYNDALL

Greg Tyndall, a professor of psychology at the College of New Caledonia in Prince George, presented a concise version of his all-day Time Management Workshop at the BCTLA conference on May 10th.

After a quick self-analysis of our need for time management using a checklist, Mr. Tyndall suggested we work out how much our time is worth to inspire us to use it wisely. We then brainstormed to find "time wasters" that librarians encounter in the work place. Lack of clerical staff, junk mail, unexpected visitors, telephone calls, poor communication and meetings were some examples listed. To combat these, Mr. Tyndall suggested ranking our goals for the day, logging our activities in fifteen minute intervals throughout the day and finally analyzing the results to discover how much time is spent on our goals. Repeating this monthly for a few months and then only occasionally should give a clear picture of how we manage time.

Next, Mr. Tyndall mentioned setting priorities for our goals by making an activities list. These activities are given a rate of return (high vs. low), a rank (A.B.C. priority) and then a decision is made for each item (do it, delegate it, postpone it, or refuse to do it). This type of planning takes time initially but the claim is that an hour of planning can save four hours work.

Finally Mr. Tyndall gave us a list of practical time management tips:

- clear your desk before working
- use the "circular file" as much as possible

- set time limits for meetings (both casual and scheduled)
- delegate as much as possible
- use the telephone diligently
- learn to say "no"
- don't waste the time of others

Although much of Mr. Tyndall's information is perhaps common sense, I felt it helped us all to look at our own situations more clearly and I found the experience enlightening. I would recommend him as a possible workshop source to other school districts interested in the areas of Time or Stress Management.

The following references were recommended:

Lakein, A. How to Get Control of Time and Your Life. New York: Signet, 1973.

Mackenzie, R.A. The Time Trap: Managing Your Way Out. New York: Amacom, 1972.

Stein, M.L. The T-Factor: How to Understand Time and Use it Right! New York: Viking Press, 1976.

Winston, S. Getting Organized. New York: Warner, 1978.

Reported by KRIS NELLIS
Prince George





**The AGM breakfast was spruced up with trees,
student-made place mats, and Ann Walsh's address.**

INSPIRATIONS II

If you missed the BCTLA conference in Prince George, or, if you were there and neglected to purchase a copy of Inspirations II, don't despair! Copies of this compilation of cooperatively planned units and other library pot-pourri are available from:

Robyn Smart
2451 Huble Place
Prince George, B.C.
V2N 3C8

Please make cheques payable to the Prince George District Teacher - Librarians' Association for \$10.00, (which includes postage). Order your copies now! Inspirations II will not be reprinted by the PGDTLA.





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.

The Bookmark Editorial Board has decided to use a report of Gaby's workshop in the September issue as a feature article.

SURVEYING CENSORSHIP IN B.C.

by DIANA M. POOLE, Teacher-librarian, Chilliwack Senior Secondary School,
Chilliwack

A recent review of newspaper articles indicated that in the last decade there has been some but not a great increase in reported censorship cases in schools in British Columbia, even with the large increase of printed and visual materials and improved method of reporting. The introduction of the teenage problem novel has caused some controversy; most recent censorship cases involve books in this genre. There are a number of possible reasons for this lack of a trend. The conservative movement may not be as all pervasive as predicted or it just may not have reached British Columbia yet. On the other hand, the selection of materials may be a great deal more conservative than we realize at the Ministry, district, and school level. Certainly when the Ministry of Education list of prescribed and authorized materials is compared with that of Ontario, school districts in British Columbia have far fewer choices in the curriculum texts that they may select. A large number of challenges and censorship cases may never get beyond the level of the school, not be dealt with at the district or Ministry level and consequently never be reported in the newspapers. Teacher-librarians and school districts were surveyed in an attempt to present a complete analysis of the situation.

Two instruments were used to survey schools and school districts in British Columbia to assess the level of objections made to resource materials and to study the disposition of these cases. The first survey was distributed to teacher-librarians with the assistance of the British Columbia Teacher-Librarians' Association Chapter Councilors in November 1985. The councilors were asked to give the survey to a random sampling of teacher-librarians in their respective school districts and to encourage them to send in the returns as soon as possible. In January, a follow-up letter was sent to the councilors asking them to urge the teacher-librarians who had not yet done so to return the completed survey. The survey format was adapted from a National Council of Teachers of English questionnaire used across the United States in 1977 (Dealing With Censorship, 1979, 14).

Design of the Survey to Teacher-Librarians

The questions for this project were designed to indicate trends in school censorship and not to provide a great deal of statistical information. The aim was to fill in the information gap between those censorship cases being reported in the daily newspapers and what was happening in the schools, in selection of and objections to materials and in the resolution of the objections. The original forty-one questions on the NCTE survey were reduced to twenty-one in an effort to facilitate both the reporting and the retrieval of information for the participating teacher-librarian and the writer respectively and in an attempt to increase the number of returns. To discover whether there was a difference in selection policies between those schools that had experienced a number of challenges with those schools that had not, a list of frequently censored books had been included with the NCTE survey for teachers to indicate whether their individual schools had the books on the list in their school libraries. The result had shown no

viable statistical difference so this list was not included with the British Columbia survey because of the amount of time it was felt it would take for teacher-librarians to gather the information.

The survey, while initially asking for the name and location of the school and the name of the school district, guaranteed anonymity. The rationale for this was that teacher-librarians would be more likely to answer the questions if, in the publication of the results, the identity of the individuals and the schools was not included. This was obviously of concern to some, as three of the surveys did not give the school or the district. This was a drawback when attempting to assess distribution. The questions were designed to elicit the following information:

1. The location of the school in the province and the type of area that it served.
2. The size of the school and the grade levels included.
3. The types of materials about which objections had been made.
4. The persons objecting to these resources, the reason for their objections and the action they asked for.
5. Resolution of the objection and the person responsible for the resolution.
6. Determination of the existence of a selection and/or challenge procedure in the school or school district.

Respondents were asked to include copies of the selection and challenge procedures for examination and comparison. Comments on the survey were also invited in an effort to provide feedback from the respondent. The questions were designed for ease and simplicity of response. Most could be answered with a check mark beside the appropriate item. If there had been complaints about resource materials, the respondents were asked to give authors and titles and in the case of non-book materials, the type of resource. Two questions asked for a one to three line explanation of the reason for the objection to the particular material.

Review of the Process

1. By distributing the survey to the chapter councilors and explaining the reason for the survey at the council meeting, it was felt that the councilors in turn would apply pressure in the individual teacher-librarians to mail in their returns. This idea worked very well in some of the districts. Two had a one hundred percent return and a number of others were very well represented. Four districts that acquired fifty-five surveys among them did not return a single one, however, which suggests that they may not have been distributed. A number of school districts were not represented at the chapter councilors' meeting and these councilors were later mailed copies of the survey.
2. Follow-up letters were sent to the chapter councilors at the end of January but probably these would have been more effective if they had been sent just after November 30 which was the due date for survey returns. Again the question remains whether there would have been more returns if these had been sent to individual teacher-librarians. The follow-up letters, however, did evoke further response.

3. Although many teacher-librarians did automatically place a time limit on the objections raised in the schools, it was felt that the survey should have given a limit of time of "in the last five years".

4. While most of the respondents filled out the questionnaire as completely as required, a few did not. A few directions such as "if the answer is 'No' go to question 12" would have facilitated the process.

The survey generally, however, was quite satisfactory in providing information for the project.

The Survey Returns

As indicated in Table 1, three hundred surveys were eventually distributed to the teacher-librarians of British Columbia.

Table 1: Survey to Teacher-librarians - Returns

<u>Item</u>	<u>No.</u>	<u>%</u>
Surveys Distributed	300	
Surveys Returned	111	37%
School Districts in BC	75	
School Districts Represented	39	52%
T-Ls Having Objections	63	57%
T-Ls with No Objections	43	43%

Of these, 111 or thirty-seven percent were returned. This is considered to be statistically accurate to within five percent. Thirty-nine of the seventy-five school districts or fifty-two percent were represented in the returns. Twenty-seven or sixty-nine percent of the districts had had complaints to certain books or other resource materials in their schools. Of the 111 teacher-librarians replying, sixty-three had received complaints about materials and forty-three had not; a percentage of fifty-seven percent and forty-three percent respectively. These numbers and percentages were given for teacher-librarians and not just individual schools as some teacher-librarians worked in more than one school.

The distribution of the districts replying was relatively even across the province. A check of the school districts on the map of British Columbia showed that all the geographical areas were represented and not one area predominated in its returns. The school demographics indicated that there were returns from schools of all sizes but that the largest group of returns was from schools having three to five hundred students (Table 2).

There were fewer returns than expected from the metropolitan areas but there was even distribution over the suburban, urban and rural areas. Seventy teacher-librarians in elementary schools sent returns with the greatest concentration from those in schools having kindergarten to grade seven classes. Forty-one replied from secondary schools with various combinations from grades seven to twelve. The greatest concentration of returns at this level came from teacher-librarians in schools from grades eight to twelve, eight to ten, and ten to twelve (Table 2). These figures appear to be in proportion to the grade distribution of schools in the province.

Examination of the numbers and their distribution and the resulting statistics indicate that the returns from the survey to teacher-librarians are indeed a representative sampling of teacher-librarians and schools in the province of British Columbia.

Table 2: School Demographics

School Enrollment	0 - 299	39	
	300 - 599	47	
	600 - 999	16	
	1000 - 1499	8	
	1500+	1	
Grades	Returns	Grades	Returns
K - 3	1	7 - 8	1
K - 5	1	7 - 9	3
K - 6	10	7 - 10	1
K - 7	57	7 - 12	2
4 - 7	1	8 - 10	8
		8 - 12	15
		9 - 12	2
K - 12	1	10 - 12	6
		11 - 12	3
Elementary Schools = 70		Middle/Secondary Schools = 41	
<u>Combined Ele/Sec = 1</u>			
Area	Metropolitan (250,000)	6	
	Suburban	30	
	Urban (10,000+)	34	
	Rural (10,000-)	41	

Survey Results

Every individual has the right to object to something in which he does not believe or cannot accept. This right is embodied in the Canadian Charter of Rights and Freedoms in the fundamental freedoms of conscience, religion, thought, belief, opinion and expression. As in all democratic societies, however, these rights may not infringe on the rights of others and therefore are not absolute. In considering the surveys and trends they indicate, it is important to keep this in mind.

There were eighty-eight titles of books, series or groups of books identified as having had objections, in the survey returns. As some books had more than one objection, there was a total of ninety-eight complaints (Appendix 1). Most objections made to library and other books were based on sexual references. If nudity, teenage pregnancy, birth control information and incest are added to the sexual references, then fifty-one of the total 163 objections were in this category (Table 3). This is over thirty-one percent. While there were eighty-eight books that had received complaints, some of these were objected to for more than one reason and all these reasons have been tabulated in Table 3. Obscene or, as was often expressed, "filthy" language was the next major complaint. There were twenty-eight complaints about the language in books encompassing words from "the four letter word describing the sexual act", to a teacher being referred to as a "bitch", to one book that was altered because as the respondent stated:

I did not like the word 'slut' and did not feel it was a suitable word for our library!

The book was retained but with the verse altered slightly. In the NCTE report in 1977 objections to language and sexual references made up about seventy-five percent of the total complaints (Dealing With Censorship, 1979, 17).

The next major number of objections were made to materials that were considered overly violent or, if you add in the next group, frightening to children. Seventeen of the complaints were in this category. There were complaints made about "gory scenes", rape scenes, killings and scary illustrations. Then came objections that were mainly concerned with the effect that the books might have on the behavior of the children by describing drugs, attacking the moral values of the parents, or being disrespectful of parents and people in authority. There were ten objections on religious grounds or because the books fostered the occult. Surprisingly, there was little mention of racism and sexism in books, two important concerns at the Ministry level in the selection of curriculum materials.

Table 3: Who Objected and the Nature of the Objection

Objections	*P	S	T	TL	PR	TR	SU	OR	O	Total
Sexual References.	22	3	9	4	2			1	1	42
Nudity	3		2							5
Teenage Pregnancy			1						1	2
Birth Control Info.									1	1
Incest	1									1
Obscene language	16	4	3		4				1	28
Violence	8		3							11
Scary/Children	3		2						1	6
Sensationalist			1							1
Effects Behavior	3		1							4
Drugs			1							1
Moral Values	2						1			3
Critical/Parents	3		1							4
Disrespect/Authority	2		1	1						4
Religious Ideas	6									6
Fosters Occult	7					1				8
Racial Ideas			1							1
Sexist	1		1							2
Inappropriate	5	1	5	4						15
Inaccurate	3			4			1	1		9
Not/Curriculum	1		2							3
Reason Unclear	3	1			1					5
Other	1									1
Total	86	9	32	12	6	1	2	2	5	163

* P=Parent; S=Student; T=Teacher; PR-Principal;
 TR=Trustee; SU=Superintendent; OR=Organization; O=Other

A large number of books were deemed inappropriate to the grade level of the school. Complainants felt the students were not mature enough for these books. Sexually explicit books were in this category. At some point inappropriateness was mentioned for elementary school, for junior secondary school and for a grade twelve student who was reading one particular book. Inaccuracy was mentioned generally for some materials that might be considered outdated. For a few of the objections the teacher-librarians were not sure of the reason for complaint. It is interesting to note, however, for the five books that fell into this category three of them were removed from the library collections.

When the list of books is examined (Appendix 1), the most striking feature is the wide variety of materials. The authors of the teenage problem genre such as Judy Blume, Robbie Branson, Constance Greene, Ann Head and Norma Klein are included, but so are Sendak, Briggs, and Richler. The overuse of the Bible in a classroom was questioned by a parent whose family was not Christian. Some of the books have been mentioned in the censorship cases that were a matter of public record, but not many. These are different titles. This list illustrates the wide diversity of objections; titles one least expects can be a target. Many books that one would expect to be on this list are not.

Who are the objectors? Over half of them were parents most often mothers (Table 3). They were by far the largest group when objections were made to sexual references and obscene language. They were generally the largest group in all areas except when judging material inappropriate. Teachers made the largest number of judgements in this area, second only to their complaints of sexual references. At first it was felt that teachers who, if one includes teacher-librarians and school principals comprised thirty-one percent of the complainants might be judging the appropriateness of the material on the level of reading and comprehension and that the material which was being selected for students was too difficult for their grade level. It appeared in most cases, however, that the judgement was made on the content rather than the spectrum of objections. The principal objected in every case after having received a complaint from the parent, as did a trustee and a superintendent.

What actions did the objectors ask for and what action did they get? In an overwhelming ninety-two percent of the cases the objectors asked that the material be removed from either the classroom or the library. There seemed to be little hesitation in their asking that not only, as in the case of parents, should their child not have access to the material but neither should any other child. Not only parents felt this way. In one case a group of teachers removed Harlequin romances from the library (without the permission of the teacher-librarian) because they objected to the series as being sexist. On other occasions both a teacher and a principal removed books that each found objectionable. What the objectors were saying here, of course, is that in their judgement the material was not suitable for any of the students including their own and on the basis of their judgement the material should be removed.

How did teacher-librarians react? Out of the ninety-four books where some kind of disposition was given by the respondents, forty or over forty-two percent of the books were not censored (Table 4). In these cases the

teacher-librarian or some other person in authority decided that the request should be denied and the material should remain on the shelves, freely available to all students in the school. In three cases where the book was being used by the student for an assignment, an alternate assignment was given. In sixty-one cases or almost sixty-five percent of the time the books were censored either by removing them from the recommended list, classroom use, the library or by altering them in some way. When a student is denied free access to a book then the book has been censored. In twenty-two of the cases books were placed on closed shelves and therefore they were censored. There seems to be no pattern to the keeping or discarding of the books as Appendix 1 indicates. Where there has been more than one challenge on an individual title, the disposition of the case has sometimes been different. On three occasions the teacher-librarians removed the book while admitting that they did not really know what the reason was for the objection.

Table 4: Resolution of Objections to Books

<u>Resolution</u>	<u>Number of Occurrences</u>
<u>No Censorship:</u>	<u>40</u>
-Request Denied	37
-Alternate Assignment	3
<u>Censorship:</u>	<u>61</u>
-Book Removed from Classroom Use	2
-Book Removed from Recommended List	1
-Book Removed from Library	33
-Book Put on Closed Shelf	22
-Text Altered of Obliterated	3
<u>Inadequate Information Given/Case Not Resolved</u>	<u>2</u>

Censorship of materials was carried out in three cases by obliterating or altering the text. Black markers were used to remove "offensive" words and whole lines; in two incidents words were changed to make them more "acceptable". In one case the rhyme scheme of a poem was maintained by altering the offending word and the rhyming word on the next line.

In the school or library, disposition of the case and the fate of the book were usually decided upon by the teacher-librarian (Table 5). The result of the survey showed that the teacher-librarian made the decision in fifty-one of the cases or fifty-four percent of the time. The principal made the decision in eleven cases. A joint decision of the principal and teacher-librarian was made in eighteen cases or twenty percent of the time. There seemed to be a tendency for the book to be more frequently censored if the principal made the decision but this was only an impression as no statistics were compiled. Decisions were made by others as well, sometimes arbitrarily as in the case of the Harlequin romances, but these were very few. It is interesting to note that a school review committee which consisted not only of educators but of parents and members of the community

was used in one incidence and the book was retained.

Table 5: Administrative Level of Decision

Level of Decision	Number of Cases
1. Teacher/s	2
2. Teacher-Librarian	37
3. Principal	25
4. Supervisor of Instruction	1
5. Superintendent	2
6. School Board	1
7. Combination of:	
1 & 2	2
1 & 3	1
2 & 3	18
2 & 4	1
1,2 & 3	1
2 & Staff	2
Committee of Review	1

Not a great deal of material other than books was listed in the objections made to resource materials in the schools. Table 6 is a listing of the type of material objected to, the specific titles, the number of complaints and resolution of these complaints. In the case of magazines sometimes just a particular issue was removed and at other times the subscription to the magazine was not renewed. Complaints again were mainly from parents, although in the case of Paris Match and one issue of Life the objections were raised by teachers.

Table 6: Periodicals & Non-Print Objections & Resolutions

Type of Material	Title	No.	Res.
Magazine	Life	3	D/2IR
Magazine	Paris Match	2	2SC
Magazine	Ms	1	SC
Magazine	Listen	1	IR
Magazine	Teen	1	SC
Magazine	Cinema Canada	1	IR
Filmstrip	The Magic Bone	1	D
Videotape	Hansel & Gretel	1	SE
Videotapes	War / human body / fairy tales	+	D
Play	Sadaka and 100 Paper Cranes	1	SE

D = Request Denied; IR = Issue Removed; SC = Subscription Cancelled;
SE = Student Excused

In summary, the survey to a representative sampling of teacher-librarians in British Columbia indicates that there are objections being made to both class and library materials. This was true for fifty-seven percent of the schools responding with a thirty-seven percent response to the survey. The

findings also indicate that materials are being censored by school or district personnel. An analysis shows that almost sixty-five percent of the materials objected to were censored by removal or alteration of the material. The NCTE survey also indicated that a great majority of the materials receive only one complaint yet more than one third were censored in some way (Dealing with Censorship, 1979, 22). An examination of the list of materials (Appendix 1) demonstrates the vagaries of censorship in that it follows no set formula or rationale. Lee Burress found the NCTE survey fails to support any presumption about the kinds of material likely to provoke censorship and comments on the evidence that "the censorship phenomenon is capricious" (Dealing with Censorship, 1979, 22).

The Survey to School Superintendents

A second survey was sent to all superintendents in the seventy-five school districts in British Columbia. This was done in order to discover to what degree objections to curriculum and library materials were being made at the district level. The intent was to see if there were any trends to these objections both in their distribution and their nature and to discover what selection and challenge policies and procedures were in place at the district level. While parts of the survey were adapted from the one sent to the teacher-librarians, other questions were added that were specific to district staff.

There were thirty-six items in this survey again designed to elicit a response by a check mark, a number or a one to two line answer. The aim was to encourage responses by using as facile a method as possible. Improvements were made to the district survey as a result of what was learned in the compilation of the questions and collation of the responses to the teacher-librarians' document. The phrase "if the answer is 'No' go to question..." was included twice to lessen the amount of reading. An "in the past five years" time limit was given on objections to materials. A stamped self-addressed envelope was included with the surveys in an attempt to improve response. In realization of the busy lives of school superintendents the covering letter asked that the superintendent or a member of the district staff complete the questionnaire. In most of the larger districts the task was completed by a supervisor of resources or district librarian. Follow up letters were sent to districts that did not reply initially. A number of respondents requested a report of the findings; an abbreviated report will be sent to all participating districts. The results indicate that this process was improved from that of the first survey and should be the method used in future research.

The survey asked for the school district name and then assured anonymity for information given. Again, as in the case of the previous survey, two districts chose to leave this space blank which caused problems when trying to determine to which districts to send follow-up letters. One of the larger school districts returned an uncompleted survey and indicated that the information was not available. More encouraging were the returns with the business card of the respondent attached to them or with extra information and comments written on them. Some invited the writer to contact them if further information was required and as mentioned previously, a number expressed interest in the research and asked for a follow-up report:

The questions were designed to elicit the following information:

1. The location of the school district and approximate size of school population.
2. The number of schools in the district and distribution of grades.
3. The geographic nature of the district, general attitude of the community and attitude of the parents to the schools.
4. The material objected to and disposition of the cases.
5. Knowledge of the frequency of objections to materials in the schools in the district.
6. District selection policies and procedures for informing both school staff and the community of their existence. The respondent was asked to include sample policies with the return.
7. Knowledge of the effect that the Canadian Charter of Rights and Freedoms might have on these policies.

The Survey Returns

Of the seventy-five surveys sent to the school superintendents fifty-four were returned which is seventy-two percent. Of those districts sending returns twenty-eight had received objections at the district level which is fifty-one percent.

Table 7: Survey to School Districts - Returns

<u>Item</u>	<u>No.</u>	<u>%</u>
Surveys Distributed	75	
Surveys Returned	55	72
Districts Recording Objections	28	51
Districts Recording No Objections	27	49

As this is a representative sampling of school districts, one can assume that there are a great deal more cases happening at the district level than are reported in the daily newspapers. The reason that these complaints do not reach the newspaper may be because a good percentage of the school districts have challenge procedures to follow when a complaint is registered which are designed to diffuse the situation.

An analysis and comparison were made of the districts that had no objections with those that did to see if any patterns emerged depending on the size of the district, the nature of the community and general attitude of the parents to the schools in their districts (Table 8). While community and parent attitude seemed to make no difference to the amount of objections, there was a tendency to be a greater number of complaints in the larger cities and school districts and fewer complaints in the smaller districts. The school districts registering challenges had an average of twenty-six schools per district, while the school districts without complaints averaged less than nineteen schools per district. The NCTE survey of 1977 established that there is a highly significant relationship between school size and the incidence of censorship - the larger the school the more likelihood of censorship. (Dealing with Censorship, 1979, 19). It was interesting that in the districts replying, only one found its community progressive, eight had parents seen as highly interested and involved in their children's education and two were seen to have parents

who were disinterested and uninvolved. Districts that registered complaints also showed a greater proportion of parents considered to have high interest and involvement in the schools - twenty-seven percent as opposed to twelve percent in the "No" group.

Table 8: School District Demographics

Objections at District Level		No	Yes
Student Population	0 - 3999	11	8
	4000 - 7999	4	9
	8000 - 11999	2	2
	12000 +	2	4
No. of Schools	Under 10	9	8
	10 - 20	3	6
	20 - 40	7	4
	40 +	1	4
Type of Area	Metropolitan	-	3
	Suburban	-	1
	Urban/some rural	8	4
	Rural/some urban	8	12
	Urban	3	3
Community Attitude	Ultra Conservative	-	-
	Conservative	8	12
	Conservative/Progressive	11	11
	Progressive	-	-
	Very Progressive	-	-
Attitudes of Parents	Highly Interested/involved	3	5
	Moderate interest/involved	15	15
	Disinterested/uninvolved	1	1

Again as in the previous survey to the teacher-librarians the parents were the main group of objectors. There were thirty-seven objections made by this group which was eighty percent of the total. School staffs were the next highest group. One organization, a Race Relations Advisory Group, objected as did a member of the community identifying herself as being Jehovah's Witness.

All individuals registering their objections to the curriculum and library resource material at the district level asked that the material be removed (Table 9). In one case only, when the objection was made by an organization, there was a different request. This group asked that the book be reviewed by a committee and for recommendations to be made. In the resolution of the other cases the school districts denied approximately fifty-three percent of the requests for removal. This is significantly higher than the forty-two percent denied in the cases reported by the teacher-librarians in the schools (Table 3). At the district level, however, there was censorship of forty-seven percent of the challenged materials with about one third being placed on closed shelves. Review committees were used in almost half of the cases of objections with the school superintendent or supervisor of special services deciding the majority of the remainder. Only four cases actually reached the school board for a decision. The one case not resolved had not been taken to a review committee at the time of writing.

Table 9: Objections to Materials - District Level

<u>Who Objected?</u>	Parent	37
	Member/School Staff	6
	Board Member	1
	Organization	1
	Other	1
<u>Action Asked For</u>	Remove/Classroom	15
	Remove/Recommended List	1
	Remove/Library	29
	Place/Closed Shelf	1
	Other	1
<u>Resolution</u>	Request Denied	20
	Removed/Classroom	3
	Removed/Library	8
	Placed/Closed Shelf	6
	Other	1
<u>Administrative Level/Decision</u>	Superintendent	7
	School Board	5
	Supervisor/Services	7
	Review Committees	23
	Principal	2
	Teacher-Librarian	1
	Ministry	1
	Not resolved	1

Why is the percentage of censorship lower at the district level? One reason could be that there is a more effective system to deal with complaints. Of the districts responding to the surveys forty-seven had a challenge procedure in place to deal with objections to material, six did not. Four of the six registered objections to resource materials.

The school superintendents or members of district staff were also asked to make a brief assessment of the amount of censorship occurring at the school level in their respective districts. A comparison was then made between the two groups of districts, those that had received objections and those that had not. It was thought that the trend might be a district one and not just at the board level. The respondents were also asked if they were aware objections at the provincial level (Table 10). Again the numbers of known cases of censorship in schools were significantly higher in the group of districts having had objections. This group includes the larger districts with more and larger schools.

Table 10: Censorship - School and Provincial Assessment

<u>District Analysis Re. Objections</u>		<u>NO</u>	<u>YES</u>
<u>Objections/District Schools</u>	Yes	7	20
	No	8	6
	Don't Know	8	6
<u>Total Estimate/All Schools</u>	-1 - per/yr	3	3
	1 - 2 "	3	8
	3 - 5 "	1	2
	5 - 10 "	-	1
<u>Objection/Provincial Level</u>	Yes	8	9
	No	14	16

A significantly greater number of the respondents from the "No" group did not know whether there had been objections at the school level. The question was also asked if responding districts were aware of materials being challenged at the provincial level. A majority of districts in both groups did not know of the challenges which have been mentioned in Ministry circulars, required reading for all district staff.

The surveys to the school superintendents reinforce the findings from the surveys to the teacher-librarians. While two or three of the incidents mentioned had indeed been reported in the provincial daily newspapers in the last few years, most had not been reported. While there is no evidence of an "epidemic" of censorship across the province, there is evidence of a much greater number of objections being made and censorship occurring than is public knowledge. A greater percentage of material that is challenged is removed from the school libraries especially when the decision is made at the school level. There was not a great deal of concern about censorship expressed by the respondents in the space left for comments on the survey, and certainly at the district level one gained the impression that censorship attempts were not considered a major problem. It is important for us to recognize, however, that censorship does exist in the schools of British Columbia. For those of us who may one day be involved, it is necessary to develop strong selection and challenge procedures so that choices of material may be justified when the censor arrives at the school.

Bibliography

Dealing With Censorship. Urbana, Ill.: National Council of Teachers of English, 1979.

**BANNED
BOOKS**



APPENDIX 1

Books Receiving Objections - Survey to Teacher-Librarians

Author	Title	No.	*Res.
Alleard	Bumps in the Night	1	D
Anthony, Piers	Faith of the Tarot	1	R
Asche, Frank	In the Eve of the Teddy	1	?
Auel, Jean	Valley of the Horses	1	CS
Bell	Changing Bodies, Changing Lives	1	R
Blume, Judy	Are You There, God...	1	CS
Blume, Judy	Deenie	1	R
Blume, Judy	Forever	1	R
Blume, Judy	It's Not the End of the World	1	D/R
Blume, Judy	Then Again Maybe I Won't	1	R
Branscow, Robbie	Johnny May	1	?
Briggs, Raymond	Father Christmas	1	CS
Bugliosi, Vincent	Helter Skelter	1	D
Chomsky, Noam	The Washington Connection	1	D
Cole, William	Oh, How Silly	1	R
Cole, William	Oh, How Ridiculous	1	R
Dahl, Roald	Roald Dahl's Revolting Rhymes	2	CS/A
Davies, Peter	Fly Away Paul	1	CS
Diagram Group	Man's Body	1	CS
Doyle, Brian	Hey Dad	1	?/D
Ellison	Short Stories	1	CS
Evans, Carol	Hag Head	1	?
Ginn 720	Tell Me How The Sun Rose	1	R
Greene, Constance	Beat the Turtle Drum	1	R
Greene, Constance	I know You, Al	1	R
Griffiths	Now You're Logging	1	R
Haines, Betsy	Power	1	R
Head, Anne	Mr. and Mrs. Bo Jo Jones	1	R
Hopkins, A.	Songs from the Front and Rear	1	CS
Howe, James	Bunnicula	1	D
Hunter, E.	Me and Mr. Stenner	1	R
Hughes, M.	Hunter in the Dark	1	R
Jeshke, Susan	Fire Rose	1	?
Kellog	Can I Keep Him?	1	D
Klein, Norma	Breaking Up	1	R
Klein, Norma	Naomi in the Middle	3	2D/R
Kosinski	The Painted Bird	1	D
Lawrence, Margaret	The Diviners	1	?
Lee, Dennis	Civil Eligies and Other Poems	1	CS
Lee, Dennis	The Gods	1	CS
MacDonald Series	How Life Began	1	CS
Maruki, Toshi	Hiroshima No Pika	1	CS
Norman, John	Gor Series	1	?
Orkin, Mark	Sex Wars	1	?
O'Haigin, Sean	Scary Poems for Rotten Kids	1	?
Pearce, Jenny	Under the Eagle	1	D
Raucher, Herman	Ode to Billy Joe	1	D
Richler, Mordecai	Jacob Two Two	1	D
Richmond, Sandra	Wheels for Walking	1	?

Author	Title	No.	*Res.
Ridout, Ronald	Life Cyle Book of Cats	1	CS
Rockwell	How to Eat Fried Worms	1	D
Ross, Anne	Teenage Mothers, Teenage Fathers	1	CS
Sendak, Maurice	In the Night Kitchen	1	CS
Sendak, Maurice	Outside and Over There	1	?
Siddons, Anne	The House Next Door	1	?
Snyder, Anne	My Name is Davy, I'm an Alcoholic	1	R
Spetz, S.	Take Notice	1	A
Tannahill, Reay	Sex in History	1	?
Thiriault, Yves	Agaguk	1	CS
Thorne, Ian	Dracula (Movie Series)	1	D
Tobias	The Quitting Deal	1	D
Ungerer, Tomi	Allumette	1	CS
Ungerer, Tomi	The Beast of M. Racine	3	1R/2CS
Viorst, Judith	Rosie and Michael	1	D
Wallace, Carol	Should You Shut Your Eyes...	1	R
Westfall	Machine Gunners	1	R
Willke	Handbook on Abortion	1	R
Wilson, Betty	Andre Tom McGregor	1	?
Yep, L.	Dragonwings	1	D
Zindel, Paul	My Darling My Hamburger	2	D
?	Everlasting Love	1	?
?	Video Wars	1	R
?	Mr. Bear Goes To Town	1	R
?	Tales of the Midnight Hour	1	R
	Tales of the Midnight Hour	1	R
	Man, Myth and Magic Encyclopedia	1	CS
	The Bible	1	D
	All Witchcraft Books	1	1R
	Harlequin Romance	1	R
	French Atlantic Affair	1	R
	War Books in general	1	D
	Third World Facism	1	D
?	Seventh Grade Space Station	1	?
	And What are you Going to do?	1	?

*D = Request Denied R = Removed CS= Closed Shelf A = Altered

Note: Given Information not complete on all books.

APPENDIX 2

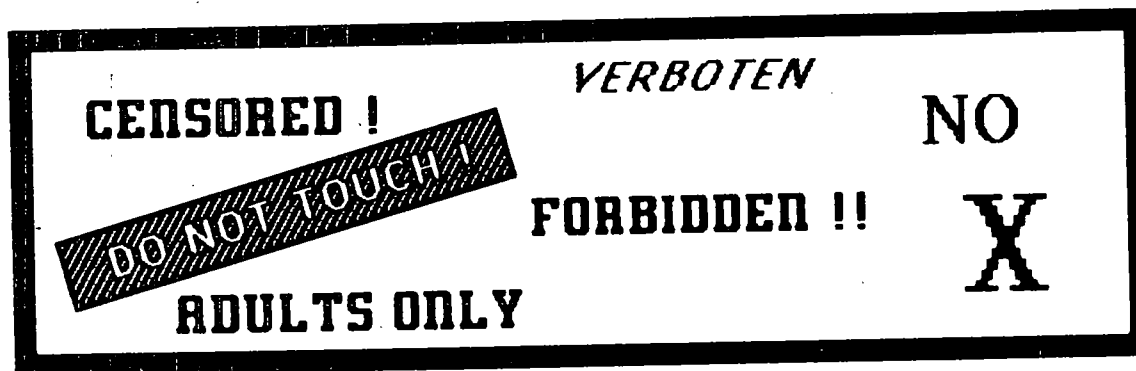
Books Receiving Objections - Survey to Superintendents

Author	Title	No.	*Res.
Anonymous	Go Ask Alice	1	CS
Appeganese/Zatale	Freud for Beginners	1	R
Bannerman, Helen	Little Black Sambo	2	D/R
Bellairs, John	The House with a Clock in...	1	D
Bishop, Claire	Five Chinese Brothers	1	D
Bliss, Richard	Fossils: Key to the Present	1	CS
Blumberg, Rhoda	The Truth about Dragons	1	?
Blume, Judy	All books	1	D
Blume, Judy	Are You There, God...	1	CS
Blume, Judy	Deenie	1	?
Blume, Judy	Forever	1	D
Blume, Judy	It's Not the End of the World	2	D/R
Blume, Judy	Then Again Maybe I Won't	1	?
Bograd, Larry	Lost in the Store	1	D
Comfort, A. & J.	Facts of Love	1	R
Corcoran, A. & B.	Ask for Love and They Give You...	1	R
Evans, Carol	Hag Head	1	D
Field, Edward	A Geography of Poets	1	CS
Greenberg, David	Slugs	1	D
Kapoor	Sikhs and Sikhism	1	R
Keene, Carolyn	The Bungalow Mystery (Nancy Drew)	1	R
Kesey, Ken	One Flew Over the Cuckoo's Nest	1	D
King, Stephen	Carrie	1	D
Klein, Norma	Breaking Up	1	D
Lawrence, Scott	Names of Thunder	1	D
Morgan, Allen	Matthew and the Midnight Tow...	1	?
Parker, Gary	Dry bones and Other Fossils	1	CS
Parker, Gary	Creation: The Facts of Life	1	CS
de Paola, Tomie	Bill and Pete	1	D
Platt, Kin	Headman	1	D
Pomeroy	Boys and Sex	1	D
Pomeroy	Girls and Sex	1	D
Schwartz, Alvin	Scary Stories to Tell in the Dark	1	?
Sendak, Maurice	Where the Wild Things Are	1	D
Sheffield & Bevey	Where do Babies Come From?	1	R
Stoltz, M.	Cat in the Mirror	1	CS
Tannahill, Reay	The Beast of M. Racine	1	CS
Vonnegut, Kurt	Breakfast of Champions	1	CS
Willke	Handbook on Abortion	1	R
York, C.	I Will Make You Disappear	1	D
?	Anthology of Humour	1	CS
?	Ariel	1	?
?	Death Before Life	1	D
?	Do I Really Want a Dog?	1	D
	Dungeons and Dragons	1	?
	Family Life Films	1	D
?	Ghosts	1	CS
?	A Growing Concern	1	D

Author	Title	No.	*Res.
?	Inuit	1	D
	Islam (Film)	1	A
?	My Mummy Told Me Not to Be Afraid	1	D
	Reader's Digest	1	D
	Sentence Craft	1	?
?	Sex Hormones	1	D
	Strawberries and Other Secrets	1	R
	Teen Magazine	1	D
?	Unicorns	1	D
	Books on Witches	1	D

* D = Request Denied R = Removed CS = Closed Shelf A = Altered

Note: Given Information not complete on all books.



FREEDOM TO READ WEEK, OCTOBER 19 - 26

Canada's third annual Freedom to Read Week will be held October 19 to 26, 1986. Freedom to Read Week is sponsored by the Book and Periodical Development Council, an umbrella organization representing writers, publishers, book and periodical distributors and librarians.

The aim of this national event is to direct attention to the issue of censorship and threats to intellectual freedom. The campaign's focus is on the ways in which schools, libraries and bookstores can be subject to pressures from groups and individuals who wish to curtail the freedom to read. Of particular concern is the principle of freedom to learn in educational institutions across Canada.

Teachers and teacher-librarians across the country far too frequently are on the firing line when it comes to challenges of titles selected for curriculum or library use. In many cases job security becomes an issue when professional decisions are questioned. Faced with such challenges, teachers and teacher-librarians must be defended and supported so that they and their book policies will be less vulnerable to the whims of would-be book banners.

There are too many examples of challenges to book selection in schools which endanger intellectual freedom:

- * A municipal politician (not a school trustee) publicly attacks the works of Margaret Lawrence, ignoring established school board procedure for book selection.
- * An English department head is threatened with demotion if he does not remove certain titles from his senior reading list - including books by Morley Callaghan, W.O. Mitchell and Dennis Patrick Sears, all Canadians.
- * Special interest groups attack the use of mark Twain's classic Huckleberry Finn in high school English courses.

During Freedom the Read Week, teachers and teacher - librarians are encouraged to plan discussions, debates, displays and other events appropriate for their communities, in order to draw public attention to the issue of censorship.

To assist those who wish to participate in the National observance of Freedom to Read Week, the BCDC once again has prepared an information kit which will be available in June, in good time for the 1986 - 87 school year. The 1986 Freedom the read kit will include a poster, a statement of principle by author Timothy Findley, information about challenged books in Canada, and an expanded selection of activity suggestions which can be of use throughout the school year.

Kits are available for \$5.00 prepaid (including postage) from the Book and Periodical Development Council, 34 Ross Street, Suite 200, Toronto, Ontario M5T 1Z9.

For further information, contact Peter Carver, Coordinator for Freedom to Read Week or Nancy Fleming, Executive Director of the BPDC.

Please note : Materials in the Freedom to Read kit are copyright and can only be reproduced with the permission of the Book and Periodical Development Council.



NOTETAKING & THE ESL STUDENT

By Teacher-Librarians DEBRA SIMMONS and WENDY SHAW and teacher ANNE SHORTHOUSE, Templeton Secondary, Vancouver.

A. UNIT BACKGROUND

4 periods in the Library Resource Centre
1 period in the classroom

Product: one paragraph and note-taking sheet

B. PROCESS OF PLANNING

1. Initiation: This unit was developed in response to a perceived need for ESL students to have a scope and sequence of research skills which was parallel and complimentary to the one already developed for regular classes. In this way it could be assured that as the students entered the regular classes they would have the skills that secondary teachers expected all students to have.

This unit on simple note-taking was taught at a fairly early level but not until the ESL students had acquired sufficient language skills so that they could use the kinds of material found in our Resource Centre. Typically, these students had had approximately three semesters in the ESL program and were enrolled in one regular class with the remainder of their time in the ESL department.

The note-taking skills were reviewed later in the ESL program when the students were almost completely integrated into the regular program and used more sophisticated source materials, a more complete set of notes and a more complicated finished product, usually an oral report. (See Pat Parungao's unit on Oral Presentations and the ESL Student)

2. Objectives: The student will:

- demonstrate basic library skills such as alphabetizing and use of guide words
- develop note-taking skills
- take notes on required information only
- produce a paragraph on the topic using only the notes taken
- be able to explain, orally, the note-taking skill to another student
- work cooperatively with a partner in producing the notes and the finished paragraph

3. Activities: Students completed the note-taking sheet and wrote one paragraph from these notes.
4. Preparation and Teaching Responsibilities: The teacher and teacher-librarian chose material of a suitable reading level, in this case the The Raintree Illustrated Science Encyclopedia, and a suitable content area, "Animals". The teacher-librarian developed the student worksheet, the sample entry, and the list of animals. The classroom teacher chose an introductory activity to be taught by her in the classroom. (She chose a lesson from The West Coast Reader, November, 1985). The teacher-librarian taught the note-taking procedure using a sample entry from the chosen source material. Both teachers supervised, corrected and assisted the students throughout the assignment.
5. Evaluation: Both the notes and the paragraph written from the notes were marked, thereby ensuring that students were collecting only that information which was required and using their own words. As this is a very great risk for ESL students who have little confidence in their mastery of the language, constant encouragement and feedback was essential.

C. ACTUAL UNIT

The assignment sheet used in the Library Resource Centre is included at the end of the article. (see Example A)

Classroom Period - The Teacher introduced the concept of notes, gave an oral exercise and had the student complete a form similar to the one to be used for the library research assignment.

Library Period 1 - Detailed instructions on note-taking with particular emphasis on key words, main ideas, the use of abbreviations, and selection of relevant information only were given. Students completed, with step-by-step guidance, a practise note sheet and wrote a paragraph from these notes which was then corrected and marked.

Library Period 2 - Students, working in pairs, choose an animal from the list, selected the correct volume of the encyclopedia, took notes and wrote a paragraph from these notes only.

Library Period 3 and 4 (some time later) - The original students, in pairs, taught pairs of students from another ESL class the skills of note-taking. They selected a new topic or subject area and completed a third note sheet and paragraph.

EXAMPLE A

ESL NOTE-TAKING ASSIGNMENT

Topic: _____

Name _____

Block _____

1. Take notes using strips supplied below
2. Use only main ideas and key words
3. Complete and hand in 5 note strips for marking
4. Write an in-class paragraph using only these notes

Kind _____

Appearance _____

Food _____

Habitat _____

Locomotion _____

EFFECTS OF PARENT VOLUNTEERS READING FIRST LANGUAGE (L1) BOOKS TO ESL STUDENTS

A BC Teacher and Teacher-Librarians' Research Indicates that ESL Students Can Enjoy Listening to Parents Read First Language Books Without Impeding Second Language Growth

By KEN WALTERS, Teacher-librarian, Strathcona Elementary, Vancouver and LEE GUNDERSON, Language Education Department, UBC.

Reprinted with permission of Ken Walters and Lee Gunderson and the International Reading Association.

The fastest growing group in schools across North America is the English as a Second Language (ESL) group. Many school districts have or will shortly have school populations in which the majority first language (L1) is not English (Cummins, 1981). In fact, in most schools in Canada and the United States, and in many schools in England and Australia, teachers will, of necessity, teach reading in English to students for whom it is a second language (L2).

Beginning readers who are ESL students and those who have not learned to read in their L1 represent a major problem for mainstream teachers because these students typically have not learned that print is language. However, this article reports the findings of a study which suggest a way in which the important initial concept (print is language) can be modeled by individuals who, traditionally, are not involved in school activities.

We have both taught in schools with large populations of ESL students - schools that have bilingual classes, self-contained ESL classes, and itinerant ESL teachers. These schools benefited by having trained ESL personnel and materials, yet most of the ESL students are enrolled in mainstream classrooms and are taught to read in English.

L1 Books Available

One resource that was not used by either ESL teachers of mainstream teachers was the L1 book collection. We are both aware of L1 collections in numerous schools and school districts across Canada and the United States (i.e. Vancouver, Ottawa, Chicago, Los Angeles, San Francisco, New York, Miami). The Vancouver School Board, British Columbia, for instance, purchased an L1 collection to be used with Chinese, Greek, Hindi, Punjabi, Italian, Japanese, Portuguese, and Vietnamese speaking students. Many schools in San Francisco, California have Cantonese, Spanish, Vietnamese, or Tagalog collections. In both cases the L1 collections were looked on with disfavor by many teachers, administrators, district staff, and in some cases, parents.

As a teacher-librarian at a predominantly Cantonese speaking school, Walters was aware of the teachers' lack of interest in using his school's Cantonese collection. As a reading resource teacher in a predominantly ESL school, Gunderson observed the negative attitudes of teachers towards the Spanish and Vietnamese collections.

Updating Beliefs

When Gunderson first began teaching in San Francisco, the school's standard procedure was to insist that only English be spoken. There were appropriate punishments for those students who dared speak Cantonese or Italian at school or in the school yard. Greenwood (1983, p. 15) states:

While the days of punishing children for speaking in their own language have passed and educators seek to supplement rather than supplant the students' culture, there is nevertheless, the lingering feeling that encouraging the use of the mother tongue will interfere with the learning of English.

The belief that L1 activities interfere with second language (L2) acquisition persists widely even though there is contrary evidence. Ovando, for example, states that "It would be pedagogically unsound and sociopolitically imprudent to return to the sink-or-swim methods of the past" (1983, p. 567), and there is strong evidence to suggest that a student's initial reading instruction should be in the "mother tongue" (Gámez, 1970; Gutiérrez, 1975; Hillerich, 1970; Kaufman, 1968; Lewis, 1965; Mackey, 1972; Modiano, 1968; Rosen, 1970; Yoes, 1967).

While teaching students to read in their mother tongue may be preferable to teaching in L2, the typical mainstream teacher is not equipped to do so. Yet this need not preclude letting students read in their L1 when the books are available. Schon et al. (1981a, 1981b) have shown that L1 silent reading activities do not interfere with L2 reading achievement, and the present study, which investigated the effects of a

program of oral reading in L1 and L2 on reading achievement in English suggests that hearing stories read aloud in L1 also does not interfere with L2 reading achievement.

4th Graders Hear Cantonese Stories

The subjects, randomly selected from fourth grade ESL classes in a large innercity school that is predominantly ESL and randomly assigned to the study's groups, were 39 Cantonese speakers. Three bilingual Cantonese/English speaking teachers rated a selection of English and Chinese books on four qualities:

- (1) appears to be interesting to children aged 9 to 12 years;
- (2) contains events, concepts, and relationships understandable to children aged 9 to 12 years;
- (3) has a central character with whom children can identify ; and
- (4) story language is natural and flowing.

Only books that were rated as excellent by all raters were selected for use.

Potential parent readers were auditioned and selected on the basis of their diction, enunciation, phrasing, tempo, and ability to convey dramatic content. Two Chinese and two English readers were selected.

All 39 fourth graders continued to participate in the ESL program prescribed by the school district. However, twice a week the 3 groups each met for 40 minutes either to hear stories read aloud in (1) Cantonese or (2) English or to (3) participate in a "catch-up" time. No formal teaching activities took place at this time.

During the study, Chinese books were also made available in the children's classrooms for free reading or viewing. Library checkouts of these books increased from an average of 8 per month to 20 per month during the study.

The Gates-MacGinitie Reading Test (1977), Level A, Form 1, was administered at the beginning of the study, with Form 2 used at the end. The group pretest scores were C=63.23 (Chinese), E = 58.77 (English), and CU = 58.91 (catch-up). These means were not significantly different, as tested by ANOVA, so the 3 groups could be considered initially equivalent in their English reading abilities.

Posttest scores were C = 72.23, E = 64.72, and CU = 71.91. Thus, all three groups made significant gains in English reading over the 3 month period, as measured by t tests, with no significant differences between the groups.

English Growth Stays High

The point of the study was to demonstrate that hearing stories read aloud in Chinese (the children's L1) did not interfere with their English reading achievement. Those who heard stories in Chinese made significant gains in English, as did the other two groups.

The benefits of hearing stories read aloud in Cantonese were many. The children had the advantage of being exposed in a school setting to their own culture. In contemporary multicultural societies, there is a growing awareness that it is the expression and acceptance of diverse backgrounds that brings strength and richness to our lives.

The study has another important message. These findings suggest a way

that non-English speaking parents can contribute significantly to a school program; by reading aloud to their own and other children.

Parents Good - In Any Language

In one school in which Gunderson taught, Spanish speaking parents were encouraged to come to school and read aloud to primary students. These parents provided positive reading role models for L2 students.

It was quite easy for the bilingual resource teacher to train these parents to do the oral reading. The parents first watched the school librarian read aloud in English and then practiced in a peer-group situation in Spanish. They were taught to make certain their students followed the text as they read. In addition, they learned to stop at strategic points in text, and ask "¿Que pensáis que va a pasar ahora?" ('What do you think will happen next?'). This procedure encouraged students to predict as they comprehended text and to participate actively in the activity.

The parent's first few sessions with students were monitored, to check on their performance and the groups's behavior. We found that parents worked best with very small groups of five or fewer children.

These parents also aided us in selecting appropriate L1 material. The popularity of their reading periods grew and they were greeted with enthusiasm. The positive effects for parents, students, and the school were phenomenal.

It's time to dust off those L1 collections hidden on book shelves in school storerooms. They give us a grand opportunity to integrate ESL parents, as models of adult reading, into an effective ESL or mainstream reading program.

References

- Cummins, Jim. Bilingualism and Minority-language Children. Toronto, Ont.: The Ontario Institute for Studies in Education, 1981.
- Gómez, Gloria I. "Reading in a Second Language: 'Native Language Approach' vs. 'Direct Method'." The Reading Teacher, vol. 32 (March 1979), pp. 665-70.
- Gates-MacGinitie Reading Test. Boston, Mass.: Houghton Mifflin, 1970.
- Greenwood, J'Anne. "First Language Materials in School Libraries." Emergency Librarian, vol. 10, no.4 (1983), pp. 16-20.
- Gutiérrez, Arturo L. "Bilingual Education: Reading Through Two Languages." in Reading and the Spanish-Speaking Child, edited by D.E. Critchlow, Laredo, Tex.: Texas State Council of the International Reading Association, 1975, pp.2-6.
- Hillerich, Robert L. "ERMAS: A Beginning Reading Project for Mexican American Children." The National Elementary Principal, vol. 1 (November 1970), pp. 80 - 84.
- Kaufman, Maurice. "Will Instruction in Reading Spanish Affect Ability in Reading English?" Journal of Reading, vol. 11 (April 1968), pp. 521-27.
- Lewis, Glyn L. "Bilingualism - Some Aspects of its History." Report on an International Seminar of Bilingualism in Education. London, England: Her Majesty's Stationery, 1965.
- Mackey, William F. Bilingual Education in a Binational School. Rowley, Mass.: Newbury House, 1972.
- Modiano, Nancy. "National or Mother Tongue Language in Beginning Reading." Research in the Teaching of English, vol. 2, no. 1 (1968), pp. 32 - 43.
- Ovando, Carlos J. "Bilingual / bicultural Education: Its Legacy and its Future." Phi Delta Kappan, vol. 64 (April 1983), pp. 564-68.
- Rosen, Carl L. Assessment and Relative Effects on Reading Programs for Mexican Americans: A Position Paper. ED 061 000. Arlington, Va.:ERIC Documentation Reproduction Service, 1970.
- Schon, Isabel, et al. The Effects of Books in Spanish and Free Reading Time on Hispanic Students' Reading Abilities and Attitudes. ED 204 096. Arlington, Va.:ERIC Document Reproduction Service, 1981a.
- Schon, Isabel, et al. The Effects of Special Reading Time in Spanish on the Reading Abilities and Attitudes of Hispanic Junior High School Students. ED 205 342. Arlington, CA.: ERIC Document Reproduction Service, 1981b.
- Yoes, Deck, Jr. "Reading Programs for Mexican-American Children of Texas." The Reading Teacher, vol. 20 (January 1967), pp. 313 - 18, 323.

ORAL PRESENTATIONS & THE ESL STUDENT

by PAT PARUNGAO, Teacher-Librarian, Killarney Secondary School, Vancouver

The preparation for an oral presentation starts the same as for a written one:

1. Carefully selecting a topic
2. Gathering information
3. Making an outline
4. Making notes

To this we can add another step: Practice.

An article that appeared in the Vancouver Sun last December 6th discussed the world's largest project for the United Nations International Year of the Youth. Fifty Teenage participants from twenty-five countries delivered testimonies about growing up in war-torn countries. Their stories are ones that ESL teachers are no doubt familiar with, but they silenced 1,200 North Vancouver high school students and brought tears to some eyes. This article triggered Jadzia Prenosil, an ESL teacher at Killarney Secondary School to encourage her own students to present information about their own country. This assignment included a written component and an oral component. During the oral presentation, students were required to include some visual aids and were encouraged to include personal anecdotes.

To develop oral skills using this type of assignment, I would propose a three part unit over three reporting periods:

- Part 1: Presenting....(a classmate)
- Part 2: My Native Country
- Part 3: A Curriculum-Related Speech

The purpose of Part 1 is to have classmates become acquainted with everyone in the class and to become attentive and quiet listeners. Although students in your class may already know each other, there are undoubtedly new things to discover. This assignment requires that the student gives a speech to inform, telling the audience in detail about a fellow classmate. The teacher would assign each student a partner, then allow some class time to gather information about each other on an Information Sheet (see Example A). At home, the student would use the Information Sheet and Outline Format (see Example B) to prepare a one to three minute speech outlining the qualities that makes their partner special. Every person is special, even if they themselves do not think so. The job of the speaker is to look through the information and decide for him/herself why the person is unique.

Now the student is ready to rehearse. Here are some guidelines to give them:

1. Never memorize a speech word for word.
2. Memorize the first sentence in the introduction, the concluding statement and the order or sequence of main points in the speech.
3. Rehearse aloud in private in front of a full length mirror.
4. Present your speech to a member of the family and concentrate on looking right at the person with direct eye contact.
5. Keep in mind how the teacher will mark you.

For one suggestion on how you might mark this first oral presentation see Example C.

As the student speaks, I would recommend videotaping the presentation for the students' enjoyment afterwards. We found that with the "Native Country" assignment, five out of six students had video players at home and all had access to video players through friends or relatives. Although the first speaker was apprehensive about having a videocamera in the audience, the rest anticipated it and were disappointed when the video camera was not available. We allowed the presenters to take the videotape home overnight -- they were eager to show their parents.

See Example D for the sample Part 2 assignment given by Jadzia to her students. Students had two periods in the library to gather information and were encouraged to talk to friends and family members. Students were again given an outline for their oral presentation and were marked as indicated on Example E. Some students brought books with photos, large maps, personal photographs and costume dolls as visual aids.

For Part 3, students could work on a more comprehensive assignment. ESL Social Studies students prepared a written and oral Canadian Life Research Project (e.g. a Canadian sport, a Canadian holiday, a Canadian animal); ESL Science Students selected one body system (e.g. nervous system, muscular system, reproduction) to study in detail. Instruction and marks were given for the notes, outline, title page, illustrations, written presentation, bibliography and oral report.

Skills required for each succeeding assignment build on those learned in the previous oral presentations. More can be demanded from the student with regard to delivery, voice, the script, visual aids, attitude and audience-related skills with each presentation.

.....

ORAL PRESENTATIONS AND THE ESL STUDENT - BIBLIOGRAPHY

Bradbury, Phil, Ed. Library of Clip Art: Camera-Ready Illustrations For Public, School and Academic Libraries. Bloomfield, New Jersey, Library Educational Institute, Inc., 1978.

Cox, Sarah. "Teens Tell of Horror In Homelands." The Sun, (December 6, 1985) p. A3.

The Library Border Book. Bloomfield, New Jersey, Library Educational Institute, Inc., 1977.

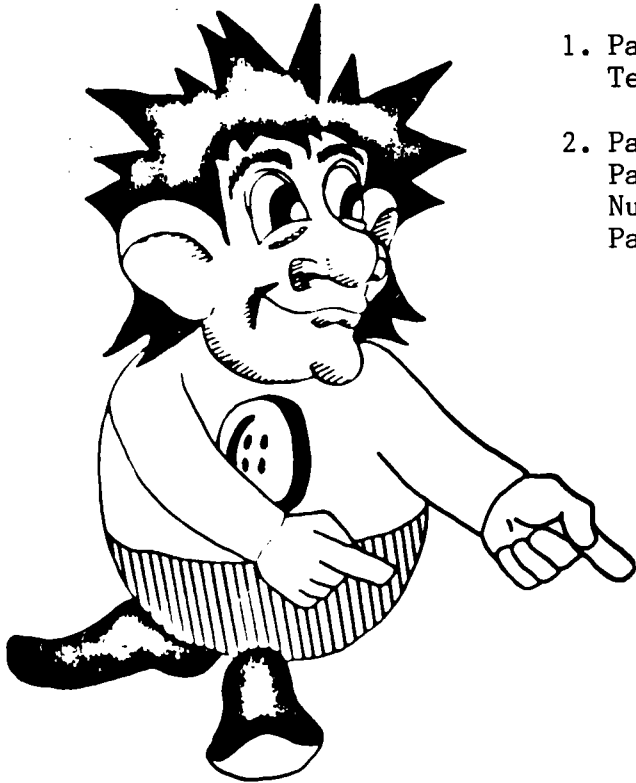
"Oral Skills." Emergency Librarian, Vol. 11, No. 3 (January-February 1984) pp 17-18.

Tanner, Fran Averett. Creative Communication: Projects In ...Acting, Speaking, Oral Reading. Pocatello, Idaho, Clark Publishing Company, 1973.

Wargin, Natalie. ALA Library Clip Art. Chicago, American Library Association, 1983.

EXAMPLE A

ORAL PRESENTATION - INFORMATION SHEET



1. Partner's Name
Telephone Number
2. Partner's Background:
Parent's Names
Number of Brothers Sisters
Partner's Birthplace

3. Partner's Interests: (add or delete items as needed)

- Hobbies
- Sports
- Interesting Places Traveled
- Awards or Honors s/he has had
- School Activities s/he has participated in
or is interested in
- Pet Peeve or Things That Irritate Him/er
.....
- Future Plans



.....

EXAMPLE B

ORAL PRESENTATION - OUTLINE FORMAT

Using the notes from your information sheet, plan your speech according to the following arrangement:

1. Introduce your partner by stating his/her name slowly and clearly.
 2. Tell why you think s/he is unique, giving specific details and reasons.
 3. State his/her background:
 - A. Birthplace
 - B. Parent's Occupation
 - C. Others in Family
 4. State his/her interests (add or delete items as needed):
 - A. Hobbies
 - B. Sports
 - C. Travel Experience
 - D. Awards or Honors
 - E. School Activities (those actually participated in)
 - F. Pet Peeve
 - G. Future Plans
 5. Conclude with a well planned statement that ties the speech together.
-

EXAMPLE C

ORAL PRESENTATION - TEACHER'S EVALUATION

Speaker's Name

A scale of 1 - 10 or PAGE (Poor, Average, Good, Excellent) may be used.

1. Paused in front before speaking
2. Looked at audience
3. Clearly organized speech
4. Knew subject well
5. Spoke loudly enough to be heard
6. Maintained poise
7. Spoke with enthusiasm

Additional Comments:

.....

EXAMPLE D

ORAL PRESENTATION - SAMPLE PART 2 ASSIGNMENT

MY NATIVE COUNTRY

Place: Library

Time: 2-3 hours

Assignment: Find important and interesting information on your country using several different resources. Make as many notes as you think are necessary. (do NOT copy sentences from books) Prepare a short class presentation (5 - 10 minutes). Bring along pictures, maps, also hand in a written copy (essay) of your presentation. This assignment must be carefully prepared and written neatly in pen. A map of your country labelled with the important cities must also be attached.

** REMEMBER: Make both your written and oral presentations informative and interesting.

Deadline:

.....

EXAMPLE E

ORAL PRESENTATION - MARKS

- 1. Information, format, effort 5 marks
- 2. Use of audio-visual materials and blackboard 5 marks
- 3. English clear? Easy to understand? Pronunciation and grammar 5 marks
- 4. Overall impression - interesting? creative? enjoyable? 5 marks

Total 20 marks

MATH IN THE LIBRARY: A COOPERATIVE TEACHING UNIT FOR GRADES 4 - 9

By CAROLE PORTER,
Teacher - Librarian / Vice-Principal,
Belvedere Parkway Elementary School,
Calgary Board of Education

The idea of integrating mathematics into the library program may leave a lot of teacher-librarians feeling like Bertrand Russell when he said: "Mathematics may be defined as the subject in which we never know what we are talking about, nor whether what we are saying is true" (Bartlett, p. 912b). Many teacher-librarians have their foundations rooted firmly in the humanities, and math may conjure up unpleasant memories of high school algebra and trigonometry. But take heart! Math can be successfully enriched through a cooperatively planned and taught library resource unit. The following article will outline such a unit as it was implemented with a Grade 6 class at Belvedere Parkway Elementary School in Calgary.

School libraries have recently been recognized by the curriculum branch of Alberta Education in a paper entitled Policy, Guidelines, Procedures, and Standards for School Libraries in Alberta (1984) as a recommended and necessary part of a total school program. This document furthermore stresses that the school library program should be fully implemented with the instructional program of the school, and that teachers and library personnel share responsibilities in ensuring that students achieve the required goals and objectives. In effect, what is advocated is resource-based learning in which units jointly planned by the teacher and the teacher-librarian "actively involve students in the meaningful use of a wide range of appropriate print, non-print, and

human resources" (Ontario Ministry of Education). Such a program recognizes that diverse individual student abilities exist and, with the teacher and the teacher-librarian's ability and direction and example, can lead to active participation by the learner in choosing from and using an extensive variety of materials.

This is only rhetoric, though, until we examine the current research and happily discover that such integration does help students learn more effectively. Ron Blazek, for example, looked at ways in which educators can motivate students to use the library. He found that teachers can, in fact, influence the type of materials signed out by students and the frequency with which they visit the library. His final recommendation is for teachers, teacher-librarians, and their administrators to work together to achieve maximum student use of library resources (Brandt).

Support for cooperative planning is also found in studies of effective schools by John Goodlad, Michael Rutter, Barbara Maughan, Peter Mortimore, and Janet Ouston. These researchers all reached the same conclusion: in more effective schools, group planning was common, whereas in less effective ones, teachers worked alone much more, resulting in little coordination, encouragement, and support for each other or their students.

Ken Haycock, noted Canadian advocate of cooperative program planning and teaching between teachers and teacher-librarians, feels that the research in this area is clear. "The single most important role of the teacher-librarian is cooperative program planning and teaching with classroom teachers" (Haycock, 1982, p. 5). This ensures that library resources are used for a purpose, and that media, research, and study

skills are integrated with classroom instruction. Students now see a reason for coming to and using the library, an outcome that is often non-existent in those libraries in which students come once a week for an isolated "library skills" lesson. This process of integrating the knowledge of "how" something is done with the practical "doing" of it is essential throughout life. ~~Until students see a reason for learning to use any of the numerous research tools available to them and, furthermore, can apply these skills~~ at their level in a cooperatively planned and taught resource-based unit, they will have little success in or desire to use a library.

Assuming that we have now accepted the rationale for cooperative program planning and teaching, how does this relate to mathematics? Again, we have help from Alberta Education. In the document entitled Let Problem Solving Be the Focus for the 1980's, it is stated that one of the major goals of the elementary mathematics program is the development of problem-solving skills. Polya's model is advocated, recommending that in solving problems, students must understand the problem, develop a plan to solve it, carry out the plan, and then look back to evaluate their degree of success.

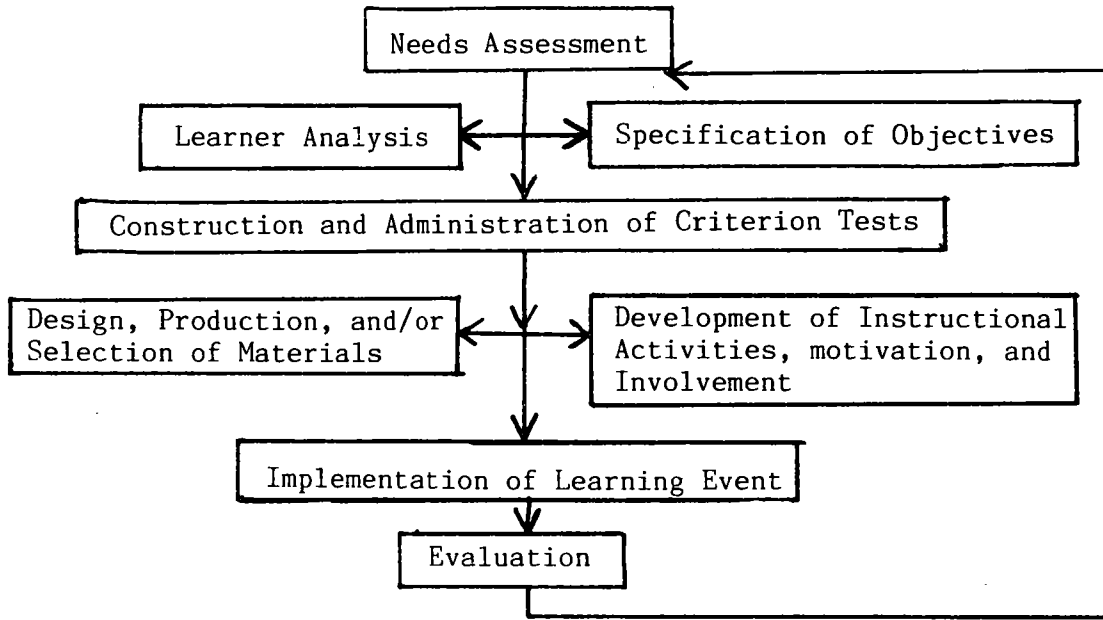
There is a wonderful old Czechoslovakian folk tale called Clever Manka, which illustrates this model so well. A rich farmer owes a shepherd a heifer, but he will not pay, so the two men call on the wise Burgomaster of the village to solve the dilemma. He poses a riddle, saying that whoever answers correctly will win the heifer. In response to the question, "What is the swiftest thing in the world, the sweetest, and the richest?" the vain farmer boasts that surely his gray mare is by far the swiftest, and ducats from his coffer the richest.

The humble shepherd, unable to supply an answer, consults his clever daughter Manka, who replies that the answers are thought, sleep, and the bountiful earth. The Burgomaster is impressed by Manka's wit and intelligence, so he sends her 10 eggs, telling her to hatch them by tomorrow and bring him the chicks. This is the start of a relationship where many problems confront the Burgomaster and Manka, but in each case, the latter is able to understand the problem, devise a plan, carry out the plan, and assess the results through her ability to view situations creatively.

Thus, a simple problem-solving framework may be used unconsciously every time someone solves a problem, be it a matter of extreme importance to society or a simple riddle. Problem solving is gaining new importance as math educators stress that students must be able to think, not just solve number problems. Alberta Education is suggesting that rather than leaving it to chance, we actively teach students the process to use in order to make informed decisions. This process of learning is, in fact, the teaching content of a resource centre, and a teacher-librarian's "subject is learning itself" (Davies, p. xii).

The school library and its collection is ideal for horizontal extension of mathematics. It can expose students to riddles, brain teasers, the history of mathematics, biographies of creative and famous mathematicians, and the tradition of mathematical thought. The systematic, sequential and cumulative integration of information skills and strategies with the problem-solving aspects of the mathematics curriculum helps to ensure that the objectives of both the subject teacher and the teacher-librarian can be met while satisfying individual student needs.

The library resource unit developed at Belvedere - Parkway Elementary School in Calgary is based on the Instructional Design Model developed by Philip M. Turner and Janet N. Naumer (p. 30):



Needs Assessment and Learner Analysis

This particular unit came about at a time when the school's teacher-librarian was anxious to cooperatively plan and teach a new unit where note-taking skills were stressed, an area decidedly weak in the older children. When the Grade 6 teacher mentioned one day that she needed to find something to challenge her better math students and, at the same time motivate her slower ones, the idea to integrate math with the

library was born. Because that particular class had pupils whose performance produced a bimodal distribution, it was decided that materials to meet individual student needs, concentrating on the upper and the lower ends of the scale, would be provided.

Specification of Objectives

The teacher and the teacher-librarian agreed upon the following objectives in planning the unit.

Attitudes. The learner will: (a) develop a more positive attitude toward mathematics, (b) develop a more positive attitude toward the library, and (c) develop more independent work habits.

Concepts. The learner will (a) think divergently to find information and, thus, solve problems, (b) learn the efficient use of reference books in the library, (c) extend horizontally in a mathematics program, and (d) connect the mathematics program with the library resources.

Skills. The learner will: (a) examine a given passage and interpret it in his or her own words in a condensed form, (b) develop organizational skills of combining information from many different sources into one cohesive unit, (c) write a report of at least three paragraphs on a chosen topic, (d) prepare one overhead transparency using the thermofax machine to support the written report, and (e) present the information orally to the class.

Construction and Administration of Criterion Tests

A student attitude survey, note-taking, organizing and production test were administered to the class after the unit was completed. An oral report checklist and a teacher evaluation sheet were

likewise prepared to be completed by the teacher and the teacher-librarian.

Design, Production, and/or Selection of Materials

Resources in the school library collection were culled. It was decided that math - related materials could be found in the 500s (pure sciences), the 920s and 921s (biographies), the 700s (art, music, games, and puzzles), the 800s (literature), the 300s (measurement), the 600s (technology), and the reference collection (encyclopedias). To meet the diverse needs and abilities of the students, 51 math research task cards were developed, each asking one question. The level of difficulty ranged from relatively easy (for example: "Find two books on number puzzles. Look for a puzzle suitable for your class. Write it out and have it run off for your class.") to more challenging (for example: "What is probability? Write a report about it. Hint: Read about Pascal and his contributions to probability theory.") The cards were developed to utilize the existing school library collection.

Record keeping sheets for students to use to monitor their individual progress were prepared and attached to the folders in which they kept their work. The teacher and the teacher-librarian developed a chart for their mark books in which the student outcomes for the various tasks were recorded. Audiovisual aids such as films (Donald in Mathmagic Land), videotapes (the oral presentation tapes from the "Thinkabout" series, and realia (busts of famous mathematicians) were ordered.

Involvement

The teacher then prepared a series of note-taking lessons, some of which were taught in the classroom prior to coming to the library. The teacher also planned an art unit having a mathematical base. For example, the students used compasses to create geometric pictures, line drawings, and string art. She also showed "Donald in Mathmagic Land" as a motivator prior to the first library lesson. Students were then given their individual folders and encouraged to decorate the covers utilizing some aspect of math.

The teacher-librarian prepared a book talk on the math resources available in the library collection, as well as a lesson on note-taking similar to that presented by the classroom teacher. A series of brain teasers, which were called "puzzles of the day," were accumulated by the teacher-librarian, and a new puzzle was to be presented as motivation at the start of each day in the library.

Implementation of Learning Event

The following teaching and learning timeline evolved as the unit progressed:

Day 1: The teacher-librarian gave a book talk on math resources in the library. The teacher taught a lesson on note-taking in the classroom.

Day 2: The teacher-librarian reviewed the lesson on notetaking in the library. Students chose a math research task card and began to work.

answered the questions on the cards. Both the teacher and the teacher-librarian discussed student work in individual conferences. The teacher-librarian also gave a logic puzzle with the answer each day.

Day 15: The teacher-librarian taught a lesson on the use of the thermofax machine. Students began preparing their oral reports and overheads.

Day 16: Students watched a videotape on "Making a Presentation" from the "Thinkabout" series.

Days 17 to 20: Students completed their reports and overheads.

Days 20 to 22: Students gave their oral presentations to the class.

Evaluation

On Day 23, using the previously prepared evaluation instruments, students wrote the tests on note-taking, production of an overhead and organizing information from more than one source. They also completed the attitude survey. The teacher and teacher-librarian filled out the teacher evaluation sheets independently. On Day 24, the tests were reviewed with the class, with both teachers in attendance.

The results of the evaluation instrument, although not gleaned through strict empirical methods, were gratifying. Every student but one enjoyed the "Math in the Library" unit, feeling that it made math more exciting, helped them to learn about the math books in the library, and gave them extra practice in working

Days 3 to 14: Students located the appropriate resources and answered the questions on the cards. Both the teacher and the teacher-librarian discussed student work in individual conferences. The teacher-librarian also gave a logic puzzle with the answer each day.

Day 15: The teacher-librarian taught a lesson on the use of the thermofax machine. Students began preparing their oral reports and overheads.

Day 16: Students watched a videotape on "Making a Presentation" from the "Thinkabout" series.

Days 17 to 20: Students completed their reports and overheads.

Days 20 to 22: Students gave their oral presentations to the class.

Evaluation

On Day 23, using the previously prepared evaluation instruments, students wrote the tests on note-taking, production of an overhead and organizing information from more than one source. They also completed the attitude survey. The teacher and teacher-librarian filled out the teacher evaluation sheets independently. On Day 24, the tests were reviewed with the class, with both teachers in attendance.

The results of the evaluation instrument, although not gleaned through strict empirical methods, were gratifying. Every student but one enjoyed the "Math in the Library" unit, feeling that it made math more exciting, helped them to learn about the math books in the library, and gave them extra practice in working

independently at taking notes. The slower students seemed to be motivated by discovering that math was more than basic facts, while the more capable ones were stimulated by the more challenging ideas presented in some of the task cards. The puzzles of the day were often cited as the best part of the unit.

The scores from the oral presentations, production, and organizing tests were average and above, whereas the results from the note-taking evaluation were below average. Obviously, this told both the teacher and the teacher-librarian that this was an area requiring different methods of instruction and opportunity for student practice.

Both the teacher-librarian were positive in their assessment of the unit, its great strength seemed to lie in cooperative planning and teaching. As the teacher said: "It was twice as much fun with half the amount of work!" An unexpected but significant result, according to the teacher-librarian was that circulation of the math resources increased significantly, particularly the brain teasers, games, and puzzle books. In fact, during the actual library time, students began bringing in logic puzzles to give at the beginning of the class, the majority taken from the existing collection. And a last, but certainly telling outcome, came from some of the other teachers. They were particularly interested in what the children were producing, and seemed most keen to cooperatively plan and teach a unit of their choosing.

In preparing to implement such a unit in their particular setting, teachers and teacher-librarians will want to determine the appropriate objectives for their students' abilities and interests.

In a similar project with a Grade 8

class at Elboya Junior High School in Calgary, the teacher and the teacher-librarian decided to emphasize math concepts and information retrieval rather than an integrated language arts approach. Students had one week in which to prepare a chart, a poster, or an oral presentation. They were marked on the basis of how well they applied math concepts to the task, rather than how well they took notes and wrote a coherent final report. The results were encouraging. Students were very enthusiastic and suggested topics other than those provided, which could be taught through a resource-based mode. It was interesting to hear that one student who had never received above a D grade in mathematics produced her best work yet that year by making a poster explaining math in nature.

It will also be necessary to examine the resources in the school library collection in order to match the task cards to what is available. Even if the math section of the collection is weak, materials from other areas, as suggested earlier, can be used effectively. In fact, in smaller schools, the encyclopedia can no doubt provide a great deal of the necessary information. Whatever the stated objectives or resources available may be, the cooperative planning mode with resulting positive benefits to the students and professional staff is vital. The future of Alberta's school libraries lies in integrating the resource centre with the existing curriculum. This necessitates teacher-librarians working closely with all teachers to achieve common goals.

Bibliography

Alberta Education. Policy, Guidelines, Procedures, and Standards for School Libraries in Alberta. Edmonton: Alberta Education, 1984.

Bartlett, John. Bartlett's Familiar Quotations. 14th ed. Boston: Little, Brown, and Company, 1968.

Brandt, Joan. "Influencing Students to Use Media Centre Materials: A Research Study by Ron Blazek." School Library Media Quarterly (Winter 1982): 147-50.

Davies, Ruth Ann. The School Library Media Program: Instructional Force for Excellence. 3rd ed. New York and London: R.R. Bowker Co., 1979.

Goodlad, John I.; Kenneth A. Sirotnik; and Bette C. Overman. "An Overview of 'A Study of Schooling'." Phi Delta Kappan (November 1979): 174-78.

Haycock, Ken. "Hard Times...Hard Choices." Emergency Librarian 19, no. 5 (May-June 1982).

_____. "The Role of the School Librarian as a Professional Teacher: A Position Paper." Emergency Librarian 8 (May-June 1981): 4-11.

Ontario Ministry of Education. Partners in Action: The Library Resource Centre in the School Curriculum. Toronto: Ontario Ministry of Education, 1982.

Porter, Carole and Sandy Paul. Math Is in the Library, Too! A Resource Unit for Mathematics in Grades 4 - 9. Calgary: Calgary Board of Education, 1984.

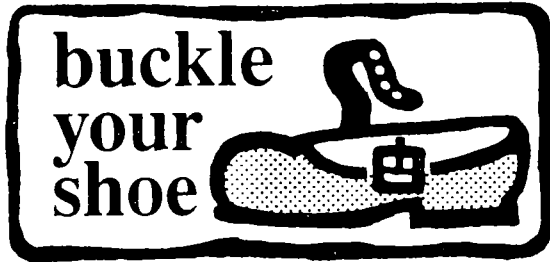
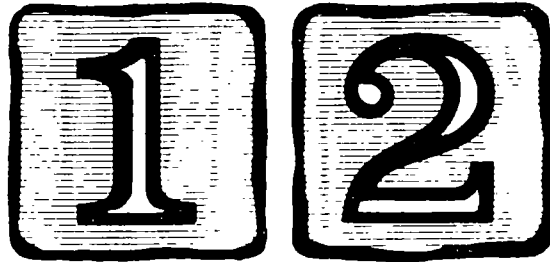
Rutter, Michael; Barbara Maughan, Peter Mortimer; and Janet Ouston. Fifteen Thousand Hours: Secondary Schools and Their Effects on Children. Cambridge, Massachusetts: Harvard University Press, 1979.

Turner, Philip.; and Janet N. Naumer.
"Mapping the Way Toward
Instructional Design Consultation
by the School Library Media
Specialist." School Library Media
Quarterly (Fall 1983): 29-37.

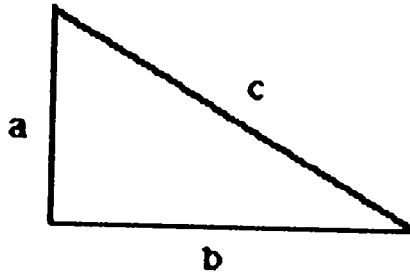
NOTE:

The Calgary Board of Education Media Services Department has published Math is in the Library, Too! A Resource Unit for Mathematics in Grades 4 - 9. The kit includes a teacher's guide, 51 task cards, and a bibliography of suggested materials. Interested teachers and/or teacher-librarians may purchase copies of the kit for \$10 each from the Mathematics Team, Core Curriculum Group, Calgary Board of Education, Viscount Bennett Centre, 2519 Richmond Road SW, Calgary, Alberta T3E 4M2.

* Reprinted with permission from
Alberta Learning Resources Journal
Volume 7 No. 3 (1985)



counting books



$$a^2 + b^2 = c^2$$

MAGAZINE ORDERING - SUBSCRIPTION AGENCY OR DO IT YOURSELF?

By J. PATRICK ROMAINE, Teacher-librarian, A.L. Fortune Secondary School,
Enderby

Subscription agencies are used by many public and school libraries to handle their yearly periodical orders.

For a number of years past and present teacher-librarians of A.L. Fortune Secondary School have used the same subscription agency to order periodicals. However, last year a number of problems developed. New titles requested were not subscribed to, while titles that were to be deleted were renewed. Invoices were received for subscriptions that were not requisitioned. Some subscriptions were not renewed, but instead new ones were taken out. The result was that school libraries received duplicate copies for two or three months. Several letters and phone calls were necessary over a five month period before things were straightened out.

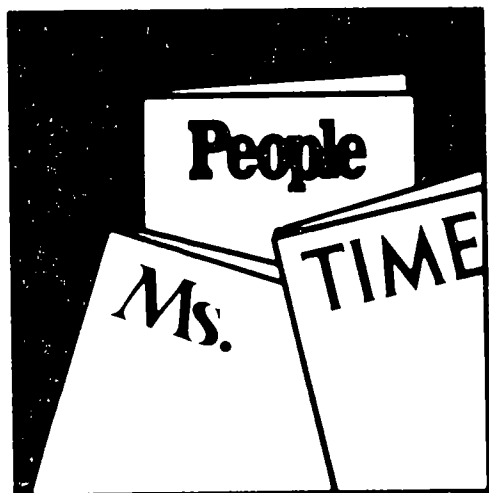
While the hassle and argument was taking place, some of the magazine renewal notices were arriving in the mail. It appeared that the magazines were offering subscriptions at rates cheaper than the agencies. It was decided that for the 1985 - 1986 school year, we would deal directly with the magazines and compare prices. The results are as follows:

<u>Title</u>	Price by Direct Renewal	Subscription Agency "A" Price	Subscription Agency "B" Price	<u>Comments</u>
Atlantic	\$12.95 U.S.	\$12.50 U.S.	\$19.01	
Beautiful B.C.	\$ 7.00	\$ 7.95	\$ 8.75	
Beaver	\$18.00	\$18.00	\$19.75	
Bon Appetit	\$11.95 U.S.	\$23.00 U.S.	\$32.01	
Canada & the World	\$12.00	\$12.00	not listed	
Canadian Art	\$18.00	not listed	\$26.60	
Canadian Consumer	\$25.00	\$20.00	\$23.95	
Canadian Geographic	\$17.00	\$19.00	\$18.95	
Canadian Musician	\$12.00	not listed	\$16.00	
Chatelaine (2 yrs)	\$14.98	\$24.00	\$24.00	
Computing Now	\$22.95	not listed	\$30.50	
Discover	\$25.00	\$27.00 U.S.	\$27.00	

<u>Title</u>	Price by Direct Renewal	Subscription Agency "A" Price	Subscription Agency "B" Price	<u>Comments</u>
Emergency Librarian	\$30.00	\$27.00	\$50.10	
Equinox	\$15.97	\$17.00	\$20.35	Plus free book on whales
Gourmet	\$27.00	\$21.00 U.S.	\$28.40	
Harrowsmith	\$14.00	\$15.00	\$19.95	Plus free book on tomatoes
Home Mechanix	\$14.95 U.S.	\$16.94 U.S.	\$26.64	
In Cider	\$27.97 U.S.	not listed	\$39.11	
Macleans	\$28.98	\$32.50	\$39.00	
Motor Trend	\$ 8.97 U.S.	\$19.96 U.S.	\$33.52	
National Geographic	\$27.50	\$22.00	\$29.95	
Newsweek	\$26.00	\$39.00 U.S.	\$45.58	
Omni	\$23.95	\$28.00 U.S.	\$43.46	
Parents	\$15.95 U.S.	\$22.00 U.S.	\$23.38	
Plays, Inc.	\$19.00 U.S.	\$25.00 U.S.	\$38.23	
Popular Science	\$17.94 Cdn.	\$17.94 U.S.	\$20.63	
Psychology Today	\$18.99 U.S.	\$18.99 U.S.	\$13.65	
Quill & Quire	\$38.00	\$38.00	\$50.55	
Reader's Digest	\$13.96	\$17.93	\$14.46	
Runner's World	\$17.97 U.S.	\$19.95 U.S.	\$39.47	Free book on running
Saturday Night	\$14.00	\$28.00	\$37.25	
Teen Magazine	\$19.95	\$20.95 U.S.	\$47.20	
Video Presse (2 yrs.)	\$28.00	\$30.00	\$29.75	
Woodworker	\$34.12 Cdn.	\$23.40 U.S.	\$42.55	

Prices quoted were from the Subscription agencies' catalogues in force at the time that direct renewals were made. It is impossible to make a blanket statement as to which is the best route to follow. On the surface it would

appear that with direct ordering a school could save a fair sum of money. Against this is the argument that more time and money are involved in processing requisitions. For the writer, this was not a problem as the school district has self-pay purchase orders that the Library-Aide filled out in seconds. In districts where every requisition has to pass through the Board Office, many small requisitions would be expensive. It has been my experience that dealing directly involves less hassle and there was a savings in the total periodical bill. At my school, subscription agencies will not be used during the 1986 - 87 school year.



A REVIEW OF ELEMENTARY GEOGRAPHY TITLES (INDIA)

By LYNN SHOOP, Coordinator of Library Services, Nanaimo

It is a constant dilemma to keep geography sections of school library resource centres current. Individuals unfamiliar with a country may be hesitant to form an opinion of a title as to its accuracy. In Nanaimo, we are using the expertise of community members to help us with our task and have been delighted with their thoroughness. Subsequent evaluations will be submitted to the Bookmark as they are completed.

The first country selected was India. Thank you to Joyce Pabbi for her thorough evaluation and Diane Langston from Learning Tree for forwarding preview items.

Titles were divided into four categories:

Unacceptable: severely out-dated (regardless of copyright), unsuitable, filled with errors

Bothwell, Jean	<u>The First Book of India</u>
Caldwell, J.C.	<u>Let's Visit India</u>
Caldwell, J.C.	<u>Let's Visit Pakistan</u>
Darbois, D.	<u>Gopal: His Life in India</u>
Darbois, D.	<u>Lakhmi: Girl of India</u>
Geis, Darlene	<u>Let's Travel in India</u>
Hahn, E.	<u>The First Book of India</u>
Laschever, B.D.	<u>Getting to Know India</u> (Getting to Know Series)
Spencer, C.	<u>Made in India</u>

Limited: fair but needs updating

Cooke, David C.	<u>Dera: a Village in India</u>
Gidal, S.	<u>My Village in India</u>
Lang, Robert	<u>The Land and People of Pakistan</u> (Portraits of the Nation Series)
Norris, M.	<u>Young India</u>
Raman, T.A.	<u>India</u> (Man in Asia) (World Culture Series)
Schloat, G.W.	<u>Uttan: Boy of India</u>
Soni, W.H.	<u>Getting to Know the River Ganges</u>

Acceptable: current, fairly good

- Bryce, L.W. India, Land of Rivers
Mitter, S. Living in Calcutta (Living in Famous Cities Series)
Sandal, Veenu We Live in India (Living Here Series)
Zolotow, C. A Week in Lateef's World: India

Recommended: authentic, insightful, representative

- Bennet, O. Kikar's Drum, Hamish Hamilton, \$9.11,
ISBN 0-241-11235-4
Bonnici, P. Amber's Other Grandparents, The Bodley Head, \$11.41,
ISBN 0-370-30671-6
Bonnici, P. The Festival, Bell Hyman, \$9.16, ISBN 0-7135-1458-2
Bonnici, P. First Rains, Bell Hyman, \$9.16, ISBN 0-7135-1457-4
Jacobsen, P. Family in India (Families Around the World),
Wayland, \$12.51, ISBN 0-85078-398-4
Solomon, J. Sweet-Tooth Sunil, Hamish Hamilton, \$9.11,
ISBN 0-241-11201-X

If further details are necessary, please feel free to contact:

LYNN SHOOP
Coordinator Library Services,
430 Selby Street
Nanaimo, B.C.
V9R 2R7



BEING THE 'PREZ' - MY CHALLENGE

By PATRICIA FINLAY, Teacher-librarian at Buckingham and Marlborough Elementary Schools, Burnaby

After two terms as President of my local teacher-librarians' association I have found greater depth of meaning to the word challenge. I should also hasten to add I have found increased personal satisfaction and a great deal of support and camaraderie from my fellow teacher-librarians.

Our district is a medium-large one - 36 elementary and 8 secondary schools. Our chapter currently has 22 members. Those who serve on the executive add association duties to already heavy work loads.

The President of our association becomes the contact person in our district for anything regarding libraries. One of the reasons for this is that we have never had a library coordinator in Burnaby. The President is called on to perform many of the functions which a district coordinator usually handles. Phone calls from publishers, jobbers and others come with the job. Meetings with District Supervisory and Professional Development Staffs present many opportunities for communication, planning and growth. Also, the President assumes a very important liaison role between the District administrative staff and the teacher-librarians. Interests and concerns generated by the members of our chapter can be communicated to District Staff by the President. Many times the effect of keeping the lines of communication open can have positive results. One example of this is the Statement of Purpose for Burnaby School Libraries which is presented in another part of this issue of the Bookmark. The committee which produced the Statement is still working on the implementation of this Statement.

One of my goals as President has been to raise attendance at our monthly association meetings. The executive brainstormed ideas that would be interesting and attractive to our members. One of our successful meetings was the first meeting of the school year, attended by an Assistant Superintendent, the Manager of Purchasing Services and the Supervisor of Staff Development and Program Inservice, to provide information and direction for the coming year. Another idea that worked was to have a panel of administrators and teacher-librarians commenting on their perceptions of libraries and their programs. A mini-workshop given by the District's Assisting Teacher for Gifted and Enrichment programs was another successful meeting topic. In addition, we had one meeting devoted to a display of materials and information from the Burnaby Multicultural Society.

Another goal has been to keep up with the activities of our parent body, the B.C.T.F. Our chapter, through our local

teachers' association introduced a library resolution which passed at the 1985 AGM. Our executive also made several representations to our local Representative Assembly regarding the proposed policy on volunteers.

These are some of the challenges of a busy and rewarding two years as President of the Burnaby Teacher-librarians' Association.

A STATEMENT OF PURPOSE FOR BURNABY SCHOOL LIBRARIES

Reported by NEIL CAREY, Teacher-Librarian, Cameron/Montecito Elem. Schools, Burnaby

One of the challenges faced by school libraries in Burnaby is to continue to improve the present standard of library service in the district. We have taken a step in that direction by drafting a statement which sets our goals for the future. Early in 1985 a group began to work on this draft statement. The group consisted of teacher-librarians, administrators and Assistant Superintendents. As reference materials, the group used: Partners in Action, from the Ministry of Education in Ontario; Sources and Resources, from the British Columbia Ministry of Education; and The Statement of Goals, from the Vancouver School Board. During the course of many interesting meetings, a great deal of support for and interest in school libraries was generated. The result of these meetings was the publication of a draft copy of the Statement of Purpose for Burnaby School Libraries.

The Statement of Purpose has the support of the supervisory personnel at the Burnaby School Board and has been brought to the attention of the Board itself. The School Board has not yet adopted the Statement as official Board policy but has received it and approved of its direction and principles. The Statement was discussed at a workshop for teacher-librarians in September, 1985. The next step in the process is to implement the goals of the Statement. At present, a new committee (chaired by an elementary school principal) has begun this work of implementing the Statement. Their task is to recommend ways to move school libraries in Burnaby from their present situation into a state which approaches the 'ideal' of Phase III.

LIBRARIES AND RESOURCE CENTRES IN BURNABY SCHOOLS

A STATEMENT OF PURPOSE

Library services in Burnaby schools have the following aims:

- a.) to foster a love of learning
- b.) to emphasize the importance of learning how to learn
- c.) to provide students with lifelong learning skills
- d.) to develop a commitment to informed decision making
- e.) to foster language improvement and enjoyment of leisure reading

Attainment of most of these goals necessarily involves teachers, teacher-librarians, and administrators working cooperatively to facilitate the planning and implementation of units of study.

These units should teach and develop the skills needed to locate, evaluate, organize, and present information from a variety of sources. Students should be expected to master these research and study skills, to extend them through varying levels of integration and difficulty and to apply them in a variety of subject contexts.

TRANSITION PHASES IN THE DEVELOPMENT OF A LIBRARY RESOURCE CENTRE

When examining their library services, schools will see them as operating at different levels for each of the following strands. It is expected that conscious efforts will be made to move these services toward Phase III levels.

	PHASE I	PHASE II	PHASE III
1. <u>PROGRAM SERVICES</u>	Library resources are not considered in relation to curriculum implementation.	The library provides an auxiliary service which is marginally involved in curriculum implementation.	Total staff cooperates in the development, implementation, and evaluation of the centre as a curriculum resource.

	PHASE I	PHASE II	PHASE III
2. <u>OPERATIONS</u>	The operation of the library program is determined on an 'ad hoc' basis by the availability of personnel and space.	The operation of the library involves setting up regularly scheduled class visits for book exchange, and for teaching activities that are largely unrelated to classroom programs.	The teacher-librarian in consultation with the principal and staff establishes, implements, and evaluates library resource centre objectives. He/she also administers such support elements as time-tabling, flexible scheduling, budgeting, and the supervision of library staff.

3. ROLES

(a) LIBRARIAN

The teacher-librarian selects, processes, and circulates library materials.	The teacher-librarian selects, processes, and circulates library materials; responds to teacher and student requests for materials and curriculum assistance; teaches 'library skills' without reference to classroom programs.	The teacher-librarian is knowledgeable of curriculum and promotes professional development; is familiar with a wide range of instructional strategies and learning styles; organizes library time, personnel and materials to make maximum use of each; is active in professional concerns within the school and district;
---	---	--

	PHASE I	PHASE II	PHASE III
3. (a) cont.			actively engages in cooperative team-teaching.
(b) SCHOOL ADMINISTRATOR	The school administrator assigns low priority to library resources and services.	The school administrator makes provision for library services; supports and encourages cooperative planning.	The school administrator is committed to a vital library program based on the school curriculum; actively facilitates cooperative planning.
(c) CLASSROOM TEACHER	The classroom teacher makes limited use of library resources and services available.	The classroom teacher makes independent use of library resources and services to supplement the curriculum; promotes recreational reading.	The classroom teacher cooperates with the teacher-librarian to promote recreational reading; to plan, develop, implement and evaluate units of study which integrate research and study skills.

	PHASE I	PHASE II	PHASE III
(d) STUDENTS	The student makes limited use of library services.	The student uses the library as a place for borrowing recreational reading material; uses available reference resources and services as assignments demand.	The student uses the library as an extension of the classroom; makes maximum use of the library resources and services.
<u>4. LIBRARY STAFFING</u>			
(a) TEACHER-	A teacher-librarian is added to the staff only when and if all other school staffing needs have been met.	The teacher-librarian is an integral part of the staffing makeup, but is assigned only on a part-time basis.	The teacher-librarian is an integral part of the staffing makeup and is assigned to the school full time.
(b) SUPPORT STAFF	There are no paid support staff.	School clerical personnel are assigned as support staff on an occasional basis.	Support staff consist of trained school library aides and/or library or audio-visual technicians.
(c) VOLUNTEERS	Volunteer assistants are present on an occasional basis.	Volunteer assistants are present on a regular basis.	Volunteer assistants are trained and are present on a regular basis.

	PHASE I	PHASE II	PHASE III
5. <u>FACILITIES</u>	Facilities consist of a small area or classroom not large enough to accommodate more than a few students at a time.	Space is adequate for some library functions and is large enough to accommodate one class of students.	Facilities are designed to accommodate individuals, small groups and large groups. Provision is made for a variety of learning activities (e.g., reading, listening, using microcomputers, viewing, and researching).
6. <u>CORE COLLECTION</u>	The learning resources consist mainly of uncataloged books, dictionaries, and atlases. Selection is done <u>independently by the teacher-librarian.</u>	Resources consist of a limited collection of learning resources selected and organized by a teacher-librarian with some teacher input. Holdings include a standard core collection.	An extensive and comprehensive collection of learning resources is jointly selected by teachers and the teacher-librarian to facilitate resource-based learning. Support staff organizes the collection using cataloging and computerized services.
	Materials and equipment are housed in various areas of the school.	Most appropriate materials and equipment are housed and used in the resource centre.	Although all appropriate materials and equipment are centrally housed, these are lent freely to students and to teachers as required.

	PHASE I	PHASE II	PHASE III
<hr/>			
7. <u>SUPPORT SERVICES</u> (district)			
(a) TECHNICAL SERVICES	The Board provides no technical support services.	The Board provides partial technical support services.	The Board provides full technical support services.
(b) PERSONNEL	There is no provision for a district-wide coordinative position.	There is provision for a part-time district-wide coordinative position.	The Board provides a variety of support and consultative services under the direction of a full-time learning resources coordinator.
<hr/>			
8. <u>PROGRAM ADVOCACY</u> (district)	No attempt is made to encourage staffs to become involved in planning library resource centres and their programs or to communicate to staffs the potential role of a teacher-librarian.	Regular attempts are made to inform teachers and others about the variety of support services and resource materials available through library resource centres.	The District learning resource coordinator, teacher-librarians, and others accept responsibility and act in concert in interpreting the role of the library resource centre to schools and the district.
<hr/>			
9. <u>FINANCIAL SUPPORT</u> (district)	The need for financial support is not formally recognized in the budget.	A measure of financial support is formally recognized in the budget.	The level of financial support is determined by program requirements and long-range planning.

LITERACY, LITERATURE AND THE LIBRARY RESOURCE CENTRE: Cooperative Planning and Team Taught Literature-based Reading Programs in the Elementary School

By PATRICIA SHIELDS, Teacher-Librarian, Kitchener Elementary, Vancouver

The idea came to me last spring when the grade one teachers incorporated "Big Books" into their reading programs. After reading Don Holdaway's Foundations of Literacy and candidly evaluating the success of our library resource centre's literature appreciation goals and objectives, I decided to become involved in the primary reading programs. Unsettled about the "hit and miss" nature of the existing strategies used to develop our students' appreciation of literature, I felt it would be necessary to extend the scope of our library resource centre program.

In our traditional program, I assist teachers and students with appropriate book selections, recommend books to support curriculum, to read aloud, and to read for enjoyment. When requested, booklists are supplied which identify books on a special theme, books for parents to purchase, or books appropriate for readalouds. During Children's Book Festival or National Book Festival special activities and displays are planned. Visitations are often arranged: students went to the Public Library to hear author Jean Little one year, and Ann Walsh the following year. The public librarian visits and discusses books and summer reading programs. Despite these initiatives, I felt I needed to more evenly balance my cooperatively planned programs: the emphasis I placed on integrating literature appreciation skills into subject areas needed to increase relative to the greater emphasis I had been placing on integrating research and study skills into subject areas.

At our academically-oriented school, my involvement in classroom programs emphasizes cooperative planning and teaching units of study related to Science, Social Studies, and report writing in Language Arts. Although certain intermediate teachers and I have implemented individualized reading units, I needed to develop a systematic approach in order to effectively incorporate the library resource centre into more primary classroom reading programs. The "Big Book" project became the catalyst for me to become more involved in the primary reading programs. It was time to actively promote literature to supplement or replace basal readers, and ultimately to implement literature-based reading programs which would: emphasize transactions between the student and the text rather than emphasizing decoding of the text; promote students' sharing of their personal responses to deepen or refine their connections with the literature; provide opportunities for students to select their own literature; provide opportunities for students to read and produce or write literature; and help students to realize that the uniqueness of the literature experience comes from each reader's ability to connect the reading to their own experiences.

Coinciding with this change, it would be necessary to cooperatively plan objectives and to team-teach reading units with the primary teachers. This would ensure that our reading programs included literature to improve reading skills and, more importantly, fostered the desire to read.

A. LITERACY AND LITERATURE: SAYS WHOM?

Upon further investigation, I found that many experts in the areas of children's literature and reading have long been espousing the idea of synthesizing literacy and literature. Charlotte Huck, Florence Cleary, Margaret Spencer, Daniel Fader, Walter Barbe, and Don Holdaway are but a few who advocate literature-based reading programs.

Charlotte Huck explains that literature is able to develop compassion by educating the heart as well as the mind; that it helps children entertain new ideas and develop insights they never had before; that it stretches their imagination; that it creates new experiences while enriching old ones; and that it develops a sense of what is true and just and beautiful. Perhaps you are thinking that these are the ramblings of a "pie in the sky" idealist. But wait, she goes on to make a startling revelation: 10 percent of the USA public read 50 percent of the total number of books read and one-half of the adult population never read an entire book. Consequently, literature cannot affect a majority of the American public in these beneficial ways.

Huck contends that, in schools today, the teaching of reading is divorced from the use of "real" books, concentrating instead on the teaching of the basic skills needed to read. Somehow the goal of many reading programs has become the acquisition of specific reading skills rather than the encouragement of children to love reading. She believes that with literature-based reading programs in place, students will gain more than just the ability to read; they will be given rich backgrounds in literature, and "help to become readers, to find a lifetime of pleasure reading good books." (Huck, 1982:321)

Margaret Spencer, another expert in children's literature, also believes teachers must combine learning to read and literature. Only literature, and not basal readers or made up texts, teaches literary competencies and enables children to enjoy reading and become habitual readers. After studying competent student readers, she concludes that literature allows students to take part in a variety of complex activities and responses which involve mentally meeting with the author, and actively participating in the creation of a story. Reading is a kind of inner speech which is "bound to have a marked effect on the growth of the mind of the reader." (Meek, 1982:11) In her opinion, and in many teacher-librarians' opinions, literature must be an integral component of any reading program; it must never become an optional extra.

Along with children's literature experts, many experts in the field of reading instruction call for literature as the foundation of a reading program. Twenty-five years ago, Walter Barbe, in his book Educator's Guide to Personalized Reading Instruction, wrote of the need for a "new method" of teaching reading to children which allowed for "developing the love of reading which is essential if they are to continue through life using the skills which they have learned." (1961:2) He points out that for many students, basal readers teach little more than the skill of reading. Central to Barbe's individualized reading program is student self-pacing while reading self-selected literature. Reading skills are acquired by students on a continuous basis as they interpret, understand, and respond

to the text of the literature. The instruction of reading skills is provided, when needed, by the teacher employing the text of the literature.

These, in fact, are also the underlying principles of Don Holdaway's reading program which he terms "shared book experience". Teacher-librarians interested in promoting literature-based reading programs will be interested to know that he calls for an instructional program which is "meaning-centered and process-centered rather than word-centered". (1982:297) He believes that instructional reading programs should be based on children's favorite literature and provide an aural-oral experience, and that they should allow for a gradual transition from reading-like behaviour to real reading. Of great significance in Holdaway's approach to reading is that students display highly positive attitudes toward reading: "shared book experience" allows for both the cognitive and the affective development of the child. Obviously, such a program not only teaches children how to read but increases the prospects of their becoming lifelong readers.

Teacher-librarians may be wondering what relationship this discussion has to their program. Research is beginning to support the conclusion that literature-based reading programs are a preferable alternative to basals, which more teachers and teacher-librarians must incorporate into their language arts programs. All reading programs, whether literature-based or basal-reader based, have two goals: to teach the skill of reading and to encourage students to become readers and to enjoy reading. Resource centre programs, concurrent with reading programs, should reinforce these two goals. As more classroom teachers look for alternatives to basal readers, it is timely for teacher-librarians to promote literature-based reading programs and to consciously link the library resource centre to classroom language arts programs.

B. LINKING THE LIBRARY RESOURCE CENTRE PROGRAM TO LITERATURE-BASED READING PROGRAMS

Research provides a strong argument for the melding of learning to read and literature. How then does the library resource centre fit into literature-based reading programs? What is the role of the teacher-librarian in the development and support of these programs?

Teacher-librarians have always supported the language arts program by supplying and promoting resources. While this is an important and necessary aspect of our role, it should never be our only "raison d'etre". Some teacher-librarians believe scheduled library classes support language arts programs by exposing students to good literature through a story or book-talk. I have heard teacher-librarians support this viewpoint by arguing that this is the only way to guarantee literature appreciation goals and objectives will be effectively met. I do not agree. Because it is Friday, period four, does not ensure that any books signed out by the students will actually be read. Furthermore, how does the teacher-librarian know if the story or book-talk she has selected for that period has any particular significance that day for that class?

In the early 1970's reading experts identified the benefits to be derived

from a flexibly scheduled library. They saw this as a means by which the teacher-librarian would have time available so that the library resource centre program could be more effectively integrated into the classroom language arts program. Florence Cleary wrote in her book Blueprints for Better Reading:

"...reading periods in the classroom or library, when little guidance is given, produce neither interest nor skill. Only as librarians and teachers provide real learning situations in reading guidance, taking into account such viewpoints about learning as readiness, relatedness, and usefulness of learning experiences, will pupils learn to like to read and develop the skills for reading to learn." (1972:19)

Assuming Charlotte Huck's statistics accurately reflect the number of adults who read for recreation, history suggests that providing resources and scheduled library classes do not ensure students will read and enjoy reading.

When a flexibly scheduled library is in operation, the role of the teacher-librarian and the materials of the reading program are able to change dramatically. Consider the following: teacher-librarians know and love children's literature; they have a thorough understanding of curriculum; and they have studied child development theory. Who, then, is better qualified to encourage and to facilitate "real reading" in the classroom? Joyce Lassise, teacher-librarian, succinctly states in her article in School Library Journal:

"Some of the best teachers of reading are librarians. Who is better able than librarians and English teachers to work in partnership to promote reading." (1982:42)

Ruth Ann Davies, well known expert in the field of school libraries, concurs:

"In no other area of the English curriculum is the responsibility of the library media specialist greater than in support of the reading program." (1979:142)

Establishing accessibility to the library resource centre and clarifying your role as a teaching partner will enable you as a teacher-librarian to actively participate in the reading program and language arts curriculum. In turn, you will create more of a balance between teaching and integrating research and study skills into the subject areas and the planned teaching, and integrating "real" books into language arts. One approach is for teacher-librarians to provide literature rather than basal readers to instruct children to read.

Cooperative planning is central to the success of any team taught, library resource-based unit. Ruth Ann Davies maintains that to ensure that library resources and effective guidance undergird the framework of the reading program, the following must occur:

1. the reading teacher and the library media specialist will work together to bring greater depth, breadth, and relevance to the

reading program;

2. the reading teacher will plan with the library media specialist in face-to-face prescheduled planning sessions to spell out not only the developmental support needs of the reading program, but also the cross-discipline integration possibilities with other curricular areas;
3. the reading teacher and the library media specialist will work together to build into the reading support material such a high degree of diversity and flexibility that each individual student will not only be encouraged but will be nurtured in self-actualizing reading pursuits. (1979:150)

The link between learning to read, literature and the library resource centre becomes clearer: the language arts teacher and the teacher-librarian jointly plan and teach specific literature-based reading units. The following are essential stages of the planning and teaching process:

1. formulation of specific teaching-learning objectives;
2. consideration of teaching strategies for achieving these objectives;
3. implementation of the unit designating the responsibilities of each of the teaching partners and;
4. evaluation of the students' work and the effectiveness of the unit.

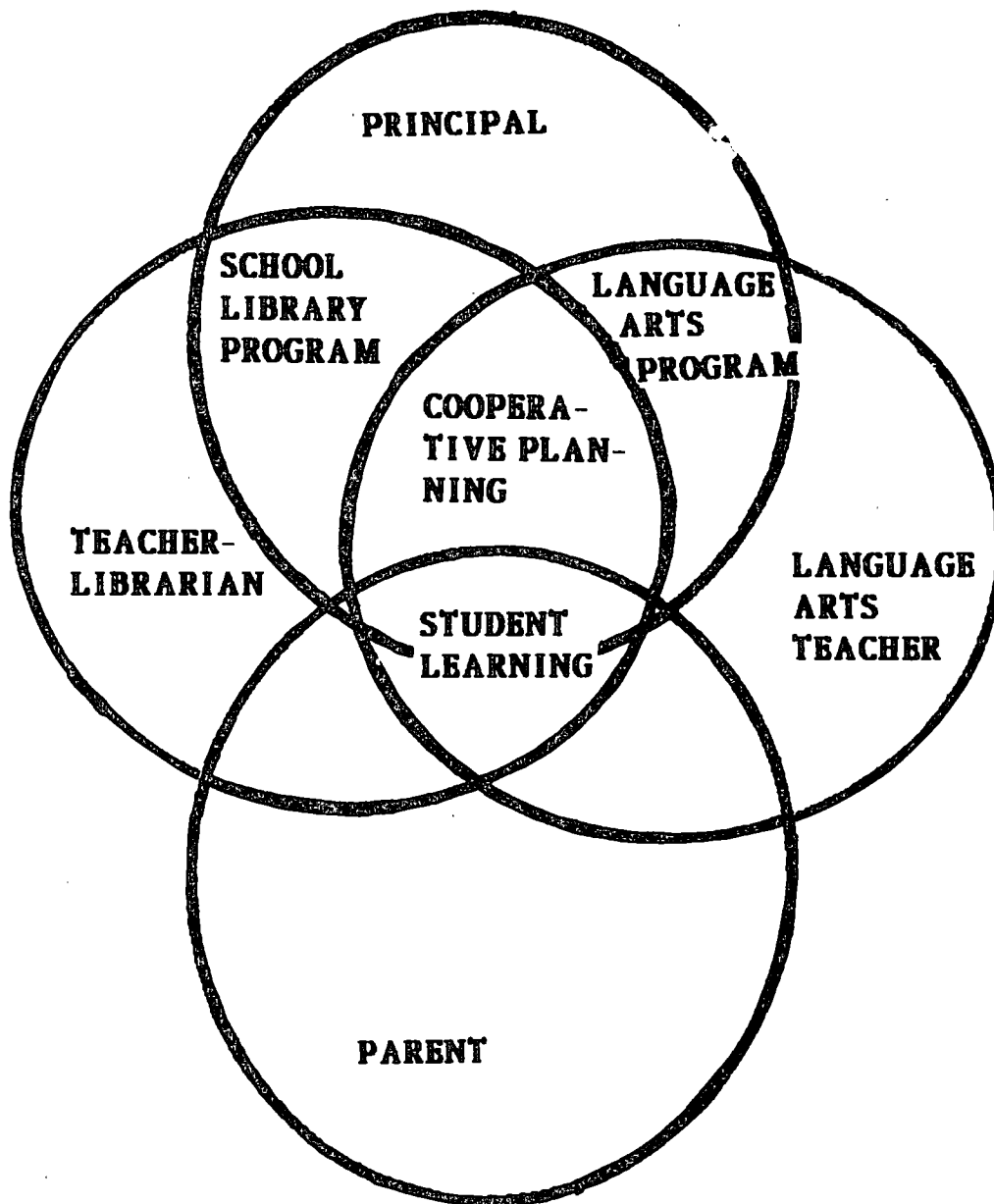
Although a wide variation presently exists in individual perceptions of what the role of the teacher-librarian should be, all educators must see this person as an essential member of the instructional team. Recognizing and responding to the interrelationships between literacy, literature, and the learning resource centre will take us one step closer to ensuring that our programs become and remain an integral component of the total school program.

C. THE ESSENTIAL LINK: THE INTEGRAL PARTNERSHIP

As in any joint undertaking, success depends upon the working partnership of all those involved. If cooperatively planned and taught literature-based reading programs are to succeed, everyone in the partnership must understand his/her role. Administrators, language arts teachers, parents, students and the teacher-librarian must clearly be aware of how each can contribute to and benefit from such a program. When the teacher-librarian takes the initiative of articulating how each member of the team can contribute and benefit, the smooth functioning of the partnership is facilitated. The more the members of the partnership work together, the greater the likelihood of not only teaching children how to read, but of helping them to become readers -- children who can read, want to read and most importantly, love to read.

The following summarizes the role of each member of the partnership. Teacher-librarians may find these summaries useful as reference points when promoting literature programs, as they clarify how each partner can support the program and work towards its success.

C. THE ESSENTIAL LINK: THE INTEGRAL PARTNERSHIP



1. THE ROLE OF THE ADMINISTRATOR

The administrator is the key element in the success of any school program. Communication with the administration thus becomes a cornerstone for building support of literature-based reading programs. The teacher-librarian should apprise the administrator of the goals and objectives of this type of program in order to secure support. The following points detail how an administrator can actively support the program. The teacher-librarian may wish to use them as entry points for discussion or to have the administrator address these specific points at a prearranged scheduled meeting.

- * DISCUSS reading programs with classroom teachers and teacher-librarians. Inquire as to the goals and objectives of the reading program and to what degree they are being met.
- * PROMOTE an awareness amongst classroom teachers of teaching strategies which encourage literature as an integral component of reading programs.
- * ARRANGE for in-service programs related to the implementation of literature-based reading programs.
- * ENCOURAGE joint-planning between the teacher-librarian and classroom teacher so that clearly defined goals and objectives direct the reading programs throughout the school.
- * URGE staff to consider the library as the mainstay of their reading programs.
- * PARTICIPATE in the reading programs: book-talk your favorite book or read a picture book to a class.
- * DEMONSTRATE the value of reading; e.g., establish a USSR program for the entire school. Remember: Actions speak louder than words. (Amey, 1970:72)

2. THE ROLE OF THE PARENT(S)

Parents dramatically influence their child's attitude towards reading. Parents should be apprised of this fact and informed as to how they can promote an environment conducive to reading. When communicating the nature of the reading program and the goals and objectives of the program, teachers and teacher-librarians should demonstrate that there is an organized framework underpinning the literature program. The following are points which teachers and teacher-librarians might discuss at a "Meet the Teacher" session, include in a bulletin sent home to the parents, or present at a meeting of parents:

- * PROVIDE your child with a conducive environment to allow for the enjoyment of reading. For example, provide a quiet place, sufficient time, and a book that is of interest to your child.
- * Read aloud to your child: bedtime stories, seasonal stories, any type of story, any time, any age. Everyone enjoys listening to a good story.

- * BUY your child books or magazines as gifts. If you are uncertain as to what to buy, ask your teacher-librarian or the public librarian.
- * VOLUNTEER in the library resource centre or classroom if time permits. Your active support allows your child to feel a sense of pride and to recognize the value you place on school and reading.
- * VISIT the public library with your child. Make book borrowing a regular occurrence for all members of the family. Remember children see you as a role model so it is important that you demonstrate that reading is a necessary and enjoyable part of your life.
- * SHARE books with your child. Discuss or read aloud favorite parts of a story or a particularly vivid description of a character or setting. Retellings often deepen a child's enjoyment and understanding of a book.

3. THE ROLE OF THE TEACHER-LIBRARIAN

The teacher-librarian acts as the facilitator for the implementation of literature-based reading programs. Co-ordinating planning times with staff members allows for the development of units of study to support the overall program. Once again, communication and co-operation are keystones to success. The teacher-librarian should not only fulfill but should also ensure that all members have access to the learning resource centre and its resources. The following are points which you, as a teacher-librarian, might communicate to staff members:

- * ARTICULATE the values and beliefs of a literature-based reading program.
- * CLARIFY your role in literature-based reading programs. Students will need to know the following: times when they will have access to select resources from the library (e.g. 8:30 through to 4:00 daily); times when the teacher-librarian will be available to give individual assistance to those students having difficulty selecting materials at the right reading levels (e.g. 9:00 - 9:10 daily). Teachers should be apprised that you are available to jointly plan, teach, and evaluate a number of literature-based units and/or activities in the area of language arts.
- * DISCUSS and share your areas of expertise with staff: book-talking, story-telling, story reading, puppetry, poetry, and story-writing. Your plans to integrate these strategies into the language arts program provide unique and exciting approaches to reading.
- * PLAN your programs to ensure there is a balanced approach to reading. Often there is too great an emphasis on work-related reading or research to the exclusion of recreational reading.
- * REITERATE that scheduled "library periods" do not guarantee that students will develop an appreciation of literature.
- * REQUEST staff input when ordering new materials. Teachers involved in literature-based reading programs may suggest additions to your

collection. This provides for the maintenance of a collection of resources meeting the needs of staff and students.

- * CIRCULATE and discuss sample literature-based units of study. These units may encourage teachers to take the first step to co-operatively plan and teach a unit with you.

4. THE ROLE OF THE TEACHER

As in the teaching of any reading program, the teacher is responsible for not only setting the goals and objectives, but ensuring that they are successfully implemented. Teacher-librarians may find the following role description beneficial to discuss with the teacher who is interested in embarking on a program such as shared book experience or any literature-based reading program. One technique is to duplicate this section and book a date for a later meeting with the teacher to discuss the ideologies, implementation, and implications of such a program.

To the Teachers: For those of you who are committed to the use of literature in your language arts program, your task becomes twofold:

1. to become acquainted with children's books and
2. to ensure that children and these books are brought together as a regular part of the school day.

Such a commitment requires creating an environment that will enrich, encourage, and extend the readers' experiences with good books. Research has established a measurable relationship between the reading interest and achievement of pupils and the quality of reading background of the teacher and his/her use of library resources. More than any type of program, your attitude toward reading will affect the attitude of the children in your classroom (Blair, 1981:41).

- * REQUEST your teacher-librarian to assist you in promoting reading materials that are sure to capitalize on the interest of the students. Research indicates that high interest materials are more fully comprehended than low interest materials.
- * PLAN and teach units and activities with the teacher-librarian which integrate the resources of the library resource centre into your classroom reading program. Ensure that reading connections are made between the library resource centre and the classroom.
- * MEET and plan with the teacher-librarian, administrator, and other staff to establish goals and objectives for the overall reading program.
- * INFORM parents of your reading program; ask for their support in providing sufficient opportunity and time for their child to read each day at home.
- * FAMILIARIZE yourself with what researchers and experts are saying about literature-based reading programs. Some authors you may wish to

read are: Charlotte Huck, Florence Cleary, Don Holdaway, Margaret Spencer/Meek, Walter Barbe, and Daniel Fader.

- * PROVIDE students with sufficient time, opportunity, and experience to: read, listen to stories, write stories, and conference with the teacher. Students should be given opportunities to interpret stories through creative activities to enhance your literature-based reading program.
- * MOTIVATE your children to read. Create an aura of excitement about reading by making the following available:
 - . stuffed animals of book character(s)
 - . reading corner or center
 - . book displays (teacher and/or student prepared)
 - . bulletin boards about books and reading (teacher and/or student prepared)
 - . various resources about popular authors and illustrators
 - . time for student participation in an informal discussion about favourite books, characters, or plots.
- * ENCOURAGE activities that will enhance children's delight in books, make them want to read more and better books, and at the same time discourage requirements such as the weekly book report. Research indicates that required readings and book reports are fatal to the enjoyment of books and the acquisition of lasting reading habits.
- * ALLOW students to select their own reading/library materials so they may progress at their own rate -- not at the teacher's rate or the other students' rate. Students deepen their response to literature; ideas remain with the reader when they are allowed to read and to think at their own pace.
- * EMPHASIZE: reading and not reading ability.
- * URGE students to read quantitatively and qualitatively by introducing and discussing good literature. When appropriate invite the administrator, parents, the public librarian, or the teacher-librarian, to introduce and discuss children's books they have found to be "good reads".
- * MAKE the library resource centre an integral component of your reading program. Research supports the contention that the classroom teacher is a major factor affecting the use which students make of the library resource centre.

D. IMPLEMENTATION

Once all members of the partnership understand their roles in literature-based reading programs and are committed to fulfilling those roles, quality connections can be established between the library resource centre and the classroom. Individualized reading units, puppetry units, or shared book experiences incorporating "big books" are some of the ways the interrelationships may be established. Two cooperatively planned units of study which we developed as a result of the interest in the use of literature in reading programs are: Grade 7 - Individualized Reading and Grade 1 - Themes and Big Books.

I have spent close to one year concentrating on literature based reading programs from the dual perspectives of a graduate student and a practising teacher-librarian. From one perspective I became intimately aware of the theory of literature-based reading programs; from the other, I experienced at first-hand the challenges of and rewards to be derived from converting the theory into practice at the primary and intermediate levels.

Looking back on the experience, I can say that some special care and attention were required to implement a literature-based reading program. The promotion and implementation of any new educational program takes time to evolve. Teachers must first understand the changed emphasis in their new role and secondly, devise effective teaching strategies to implement the program. Throughout the year, some of the Lord Kichener teachers were interested in visiting classrooms at other schools in the district where literature-based reading programs were underway; attending in-services on shared book experience sessions; and studying and discussing articles and other materials relevant to the program. At the outset, the teachers were willing to commit time to cooperatively plan and team-teach literature-based reading units; however, the teachers were not willing to abandon basal readers and/or to abandon the sequential teaching of reading skills. As the year progressed, and the students' reading successes became evident, the teachers' concerns for students reading basal texts, completing drills, and learning sequential phonic skills related to reading, diminished. What started out as theme-related units incorporating literature gradually began to evolve into a literature-based reading program.

Upon reflection, our experience indicates that one major factor explaining why literature-based reading units and/or programs are successful is that when students have the opportunity to read real literature they are responding to and making meaning of the text.

During the conference sessions in the Grade VII Individualized Reading Program, outlined in the following section, we witnessed many student responses worthy of mention. Using the Guided Retelling Sheets (materials adapted from G.D. Sloan, The Child as Critic and included in the following units), we found that students could penetrate a passage and show how that knowledge related to their total understanding of the text. Students constructed their own personal meanings and interpretations of the text. They discussed characters and the content of their lives as if they knew them intimately. Of course, they did know them intimately. Our students knew about human nature, values, and life based upon their own experiences. In fact, I found they were making meaning of the text by personally relating to certain characters, themes, or ideas. They were not only learning about literature, they were learning to use literature, as a source of experiences and as a resource for personal growth.

By allowing students the opportunity to confer with us, the students assumed a role where they could step back from the text, reflect, and share their personal responses. At this time, I believe they were deepening, refining, and reshaping some of their original responses. They were also deepening their understanding of the transaction between the author, themselves, and the text. They were becoming sensitive to how literature works; the techniques and strategies that authors use; and, how fine

authors spin a magical web to entice and hold a reader's attention. Of course, the student didn't express their reactions in those words. Instead, they expressed excitement about how the author had initiated the story or added an unexpected twist, or resolved a problem. Their responses told us that they understood more than just the "facts" about the story; they were reading using both their emotional and intellectual responses. Literature was offering our students magical invitations which they could not resist. Rather, they would hasten to spread the magic -- they eagerly gave or asked each other for recommendations about other titles which were "excellent choices".

Just as the Grade VII Individualized Reading unit proved to be successful, the Grade 1 Themes and Big Books Unit proved to be so as well. This unit is based upon Don Holdaway's method of "shared book experience". It attempts to emulate in the school setting the experience that "early readers" are given in the home setting: an experience where children develop attitudes, concepts, and skills predisposing them to reading, and where accuracy is not expected, and therefore there is no sense of failure. Children love to read the commercially published large format "Big Books" communally and, as they become aware of the rhythm and patterns of these stories, they begin to write their own stories in the format of "Big Books". We observed that "Big Books" motivated children to engage in reading-like and writing-like behaviours. They develop the attitude that they are readers and writers. Children may be immersed in all forms of extended activities relevant to the stories being read. Puppetry, mask-making, murals and illustrations are but a few activities which make the experience of reading more meaningful to children. Frequently, children will say: "Let's read the book again" "Let me take the pointer so I can lead and pretend to be a teacher"... "Here's a story I wrote at home. It's just like the story Brown Bear, Brown Bear...." Upon reflection, it is clear to me that, in situations such as these, even the less able readers enjoy books and reading. They need not feel different or anxious about reading.

One of the major factors contributing to the success of this program is that the numerous drama, art, reading, and writing activities allow students to reflect, to refine, and to deepen the experience and ultimately, the meaning, of the story. Grade 1's just as Grade 7's were captured by the magic and skill of fine authors. They were quickly drawn in to the story, listening spellbound, wanting to hear the story again, and then wanting to read it by themselves. They loved to become involved in the playful techniques or games authors so often construct in their books. Even at this age, we found students learning how literature works.

All the teachers involved in literature-based programs agreed -- children were excited about books, they looked forward to reading, and to listening to stories, and to learning how to read. We found that literature-based, non-competitive reading programs allowed children to approach reading in a joyful manner.

AN INDIVIDUALIZED READING UNIT - GRADE 7

Teacher-Librarian: Mrs. Patricia Shields

Teacher: Mrs. Phyllis Coward

School: Lord Kitchener Elementary, S.D. #39 (Vancouver)

A. UNIT BACKGROUND

A grade seven class of 36 students undertook an individualized reading unit for daily forty minute sessions extending for eight weeks in the library resource centre. A letter was sent to each parent outlining the objectives of the program and their needed support. (See Sheet A). Since students were required to read for a minimum of 30 minutes per night, other homework was decreased, although not eliminated.

The individualized reading unit incorporates many of the principles of a literature-based reading program. Students read library books rather than basal readers on a daily basis; time is provided for students to read a wide variety of fiction; and students are given the opportunity to respond to a book through teacher conferences and oral presentations.

B. PROCESS OF PLANNING

1. Initiation

The teacher-librarian was concerned about the emphasis placed on research or work-related reading often to the exclusion of recreational reading. The classroom teacher saw this unit as an effective way to have students expand their reading interests and become familiar with different genres of literature. She also liked the idea of sharing student conferences whereby two teachers could pinpoint problems which might be affecting the students' skills. Since both teachers felt the students needed more opportunities to develop their oral presentation skills, we decided to have the students present a book-talk.

2. Objectives

The student will:

- understand that there are many different genres of literature.
- become aware of effective ways to give a book-talk.
- understand how to give a book-talk on their favorite book read during the unit.
- develop an understanding of how to maintain a reading record.
- develop a knowledge and love of fine literature.

3. Activities

At the outset of the unit, it is recommended that teachers ensure students have materials at the appropriate reading levels and closely monitor those students who may have the most difficulty establishing continuity and consistency in their reading habits. Teachers should check to see if the students' work has been completed and initial the students' reading records daily. It is important to have a class discussion to determine agreed upon consequences for those students who forget their homework reading assignment. Obviously, students should never view this as punishment, but rather a logical consequence established at the outset of the unit. Throughout the unit students confer with either of the teachers upon completion of reading a book. Teachers use Sheet B and Sheet C, consecutively, to guide the conference. During class time students read several books of their choice while teachers are conferencing. The eight week unit ended in the library resource centre with students orally presenting one of their favorite books.

4. Preparation and Allocation of Teaching Responsibilities

The classroom teacher:

- read several children's books in order to become more familiar with the literature suitable for the students.
- duplicated and sent letter home to parents (Sheet A).
- arranged for remediation if students with reading problems were identified.
- assisted the teacher-librarian in designing the checklists referred to as Sheets B and C.

The teacher-librarian:

- arranged for the public librarian to make a presentation on suitable materials representing various literary genres and on how to give effective book-talks.
- drafted the checklists.
- duplicated the checklists.
- assisted students in locating appropriate reading materials.
- suggested books of interest to the students and the teacher.

5. Evaluation of Student Achievement

An overall checklist, Sheet B, is used to establish the students' ability to read silently, to read orally and to comprehend the story. At the outset of a conference, teachers refer to the Comprehension section of Sheet B and

have students begin by retelling the plot of the story. Once students feel comfortable, a more detailed discussion is undertaken by using Sheet C - Guided Retelling. It includes questions to elicit responses enabling the teacher to measure the students' understanding of the elements of a particular story. After the discussion, the teacher observes the student silent reading and then requests that they orally re-read the same passage. This allows the student to practice the reading of the passage before reading it aloud. These checklists are primarily for use during the conference between the teacher or teacher-librarian and student. Comments should be written on these forms after the student has completed the conference as students should never be made to feel anxious or uncomfortable. Conferences should be perceived as enjoyable by all participants. The "Oral Presentation Checklist", Sheet E, is used to not only evaluate the effectiveness of the student book-talks, but also to inform them of what is important to make an effective presentation.

C. ACTUAL UNIT

Week 1

1. The classroom teacher and teacher-librarian introduce the unit by stating the objectives. Each student is given a "Reading Wheel". (See Sheet F). In an attempt to have students broaden their reading experience, they are required to select materials to complete the wheel. This works well with mature or able readers; however, with less able readers we are primarily concerned that they select a book that matches their proficiency level and one that they view as worthwhile reading.
2. Students complete the "Literature Survey" - (see Sheet D). The reading survey provides an indication of a student's reading background.
3. The teacher-librarian advises students how to:
 - select appropriate materials
 - prepare reading records including: author, title, pages read, and a summary. The summary is maintained for approximately the first week or until students are exhibiting consistency in completing their home reading requirement. At this point, students are not required to write summaries, but must maintain the other components of the reading record.
4. The teacher and teacher-librarian briefly confer with each student to establish that they have selected reading materials at their reading level.
5. The teacher and teacher-librarian observe the class to identify students who are vocalizing, or reading very slowly.

Week 2

1. The teacher and the teacher-librarian each give a book-talk. Two books which our academically-oriented students found to be particularly enjoyable are: The Diary of Adrian Mole aged 13 3/4 by Sue Townsend and Days of Terror by Barbara Smucker.

2. The teacher and teacher-librarian begin to conference with those students they have identified as having possible reading problems, such as vocalizing or reading slowly. The remainder of the class reads while the conferences are occurring. It is not unusual for the student's first conference to take up to 30 minutes. Successive conferences with that student should take considerably less time.

Week 3

1. Teachers continue to initial student reading records daily. Everyone has reached the stage where they do not have to complete summaries in their reading records.

2. The Dunbar public librarian, Sue Teahan, demonstrated how to give an effective book-talk and discussed a variety of books representing different genres.

3. The teacher and teacher-librarian continue to conduct student conferences.

4. Students are now recommending books to one another. Because of this, several titles are being read by the majority of the class. (e.g. Diary of Anne Frank; The Dune Series by Frank Herbert.) It became necessary to purchase several copies of the popular titles.

Weeks 4 through 6

1. Teachers are conferencing steadily; students are reading voraciously; and conferencing indicates a high level of student comprehension.

Week 7

1. The teacher and teacher-librarian have had a number of conferences with all students. Some of the students whom we had concerns about have had several brief conferences. The learning assistance teacher in consultation with the administration has planned a remedial program for a small group of students who are reading slowly.

2. The teacher and teacher-librarian distribute Sheet G and discuss effective ways to give book-talks. We hand out the Sheet E -- "Oral

Presentation Checklist" and discuss the criteria.

3. We congratulate the students and ask for their viewpoints about the unit. They are very positive and request a continuation of the program in their classroom. They particularly enjoy reading their own choices during school time and the conferences with a teacher.

Week 8

1. The students present their book-talks.
2. The teacher agrees to extend the program through to the end of the current year.
3. The teacher requests the teacher-librarian to book her class in for September of the next school year. (It is only January.)



SHEETS FOR GRADE 7 INDIVIDUALIZED READING UNIT:

SHEET A

Dear Parents:

The children of Div. 2 have begun an individualized reading program. The purpose of this program is to:

1. improve the children's reading through regular, enjoyable practice
2. to teach the children responsibility through regular daily assignments and
3. to foster independent use of the library resource centre.

At school the children are given time in the library resource centre to select books, read orally to the teacher or teacher-librarian, read, make a summary, and have an interview on their books as they are completed.

At home the children are expected to read for about 30 minutes every week night. On the weekend only one reading session is required. Another 5 minutes will be necessary to complete a short summary of 2-3 sentences on the material read.

We appreciate your support in helping your child in completing the home assignment and returning this work to school the next day. Would you kindly fill out and return the "tear-off form" below to acknowledge receipt of this letter.

Thank you,

Ms. P. Coward

Mrs. P Shields

Please detach and return to indicate that you are aware of the individualized reading program.

Please feel free to comment on this one aspect of their reading program.

Signature

SHEET B

Name: _____

CHECKLIST OF READING SKILLS

SILENT READING

- moves lips without sounding _____
- whispers or reads aloud _____
- points to each word with fingers _____
- holds book too far away _____ or too close _____
- moves head _____
- reads slowly _____

ORAL READING

- reads word by word _____
- reads through punctuation _____
- mispronounces many words _____
- monotonous voice _____
- loses place _____
- guesses at words instead of sounding them out _____
- reads too slowly or too fast _____
- adds extra words or changes words _____
- does not try unknown words _____

COMPREHENSION

- can select the main idea from every story _____
- can summarize (or retell) the story _____
- can recall the main events in correct order _____
- understands what is read _____
- can tell the difference between truth and fiction _____

SHEET C

GUIDED RETELLINGS

SETTING AND PLOT

Recognizes that plot is a series of sequenced incidences/events through which the initial incident or story problem is resolved.			
Understands the story sequence.			
Ability to look back and note the clues or foreshadowing of the outcome supplied by the author.			
Awareness of the setting.			

GUIDING QUESTIONS FOR SETTING AND PLOT

- Where and when does the story take place? How do you know? If the story took place somewhere else or in a different time, how would it be changed?
- What incident, problem, conflict, or situation does the author use to get the story started?
- What does the author do to create suspense, to make you want to read on to find out what happened?
- How is the story arranged? (Chronological order; individual incidents ; flashbacks; told through letters or diary entries.)
- Describe main events of the story. Is it possible to change their order? Leave any of them out? Why or why not?
- Suppose you thought of a different ending for the story. How would the rest of the story have to be changed to fit the new ending?
- Did the story end as you expected it to? What clues did the author offer to prepare you to expect this ending?

CHARACTERS

Awareness of the tension between character and incident (e.g. Characters display courage, determination and industry which are demonstrated by the incidents of the story.)			
Ability to "read" the character through appearance, relationship to the environment, action, thoughts, speech, reactions <u>to</u> others, reactions <u>of</u> others.			

GUIDING QUESTIONS FOR CHARACTERS

- Who is the main character in the story? What kind of person is this character? How do you know?
- Are any characters changed in the course of the story? If so, how are they different? What changed them? Does the change seem believable?
- Some characters play small but important roles in a story. Pick out a bit player from the story. Why is this character necessary to the story?
- Are any of them the same character types you met in other stories?

MOOD AND THEME

Awareness of the author's use of language as a means of establishing tone and mood.
Appreciates humor, exaggeration, description, and figures of speech.
Ability to note the mood or tone of a book.
Awareness of how setting, mood, and plot relate.



GUIDING QUESTIONS FOR MOOD AND THEME

- does the story as a whole create a definite mood or feeling? What is the mood? How is it created? (Descriptions, particularly of settings, create mood; a lighthearted tone may be established through dialogue or when a character embarks on a trivial quest; a serious tone is set when a quest involves life and death.)
- Did you have strong feelings as you read the story? What did the author do to make you feel strongly? (Readers experience events along with characters and therefore care about what happens to them.)
- What are the main ideas behind the story? (Survival, injustice, search for identity, brotherly love, courage, loyalty, love conquers all.) How does the author get you to think of them? (through dramatic action of interesting characters.)
- Is this story, though different in content, like any other story you have read or watched? Does it follow a pattern? If so, what is it? (A journey or quest, a struggle or resolved by magical intervention, a series of episodes of equal importance, etc.)



SHEET D

LITERATURE SURVEY

Timeline of my Favorite Literature

3-5 years	5-7 years	7-9 years	9 years and up

1. How were you introduced to these stories?

2. What were some things that contributed to impressing you about these stories?

3. Do these stories fall under any special categories? List them.

4. If you were going to try to share your stories how would you do it?

5. If you were going to try to encourage others to develop and appreciation for literature how would you do it?

SHEET E

ORAL PRESENTATION CHECKLIST

1 2 3

1. INTRODUCTION

- effective, and interesting opening

2. MATERIAL

a) Organization

- ideas clear and well arranged

-
- logical order of presentation

b) Content

- material interesting and suitable

-
- covers all necessary material

-
- examples and facts are well chosen and appropriate
(too few? too many?)

-
- emphasizes the main points

3. DELIVERY

a) Language

- words are exact, appropriate and vivid

-
- avoids slang and jargon

-
- correct sentence structure

-
- sentences lead naturally from one to the other

-
- pronunciation and enunciation are correct

b) Voice

- is audible

-
- is clear and projects well

-
- has good tempo

-
- controls the attention of the audience
-

My Book Report Wheel

Write the title and author of each book you read.

The wheel is divided into 12 segments, each representing a book genre. Each segment contains a central illustration and two labels: 'Title:' and 'Author:'. The genres and their corresponding illustrations are:

- Biography**: Illustration of a man's face.
- Science Fiction**: Illustration of a planet and a moon.
- Mystery**: Illustration of a magnifying glass over a fingerprint.
- Sports or Hobbies**: Illustration of a person playing tennis.
- Adventure**: Illustration of a person climbing a mountain.
- Other Cultures**: Illustration of a person's face.
- Animal Story**: Illustration of a hand holding a small animal.
- Fantasy**: Illustration of a dragon's head.

Each segment also has a 'Title:' label in the outer ring and an 'Author:' label in the inner ring.

SHEET G

EFFECTIVE WAYS TO GIVE A BOOKTALK

- mention other books written by the same author
- read a section aloud to interest audience
- show an object (e.g. doll) representative of the book
- write a letter from the character's point of view
- don't tell whole story
- read a few short sections to illustrate continuum or sequence of events
- read book and know it well
- show the cover of the book
- use note card for reference
- like book
- don't overuse adjectives/superlatives
- interest your audience

THEMES AND BIG BOOKS - GRADE 1

TEACHER-LIBRARIAN: Mrs. Patricia Shields

TEACHER: Mrs. Sandra McKay

SCHOOL: Lord Kitchener Elementary School, S.D. #39 (Vancouver)

A. UNIT BACKGROUND

The classroom teacher decided to modify her reading program to include Don Holdaway's method "shared book experience" with her 30 Grade one students. (This approach to reading had been referred to earlier and is discussed in more detail on the following page.) Shortly thereafter the teacher and teacher-librarian planned a unit which would continue for four weeks, with

three fifty minute sessions a week, and introduce the following two themes: Lions and Fish.

B. PROCESS OF PLANNING

1. Initiation

The classroom teacher wished to capitalize on the teacher-librarian's knowledge of children's literature and skills as a story-teller and story-reader.

The teacher-librarian wished to assist with the implementation of the new program as a means to systematically incorporate teaching strategies which develop the "students" reading skills and appreciation of literature.

2. Objectives

Objectives which applied to each of the two themes are included in a following section. The following are objectives which are applicable to the overall program.

The student will:

- become familiar with library books and Big Books.
- develop an understanding of the rhythms and patterns of stories, songs, and chants.
- develop the attitude that they are readers and writers.
- learn to read within a non-competitive atmosphere.
- enjoy reading and books

3. Activities

Each theme involved a series of lessons and activities.

1. Specific objectives were developed for each theme and are included in the following section titled "Actual Unit".
2. Most lessons took on a similar format:
 - a. the children would "tune in" by unison reading in pairs;
 - b. the class would communally re-read a favorite story with the teacher who might intervene with appropriate "mini-skill" lessons;
 - c. the teacher or teacher-librarian would introduce a new story and;
 - d. the children would become involved in expressive activities relevant

to the literature.

Each child developed their own set of sight words based on Sylvia Ashton Warner's concept of "key vocabulary" (1963:43). That is, each day the teacher confers with the student and records an important word chosen by the student. All of the words are kept together on a large ring and are read aloud daily to the teacher. If the child forgets a word it is simply removed from the ring.

4. Preparation

Although our responsibilities remained flexible throughout the unit, the teacher-librarian usually:

- introduced and read new stories, chants and poems.
- assisted pupils during activities related to the theme (e.g. mask-making, writing stories).
- located appropriate literature (e.g. patterned stories).

The Classroom teacher usually:

- led the children in unison reading.
- taught appropriate integrated skill lessons through the use of the story or other activities in other subject areas. (e.g. rhyming words). - located art supplies needed for activities.
- assisted pupils during activities related to the theme. (e.g. observation of fish).

The parent volunteers:

- produced poetry on charts.
- constructed the student -produced Big Books (e.g. binding, laminating).
- listened to students read.

5. Evaluation of Student Achievement

Observation and anecdotal comments were two techniques employed by both teachers throughout the unit. Checklists were devised to assess the literacy set of each child. (See sheet A - Literary Set). Individual file folders containing checklists, anecdotal comments and samples of student work, were kept for each child.

C. ACTUAL UNIT

Theme 1: LIONS

a. objectives

The student will:

- learn and use rhyming words.
- understand compound words.
- use imaginative images which have not been experienced.



b. Activity 1

- i. The classroom teacher turned the book corner into a Lion's Den. Lion Books, poetry posters and a stuffed lion were all housed in the den.
- ii. The teacher-librarian introduced and shared the book Lizzie's Lion by Dennis Lee.
- iii. The students shared, in unison reading, their favorite Big Book titled: Neat and Scruffy by Jennifer Gale.
- iv. The students read their favorite stories independently as the teachers worked with them on their "organic vocabulary" words.

c. Activity 2

See the preceding section called "activities" to see the typical format for each of the lessons. On the second day we re-read Lizzie's Lion and the students predicted the rhyming words. The teacher-librarian took the students on an imaginary lion hunt using the action poem "Going on a Lion Hunt". (See Sheet b). Throughout the week, the teacher concentrated on a variety of activities for students to practice the concept of rhyming words.

d. Activity 3

The students made paper lion masks to make our lion hunt more authentic. (They had great plans to scare the leader of the expedition - ME!)

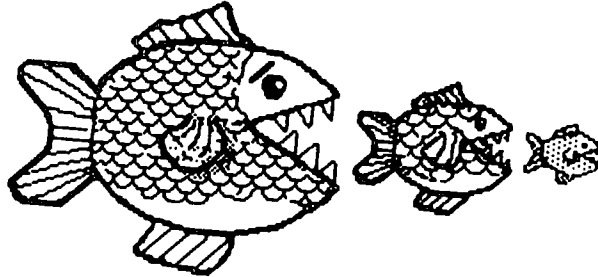
e. We all read Lizzie's lion using the opaque projector to project the pictures and words so everyone could read in unison. From the story, compound words were identified and discussed. Throughout the week the teacher followed up with more lessons and activities related to compound words. We all went on another lion hunt. The children's imaginations were wonderful! The students changed the action poem into a Big Book. They were anxious to not only create scary illustrations but lead their own lion hunts".

THEME 2: Fish

a. Objectives

The student will:

- recognize a pattern within a story.
- understand how to create a new story by replicating the pattern of an existing story.
- observe how fish move.
- recognize the similarities and differences of fish.
- recognize the differences between fiction and non-fiction materials.



b. Activity 1

All of the following activities fit within the context of the lesson format discussed earlier in the "Activities" section.

The teacher presented the class with the redecorated story corner or "fishing hole". Although she included the card game "Go Fish", the class suggested other additions for our fishing hole. The following was decided on: Fish Snap card game (duplicating the card game called "Snap"); resources from the library about fish; listening post with the taped story about fish; listening post with the taped story Swimmy by Lionni; an appropriate filmstrip and tape; and Fish Riddle Game.

The fish riddle game was created by the children in Grade 1 and the students in Grade 6. After a brainstorming session identifying names of fish, each grade 1 student was partnered with a grade 6 student and required to research one type of fish (e.g. guppy). Both classes used the library resource centre to locate and record the following information about their fish:

It has

(e.g. special characteristics, appearance)

It eats _____

It lives _____

Using this information, the grade 1 students printed a four-line riddle on one side of an index card. On the other side of this card they printed the name of the fish. The students then discussed and agreed upon the rules for the Fish Riddle Game.

c. Activity 2

The teacher-librarian shared the picture book Fishes by Brian Wildsmith. The book was then used in a discussion focusing on how fish look similar (e.g. fins, gills, eyes). Teachers directed the students' attention to the different names for each part of the fish. After this, the students illustrated an imaginary fish, including all the appropriate parts, using blue construction paper and pastels.

d. Activity 3

The teacher-librarian read The Important Book by M.W. Brown. She led a class discussion about the pattern of the story. Following this pattern, the students wrote about the fish illustrations they completed in Activity 2. The illustrations and the stories created a class Big Book entitled: The Important Fish Book.

e. Activity 4

The teacher-librarian read Swimmy by Lionni and discussed the techniques used to create the illustrations. Each child created their own fish print by using a fresh fish- snapper. The students were given ample opportunity to touch and closely observe the parts of the fish's body. The teacher-librarian set up the listening post with the cassette and story Swimmy. The students' prints were used to decorate the listening post centre. Some were used to illustrate a new Big Book called: How to Make Fish Prints. In this Big Book the children described all of the steps needed to make a fish print.

f. Activity 5

Letters were sent home advising parents that the Grade 1's would each be receiving a live goldfish and to make appropriate arrangements if they wished to keep the fish. If they were unable to do so, alternate arrangements were made. Following this, the Grade 1's composed a letter inviting the Grade 6's to become their writing buddies. In class, each grade 1 received a live goldfish in a plastic bag. Books and teacher-prepared charts were used to review the parts of the fish's body. The grade 1 students were each assigned a grade 6 partner and asked to observe the movement of the fish. The grade 6's assisted the grade 1's to

record sentences describing how the fish moved.

After observing the movement of the fish, the grade 1's were all given a 4" x 5" piece of drawing paper and asked to draw one specific part (e.g. eye, gills, dorsal fin) large enough to fill all the paper. When the drawings were completed, the grade 6's and grade 1's were separated into groups. Each group was responsible for printing one sentence per pair about one specific part of the fish. For example, if there were 3 pairs of students writing about the eye, then there were three different sentences describing the movement of the eye. The illustrations and the student-produced sentences were combined to create a class Big Book called How Fish Swim.

HAVE A WHALE

OF A TIME

- READ



book mark

SHEETS FOR GRADE 1 - THEMES AND BIG BOOKS

SHEET A

LITERACY SET

A. MOTIVATIONAL FACTORS (High expectations of print)

- enjoys books and stories
- appreciates rewards of print
- seeks book experiences
- curious about all aspects of print

B. LINGUISTIC FACTORS

- knows full form of contractions
- knows vocabulary not normally used in conversation (e.g. however, ogre)
- uses intonation patterns

C. OPERATIONAL FACTORS

- uses self-monitoring operations: self-correction and confirmation
- uses predictive operations (using context for assistance)
- understands structural operations (follow plot, etc.)
- uses imaginative images which have not been experienced

D. ORTHOGRAPHIC FACTORS (Knowledge of the conventions of print)
(most pre-schoolers know little of this)

- understands story comes from print, not from pictures
- understands print components (e.g. concept of words, spaces, letters)
- understands the consistency principle (same word always has same spelling)

From D. Holdaway. The Foundations of Literacy p. 62

SHEET B

GOING ON A LION HUNT

Going on a lion hunt,
but I'm not afraid,
because I've got a gun,
and bullets by my side.

Oh! Oh!

I can see a wheat field
Can't go around it
Can't go under it
Let's go through it

Going on a lion hunt,
but I'm not afraid
because I've got a gun,
and bullets by my side.

Oh! Oh!

I see a tree
Can't go over it
Can't go under it
Let's climb up it

Going on a lion hunt,
but I'm not afraid
because I've got a gun,
and bullets by my side.

Oh! Oh!

I see a swamp
Can't go around it
Can't go under it
Let's go through it

Oh! oh!

I see a bridge
Can't go around it
Can't go under it
Let's cross over it

Oh! Oh!

I see a mountain
Can't go around it
Can't go under it
Let's climb down it

Oh! Oh!

I see a cave
Can't go around it
Can't go under it
Let's go inside it

Oh! Oh!

Golly it's dark
Better use the flashlight
I think I see something
Very big, furry, sharp teeth, big wet
nose, pointed ears, bright eyes

I think it's a lion

ROAR

It is a lion

Let's get out of here

Go backwards - retracing footsteps

Run into house - slam door -

WE MADE IT !!!!!!!!!!!!!!!!!!!!!!!!!!!!!



E. CONCLUSION

Within the library resource centre, gifted as well as reluctant readers can select from thousands of books and other resources that one specific item that will suit their particular needs at any given time. One of the primary purposes of the library resource centre program should be to promote the enjoyment and appreciation of reading by integrating library resources into literature-based reading programs. These goals, attainable through cooperative planning and team teaching, involve the teacher-librarian in the teaching/learning program of the school. This changes the status of the teacher-librarian from a spectator to an active participant in the total educational program.

Reading is a life-long process which should never stop. Literacy allows people to become informed decision-makers in their adult lives. Teachers and teacher-librarians cannot underestimate the "power" they have to teach students the skill of reading, and above all else, to instill in them the love of reading, thus ensuring a lifetime of reading.

REFERENCES

- Amey, L.J. "reading...The Writing on the Wall",
Kids and Libraries. Vancouver: Dyad. 1984.
- Ashton-Warner, S. Teacher. New York: Bantam. 1967.
- Barbe, W. Educator's Guide to Personalized Reading Instruction.
New Jersey: Prentice-Hall. 1971.
- Burmeister, L.E. Foundations and Strategies for Teaching
Children to Read. Reading, Mass.: Addison-Wesley.
- Butler, D. "Reading Beings at Home". Theory into Practice. Vol.
XXI, No. 4 (Autumn '82). pp. 308-315.
- Cleary, F.D. Blueprints for Better Reading. New York: Wilson.
1972.
- Davies, R.A. The School Library Media Program. New York: Bowker. 1979.
- Fader, D. The New Hooked on Books. New York: Berkely. 1976.
- Farquharson M. et al. "Towards Better Communication -- The
Teacher Librarian and Parents". BCTLA Occasional Paper.
Vancouver: Vancouver School Board. 1984.
- Fillion, Bryant. "Reading as Inquiry: An Approach to Literature
Learning", English Journal. Vol. 70, No. 1 (Jan. '81). pp.
39-45.

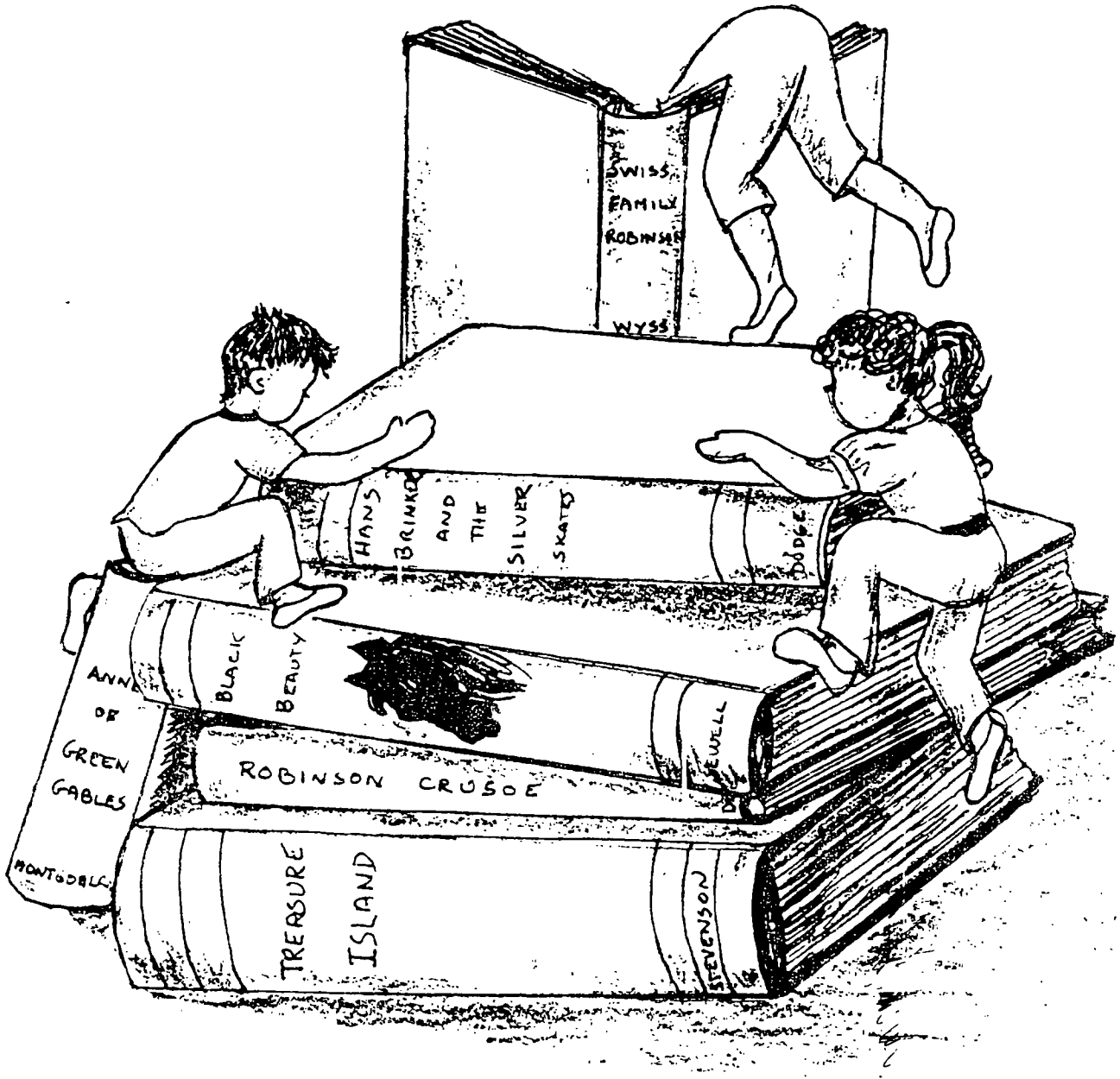
- Frazier, A. "Curriculum Changes and the Librarian." The Library Media Specialist in Curriculum Development. Metachen, N.J.: Scarecrow Press. 1981.
- Goodman, Y. "Retellings of Literature and the Comprehension Process". Theory into Practice, Vol. XXI, No 4 (Autumn '82). pp. 301-308.
- Harding, D.W. "What Happens When We Read?" The Cool Web. Bodley Head. 1977. pp. 58-72.
- Hepler, S. and Hickman, J. "'This Book Was Okay. I Love You' - Social Aspects of Responses to Literature". Theory into Practice, Vol. XXI, No. 4 (Autumn '82). pp. 278-284.
- Holdaway, D. Foundations of Literacy. Toronto: Ashton Scholastic. 1979.
- "Shared Book Experience: Teaching Reading Using Favorite Books". Theory into Practice. Vol XXI, No. 4 (Autumn '82). pp. 293-301.
- Huck, C.S. 3rd ed. Children's Literature in the Elementary School. Holt. Rinehart. 1979.
- "I Give You the End of A Golden String". Theory into Practice, Vol. XXI, No. 4 (Autumn '82), pp. 315-322.
- Lassisse, J. "School Librarians Teach Reading". School Library Journal, (Nov. '82), p. 42.
- Level, J.S. "Booktalk Power...A Locally Based Research Study". School Media Quarterly, Vol. 10, No. 2 (Inter '82), pp. 154-155.
- Meek, M. Learning to Read. London: The Bodley Head. 1982.
- "What Counts as Evidence in Theories of Children's Literature?" Theory into Practice, Vol. XXI, No. 4 (Autumn '82), pp. 284-293.
- Milner, J.O. "Literature Study: Points of Penetration and Platforms for Perspective". CSSEDC Quarterly, Vol. 7, No. 3 (Oct. '85). pp. 1-4.
- Polette, N. and Hamlin, M. Reading Guidance in a Media Age. New Jersey: Scarecrow. 1975.
- Prostano, E. and Prostano J. The School Library Media Center. Colorado: Libraries Unlimited. 1982.
- Rosenblatt, L.M. "The Literacy Transaction: Evocation and Response". Theory in Practice, Vol. XXI, No. 4 (Autumn '82), pp. 268-278.

Sloan, G.d. The Child as Critic. New York: Teachers College Press. 1984.

Spencer, Margaret. "Children's Literature: Mainstream Text or Optional Extra?" English in the 80's. Adelaide: Australia Assoc. for the Teaching of English. 1982. pp. 144-127.

Thomas, J.L. and Loring, R.M., Eds. Motivating Children and Young Adults to Read. Arizona: Oryx. 1983.

Tuhudi, Stephen. Language, Schooling and Society. Baynton Cook. 1985. pp. 169-172.



READING PROMOTION - CINDERELLA OR UGLY STEPSISTER ?

by J'ANNE GREENWOOD, Teacher-librarian, Tecumseh Elementary, Vancouver

Have the more traditional aspects of school librarianship - story reading, booktalks, puppet shows, reader's advisory services, etc. been taking a back seat lately? Several recent conversations lead me to believe there are many teacher-librarians who are beginning to feel uncomfortable about the reading promotion component of their programmes.

One reason for this is of course shrinking budgets which tend to emphasize curriculum support at the expense of leisure reading materials (where would we be without paperbacks!) Another is the increasing demands on our time for team teaching in the subject areas. And, let's face it, many of the reading promotion activities we do squeeze in have been so severely challenged in recent years we are left feeling mildly guilty whenever we do read a story.

Make no mistake -- here is one teacher-librarian who is firmly committed to programme planning and team teaching in the subject areas. It should definitely be our primary objective. The push for this aspect of our role was vitally necessary and still is: the unenlightened are with us yet. It was necessary too to question such "traditional" activities as, for example, a regular story hour where, more often or not, the story was only marginally related to anything the students were doing, or a book borrowing free - for - all every Wednesday at one o'clock.

Regrettably, this combination seems to have set up an either/or mentality which has muddied the waters and led to uncertainty and confusion about where reading promotion "fits in". It's time to put reader's advisory services and reading promotion where they belong -- firmly in the framework of co-operative planning and team teaching.

The possibilities are unlimited from a complete literature-based reading programme to many other activities of short or long duration that tie in directly with the school scope and sequence of research and study skills and teacher objectives. A few examples: regular booktalks on different genres; theme reading, e.g. "pioneer" novels as part of a unit of pioneers; mini reading programmes emphasizing plot, theme, characters, setting, etc.; story telling linked to primary scope and sequence objectives, e.g. recognizing favourite authors, characters, themes; using puppets for oral language, sequencing, etc.

Many of us do similar things already but let's get rid of that lingering feeling it is somehow "old-fashioned". No excuses are necessary for story reading, or puppetry, or sets of books in the classroom, or even a "reading period", if these activities have been cooperatively planned with concrete objectives in mind.

It's time for Cinderella to get back to the ball.

BOOKTALKS VS. INTEGRATED LITERATURE PROGRAMS

By JOAN HARPER, Teacher-Librarian, Maple Grove Elementary, Vancouver

Booktalking in the traditional art practised by both public and school librarians by which they introduce a variety of fiction to their clientele. In schools, classes are either invited to the resource centre by the teacher-librarian or the classroom teacher requests a class visit to the centre so the teacher-librarian can tell students about books. Often this is on a topic related to a unit being studied in class. When conducting a booktalk a librarian chooses approximately six to eight books and covers pertinent points about the author and background of each and just enough about the story to attempt to entice students to sign out the book and read it for themselves. Generally, it is a pleasant, entertaining experience. Upon completion there is a rush for the books and the teacher-librarian feels a glow of satisfaction at the enthusiasm for reading that has been generated in young people.

However, is this satisfaction justified? Are we really inducing reluctant or poor readers to sign out books or are we only preaching to the converted; those already "hooked on books"? With classes of over thirty and only eight books introduced, they become a scarce item and it is not surprising there is a rush for them after a pep talk. Do we make an effort to find out if the students who succeed in getting the books actually read them or do they merely sign them out because they are caught up in the enthusiasm of the moment? Do those who are not successful in obtaining a booktalked item return for one at a later time? Hopefully, the answers to these questions are positive but in reality all we know is that enthusiasm at the moment has been created and that we have introduced some books and authors that otherwise might have been unnoticed. As Darlene Braeder points out in her article, "Booktalking: A Survey of Student Reactions" (Canadian Library Journal Aug. '84, P. 22)"...there is much information on why and how to booktalk, but nothing on student response to booktalks." In spite of the lack of research I think it is safe to assume that booktalking assists at least some students to realize the wide range of materials available and induces them to read some books they might otherwise have overlooked.

However, as a teacher-librarian at the elementary level, I see many students who use the school resource centre only as a place to find materials of a topical nature. They gravitate towards books on dinosaurs, hockey, airplanes, car racing or The Guinness Books of Records. They are exposed to storytimes and booktalks as much as other students but never choose novels or storybooks to read for pleasure. When faced with doing an assigned book report a request they often make is, "Can you find me a short novel to do a book report on by Thursday? One that a Grade Six teacher will accept?" or words to that effect. The request is made on Tuesday.

In an article "Booktalk Power...A Locally Based Research Study", (School Media Quarterly, Volume 10 No. 2, Inter '82, p. 154 - 155) June Saine Level describes a study in which she took Grade Five students and divided them into two groups of equal number by ability. Group one were those of low reading ability and group two those of high. Her purpose was to find if children with low reading scores could be influenced by booktalking as

much as their counterparts with high scores. Each group was booktalked for fifteen minutes a day, four days a week for three weeks. Surprisingly, the records show that the low group checked out more books that were booktalked than did the high group.

	BOOKTALKED BOOKS	BOOKS NOT TALKED	TOTAL
GROUP 1	100	38	138
GROUP 2	69	116	185
TOTAL	169	154	323

The conclusion she drew was that librarians have the ability to steer children of low reading ability into reading. I find the results interesting but I do not feel they are conclusive. The question of whether or not the child actually read the book was not answered.

We know children need time to read and to put reading skills they have acquired to use in reading they enjoy. Joyce Lassise, in an article "School Librarians Teach Reading" (School Library Journal, Nov. '82, p. 42) states that one of the main contributions school librarians make to the process of reading is that, "librarians allow children to become absorbed in reading instead of reading a small excerpt from a story and then asking them to do a follow up worksheet". As well she says they contribute by, "letting children choose their own reading material". I agree wholeheartedly with these statements and feel this is an important role the teacher-librarian plays in the learning process. Still I think it would be valuable to know how much children are reading beyond a specific list of titles and whether they are gaining any understanding of the literary qualities of the works they read.

I feel an alternative to the isolated booktalk is having literature appreciation programs integrated into regular classroom reading units with the educational goal of familiarizing students with many varieties of novels and broadening the scope of fiction pupils read. Such programs incorporate components from both articles described above. As in Level's study, instead of a single, isolated booktalk the process goes on over a sustained period of time with the children grouped according to ability. As well, the positive aspects of a librarian's contribution to the reading process as defined in the second article are incorporated. With guidance the children choose their own reading material and read it in an uninterrupted manner. A minimal assignment designed to increase the student's understanding of literary concepts such as: time, place, setting, characterization, plot or theme can be required upon completion.

Classroom teachers who wish to broaden the scope of fiction read by students in their classes often approach the teacher-librarian, whose role it is to help them work towards curriculum goals. When this happens at the school where I work, I plan with the teacher the exact scope of a literature program which fits the above description. The reading achievement of each pupil in the class is scrutinized to decide how many groups of

reading abilities exist, and the students are grouped accordingly. The classroom teacher communicates what kinds of books are most apt to appeal to each group. The teacher knows the pupils best and can pinpoint specific interests thereby assisting me, as teacher-librarian, to select books at an appropriate reading level that will appeal to the current interests of the particular students involved. Categories of literature such as fantasy, science fiction, historical fiction, realistic fiction, mystery and adventure stories, as well as influences such as visitors to the school, field trips and the latest T.V. series are all taken into account.

A minimum of eight weeks is required for the program to be effective. To introduce the unit the teacher brings the entire class to the resource centre and I give an introductory booktalk to the entire class before they are broken up into homogeneous groups. The teacher then explains to the class the logistics of how the program will be conducted. After this explanation I often present an incentive to primary or intermediate classes such as the head of a book worm with segments that pupils can earn for each book read or, an alternative, a large poster (perhaps of Bigfoot) cut into numbered squares with a matching, numbered cardboard grid to cooperatively complete the poster. The session ends with the students signing out books and returning to their classrooms. In the following weeks each of the three to five groups comes to the library for one thirty minute period each week. During this time I give the groups a booktalk tailored to their specific interests and reading levels and lead a discussion and sharing time on book members have read previously. Homogeneous groups work best in this process as everyone in the group has the ability to read the books shared which reduces the chances of student discouragement of frustration.

While I am working with small groups in the library the classroom teacher is in the classroom either reading aloud to the remainder of the class or giving them time to read on their own. For each book read a book report like one of those shown on the following page is completed. It is marked by the classroom teacher and then brought by the pupil to the teacher - librarian, who discusses the book orally with the student. At the end of the discussion the child is given a worm segment of poster square which is proudly taken back to the classroom. When the program is complete the entire class again comes to the library and the classroom teacher and the teacher-librarian jointly present a reading certificate to each child. The certificate bears a short, positive statement about the child's contribution to the reading program. Typical statements are, "the person who read the most mysteries" or "the person who showed the most enthusiasm". The principal is invited to attend this session and to say a few words.

I believe the advantages of a program like the one described above over the usual isolated booktalk are:

1. Groups are smaller and homogeneous so talks can be tailored to particular needs.
2. Students are accountable for reading entire books not merely skimming them for high points of interest and/or pictures.
3. The classroom teacher who spends far more time with the students

than the teacher-librarian is committed to the goal of literature appreciation.

4. The teacher-librarian develops a personal relationship with the students which helps pupils trust future recommendations of books to read.

Research in the field of student response to literature tells us that a child comes to school with a well established "sense of story". However, we know that not all children once they learn to read love good books. Perhaps it is the learning to read process itself that turns children away. A child's expectations of what a story is are often unmet by basal readers. I think introducing the right book to the right child at the right time can help redirect unmotivated students and that literature itself will "sell" reading if only we can find a book or books fascinating to the child involved. If literature in the true sense of the word mirrors life itself, interprets emotions and vicariously broadens a person's spectrum, we need to use the best means at our disposal to induce every child to enter that world. Children do not always automatically "discover" books for themselves and I have found that guidance in the form of literature appreciation programs are valuable in establishing this bent.

Bibliography

1. Aaron, Shirley L. "Teaming for Learning", School Library Media Quarterly, Vol. 4 No. 3 (Spring '76) pp. 215 - 218.
2. Braeder, Darlene. "Booktalking: a Survey of Student Reaction", Canadian Library Journal (Aug. '84) pp. 211 - 215.
3. Lassisse, Joyce. "School Librarians Teach Reading", School Library Journal, (Nov' 82) p. 42.
4. Level, June S. "Booktalk Power... A Locally Based Research Study", School Media Quarterly, Vol. 10 No. 2 (Inter '82) pp. 154 - 155.
5. Witricke, V. "Booktalk: a Technique For Bringing Together Children and Books", Language Arts, (April '79) p.411.



PARTNERS IN ACTION: ONTARIO STYLE

JIGSAW IN THE LIBRARY

Alan Knight,
Far Eastern Correspondent.

Linda McLean

By the time you read the Challenge issue of The Bookmark, another school year will have passed and with it another volume of this journal. It is always hard to let go of something that has become such an integral part of one's life. This past winter I have spent speaking highly of the teacher-librarians in British Columbia, their professional association, and its excellent publications. I have not been able to let go - yet! Through the following pages of The Bookmark, I wish to share with my colleagues across Canada some of the very fine cooperative program planning and teaching of one of my York Region Board of Education colleagues.

Linda McLean is the head teacher-librarian at Thornlea Secondary School in Thornhill, Ontario. She has a second full-time librarian and two full-time staff assistants to serve a school population of 2000 students. Linda has given workshops on cooperative planning and teaching for many specialist teacher organizations in Ontario and coordinates a "dynamite" program. She is too modest to share most of her program with a wider audience, but through much interviewing and soliciting this winter, I have been able to gain the following bits and pieces. I think the articles have significant adaptability to a variety of curriculum applications and hope the readers enjoy these winter gleanings!

Jigsaw is one of several methods of student team learning. The concept was originally presented in the book, The Jigsaw Classroom, by E. Aronson (Beverly Hills, California: Sage Publications, 1978). Jigsaw has been adapted and modified over time. In the original Jigsaw method, all students read the same material (something in written narrative form, whether a chapter, a story, a biography, etc.). The teacher assigns the students to heterogeneous groups; each group of four is given a sheet with four different topics or aspects related to the common reading. Each student learns about one aspect. The students dealing with topic A then meet to share ideas. These specialists on topic A then return to their original teams of four and teach the groups everything they have learned about topic A. After all four topics have been covered, a teacher-developed quiz is administered with the same number of objective questions for each topic.

At Thornlea, the original Jigsaw method was modified. The teacher-librarian has changed the approach to include a wide variety of resources in the learning process, to include a component of sharing of resources and expertise among the specialist teaching groups, and to include the students in the development of their own evaluative instrument.

In the implementation of this unit, the idea originated with the teacher-librarian who wished to explore the possibilities of integrating the use of library resources into a team learning situation. The students were from a grade 11 and grade 12 politics course and the unit chosen was a study of Socialism.

OBJECTIVES

Teacher:

1. Students will develop the ability to analyze a political phenomenon.
2. Students will understand the nature and importance of socialism as a major political "ism".
3. Students will appreciate the distinct conceptions of the nature of man that underlie one of the major "isms".
4. Students will be responsible for their own learning.

Teacher-Librarian:

1. Students will find information in small groups, independently of teachers.
2. Students will choose resources with which they feel most comfortable, in a format appropriate to individual learning styles.
3. Students will use discussion skills to obtain information.

PLANNING

The teacher suggested several possible topics for students to investigate. The teacher-librarian chose those topics with sufficient library resources available. The teacher and librarian formulated the assignment based on the teacher's objectives and the availability of resources.

IMPLEMENTATION

Day One. The teacher gave a Socratic lesson on the topic of Socialism.

Day Two. The teacher and teacher-librarian introduced the concept of jigsaw learning to the students and established student teams.

Day Three. The librarian introduced examples of resources in a variety of formats and students began the individual research.

Day Four. The students continued the individual research in the library.

Day Five. Students shared information with others in their expert group in the library. This ensured access to the resources when necessary.

Day Six/ Seven. Students taught the topic to the team members in the library or in the classroom.

Day Eight. Students reassembled in the expert groups to generate a test.

Day Nine. The test was administered and the unit evaluated.

In the following week, a display in recognition of the winning team was mounted in the library.

EVALUATION

Student learning was evaluated by means of objective testing. The factual learning was quite successful. Students also completed a written evaluation of the jigsaw learning method. Responses showed a wide variation in preference. The teacher-librarian's objectives were met, but the evidence of analysis and critical thinking was low.

MATHEMATICS:

GRAPHING IN THE LIBRARY

Linda McLean

The teacher of the Thornlea Intensive Program (an alternative educational program for students who would otherwise have dropped out of school and who are confirmed non-library users) approached the teacher-librarian after a mathematics unit on graphs and graphing in the classroom.

The teacher's objectives were to expose students to graphs in "real life" situations and have the students interpret graphs and construct graphs from raw data. The teacher believed that the resource centre collection contained many useful books of statistical data in the reference area for the students to work from.

The teacher-librarian responded to the classroom teacher's request and suggested that the assignment be expanded to use resources in all areas of the collection and expose the students to interesting materials that they usually did not seek out.

The teacher-librarian carefully examined all areas of the collection and pulled a wide range of materials

that contained graphs or tables of data which would be of interest to students. The teacher-librarian chose to pull the materials for the students, believing that the activity would fail if this type of student were required to find the materials to work with. It is a time-consuming task; compiling a book list at the end of the activity to record all resources used greatly assisted in the subsequent implementation of this program. Books, reference materials, magazines and vertical files are all suitable sources for selection. The teacher-librarian should select at least two books for every student in the class. Books were selected on the basis of student interest if they contained several accessible graphs or tables of data for interpretation. Students browsed through the assembled materials and selected books for their assignment.

The activities in the library consisted of (1) locating five graphs, giving full bibliographic information to locate the graphs, and interpreting the graphs, and (2) finding five sets of data and constructing five graphs, using any graph form studied in class.

The teacher marked the graphs and interpretations; the teacher-librarian checked the bibliographic information. While the evaluation component for the teacher-librarian was light, the actual teaching, monitoring and interpreting role for the teacher and teacher-librarian in the library resource centre was heavy and demanding.

The overall evaluation of this activity was that it encouraged students to examine and use materials across the collection; it made them comfortable in the library, and many wanted to sign out some of the materials they had used.

TYPING IN THE RESOURCE CENTRE

Linda McLean

The teacher approached the teacher-librarian with the objective of having students do more composing at the typewriter. She did not want open-ended and creative writing and felt the need for some structure in this assignment. The teacher felt the need for the students to take some notes and asked the teacher-librarian for ideas.

In the planning session, the teacher-librarian agreed to cover note-making skills and suggested that some appropriate content be agreed upon. Discussions with the teacher revealed that the students had completed a free composition, and had just been working on a career unit involving resume writing. It was agreed that the content component would expand on the students' work on careers and that the teacher-librarian would teach the outline format for note-making from an article and the construction of an article from an outline format.

In introducing the outline format to the students, the teacher-

librarian used her favourite baseball team, the Toronto Blue Jays, to outline, with student input, the various important events that occur in an imaginary inning at bat. Students could then see which events were sub-topics of more important events. Summarizing whole sentences with a single key word was emphasized as a means of avoiding plagiarism. Each student then examined a short career article and as a group filled in the outline structure with the teacher-librarian working at the overhead projector. The discussions then focused on how the article could be re-constructed from the outline. In pairs, students then selected an article and constructed an outline from it.

In the second hour of the assignment in the library, each student selected an article on a career of personal interest and composed an appropriate outline. In the third hour, each student working at a typewriter in the classroom composed an article from his or her outline. Both were handed in. The teacher-librarian graded the outline; the typing teacher evaluated the student-generated composition for style and typing.

How successful was this planning and teaching activity? The other four teachers in the Business Education department wanted their students to engage in a similar activity - even before this three day program had been completed by the students and evaluated. While the teacher-librarian suggested that their enthusiasm may indicate little discrimination, the editor believes that the teacher-librarian underestimates the unique teaching and learning opportunities being provided to typing students.

LEARNING ABOUT SUBJECT HEADINGS

Linda McLean

Know the teacher who wants all the books on a topic pulled for his or her classroom? Know the teacher with little experience in cooperative program planning and teaching? Know the teacher who comes to the library with a list of topics and informs the librarian that students will research several of the topics?

When such a teacher brought to the teacher-librarian a list of eighteen topics for student research in the advanced level Grade Ten history program, the teacher-librarian recognized that even though the students were familiar with the various resources to use for the assignment, they could not easily locate materials on the topics suggested. The topics included the following:

WORLD ECONOMY. Should there be a new economic order?

FOREIGN AID. Should Canada increase its foreign aid?

HUMAN RIGHTS. Why are they so difficult to achieve?

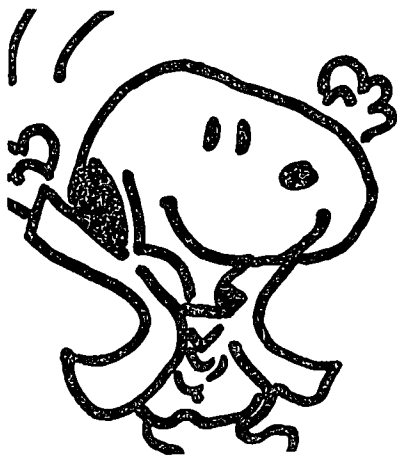
WORLD REFUGEES. What should Canada's policy be?

DEVELOPING NATIONS. What kind of development should be offer?

CANADA AS A COLONY. Was the experience beneficial or harmful?

Because of the currency and diversity of the topics, the teacher-librarian encouraged the teacher to give responsibility for the class to her. The teacher-librarian divided the class into six groups with three topics per group. Each group was presented with large chart paper that contained three topics on the vertical axis and five sources (Canadian Periodical Index, vertical file, card catalogue, Canadian Encyclopedia, and Canadian News Index) across the top of the chart paper. Students in each group were given several issues of each of the listed indices, a copy of the resource centre's vertical file headings and one volume of the new Canadian Encyclopedia. Students could organize the group's activities in any fashion: a student could use one source to locate all possible headings for all three topics or locate all possible headings for one topic in all five suggested sources. Use of "see" and "see also" references, brainstorming, cross-checking from one source to others, etc. were encouraged. The group's findings were to be clearly labelled on the group's chart paper.

At the end of the hour-long period, the chart paper was collected from each group. Six classes undertook this activity. On the second day when the students returned to the resource centre, there were six "sets" of student-generated subject headings for each of the eighteen topics posted. Some were excellent - and helped students to "branch out" in their research. Other lists were very good and helped the students to locate many suitable materials to assist in the policy writing project.



HAPPINESS IS...

GRADE TEN GENERAL LEVEL FRENCH IN THE RESOURCE CENTRE!

Linda McLean

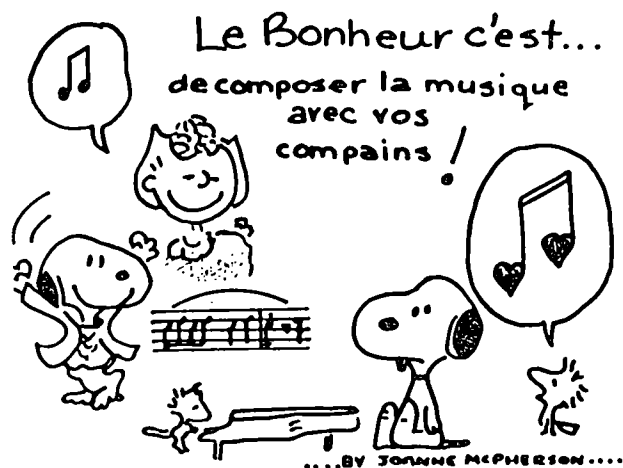
A few Snoopy books, a pile of French-English dictionaries, and a French teacher willing to take a few risks with a teacher-librarian are the main components of this unique three-day resource-based learning experience.

The teacher-librarian recognized the patterning potential of some cartoon books in the French language, purchased them and showed them to a French language teacher. She encouraged the teacher to try a new library-based activity with a minimum number of resources. (Here is resource-based learning with a class of students, one resource, a pile of photocopies, and excited, committed teacher and teacher-librarian teaming! - Editor.)

Day One. The teacher-librarian presents a lesson on the use of French-English dictionaries, emphasizing their dual format and the necessity of searching beyond the first meaning given. The examples should be taken from one of the books in the assignment (e.g. "Le bonheur c'est de draguer incognito" -- this

one certainly captures the students' attention, and they do put an effort into discovering the intended meaning of "dragner"). Each student then chooses one of the sayings to work on from the stack of photocopies prepared in advance by the teacher-librarian from the suitable sources. Each student uses a dictionary to help translate the saying. Toward the end of the period, each student shares his saying with the rest of the class. Each student must read the saying in French, then translate or explain it. The homework assignment is to compose an original "Happiness is...." or "Love is...." thought.

Day Two. Using the other part of the French-English dictionary, the students transform their ideas into Snoopy sayings (with a lot of support from both the teacher and teacher-librarian). Given marker pens and coloured art paper, students produce wonderful illustrations of the appropriate characters to accompany their sayings. (Samples of the student work are included. -Ed.)



Day Three. This is a sharing session. The students are proud to show their classmates their drawings, and read their sayings with their

most careful accent. If their drawings are mounted and laminated, these gems are a great addition to the French section of the resource centre. Copies of the original French sayings somehow appear in lockers within a few days, competing with current pin-ups, and many students come to the library looking for the French Peanuts books.

Resources. A few copies of whatever Charles M. Schulz books are available to you in French. At Thornlea, we use Le bonheur c'est....la vie a deux and L'amour c'est....4 pas dans les neiges, published by Fernand Nathan. Also, as many French-English dictionaries as you can gather, preferably all the same, to create less confusion in the dictionary lesson.



Le Bonheur c'est....
de partager le même
parapluie.

Beth Vaneck
16 049.

CREATIVE WRITING IN COMPUTER STUDIES???

Linda McLean

The teacher for the grade 10 general level introductory computer studies course desired a library-based activity. Sharon Cohen, the teacher, did not want a conventional research paper and so the teacher-librarian suggested a creative writing assignment based on some library research.

The three topics identified dealt with computer crime, robotics and artificial intelligence. The topics were presented as three situations: working in the telephone company and attempting to trace computer thieves; using robots in the home; and having intelligent conversations with a computer.

As students in their first computer studies course, they knew little of what the computer could do or of its social implications.

In order to assist the students the library staff have been developing duotang collections of magazine articles on a wide variety of computer and technology applications. Each duotang contains six to eight articles; there are eight to ten duotangs available on each topic. This makes it convenient for the students to do substantial background reading and research in a short time in preparation for writing the short story.

The teacher-librarian started the creative writing with creating the character. Telephone directories are useful sources for names. In groups

the characters were developed as discussion focused on the characters' reactions to specific situations. This directed group work continued in the library. Over the next three or four days the students completed their reading and drafting of the story. The students then went to the computer room and wrote the final draft on the word processor.

The teacher evaluated the short stories. This activity could be improved, were there enough computers available, by having the students compose their short stories from the research notes through to the final text on the word processor.

A do-it-yourself adaptation
of the research unit

FIND OUT ABOUT CANADA

Teacher-librarians across Canada are indebted to Liz Austrom and the library staff at Killarney Secondary for developing the research materials unit, "Find Out About Canada".

For the grade nine enriched students, however, the teacher-librarian at Thornlea hoped to accomplish similar objectives through a more challenging and creative assignment. The adapted unit required very little preparation time from the teacher or the teacher-librarian as there were no teacher-generated questions. Caution was exercised in the selection of resource materials to ensure that

they would be useful for the subsequent major research assignment in the course.

On the first day of this two-day unit, the students used the material at only one station, and created six questions based on the particular resource. They were asked to develop questions that required some thought, inference, comparison, or calculation to arrive at the answer. It was stressed that students should ensure that the answers could be located. They were told to look up the answers as if someone else had created the questions: they had to find any pitfalls and focus on accessing the correct information.

On the second day, the students chose another station and answered the six questions they found there. If they had any trouble, they were able to consult the author of the question, but must record their problem on the answer sheet. The last half hour was devoted to one minute "presentations". Each student described for the class the material used, its content, means of access, relevance to the course and difficulties encountered in using the resource. The person who made up the questions could also comment.

When the students began their research, they received a list of the resources covered in the activity to refresh their memories.

Evaluation was based on the development of the questions, the answers of the next six questions, and the brief presentation.

Questioning is a skill that is often neglected. This unit addresses that skill, but even enriched students find it an intellectual challenge. This unit would require modification before it is attempted at a lower level of difficulty.

FIRST AID FICTION

Linda McLean

This teacher-librarian-initiated activity resulted from a detailed scrutiny of the physical education department's courses of study. The teacher-librarian felt that this department had not been as well served as others and sought ways of remedying the situation. When she noticed that a large component of the grade nine physical education course dealt with first aid in emergency situations, she went to Linda Neary, the physical education teacher, with her idea. The teacher liked it and the planning began.

The teacher-librarian examined an extensive young adult collection for fictional situations that required some first aid response. She then booktalked the fiction to the teacher and the teacher decided which particular novels and first aid situations would be developed in the classroom.

In the classroom, the teacher began the unit of first aid study and introduced the students to various principles of first aid for emergency situations. The students then came to the library for the booktalk. Each booktalk basically outlined the plot in an engaging manner leading up to the particular emergency situation. At that point, the teacher-librarian would stop, the students would respond to the situation and discuss various options, and the teacher would then discuss what should be done, demonstrating various slings,

bandaging techniques, etc.. The teacher-librarian would then booktalk the next novel and the joint teaching process, alternating between teacher and teacher-librarian, continued for the hour.

Among the titles used by the teacher-librarian in the booktalk are the following young adult books:

- Bennett, Jay. Say hello to the hit man.
Snyder, Anne. My name is Davy. I'm an alcoholic.
Wartski, Maureen. The lake is on fire.
Wojciechowska, Maia. Tuned Out.
-

FRENCH VERTICAL FILES

In order that students in the Grade 13 French program have a strong collection of vertical file materials for research, the teacher-librarian created a one week assignment for enriched grade 12 level students to create vertical files on specific assigned topics. Both the teacher and teacher-librarian were available to assist students in the library during this assignment. The students read the French newspaper, Le Devoir, and the six French magazines and decide which articles will be useful for his or her specific file. The articles must be clipped or photocopied. Topics are mainly current events, cultural and political phenomena in France and Quebec. The file is submitted by the student for evaluation; it proves very useful for the older student in subsequent research. An assignment based on these vertical files is then created by the teacher and teacher-librarian.

WHEN 250 STUDENTS NEED RESOURCES ON THE SAME TOPIC...

Linda McLean

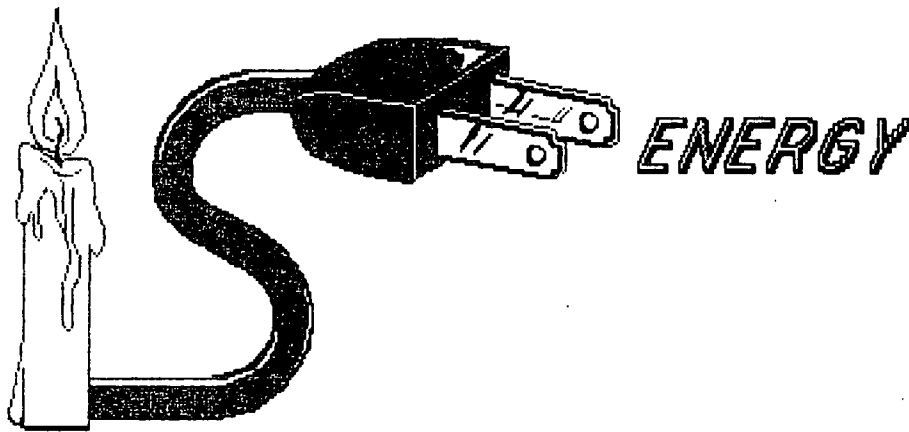
"Do you have anything on solar energy?" It was my first year at the school, and when the tenth student made that request in one day, I knew I had a problem. A few inquires revealed that (1) for the past few years, all Grade Nine science students were required to complete a research project on an energy source, (2) most of them chose solar energy, (3) the science teachers were dissatisfied with the research results in many cases, and (4) the students and science teachers perceived the resource centre as not being very helpful with this assignment (except for the first few kids, who had all the material!)

What a perfect opening to introduce the science department to cooperative planning! I secured an invitation to the next science department meeting, made a few suggestions, did some brainstorming with them, and now have a library component built into that project.

A few days before the students choose their topics, they spend a period in the resource centre. The teacher-librarian introduces them to periodical indexes, and the students

locate articles that would be useful for one of the energy topics. They also spend some time examining several magazines that are likely to contain such articles. As a result, if they do not locate an actual article through the index, they will by browsing. After their science teacher or the teacher-librarian ensures that the articles are indeed worthwhile, the students prepare information on the worksheets (sample follows) to enter into the Appleworks data base on one of the library's Apple IIe microcomputers. The worksheets are marked and handed back, along with a resource list to help them locate the many other available resources. When they have chosen their topics, they return individually to the library resource centre to use the data base they have created. There is great excitement as a student enters 'TIDAL' and sees "his" article displayed, along with those of several classmates. They are not reluctant to go hunting for the magazines, because they know with certainty that the library has them. On this second trip, the teacher-librarian also helps the student build a pathfinder from the resource list.

Everyone is pleased with this addition to the energy assignment, as so many of our objectives are met. The science teachers were happy to receive a better product and to have a wider variety of topics chosen. The teacher-librarian has built the use of a periodical index into a compulsory course, taught a practical use of a data base, and made a wide variety of resources accessible to a large number of students. The students enjoy using their data base and are relieved to be able to find material that they can use, even if a hundred others have signed out resources before they arrived.



USING MAGAZINES FOR RESEARCH in the THORNLEA LIBRARY

NAME _____

In a Periodical Index, look up one of the energy topics, such as Biomass or Hydro, etc. Find the listing for ONE article, and fill in the blanks below.

Subject _____

Title of Article _____

Magazine _____

Date of Magazine _____ Page _____

Now find an article in a magazine useful for ANY ONE of the ENERGY topics. Either use your work above and locate that article, or browse through some of the magazines to find an article. Fill in below:

Title of article _____

Magazine _____

Date of magazine _____ Page _____

This article is useful for a project on the following energy source:

CHECK YOUR WORK WITH MRS. MCLEAN, THEN ENTER IT IN THE DATABASE. IT WILL BE YOUR CONTRIBUTION TO THE PERMANENT LIST OF MAGAZINE ARTICLES ON ENERGY TOPICS.

THE IMMIGRANTS

Linda McLean

"Just put all your immigration material on a cart and send it to my classroom for a couple of weeks". Sound familiar? Fortunately the teacher who made that request was receptive to the teacher-librarian's counter-suggestion for a cooperatively planned and taught unit, based on strengths in the collection. Besides books and vertical files, there were a number of audio-visual kits describing the background, problems and contributions of various ethnic groups in Canada. The contents of these kits supported the population unit of the grade nine geography course, and this became the basis for this project.

Jointly the teacher and teacher-librarian planned the details, prepared the materials, taught the skills, and enjoyed the presentations. Subsequently most people teaching that course at the advanced level have included this unit, and each teacher has contributed to the improvement of the project.

OBJECTIVES.

SKILLS:

1. Notemaking
 - from visual material
 - from audio tape
 - from print material. This section includes selecting appropriate material.
2. Use of audio-visual equipment (reinforcement for some)
 - tape recorder
 - filmstrip projector
3. Writing audio script
 - writing for a specific audience

KNOWLEDGE:

1. Concept of cultural "mosaic".
2. Difficulties faced by immigrants, and the contributions to "Canadian culture", focusing on one immigrant group

ATTITUDE:

1. Appreciate the use of visual and audio materials as research tools.
2. Co-operate with other students in preparation and taping of a script.

This unit unfolded in this manner.

Day One. In the classroom. The teacher introduced the topic of immigration. The teacher-librarian gave instructions in taking notes from a tape recording, then played the audiotape for Toronto the Good. Students took notes and then discussed the information gained from the audiotape. The corresponding filmstrip was viewed and the teacher-librarian led the discussion to emphasize the differences between the information gained from the visual and aural sources. The students signed up in groups of three or four to study a specific immigrant group.

Day Two/Three. In the resource centre. The teacher and teacher-librarian outlined the activities for the rest of the unit and reviewed the mechanics of using specific machinery. Each group began by viewing and listening to one filmstrip and audiotape. All students took notes on the contents.

Day Four/Five. In the resource centre. Students selected information and made notes about their immigrant groups, using print resources set aside by the teacher-librarian. Students were cautioned to keep the content of their filmstrip in mind and to select information

that would "fit" with the next part of the project. For this step, the students did not have access to the original tape. A great deal of individual assistance is necessary with the selection and notemaking.

Day Six. In the resource centre. Each group wrote a new script for its filmstrip, using the information gathered during the previous two days.

Day Seven. In the resource centre, classroom or any quiet place! Each group taped its new script, using any supplementary audio resources to make the audiotape sound "professional". The resource centre's collection of ethnic music recordings was well used.

Day Eight/Nine. In the classroom. Each group presented its filmstrip with the "new, improved" audiotape. Group members then fielded questions about their immigrant group from the rest of the class, and distributed a handout summarizing the presentation.

EVALUATION.

1. All students evaluate each tape, including their own (form follows). These marks are given equal weight with the mark assigned by the teacher and the teacher-librarian. Where there has been an obvious discrepancy in the amount of work contributed by each group member, there is a mark differential within the group.
2. Students are evaluated by the teacher on the questions they ask other groups.
3. All students evaluate the unit (form follows).
4. The best tapes are kept in the resource centre, with the

appropriate kits, for students in other courses to use as resources.

REFLECTIONS

At Thornlea, this unit is logistical-ly difficult to execute. We cannot always gather enough filmstrip projectors/viewers and taperecorders to proceed smoothly. In fact, if there was more equipment available, we would form groups of two students and use more of the audio-visual resources. As well, there are always technical battles with some of the machines. Nor is it always easy to find quiet places to record. Nonetheless, the learning objectives are clearly met every time the unit is implemented and students often cite this project as the best part of the course.

(Evaluation form for individual group presentation)

WHAT DID YOU THINK OF THE PRESENTATION ABOUT

_____ IMMIGRANTS?

Did you learn something from the filmstrip and tape? /5

Did the tape work well with the filmstrip, even when the information was different from the picture? /5

Was there enough information, explanation and interpretation on the tape? /5

Was the overall effect interesting, lively and imaginative? /5

Other comments _____

Total /20

(Evaluation form for group evaluation of the project's activities)

WHAT DID YOU THINK OF THIS PROJECT?

Group dynamics: size of the group? co-operation?

Teacher and teacher-librarian: too little help? too much help?

Technical work: too hard? enjoyable?

Timing: was the time spent on each step appropriate?

Resources: print resources useful? original tape? filmstrip?

Learning: how much, in relation to an "ordinary" research assignment? from your classmates' presentations?

Other comments

AUDIO VISUAL RESOURCES USED

"Twentieth Century Immigrants" from the Black People kit from Ethos.

"Chinese contribution to Canadian Life" from the Canadian Folk Culture-The Chinese kit.

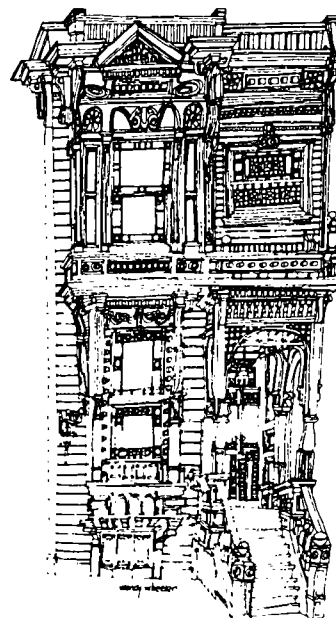
"The Japanese Come to Canada" from the Canadian Folk Culture - the Japanese kit.

"Jewish Immigrants and Lifestyles" from The Jews kit.

"European Canadians", "French Canadians" and "Native Canadians" from The Canadian Mosaic kit from Moreland-Latchford.

"Old Order Mennonites" from the Canadian Mosaic kit.

"Flight from Famine" (Irish), "The New Homeland" (Ukrainian), and "The Shaws of Midnapore" from the Immigration Experience kit.



PROFESSIONAL READING

SCHOOL LIBRARIES AND EXCEPTIONAL CHILDREN

Azarnoff, Pat. Health, Illness, and Disability : a guide to books for children and young adults. New York : Bowker, 1983. 259 p.

Baker, D. Philip and Bender, David R. Library Media Programs and the Special Learner. Hamden, CT : Library Professional Publications, 1981. 384 p.

Baskin, Barbara H. and Harris, Karen H. Books For the Gifted Child. New York : Bowker, 1980. 263 p.

Baskin, Barbara H. and Harris, Karen H. More Notes From a Different Drummer : a guide to juvenile fiction portraying the disabled. New York : Bowker, 1984. 495 p.

----- Notes From a Different Drummer : a guide to juvenile fiction portraying the disabled. New York : Bowker, 1977. 375 p.

Baskin, Barbara Holland and Harris, Karen H., eds. The Special Child in the Library. Chicago : American Library Association, 1976. 199 p.

Bernstein, Joanne E. Books To Help Children Cope With Separation and Loss. 2nd ed. New York : Bowker, 1983. 439 p.

Braille Book Review. Bimonthly. Washington, DC : National Library Service for the Blind and Physically Handicapped, Library of Congress.

Clendening, Corinne P. and Davies, Ruth Ann. Challenging the Gifted: curriculum enrichment and acceleration models. New York : Bowker, 1983. 482 p.

----- Creating Programs For the Gifted : a guide for teachers, librarians, and students. New York : Bowker, 1980. 574 p.

Davis, Emmett A. and Davis, Catherine M. Mainstreaming : a library service for disabled people. Metuchen, NJ : Scarecrow, 1980. 200 p.

Dequin, Henry C. Librarians Serving Disabled Children and Young People. Littleton, CO : Libraries Unlimited, 1983. 303 p.

Dresang, Eliza T. "School library media services for gifted young people." in School Library Media Annual, Volume 3. Eds. : Shirley L. Aaron, Pat R. Scales. Littleton, CO : Libraries Unlimited, 1985. pp. 229-247.

Dreyer, Sharon Spredemann. The Bookfinder : a guide to children's literature about the needs and problems of youth aged 2-15. Circle Pines, MN : American Guidance Service, 1977 - 1985. 3 vol.

- Friedberg, Joan Brest; Mullines, June B.; and Sukiennik, Adelaide Weir. Accept Me As I Am : best books of juvenile nonfiction on impairments and disabilities. New York : Bowker, 1985. 363 p.
- Handy, Alice. "The librarian and the needs of gifted students." The Book Report, Volume 1, Number 5 (March/April 1983) pp. 21-25.
- Harris, Karen H. "Selecting library materials for exceptional children." School Media Quarterly, Volume 8, Number 1 (Fall 1979) pp. 22-28.
- Jay, M. Ellen. Library Media Projects For the Gifted. Hamden, CT : Library Professional Publications, 1982. 138 p.
- LiBretto, Ellen V., ed. High/Low Handbook : books, materials and services for the problem reader. New York : Bowker, 1985. 2nd ed. 264 p.
- Lucas, Linda and Karrenbrock, Marilyn H. The Disabled Child in the Library : moving into the mainstream. Littleton, CO : Libraries Unlimited, 1983. 288 p.
- Metcalf, Mary Jane. "Helping hearing impaired students." School Library Journal, Volume 25, Number 5 (January 1979) pp. 27-29.
- National Council of Teachers of English. High Interest Easy Reading For Junior and Senior High School Students. 4th ed. Urbana, IL : NCTE, 1984. 96 p.
- Petrie, Joyce. Mainstreaming in the Media Center. Phoenix, AZ : Oryx Press, 1982. 219 p.
- Polette, Nancy. Picture Books For Gifted Programs. Metuchen, NJ : Scarecrow Press, 1981. 220 p.
- The Research Book For Gifted Programs. O'Fallon, MO : Book Lures, 1984. 170 p.
- 3 R's For the Gifted : reading, writing and research. Littleton, CO : Libraries Unlimited, 1982. 180 p.
- Polette, Nancy and Hamlin, Marjorie. Exploring Books With Gifted Children. Littleton, CO : Libraries Unlimited, 1980. 214 p.
- Rudman, Masha Kabakow. Children's Literature : an issues approach. 2nd ed. New York : Longman, 1984. 476 p.
- Smith, Jance. "Media services for gifted students : an overview." School Media Quarterly, Volume 8, Number 3 (Spring 1980) pp. 161-168, 177-178.
- Talking Book Topics. Bimonthly. Washington, DC : National Library Service for the Blind and Physically Disabled, Library of Congress.
- Van Vliet, Virginia. "Library services for deaf children." Emergency Librarian, Volume 9, Number 2 (November-December 1981) pp. 15-18.

Walker, H. Thomas. "Media services for gifted learners." School Media Quarterly, Volume 6, Number 4 (Summer 1978) pp. 252-263.

Wehmeyer, Lillian Biermann. "Learners with special needs." Chapter 2 in The School Librarian as Educator. 2nd ed. Littleton, CO : Libraries Unlimited, 1985. pp. 35-47.

Williams, Helen Elizabeth. The High/Low Concensus. Williamsport, PA : Bro-Dart, 1980. 259p.

Wright, Kieth C. and Davie, Judith F. Library and Information Services For Handicapped Individuals. 2nd ed. Littleton, CO : Libraries Unlimited, 1983. 184 p.

LIBRARIES AND READING ACROSS THE CURRICULUM

Bechtel, Judith and Franzblau, Bettie. Reading in the Science Classroom. Washington, DC : National Education Association, 1980. 63 p.

Benthul, Herman F. "Reading and the arts - reciprocal relationship." Curriculum Review, Volume 20, Number 5 (November 1981) pp. 445-448.

Bullock, Terry L. and Hesse, Karl D. Reading in the Social Studies Classroom. Washington, DC : National Education Association, 1981. 64 p.

Coles, M.H. and others. "Science of library and book skills (using the science curriculum in developing children's reading and study skills)." School Librarian, Volume 30, Number 3 (September 1982) pp. 200-207.

Cowen, John E., ed. Teaching Reading Through the Arts. Newark, DE : International Reading Association, 1983. 118 p.

Criscuolo, N.P. "Creative approaches to teaching reading through art." Art Education, Volume 38, Number 6 (November 1985) pp. 13-16.

Cunningham, Pat. "Drawing them into reading." The Reading Teacher, Volume 35, Number 8 (May 1982) pp. 960-962.

Donaldson, Jan. "Bookwebbing across the curriculum." Reading Teacher, Volume 37, Number 4 (January 1984) pp. 435-437.

Flowers, Helen F. "68 ways to catch a teacher." The Book Report. Volume 4, Number 2 (September/October 1985) pp. 17, 20.

"Focus on music reference books." (Sharing skills) School Library Media Activities Monthly, Volume 2, Number 7 (March 1986) pp. 39, 41.

"Focus on pure science reference sources." (Sharing skills) School Library Media Activities Monthly, Volume 2, Number 3 (November 1985) pp. 36-39.

Frost, Joan. Art, Books and Children : art activities based on children's literature. Omaha, NE : Special Literature Press, 1984. 82 p.

Gentile, Lance M. Using Sports and Physical Education To Strengthen Reading Skills. Newark, DE : International Reading Association, 1980. 82 p.

Graham, Terry. Let Loose On Mother Goose : activities to teach math, science, art, music, life skills and language development. Nashville, TN : Incentive Publications, 1982. 95 p.

Gruber, Marcella and Surdonel, Catherine. "Caldecott across the curriculum." School Librarian's Workshop, (March 1986) pp. 7-8.

Hackman, Mary H. Library Media Skills and the Senior High School English Program. Edited by Paula Kay Montgomery. Littleton, CO : Libraries Unlimited, 1985. 120 p.

Handy, Alice Evans. "The library and the science curriculum." The Book Report, Volume 4, Number 2 (September/October 1985) pp. 18-20.

Haycock, Carol-Ann "Information skills in the curriculum : developing a school-based continuum." Emergency Librarian, Volume 13, Number 1 (September/October 1985) pp. 11-17.

Hennings, Dorothy Grant. "Reading picture storybooks in the social studies." Reading Teacher, Volume 36, Number 3 (December 1982) pp. 284-289.

"Into the curriculum" regular feature in School Library Media Activities Monthly. 10/yr.

Jansson, Deborah, and Schillereff, Theresa, "Reinforcing remedial readers through art activities." The Reading Teacher, Volume 33, Number 5 (February 1980) pp. 548-551.

Kimball, Judith A. Children's Caravan : a reading activities idea book for use with children. Phoenix, AZ : Oryx Press, 1983. 75 p.

McDougal, Barbara. The Research Book of Sports and Cars. 2nd ed. O'Fallon, MO : Book Lures, 1983. 30 p.

Maring, Gerald H. and Ritson, Robert. "Reading improvement in the gymnasium." Journal of Reading, Volume 24, Number 1 (October 1980) pp. 27-31.

Miccinati, Jeannette, and Phelps, Stephen. "Classroom drama from children's literature : from the page to the stage." The Reading Teacher, Volume 34, Number 3 (December 1980) pp. 269-272.

Mikulecky, Larry and Haugh, Rita. Reading in the Business Education Classroom. Washington, DC : National Education Association, 1980. 47 p.

- Pergallo, Anne M. "Incorporating reading skills into art lessons." Art Education, Volume 34, Number 4 (July 1981) pp. 31-35.
- Piercey, Dorothy. Reading Activities in Content Areas : an ideabook for middle and secondary schools. 2nd ed. Boston : Allyn and Bacon, 1982. 284 p.
- Poirier, Carol and Zeglen, Tony. "The 520s and the library." Alberta Learning Resources Journal, Volume 7, Number 3 (1985) pp. 53-56.
- Porter, Carole. "Math in the library : a cooperative teaching unit for grades 4-9." Alberta Learning Resources Journal, Volume 7, Number 3 (1985) pp. 10-15.
- Smardo, Frances A. "Using children's literature to clarify science concepts in early childhood programs." Reading Teacher, Volume 36, Number 3 (December 1982) pp. 267-273.
- Smith, Carl B. "Add a measure of music and drama to reading." Early Years, Volume 11, Number 3 (November 1980) pp. 24-26, 106.
- Smith, Cyrus F. Jr. and Kepner, Henry S. Jr. Reading in the Mathematics Classroom. Washington, DC : National Education Association, 1981. 63 p.
- Swibold, G.V. "Textbooks need trade books : one librarian's case study." Top of the News, Volume 41, Number 1 (Fall 1984) pp. 93-98.
- Tanner, Michael. "Arctic reading : comprehension with a flair." Art Education, Volume 34, Number 4 (July 1981) pp. 17-23.
- Tanner, Michael L. "Reading and music : let the concert begin." Music Educators Journal, Volume 70, Number 4 (December 1983) pp. 40.
- Thomas, Carol H. Sports Splash : a handbook of reading activities for use with children. Phoenix, AZ : Oryx Press, 1983. 109 p.
- Thomas, Ellen Lamar and Robinson, H. Alan. Improving Reading in Every Class : a sourcebook for teachers. 3rd ed. Boston : Allyn and Bacon, 1982. 431 p.
- Tucker, Albert. "Music and the teaching of reading : a review of the literature." Reading Improvement, Volume 18, Number 1 (Spring 1981) pp. 14-19.
- Walisser, S. "Developing a school-based research strategy, K-7." Emergency Librarian, Volume 13, Number 1 (September/October 1985) pp. 19-26.

compiled by Linda Dunbar,
 Teachers' Professional Library
 Vancouver School Board

PRESIDENT'S ANNUAL REPORT

With only one short month to go as President of the BCTLA, I find myself looking forward to a supportive role under the able leadership of Barb Hall. I have come to know Barb quite well over the past two years as we have shared concerns, tasks, and some very real problems. We have even shared each other's homes on occasion in order to save money for the BCTLA. From this experience I can truthfully say that the BCTLA will be in excellent hands over the next year or two. Barb is capable, intelligent, a hard worker, and she has the wonderful attribute of balance. She always has problems in perspective. Finally, I know all members of our association will find her to be approachable and concerned.

Major priorities this past year have been to maintain communication links to our membership and to keep our chapter organization strong in spite of difficult times. I believe we have succeeded in these aims, but recognize that in many districts the situation for school library resource centres and for teacher-librarians has deteriorated badly. The compounded impact of slashed budgets, reduced staffing and unqualified personnel in teacher-librarian positions has resulted in reduced services to students and to staff. As service is reduced the value of resource centres becomes less in the eyes of the teaching colleagues who should be our greatest supporters. There is a spiralling cause and effect which becomes more and more negative. Teacher-librarians must become more politically aware and active than they have been in the past. It is not enough to depend upon a few people who are willing to shoulder the load in the district and in the provincial association. It is necessary for each teacher-librarian to take some action to ensure that supporters of the need for adequate information services, for effective instruction in research and study skills, and for reading guidance, will speak out on behalf of the library resource centre program. To this end, the BCTLA Executive Board and the Bookmark editors have tried to develop teacher-librarian communication and public relations skills via our journal and our programs for chapter councilors.

In addition, we have tried to provide assistance to those teacher-librarians who are attempting to work cooperatively with teachers in planning and teaching units of work. In many teacher-librarians' experiences, when expertise in this area grows, then positive support from administrators, teachers and parents also grows. Fuel For Change was written with the intent of focusing attention on the rationale for cooperative planning and teaching, the necessary components and considerations, and the steps for implementation of the concept. Unit descriptions emphasizing the planning steps taken by teacher-librarians were included as models for others to follow and/or adapt. Skill in handling the process of working in a teaming situation was seen by the writing team as being central to the success of the entire concept. The educational benefits to students of cooperative planning and teaching are the end products which will gain the support of others for library resource centre programs.

Reactions to the booklet have been very positive to date, in spite of the blurry nature of some of the printing, and the fact that we had to have some pages reprinted. We hope that the reaction to the complementary

videos will be equally positive. The videos are designed so that they may be used with different audiences quite effectively. Groups of administrators, teachers, teacher-librarians or student teachers can all find something of value in the videos. Under the direction of a knowledgeable inservice leader, they will stimulate useful discussion about the roles and responsibilities of district level and school level personnel in the development of resource-based learning.

Thanks are due to the many teacher-librarians who put in innumerable hours on the tasks of writing and editing for either the booklet or the videos, and to the teachers and teacher-librarians who contributed ideas and units. Included in the writing and the editing groups were: Shirley Blair, Dianne Driscoll, Michele Farquharson, Joan Harper, Kathy Lovegrove, JoAnne Naslund, Patricia Shields, Barb Smith, Angela Thacker, Nina Thompson, Eileen Tuulos, and Joan Wilby. I would like to direct very specific "Thank You's" to JoAnne Naslund, who transformed the hundreds of hours of videotape which were filmed in an "ethnographic approach to library resource centres" into a manageable length, and to June Curley, who returned from retirement to take a major role in the final editing and formatting of the programs.

My personal admiration goes to the unsung teacher-librarians who in the past helped to form the very positive viewpoints expressed in the videos by school and district administrators. I know that teacher-librarians throughout the province will also be impressed when the videos are finally available for purchase. As has been stated before, sometimes we don't think we are as great as other people think we are. I was delighted to see and hear administrators and teachers speak so positively about their resource centre experiences.

The Book Purchase Plan is finally in what I hope will prove to be a valuable format. This June teacher-librarians will be able to select materials from an integrated list which has grade levels indicated but which does not restrict selection to elementary or secondary. The selection and annotation process was done by Pat Adlem, Ray Covell, Geraldine Kovach, and Margaret Montgomery. Ministry representatives were so pleased with the process this year that they have decided that a team of two secondary and two elementary teacher-librarians will be used next year. The BCTF will be advertising very shortly for interested teacher-librarians.

One concern surfaced as a result of last year's Book Purchase Plan. Some schools did not send in their filled-in order forms and were not sent any books as a consequence. Teacher-librarians should be aware that the forms will be sent to the schools by the end of May and must be returned promptly. They are directed to the teacher-librarian in the school, but if they do not arrive, inquiries should be made to the school secretary and district staff. Notices concerning the program will be sent to Superintendents.

The Working & Learning Conditions survey was completed this year with the usual diligence and accuracy that we have come to expect from our chapter councilors and our membership. Once again, the news was not great, but it was perhaps not as bad as we expected. Services in some districts were hurt

much more than in others, and the inequities of educational access that face so many of our students in all areas of education were very evident. Comments made in response to the survey, and in connection with the question of French language materials funding which arose in the fall, have prompted the Executive Board to consider making some changes to the survey for next year. The form will be developed and approved at the June Board meeting, for duplication and distribution in the fall. We hope to compile some accurate information about the state of French Immersion and Programme Cadre library services, as well as our more traditional categories.

A positive note in the area of Working & Learning conditions was the inclusion of the role of "teacher-librarian" on the BCTF survey last fall. While their returns are not as extensive as ours, still our inclusion on the forms seems to us to be a form of recognition that data needs to be collected on our working situation as much as it does on the situation of our teaching colleagues. 9

I must comment on the superb work done by Gerald Soon as Senior Editor of the Bookmark. He has managed to improve the quality of the journal, to direct a rather large group of assistant editors, and to learn all there is about wordprocessing on the Apple IIE and Magic Window. He has done all this while participating in a family life that includes young children and sometimes it has felt that his involvement in the BCTLA and the Bookmark was not the best for his family. The editors appreciate his work tremendously, response from around the province has been very positive, and even Alan Knight has accorded him accolades. As your "retiring" President, I want to add my appreciation and admiration to that expressed by many others.

I will continue to serve the BCTLA in other capacities. Like Bill Scott, a former president who continues to serve in a variety of ways, including selling Fuel For Change, compiling nominations, etcetera, I shall continue. I will be continuing on the Editorial Board for the Bookmark, and will be serving as co-chairperson with Angela Thacker, another "ex-president", for the CSLA Program Planning Committee for the CLA Conference "Merchants of Light" to be held in Vancouver in June 1987. I hope to remain involved in the work of the association, but to reduce my time commitment somewhat.

I have enjoyed working with several different Executive Boards and Councils over the six years that I have served as treasurer, vice-president, or president. The professional relationships and personal friendships that have been developed are a large part of what has made the past six years a very rewarding time for me. I extend my thanks for your support and my good wishes for success to the incoming executive.

LIZ AUSTROM

THE BOOKMARK SENIOR EDITOR'S REPORT

The job of Senior Editor of our journal has been a rewarding experience for me. The most fulfilling aspect of this job is working with other teacher - librarians for you, our fellow teacher-librarians. I must thank the teacher-librarians on the Bookmark editorial board, who have been exceptional workers. Each person has added his or her own flavour to help make the Bookmark one of the highest quality school library journals in this country! There are some individuals who had never touched a computer who were willing to learn so that they could contribute to our association. Thank you, one and all. The Bookmark editorial board really worked as a team to pull everything together, and to help lighten my load when the going was rough. Thanks!

A special thank you to all of the contributors that we have had this year as well. Without your willingness to share your ideas with others, the Bookmark would be much sparser and less interesting to the teacher - librarians we serve.

The Bookmark has once again focused on a thematic approach for our issues. We need input from our readers however, for suggestions for future issues. The Bookmark editorial board continues to save money for our readers by word processing articles and making everything copy-ready for the BCTF printers. Editorial board members even pick up their school district's issues to save on postage! I am sure that you will agree that you are getting good value for your membership fees.

With each issue of the Bookmark, we have been urging teacher-librarians to encourage membership in the B.C.T.L.A. The grant that we get from the BCTF for producing your journal is directly related to the number of members in our provincial association. Thank you for helping us in this area!

The "Challenges!" issue was to be my last as senior editor. We have as yet been unable to find someone willing to take over however, and so I will continue for the meantime. The editorial board decided to restructure their responsibilities to help ease the load that I was undertaking. What a team!



PUBLICATION COORDINATOR'S ANNUAL REPORT

The Bookmark, BCTLA's omnibus publication, continued to thrive under the able direction of our Senior Editor, Gerald Soon, and an enthusiastic hard-working Editorial Board. Contributions by BCTLA members are an essential ingredient in this publication.

Fuel for Change: Cooperative Program Planning and Teaching was delayed at the editing stage until March. We are extremely proud of the contents of the booklet, but extremely disappointed with the reproduction. By now you should have received the errata and covering letter from the BCTF. May I suggest that you remove the staples, insert the errata, and put the booklet in a binder. This will allow for easy photocopying. If your booklet was bound raggedly, this suggestion will also alleviate that problem. Have you considered purchasing a school library copy which will remain in the library when you move on?

Fuel for Change cost \$7,500 to produce 2,000 copies, including costs of mailing copies to BCTLA members. We received a \$2,200 BCTF subsidy to reduce our share of overhead costs and a \$3,000 BCTF special grant. After we have sold 200 copies (\$12 prepaid, \$15 invoiced), the revenues from the remaining 1,000 copies will be used to increase services to and decrease fees for BCTLA members. We are indebted to Bill Scott who has again offered his able services to store, sell, distribute, and account for revenues for the sale copies.

My responsibilities as the Constitution and By-Laws Committee, the Members' Guide Committee, and the Publications Coordinator joined together during my efforts to review, adapt, and organize our policies, procedures, and guidelines into a BCTLA Members' Guide. I will never forgive Alan Knight for abandoning me. On the other hand, committees of one have few noisy, heated debates. The Executive Board diligently discussed each draft presented throughout the year.

Thank you John Pope, for the long hours after school that you spent teaching me the magic of word processing. Thank you for the many times you ran from across the library when I, in unladylike tones shrieked, "JOHN!" Well, wouldn't you yell if your hard done words were disappearing at an incredible pace?

Draft after draft (I think the new one the Spring Council will consider is 7D) presented new problems, new inconsistencies, and new levels of decisions to be made. Alan will certainly not recognize the draft he left with me last July. The Spring Council will amend and/or approve the BCTLA Members' Guide. The Executive Board will decide if and when it will be published for all members. There are many areas which still need policy, but development of policies is the responsibility of a committee.

I recommend, nay, I beg, that future executives diligently keep the guide updated yearly to avoid someone's starting again ten years from now!

DIANNE DRISCOLL

CHAPTER RELATIONS ANNUAL REPORT

At present, there are 48 chapters of the British Columbia Teacher-Librarians' Association.

Vancouver Island North, Chilliwack, Bulkley Valley, Peace River South, Cariboo-Chilcotin, West Kootenay, Coquitlam, Abbotsford, Terrace and Vancouver chapters have revised their constitutions this year to include the term "teacher-librarian" in their local association's name. This is in keeping with the BCTLA name change of 1983. Other chapters are in the process of changing their associations' names but as yet have not submitted two copies of their revised constitutions.

Chapter councilors once again worked very hard to pull together the necessary information for our working and learning conditions survey last fall. We thank all teacher-librarians who responded from the 55 school districts and 1049 schools in the province. We hope that the statistics from the survey as published in the Bookmark have helped local chapters and individual schools when presenting arguments for improved conditions in their school libraries. The BCTF survey also named teacher-librarians this year.

The Executive Board has created a permanent file of written district policies which relate to school libraries. During the year, several chapters have requested this information. Many chapters are currently working on establishing a district library policy.

A revision of the policies and procedures handbook of the BCTLA is almost complete and will be presented at the Spring Councilors' Meeting.

We hope that the fall workshop on using the newspaper has prompted local chapters to publicize the role of the teacher-librarian and the school library in their community. Reaching out to the community is in tune with BCTF programs this year. Hopefully, the Spring Conference "Branching Out" will give members more exciting ideas to use in the future. With the continued deterioration of library services in the province during the past year, it has become even more important that school libraries maintain a high profile.

BARB HALL

Chapter Relations Chairperson

CONTINUING EDUCATION ANNUAL REPORT

This year proved more difficult for the continuing education department of our association, as no PSA special grants were distributed. Nevertheless, thanks to a group of very committed teacher-librarians throughout the Lower Mainland, last year's PSA special grant project, a booklet entitled Fuel For Change was sent to all our members in January, 1986. A special thanks to all those members who submitted sample units in this booklet. Recognition must also be given to the classroom teachers who were their planning and teaching partners.

In conjunction with the writing of this handbook, the BCTLA has cooperated with U.B.C. Knowledge Network to produce three companion videos. As all filming is now completed, the final products are expected to be released later this spring. The first video provides the philosophical background supporting cooperative planning and team teaching. The second video examines how the teaching and learning process can be enriched by a cooperative approach to planning and teaching. The final video examines two units, one at the secondary level and one at the elementary level, to illustrate how teachers and teacher-librarians can together plan and implement effective instruction. Although several teacher-librarians have committed time to this project, we would like to express our gratitude to the following committee members: Jo-Anne Naslund, Angela Thacker, Joan Harper, Patricia Shields and June Curley. Watch for further notice regarding availability and cost of these videos.

PATRICIA SHIELDS

Continuing Education Chairperson

BCTLA/BCLA REPORT, 1985-1986

Liaison is alive and well and living a quiet, purposeful life via the combined efforts of our various BCTLA/BCLA members throughout the province.

In essence, it is an ongoing process of "more of the same" with continued exchange of articles, information, areas of expertise and support.

We are moving slowly and steadily toward linking all librarians as members of a united team, and this travelling together is proving to make the journey more exciting!

LYNN SHOOP

BCLA LIAISON

BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION TREASURER'S REPORT

CODE	INCOME	BUDGET	YEAR TO DATE
901	Balance on hand	2,868.44	2,868.44
903	BCTF Grant	7,644.00	7,644.00
904	Fees	16,355.00	17,399.25
905	Other Advertising	1,500.00	1,710.00
	Conference		
	Resource Materials	2,000.00	2,200.00
	Miscellaneous		
	Total	<u>\$30,367.44</u>	<u>\$31,821.69</u>

CODE	EXPENDITURES	BUDGET	YEAR TO DATE
907	Executive Board Meetings	5,800.00	1,957.91
908	PSA Council Meetings	400.00	174.80
909	Committees	50.00	--
910	Annual General Meeting	300.00	--
912	Bookmark, BCTLA Reviews	18,000.00	13,145.92
913	Other publications, bibliographies occasional papers, young relationships, etc.		96.33
914	Conferences:		
	Delegates to conferences	700.00	246.08
	Conference development	450.00	450.00
915	Chapter Support:		
	Travel allowance	3,500.00	3,830.95
917	Operating expenses	67.44	10.35
918	Curriculum Development		
919	Special projects		
	Membership	50.00	
	Scholarship	500.00	
	Project	500.00	19.06
	Honoraria	50.00	
	Total	<u>\$30,367.44</u>	<u>\$19,931.40</u>
	Balance	<u>\$10,436.04</u>	

BOOKMARK ADVERTISING, 1985-1986

September '85	one page	\$150
December '86	2 - 1/2 pages + 3 inserts	\$835
March '86	2 - 1/2 pages 1 full page	\$320
	Total	<hr/> \$1,305

A new rate card will be sent to potential advertisers in the summer. It will show an increase in our advertising rates which have not been raised in four years. This card will include a frequency discount which hopefully will encourage repeat advertising. A special thanks to Alan Knight for working on our behalf. Any advertising leads the members can suggest will be most welcome.

Respectfully submitted by

AUDREY CAMPBELL

Advertising Manager

THE BOOKMARK

BCTLA MEMBERSHIP REPORT

This past year has shown an increase in membership. Considering the number of teacher-librarians who now have other assignments, the support for our association has been very commendable. The response to the 1986 BCTLA Conference "Branching Out", also indicates that teacher-librarians are indeed keen and interested.

Thanks to chapter councilors who responded to my request for a status report on names in the memberships dead file.

Below is the membership tally for the 1985 - 86 year.

DATE	DELETIONS	TOTALS	TOTAL MEMBERSHIP
March 1985	44	56	711
April	44	47	691
May	39	65	683
June	18	26	687
July	21	31	685
August	4	n/a	700
September	n/a	20	680
October	62	148	659
November	56	114	681
December	48	112	692
January 1986	22	42	732
February	28	54	735
March	31	62	721
April	21	n/a	738

MAXINE BEATTIE

Membership Chairperson

ASK THE EXPERTS



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

QUESTION: I HAVE A GOOD COLLECTION OF HARDBACK FICTION WHICH TENDS TO SIT ON THE SHELVES, WHILE THE PAPERBACKS ARE IN CONSTANT USE. HOW CAN I PROMOTE MY HARDBACK FICTION TITLES?

ANSWER: I weeded my existing collection of hardbacks, so that I was able to leave free one shelf at eye-level in each bay. Here I display stories with eye-catching covers.

Trish Maskell,
Crofton House,
Vancouver.

ANSWER: I colour-coded all my fiction (hardback and paperback) by genre, e.g. all mysteries carried yellow dots on the spine; war stories, green dots; biographies, purple dots, etc. Students soon came to know the colour they wanted and it was an easy transition to hardback when they had exhausted their colour on the paperback rack.

Liz Austrom,
Vancouver School Board

ANSWER: We list the ten most popular stories by theme; print the list on the computer with suitable graphics; laminate to a colour card, and then hang them as a mobile in the hardback area.

John Pope,
Como Lake Junior Secondary,
Coquitlam.

ANSWER: I give book talks about interesting hard cover books, and make up bibliography lists of authors especially authors of interesting series books. It is helpful to display hard cover fiction prominently.

Heather Caine,
Brooksbank Elementary,
North Vancouver

ANSWER: I keep a large stock of hard cover fiction and very few paperbacks. It seems to work! Showing filmstrip/tape stories from the Encyclopedia Britannica sets helps to promote books.

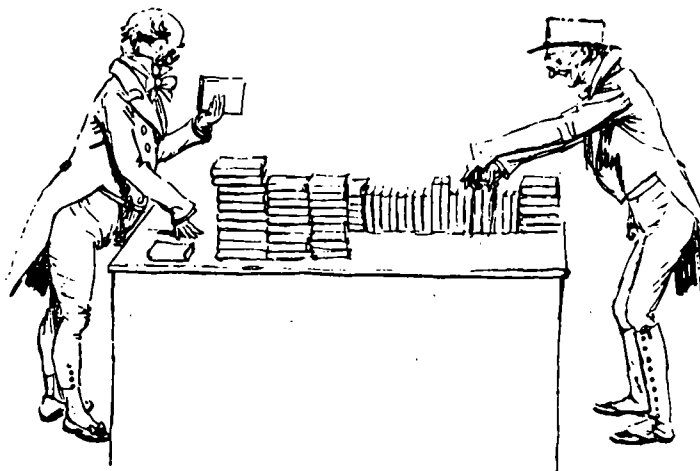
Marion Gibbons,
Maplewood Elementary,
North Vancouver

ANSWER: "The customer is always right!" The teacher-librarian should buy more paperbacks! I try to give interesting book talks, and emphasize "series" books. At my school we have an "Olympic Reading Club". The idea and detailed materials for the club were obtained from the originator, Jan Oriente, of Hillview Elementary School, Vernon, B.C. The club operates on a pre-arranged set of standards to reach a certain Olympic goal. There is a list of several hundred chosen books with a short test to accompany each book. After reading a book, the child completes the test. If the score is high enough to meet the standard set, the child receives points on a chart toward the Olympic goal and a prize. The club has proven very successful, and I would be happy to share information with anyone interested.

Barbara Smith,
Burrardview Elementary,
North Vancouver

ANSWER: I like to use book talks and have an interesting way of presenting them. I choose seven hard cover books and make up book talks on an audio-tape. I then play the tape which does not identify the individual titles. This encourages students to read all of the books. In September, as a project with Grade Seven, I pull a number of hard cover books that are not frequently read. Students are asked to read a book and fill out a special card. The card includes a short summary of the story and a place for the student's opinion of the book, giving reasons for the book's lack of popularity.

Joan Wilson
Braemar Elementary,
North Vancouver.



COMPUTERS AND THE QUANTUM LEAP

It seems that the greatest challenge to librarians at the moment is adoption of, adaptation to, and absorption of computers into the library system. It also appears that many librarians have already taken the plunge and are developing all sorts of uses for students and staff, but, as Barb Smith points out in her article, frustration lies in finding time to sit down and learn about computers by working with one, when one of the major roles of the librarian is working with people.

My own personal challenge at Sutherland is to extend the use of our recently-acquired Apple IIe duo-disk computer and Imagewriter printer. We use Appleworks as our basic utility to generate the daily overdue library book list, (a sample of which is illustrated below). We arrange it by teacher name and cut it up and Highlite it before distribution daily to all staff. The Library keeps the same list, but arranged by student name, at the circulation desk. Our regular students usually scan the list before borrowing, and our irregulars usually browse it, to "tell" their equally irregular friends!

We also generate an audio-visual catalogue and select bibliographies of materials that have been used on specific assignments, such as Medieval Castles and the Industrial Revolution. The database management section of Appleworks gives us the facility to arrange by author, title and Dewey decimal number - the last-mentioned being of particular significance when we have to visit the 300, 600 and 900 shelves to re-pull materials on the Industrial Revolution!

We use a Typing Tutor programme with a young Special Ed. student who visits the Library daily for her half-hour lesson. Teacher-aide students and staff use their own specific programmes for marks and test generation, and we have also purchased some of the programmes recommended by Mike Fong at Argyle Secondary, North Vancouver, in the March, 1986 issue of Bookmark to lend to staff, as he suggests.

I expect there are librarians who are using Appleworks and other utilities in more sophisticated ways than outlined above, and suggestions would be welcomed by ASK THE EXPERTS or MICRO BULLETIN BOARD, preferably with samples of print-outs.

BALDUCCI, JENNIFER
BAUMIER, FRANCK
BELL, SEAN
BERGEN, LEAH

GIP
MCCA
519
HIN

MACDONALD
MORGAN
SHOLLERT
MORGAN

LIBRARY OVERDUE LIST - BY STUDENT

BARBARA SMITH, Teacher-librarian, Burrard View Elementary, North Vancouver writes:

The greatest challenge in the library for me this spring has been computers. The challenge has been shaping up for two years. When our resident computer expert took a leave of absence, our school staff was left with a vacuum in computer leadership. We had all "let Kitty do it" because she did it so well and we all thought we were too busy with other things. When she had gone and the computers were sitting there silently waiting in a room off the library, I just had to do something. For one thing, the parent group had worked hard to pay for three of the four (our Board supplied one Commodore 64). They would soon be asking what was the matter with us. Also, the children were pestering me. "When can we start computer?", they asked practically every day. So I plunged in.

We now have two C-64's, three Apple II+ systems, and a very old PET, which is semi-retired in the LAC. My involvement has approached critical mass, and an explosion is expected any day. I am responsible for software selection, purchase, cataloging, storage, circulation and promotion. I also, as AV hardware co-ordinator, have taken on the task of keeping the hardware up and working. The computer club involves all the school's "hackers" and would-be hackers in out-of-school time computer use. They must be instructed in basic safety and routines, including the compulsory keyboarding sessions. And during school hours, there are many sessions where teachers want to use computers as part of their teaching units. Logo and Word processing are the two big hits, with CAI drill and practice not far behind. The computers are used to record all school attendance, as well. The parent volunteers on occasion call for help. And then there are bibliographies to update, the odd database assignment to keep things interesting, and the grade one computer station to teach when the parent volunteer doesn't show (if one group misses, it throws the whole system out of whack).

Our Board recently called for a proposal from each elementary school in order to determine what hardware should go where. Planning and writing such a document takes time and energy. The parent group wants to have a long-term plan for computer hardware purchasing. The whole field is evolving so rapidly that considerable reading is necessary to keep even reasonably informed. The writer felt called upon to lighten her ignorance by taking a course on "Computers in Education" on the Knowledge Network. All these activities are in addition to regular library resource centre services.

The literature lists all of the above, with the exception of running a computer club, perhaps as legitimate tasks of the teacher-librarian. The library of the future, say the experts, will be different from the library of today. I have to say that my role has taken a quantum leap in the last 18 months. Some serious re-thinking of the role of the teacher-librarian will need to be done in our school, to make sensible priorities and to get the most out of the LRC.

The chief problem is the lack of hardware. If we had 15 or more computers, a teacher could take the whole class and run the programs. With only five, the maximum load is ten students. Teachers find it next to impossible to

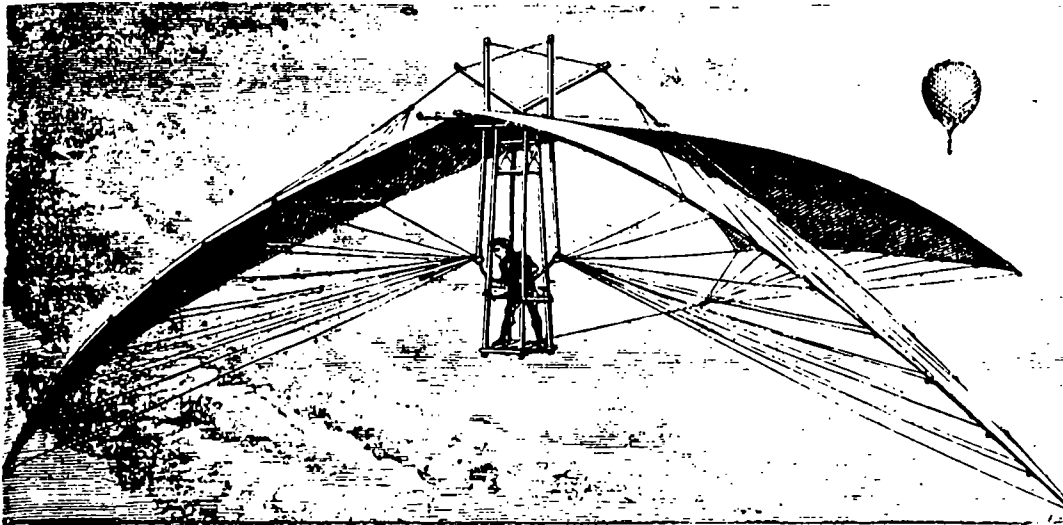
supervise a class when it is in two widely differing locations.

A second big problem is the "let Kitty do it" syndrome. ALL the staff must become more computer literate. Where computing is part of a co-operatively planned unit of work, it must not automatically fall to the teacher-librarian to do all the instructing and supervising. A third problem is in the lack of a scope and sequence of computer instruction. While there is a good case for not teaching computing as a separate subject, but rather incorporating it into subject areas, still at this phase-in stage, we need to know what skills the students have already. We shouldn't have to teach grade six and seven students how to use a word processor. They should learn this in the primary grades. Time needs to be set aside for keyboarding skills.

When is the computer going to start saving me time, like they promised? At present they seem like so many black holes swallowing time and giving back....headaches from computer slouch....panic when the disk won't load....loud horns and whistles when the paper runs out in the printer.....and quite a lot of fun. I wouldn't trade my babies for anything!

I am interested in hearing from other teacher-librarians on the subject of computing in the LRC. I may be contacted at:

Burrard View Community School,
1475 Deep Cove Road,
North Vancouver,
B.C., V7G 1S4



In response to our discussion of evaluation of library services [Bookmark, March 1986], Linda Dunbar, Librarian at Vancouver Teachers' Centre, has submitted the following bibliography.

EVALUATION OF LIBRARY SERVICES

Anderson, B. "School libraries - definitely worth their keep." Emergency Librarian, Volume 10, Number 5 (May/June 1983) pp. 6-11.

Association for Educational Communications and Technology. Committee on Evaluation of Media Programs. Evaluating Media Programs : district and school. Washington, DC, 1980. 77 p.

Church, John S. Design for Evaluating a School Library Program : specific applications to the Lord Selkirk and Harwood Demonstration School Library Projects. Vancouver : B.C. Teachers' Federation, 1973. 114 p.

"Criteria for the evaluation of school libraries" in Sources and Resources : a handbook for Teacher-Librarians in British Columbia. Victoria : B.C. Ministry of Education, 1978. pp. 12-14.

Davies, Ruth Ann. "Evaluating the effectiveness of the school library media program." Chapter 13 in her School Library Media Program : instructional force for excellence. 3rd ed. New York : Bowker, 1979. pp. 313-358.

Fulton, W.R. and others. Evaluative Checklist : an instrument for self-evaluating an educational media program in school systems. Rev. ed. Washington, DC. : Association for Educational Communications and Technology, 1979. 20 p.

Gaver, Mary Virginia. Services of Secondary School Media Centers : evaluation and development. Chicago : American Library Association, 1971. 131 p.

Goodman, H.J.A. and Willis, David K. "Media program evaluation : a coding system for the characterization of educational media program evaluation instruments and a bibliography of the evaluation of media programs in educational institutions." Alberta Learning Resources Journal, Volume 2, Number 2 (1977) pp. 24-35.

Haycock, Ken, comp. Evaluating School Resource Centres : selected background documents. Vancouver : Vancouver School Board, Library Services, 1977. 61 p.

Hodges, Y. "Resource centre programs are here to stay ... the proof is in the evaluation." School Libraries in Canada, Volume 3, Number 2 (Winter 1983) pp. 20-25.

Liesener, James W. Instruments For Planning and Evaluating Library Media Programs. Revised ed. College Park, MD : College of Library and Information Services, University of Maryland, 1980. var. p.

Loertscher, David and Stroud, Janet G. PSES : Purdue Self-Evaluation System for School Media Centers : elementary school catalog; junior, senior high school catalog. Idaho Falls, ID : Hi Willow Research, 1976. 2 volumes.

Moccasin Telegraph. Winter 1974 supplement. (on evaluation of resource centres) 35 p. "Questionnaire for the sample of the student body." pp. 1-6; "Teachers' questionnaire" pp. 7-10; "A checklist of secondary school library services and facilities" pp. 11-14; "Checklist of elementary school library resource centre services and facilities." pp. 15-18. "Self-evaluation by teachers and teacher-librarians : 'Testing, testing, testing' by Betty Martin" pp. 19-22 "Evaluation of a single facet of service" pp. 23-25. "Evaluation of a single facet of organization" pp. 26-28. "Evaluation of school library media centre" by Doris Fennell, pp. 31-34.

National Study of School Evaluation. "Learning media services" in Elementary School Evaluative Criteria : a guide for school improvement. Arlington, VA, 1973. pp. 101-112.

----- "Learning media services" in Secondary School Evaluative Criteria : a guide for school improvement. Arlington, VA, 1975. pp. 105-116.

North Carolina State Department of Public Instruction, Division of Educational Media. "Educational media program criteria : an assessment instrument." in The Principal's Handbook on the School Library Media Center, by Betty Martin and Ben Carson. Syracuse, NY : Gaylord, 1978. pp. 163-182.

Ohio Department of Education. Division of Elementary and Secondary Education. A Self-appraisal Checklist for Library/Media Programs in Ohio (K-12). Columbus, OH, 1982. 19 p.

Pfister, Fred C.; Vincelette, Joyce P. and Sprimont, Jonnie B. "An integrated performance evaluation and program evaluation system : a case study of Pasco County, Florida." School Library Media Quarterly, Volume 14, Number 2 (Winter 1986) pp. 61-66.

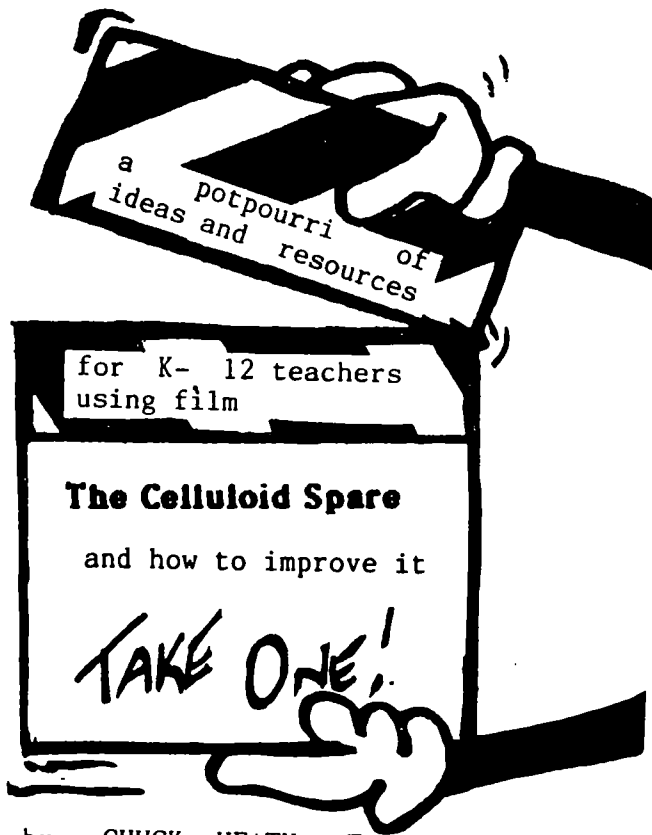
Phillips, LuOuida Vinson. "A quick but not easy test to help you determine how you're doing as a school librarian or media specialist." Wilson Library Bulletin, Volume 50, Number 5 (January 1976) pp. 399-401.

Saunders, Helen E. "Evaluation of LMC Program and 'personnel'" Chapter 10 in The Modern School Library. 2nd ed. revised by Nancy Polette. Metuchen, NJ : Scarecrow Press, 1975. pp. 162-181.

Toor, Ruth and Weisburg, Hilda K. "Teacher evaluation of library media program" (form) in their Complete Book of Forms for Managing the School Library Media Center. West Nyack, NY : Center for Applied Research in Education, 1982. p. 236.

Woolls, Blanche. "Where will your library media center be in 1985?" NASSP Bulletin, Volume 66, Number 453 (April 1982) pp. 75-78.

Woolls, Blanche; Loertscher, David and Shirley, Donald. Evaluation Techniques For School Library/Media Programs : a workshop outline. Pittsburgh : Graduate School of Library and Information Sciences, University of Pittsburgh, 1977. 85 p.



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

New Releases
about Personal Challenges

from our own Pacific Region Branch of the National Film Board

-a series of short dramatic films about family issues such as parental separation, loneliness and parental sickness - designed for children in primary grades. Each episode concludes in an open-ended and non-judgmental fashion, in order to promote discussion and to encourage children to express their feelings about the issues raised.

Left out 24 mins 12 sec

-shows how one young girl learns to cope with the personal difficulties caused by her father's continuing unemployment.

-others include Umpire, Emma and The Hospital

WATCH FOR

-a new series of eight fifteen-minute films called Discussions in Bioethics

-this collection of films is designed to act as a catalyst for discussion on such controversial subjects as:
-prolonging life in old age
-eligibility for organ transplants
-repairing imperfections in the human embryo.

Talk about CHALLENGES FOR THE FUTURE, Discussions in Bioethics will be a powerful series dealing with fundamental questions of life and death - what kind of life? - what kind of death?



THE
HOSPITAL

CHALLENGES IN HUMAN LIFE

Growing up in Paradise

20 mins, NFB, 1979

-by the famous British Columbia director, Sandy Wilson (My American Cousin). A film about one person's vision and revision of images of her family, Sandy has come up with a social document that also represents her own personal myth of childhood.

My Friends Call Me Tony

12 minutes 7 seconds, NFB, 1975

-one of Beverly Shaffer's Children of Canada series. A film about a ten year old boy who can distinguish only light from shadow. Despite this difficulty, he leads a very active life. The film shows how Tony Rossi manages his life. Support material available.

This Borrowed Land

28 minutes 49 seconds, NFB, 1985

-This film makes the work of farm women visible. It exposes a threat to their way of life and alerts us to an uncomfortable reality - "If you haven't got the land - where will you grow the food?"

She's a Railroader

9 minutes 48 seconds, NFB, 1978

-Karen Zaitchik jumps on and off moving boxcars, throws switches, pulls brakes and uncouples freights with ease and confidence. A colourful short film that shows how Karen manages in the traditionally male world of the railroad.

Leo Beverman

13 minutes, Centron

-a powerful film that shows the events which take place on a single day in the life of one man. Leo has less than others, yet something to give to everyone.

It's Just Better

15 minutes 23 seconds, NFB, 1982

-another in the Children of Canada Series. At the farmhouse on Cape Breton Island where Shawn Peter Dwyer, age 10, lives with his mother and nine brothers and sisters, a team effort keeps the family functioning. Their pockets are usually empty, but their lives are well-filled. A useful film for the study of values and way of life.

Charley Squash Goes to Town

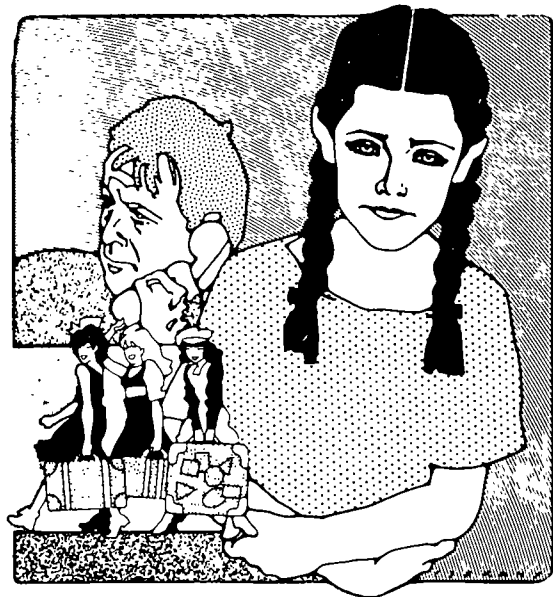
4 minutes, 26 seconds, NFB, 1969

-an animated film based on an Indian comicstrip character created by Duke Redbird, telling the story of a "happy little savage", who left the reserve to make his way in the city.

Citizen Harold

8 minutes 37 seconds, NFB, 1971

-an animated film about one man's attempt to bring about changes in his community, through participation with fellow citizens and the local government.



FINAL OFFER

Bob White and the Canadian Auto Workers Fight for Independence

Your Resident Scatologist suggests:

Final Offer: Bob White and the Canadian auto workers fight for independence.

90 minutes (divided into two equal parts), NFB, 1985

-a vividly accurate portrait that doesn't mince words in its documentation of a high level labor negotiation. A unique film in that it records one of the great nationalist dramas in recent Canadian history.

WHAT TO DO before showing a film:

-cue film to its real beginning

-focus, fill the screen with the image, adjust sound (find an old speaker and with a few Radio Shack adapters and a length of cord, make a front speaker).

-ensure the room is pitch black for maximum effect

-establish a mood of inquiry by alerting students to questions the film might pose/answer

-sit back and enjoy one of the most powerful teaching tools available today!

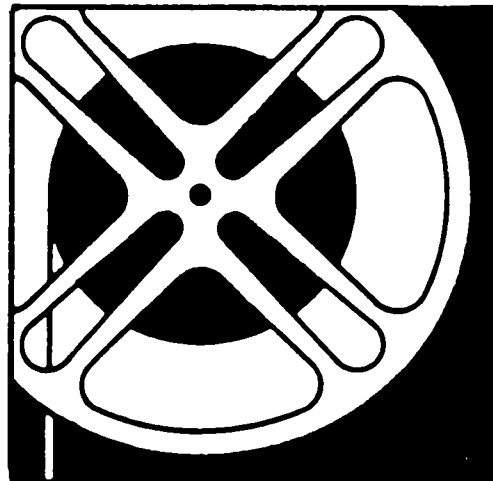
ABSOLUTE MUSTS

HOT OFF THE PRESS!

Available free to each and every one of you - from your nearest NFB office

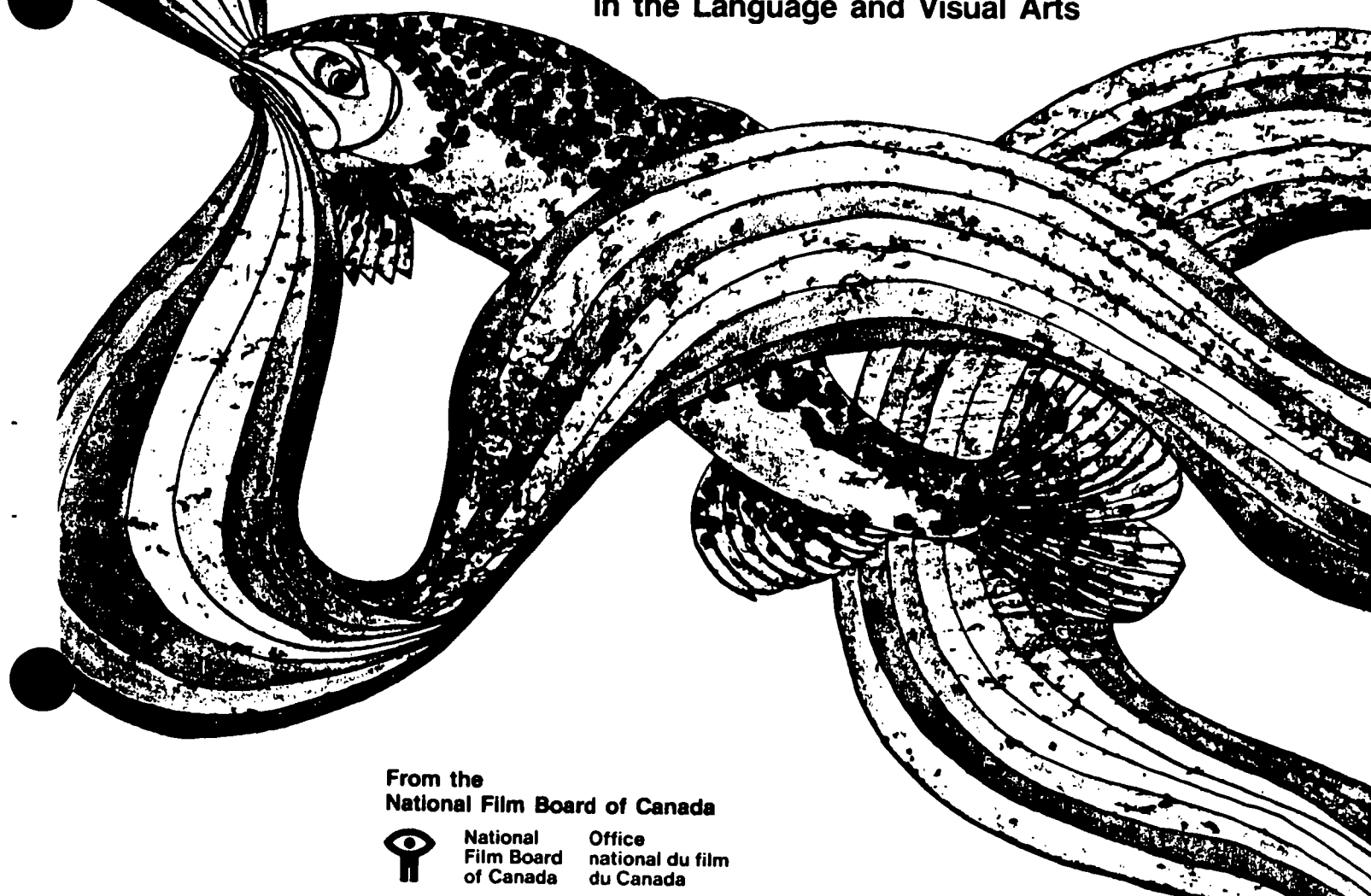
MORE THAN WORDS

A primary teacher's handbook which uses films and accompanying activities to do a number of things: it provides the teacher with suggestions about how to stimulate children's language development by building on their non-verbal experiences; it touches on ways in which media literacy skills can be integrated into K-6 curricula; and it shows how films can be used as a catalyst for creature activity in the classroom.



MORE THAN WORDS

A Primary Teacher's Handbook
for Using Films to Explore the Senses
in the Language and Visual Arts



From the
National Film Board of Canada



National
Film Board
of Canada

Office
national du film
du Canada

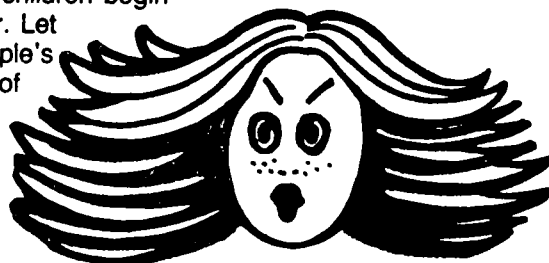
BEFORE SCREENING THE FILM

1

Develop a "Color Word" chart with the children. Collect object words that are also used to describe colors such as fire engine red, pea green, or peach.

2

"How does yellow make you feel?" Have children begin to associate feelings and moods with color. Let them make a list of colors and record people's reactions to them. How do different times of day or different lighting change colors and moods?

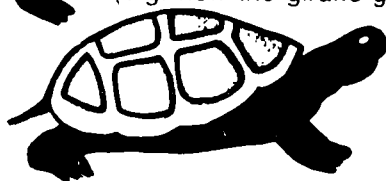
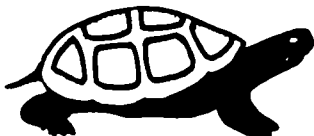


AFTER SCREENING THE FILM

1

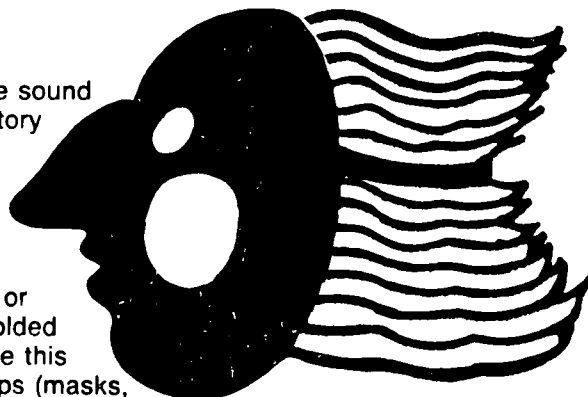
Things to talk and write about with students:

- Who else might have stolen the rainbow? What might that creature look like now? Write and illustrate a story entitled "The _____ That Stole the Rainbow."
- Talk about greediness and sharing. What can we gain by sharing things? What do we lose by keeping something all to ourselves? Was Trout's punishment fair? Why do you think the sun chose this punishment?
 - Find another fable either in print or on film (e.g., *The Owl and the Raven*) which recounts the way in which an animal got its own special characteristics. Then, make up fables about other animals (e.g. how the giraffe got its long neck, the zebra its stripes, the turtle its shell, etc.).



2

View the film a second time, with the sound turned off. Students can re-tell the story as they watch the film. Or, play the soundtrack of the film only, while children draw or paint a scene from their imaginations.



3

Make a rainbow on an old bedsheet or piece of factory cotton that can be folded up so that it seems to disappear. Use this student-made rainbow and other props (masks, costumes) to create improvisations of *The Trout That Stole the Rainbow*. Students can then use the play as inspiration for the storyboard they create for their own version of this film. (A storyboard is a series of drawings or photos depicting sequentially each scene in a dramatic or animated film.)

NOTES AND NEWS

THIRD PACIFIC RIM CONFERENCE

CANADIAN IMAGES CANADIENNES

The MSLAVA National Conference celebrating Canadian children's and young adult literature will be held in Winnipeg on October 16, 17, 18, 1986. To be put on the mailing list for information write:

Georgina Karklin
Public Library Services
139 Hamelin Street
Winnipeg, Manitoba
R3T 4H4 (204) 945-6467

PUPPETEERS' CONFERENCE

The Puppeteers of America are holding their 47th Annual Festival at UBC August 3-9, 1986. Theme: Vancouver International Puppet Fest. There will be famous puppeteers from around the world and some will also be performing at EXPO. For further information contact:

Lumar Coad
1384 Hope Road
North Vancouver, B.c.
V7P 1W7

CSLA MARGARET B. SCOTT AWARD

Grace Funk (Vernon) is the co-winner with Gerald Brown (Winnipeg) of this year's CSLA Margaret B. Scott Award. Grace has also served the BCSLA/BCTLA in many capacities, and we congratulate her on a much deserved honour.

The Third Pacific Rim Conference on Children's Literature, "A Sea of Upturned Faces: How We Share Our Literature and Related Traditions With Our Children", is being held in Los Angeles, U.S.A. from August 24 - 29th, 1986. It is an international conference which will include five full days of discussions, talks, workshops, demonstrations, tours, puppetry, dance, exhibits and storytelling. The University of California at Los Angeles will be hosting the Conference and offers two units of extension credits for Conference attendance. Full programme details and registration forms are available from:

Winifred Ragsdale
Chairperson
Third Pacific Rim Conference on
Children's Literature
Graduate School of Library &
Information Science
University of California, Los
Angeles
CA 90024
USA
Telephone: (213) 825-4351

(This Conference is back-to-back with IBBY's '86 Congress in Japan, August 18th to 23rd; but as Winifred Ragsdale says "If round-the-worlders wish to take advantage of two conferences, they 'gain a day' when flying from Japan to this country. And on the first day, only registration and dinner are scheduled. This provides time to recover from jet lag.")

WORKSHOP / DR. JOHN STOTT

During October and November 1986, Children's Literature Services will present a workshop for teachers and librarians in various cities,

conducted by Dr. John Stott. They have provided the following information:

STORIES FOR CHILDREN (K-3) -- revised and updated/ includes Canadian, British, and American stories, with selected titles in French -- a workshop for teachers and librarians, conducted by Dr. John Stott (Professor of Children's Literature, U. of Alberta). Advanced registration: \$50.00; in person registration: \$60.00. Workshop hours: 8:30 - 9:15 am -- registration; 9:15 - 3:00 pm -- workshop. Selection, evaluation, curriculum building, practical class-tested tips, instruction booklet. To register or for further information write: Children's Literature Services 8724-101 St., Edmonton, Alta., T6E 3Z7. Registration announcements will be sent to school districts in late August.

The following dates are given for B.C.:

Victoria: Thurs., Nov. 6 -- Imperial Inn

Vernon: Fri., Nov. 7 -- Vernon Lodge

Burnaby: Mon., Nov. 10 -- Sheraton Villa

PACIFIC NORTHWEST LIBRARY CONFERENCE

The 76th annual Pacific Northwest Library (PNLA) Conference has taken the theme "Books: links to the past, bridges to the future." It is to be held at The Ramada Renaissance Hotel (formerly the Denman Hotel) in Vancouver from August 13th to 15th, 1986. The keynote speaker is Ray Bradbury and events include the Young Readers Choice Award Luncheon. Workshops include Young Adult Programming: Staff Training and

Development; Canadian creators: what are Canadian children reading?; and many more. Preregistration deadline is July 23, 1986, for a saving of \$25.00 on the fees (Members \$55 and Nonmembers \$70). The workshop in Library Leadership (WILL) program is being presented as a pre-conference program. It is sponsored by the B.C. Library Trustees Association in co-operation with PNLA. For further information contact:

BCLA Office
L50-4946 Canada Way
Burnaby, B.C.
V5G 4H7
(604) 660-7343

NOTE! NOTE! NOTE! NOTE! NOTE! NOTE!

The UBC Senate has approved the Library Education Diploma programme.

Anyone interested in the Library Education Diploma programme should contact Professor M.D. Rainey, Department of Language Education, 2125 Main Mall, University of B.C., Vancouver, B.C. V6T 1Z5. Anyone wishing to call should phone 228-4335 and leave their name, address and/or phone number on the answering machine. Professor Rainey will contact callers as soon as possible.

Persons who may be in the middle of a teacher-librarianship program may be able to have courses included in the new Diploma program if they contact Professor Rainey before the grandparent clause period ends.

ASTED-CLA CONFERENCE

June 19-24th, 1986 are the dates of the upcoming ASTED-CLA Conference being held this year in Quebec City, Quebec. Theme: "L'information: le virage humain - Information: people still count." Contact: Mary Jane Maffini, Programs Officer, CLA, 151 Sparks Street, Ottawa, Ontario K1P 5E3 (613) 232-9625.

The 1987 CLA Conference will be held in Vancouver in June of next year.

MORE NEWS:

Elsie McMurphy, teacher-librarian from Sooke, was recently elected president of the BCTF.

Bob Taverner, teacher-librarian, has been elected president of the Prince George Teachers' Association.

The new UBC Education program for a Diploma in Teacher-Librarianship has been finalized. For details regarding courses and your status in the program if you have already been taking courses, call or write Mel Rainey at the Department of Language Education, 2125 Wesbrook Mall, Vancouver, B.C. V6T 1Z5. Phone: 228-4335.

NEED MONEY FOR TRAVEL???

The Margaret Scott Memorial Fund was designed to help you. The fund, jointly created by the Ontario Library Association, serves three purposes:

- 1) To honour the memory of Margaret Scott;
- 2) To provide travel funds for an individual(s) to further the development of school libraries in Canada;
- 3) To advance the profession of school librarianship.

If you are a qualified, practicing teacher-librarian or are professionally involved in school librarianship as a consultant, instructor, etc., and reside in Canada, you can apply for travel funds. You may use the funds to assist you with travel to conferences, seminars and courses, with visits to other library systems, or with travel to do original research or to establish pilot projects. To be eligible for funding, you must obtain an application form from, and return it completed to:

The Margaret Scott Memorial Fund,
Ontario Library Association
73 Richmond Street West, Suite 402,
Toronto, Ontario M5H 1Z4

Applications must be submitted before August 15, 1986 to be considered for the 1986/87 school year. The Margaret Scott Memorial Fund Committee reserves the right to rule on the eligibility of any applicant.

The 1986 recipients of the Margaret Scott Memorial Fund have been announced. They are: Joan Heaton, Teacher-Librarian, Bayridge Secondary School, Kingston, Ontario, who has been awarded \$300.00 to travel to England on sabbatical to study the development of thinking and research skills in British schools; Joan Kerrigan, Library Consultant, Toronto Board of Education, Toronto, Ontario, awarded \$350.00 to travel to several cities in Canada and the United States on sabbatical leave to study the curricular and administrative uses of technology for school libraries; and Edward Somerville, Teacher-Librarian, Lindsay Thurber Composite High School, Red Deer, Alberta, awarded \$100.00 to travel to attend the 1986 World Congress on Education and Technology in Vancouver.

AND FINALLY....A THANK-YOU!!!

The BCTLA Annual General Meeting and Conference "Branching Out" held in Prince George on May 9th, 10th and 11th was a resounding success. Thanks go to the Prince George chapter for hosting and organizing it this year. I'm sure that everybody who attended will go home with many new ideas to add to their "garden", not to mention trees!!!

The Association for the Promotion and Advancement of Science Education (A.P.A.S.E.) was initiated in 1983 to further science education at all levels in B.C. The impetus came from the B.C. Deliberative Conference on science education sponsored by the Science Council of Canada (Science for Every Student, Science Council of Canada, 1984). One of the major recommendations of the Deliberative Conference delegates was the formation of an organization for the purpose of providing a structure for communication between groups and individuals with a vested interest in science education with a view to promoting the economic and societal benefits of improved education in science and technology.

A.P.A.S.E. is undertaking the following projects for 1986:

1. Elementary Science Network, a network and newsletter which facilitates sharing of teaching ideas about science and technology among elementary school teachers of B.C.;
2. Elementary Summer School Workshops, three days of "hands on" workshops, ideas exchange, and networking;
3. October conference of education practitioners, policy makers, and community groups and industries with a vested interest in science education.
4. Western Canadian Elementary Science Network; A.P.A.S.E. is applying, in cooperation with Alberta, Saskatchewan, and Manitoba, for funds to expand the network to include the four western provinces.

For more information about A.P.A.S.E. please contact Barbara Moon, Chairperson, c/o Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6.



MEDIA & MESSAGES

The Writer's Union of Canada has released the first volume of Our Books in the Curriculum. It lists books written by members and discusses their suitability for use in Canadian elementary schools. Volume two and three for secondary and post secondary users will be available in the Spring, 1986. If interested, write to Writer's Centre, 24 Ryerson Avenue, Toronto, Ontario, M5T 2P3. Volume One costs \$18.00.

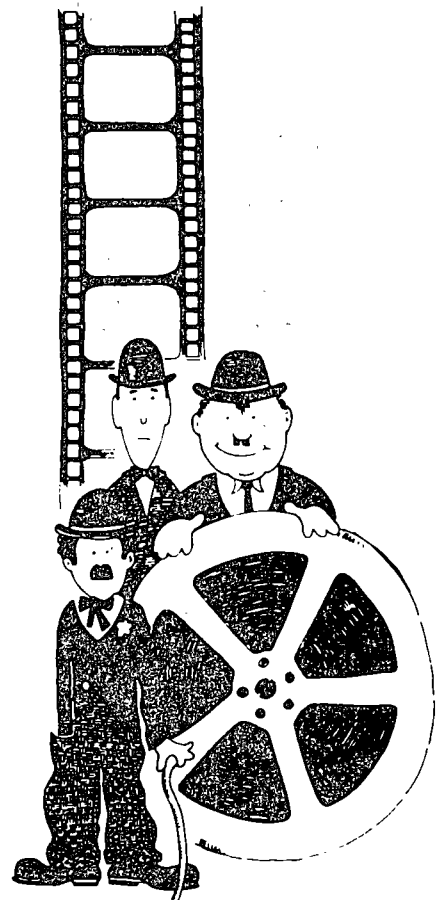
The National Survival Institute has just completed a learning kit on the management of our ocean resources entitled The Open Ocean and Its Resources. For a free copy write to: National Survival Institute, 53 Queen Street, Suite 27, Ottawa, Ontario, K1P 5C5. (613) 232-6634.

Follett Circulation Plus - Richmond Book Trak is now promoting an upgrade system to enable users to upgrade from the floppy disc drives to Book Trak I (\$425) or Circulation Plus (\$795 with a 5 meg Apple drive or \$1095 with a Kodak 10 meg drive or \$1250 with an Apple 10 meg drive).

Supplementary teacher's manuals in English or French come with the purchase of a kit. Additional manuals may be obtained separately. Write for a brochure and information to this non-profit organization at:

Les Editions L'Image de L'Art
Case Postale 159
Montreal, Quebec
H2T 3A7
(514) 524-7141

Les Editions L'Image de L'Art has produced a series of art prints which is quite remarkable. There are different sets for grades one, two and three, each containing 27 prints and priced at \$85.00; and there are three more sets for five, six and seven, each with 33 prints and priced at \$95.00 per set.



FRENCH IMMERSION AND PROGRAMME-CADRE NOTES

by

ANGELA THACKER

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

The next BCTLA Working and Learning Conditions Survey will contain a separate section relating to French Immersion and Programme-Cadre. A committee, chaired by Barb Hall is developing the questionnaire, which will be sent to selected librarians for reaction before being printed and circulated.

The next Conference of Association Provinciale des Professeurs de L'Immersion et du Programme-Cadre (APPIPC), which this year coincided with the BCTLA Conference, will be held on April 30 (evening), May 1 (all day) and May 2 (morning), 1987.

Two new suppliers of French Language materials are Canadian Child Early Learning Toys Ltd., which offers a selection of games and records, as well as books and is very willing to arrange displays, and Les Librairies Colombiennes Inc., which offers wider services' than its predecessor, Au Coin du Livre, including provincial distribution rights for the materials from Le Centre Franco-Ontarien de Ressources Pédagogiques, whose 1986 catalogue has just been published.

Materials developed locally for French Immersion are available from the Waterloo County Board of Education and listed in their Catalogue of Curriculum Materials

Indexes to Choix and Choix Jeunesse (Spring, 1986) are now available on microfiche from Centrale des Bibliothèques. The indexes to the 170,000 items are sold separately: Authors (\$275.00); Titles (\$275.00); Series (\$170.00); Subjects (340.00); Dewey (\$225.00).

French Software Evaluations #2 by Fernand Magnin-Forster and a revision of his French Software Evaluations #1 are available from S.D. #61 (Victoria).

Addresses

Association Provinciale des Professeurs de L'Immersion et du
Programme-Cadre (APPIPC)
c/o Florence Wilton, President,
2561 Western Avenue,
North Vancouver, B.C.
V7N 3L2
[Tel: 987-4734]

Canadian Child Early Learning Toys, Ltd.,
4474 West Third Avenue,
Vancouver, B.C.
V6R 1N1
[Tel: 224-5025 or 224-7703]

Centrale des Bibliothèques,
1685, rue Fleury est,
Montreal, PQ,
H2C 1T1

S.D. #61 (Victoria)
Attention: Roger Raimbault, French Co-ordinator,
556 Boleskine Rd.,
Victoria, B.C.
V8Z 1E8

Les Librairies Colombiennes Inc.,
670 Herald Rd.,
Victoria, B.C.
V8W 1S7
[Tel: 383-5335]

Waterloo County Board of Education,
51 Ardelt Avenue,
Box 68,
Kitchener, ON,
N2G 3X5
[Tel: 519-742-1751]

"THE PORTRAIT"



Frances Duncan

Frances Duncan is a writer who didn't like writing for a long time. "I did not write as a child," she says. "I didn't like writing. I had to write a poem in Grade 6 - and I couldn't get mine to rhyme. Everyone else could. Later, a teacher in Grade 12 encouraged me to write, and I did for a year or two, but then I thought I wasn't any good at it, so I stopped."

She did start out as an English major at the University of British Columbia and then was "sidetracked", as she puts it, into psychology, completing a Master's degree in 1963. She worked for nearly a decade with children who had problems in school and with families under pressure. Nearing the age of thirty, Duncan realized that her position was a dead-end one unless she had a doctorate. The question then became: do a doctorate - or seriously try writing?

She opted for writing and tried articles, poems and short stories before discovering she preferred the longer form of novels. Her first publication was a game that she sent to the children's magazine, "Jack and Jill". They printed the game wrong, but it was printed.

During the next several years, she wrote fables for adults, eighteen of which have been published in a variety of small literary magazines, and she began what was to become her first book for younger readers - The Toothpaste Genie. "I make no distinctions," says Duncan, "between writing what is read by children and what is read by adults. I trust a book to find its own audience."

"After I had written the fables," Duncan comments, "I wanted to see if I could write a 'real book' and one that wasn't fantasy." She rewrote it and let some people read it; and she put it away. It came out of a drawer only several years later, when a young friend who had read it, asked, "Whatever happened to the Toothpaste Genie?"

The idea for her first published book surfaced when her husband, a teacher, suggested that she "write something to tie into the grade five Social Studies program. I thanked him and promptly forgot but later I asked, 'What is the grade five Socials Studies Program?' He said, 'The Gold Rush!' That became Cariboo Runaway."

She wrote Cariboo Runaway in part because it would be "good for me to stay away from fantasy"; historical fiction has to be based on what really happened. The book required exhaustive research so that she could write accurately about the gold rush communities in the Cariboo in the 1860's.

Kap-Sung Ferris began with Duncan's wish to write in the first person and in present time because she noticed the interest shown in such books by her own daughters, Kelly and Kirsten.

She realized when writing Kap-Sung Ferris that her plotting was becoming more complex and she was becoming interested in older more variegated characters. Then all the fantasy she had not been writing surfaced in Dragonhunt, a surrealistic, densely written novella, which she says "would not particularly interest readers."

Finding Home, published in spring 1982 by Avon, is a consciously 'older' book. The point of view in third-person narrative alternates between thirty-five-year-old Margery and fifteen-year-old Rondo, both deeply grieving the death of one woman: Mary, the mother of Rondo and the best friend of Margery.

Her next book, working title "The Breeding Season", is thematically related. Just as Finding Home is concerned with death and the ultimate reconciliation to death by those who grieve, the new book is concerned with birth, which Duncan also suggests is "when the grieving starts."

Duncan says it cannot be assumed that young readers are only interested in reading about the young. "Realistic portrayals of adults can satisfy the adolescent voyeuristic urge to microscopically observe - and pass judgement on - adult thought patterns and behavior."

Duncan has been asked if her work as a psychologist influenced her writing. "I think," she replies, "that whatever a person does influences what they write. Specifically, I didn't write fiction for nine years, and when I did start writing fiction again, I bemoaned the time I had lost. But then I realized that I'd spent the time writing psychological reports."

In fact, Duncan comments, "writers are scavengers. They get their ideas everywhere, a bit here, a bit there, then they sort them to see how they fit together. The 'life' for a book comes from the writer's own life, his/her honesty. You can 'make up' or pretend in fiction, but you can't

lie. When I'm not writing, I'm doing the usual things - shopping, cleaning, visiting friends, being a mother, going for walks. But I also carry my characters in my head."

For her, "books begin with the characters, who live in my head for a year or more before I write. I don't write until the pain of not writing is greater than the pain of writing. It's hard work. Characters control the story, the action, and the plot." She writes every morning for three or four hours, beginning at the beginning of a novel and continuing to the end. The first draft is on the typewriter, fast and "loose... I'm not worrying too much about style, but still I am a tight writer, so I add a lot here and there when re-writing."

She suffers from "Middle-of-the-book-blues", when "I've lost the enthusiasm of the beginning and the end is not in sight. This is the slog time, just carrying on. Then one day there is the end, and I have a whole thing which I can re-write and that's fun." The re-writing is in pen, and she finds she both cuts and expands - several times.

After the first several re-writes, the book goes to her agent or publisher and then the re-writing goes on until the "book is cast in the concrete of print."

As a writer, Duncan has three large goals, stated with good humour and with the recognition that they may not be immediately realizable. First, to have a book published with no hitches, no conflicts, no rush. She looks to the day of a five-figure advance - "about \$99,000 would do." Perhaps most of all - she wants a hard cover book ... "because now," she says, having been published in paperback only, "I don't feel respectable."

Contact with her readers is important. She remembers, "After my first contacts with student groups, I felt humbled that people had actually read the books. I tend," she adds, "to pay more attention to the reader than the critic. One reader for whom the book is meaningful justifies that book. When I write the first draft, I'm not writing for the reader, but for the characters themselves. But after the first draft, I start thinking of the audience for which the book is intended."

"Writing is very lonely...you can live somewhere behind the typewriter keys," she adds. "To realize that people care that you are writing and will continue to write is important. Kids are honest and tend to ask 'blatant' questions...and the whole process of appearing with kids is quite buoying. I'm basically a ham...and the sessions with youngsters really bring that out of me."

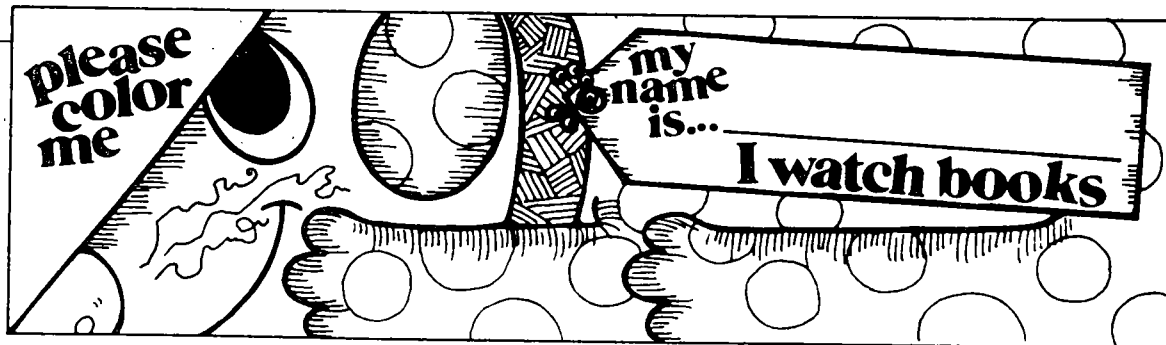
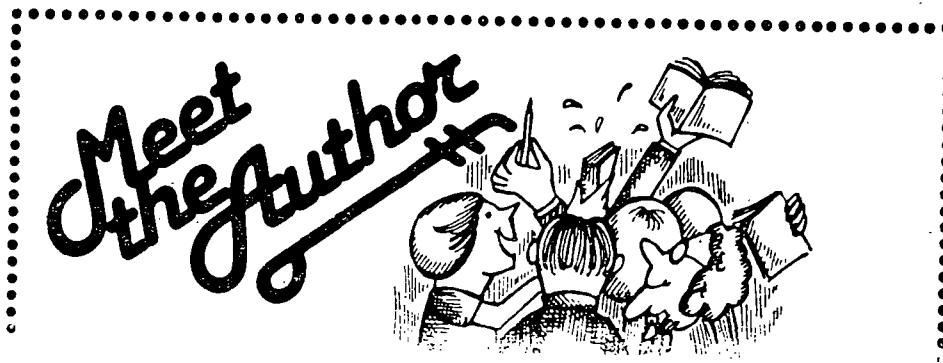
In personal appearances with youngsters, Duncan feels that her most vital contribution is to "say that writing is a profession, an available one, one that people are doing in Canada."

She doesn't make as much money as she did as a psychologist, but she can almost support herself with her earnings, a combination of royalties and honoraria for personal appearances.

The funny memorable moments come at unexpected times in the writer's life.

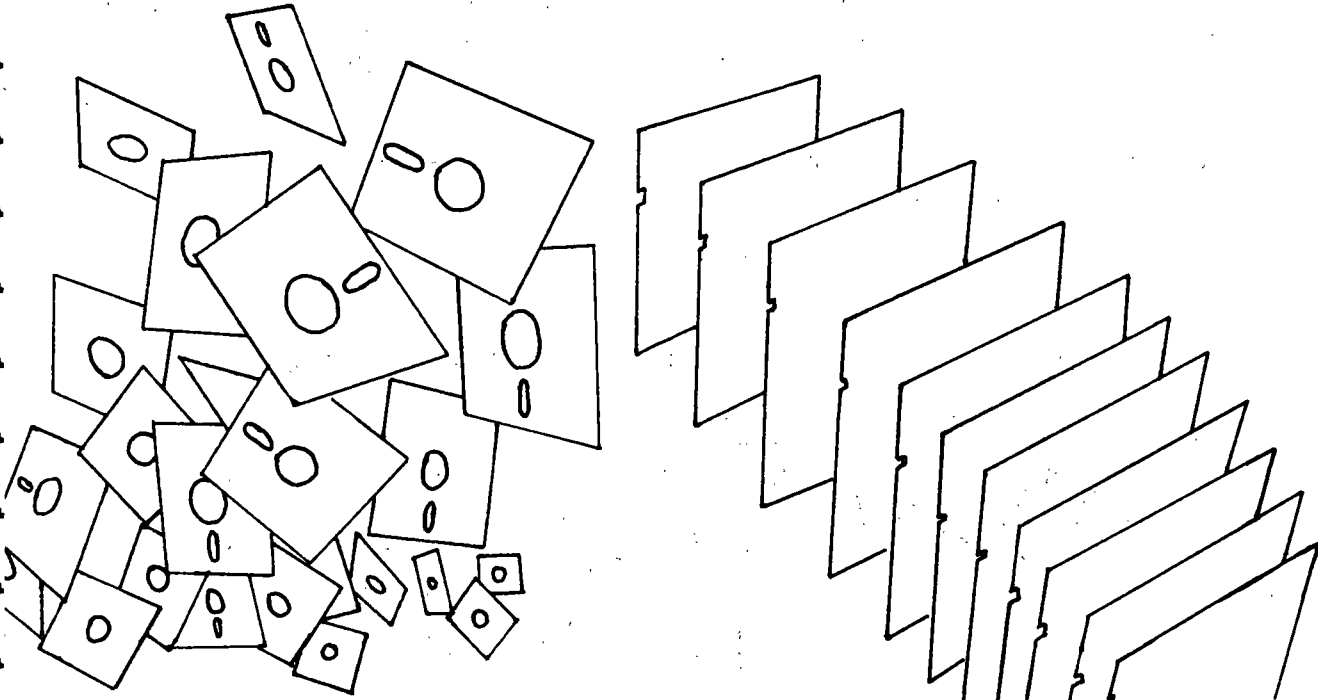
Duncan remembers being startled when she was first asked, "How do you like being famous?" Her answer to that one now is "Well, I don't feel famous, I'm not exactly recognized or mobbed in the Safeway. But if being famous means coming to talk to people and having questions asked like that, then it's OK." Then there was the insistent boy in Prince Edward Island who, in the face of her incomprehension, kept demanding, "Where'd yer get yer turtles?" Duncan could remember no turtles in her novels. Finally, she realized he meant "titles". She still doesn't have a satisfactory answer for that one.

* Printed with permission from The Children's Book Centre, 229 College St., 5th floor, Toronto, Ontario M5T 1R4





MICRO BULLETIN BOARD



Fran Pirie of Morfee Elementary School in Mackenzie asks, "Can anyone give some advice on the storage of computer software?" A few phone calls revealed a wide variety of systems being used and a spirit of "trial and error" prevailing; the fact that no standard or consensus has yet emerged lead me to decide I would have to respond with more information than Fran had bargained for.


Begin by asking some basic questions about your library and its software collection; proceed with some sensible first steps; and choose the most suitable of the storage options available.

Questions to ask before beginning:

1. How much shelf space is available?
2. What secure storage facilities are available (a locking cupboard, shelving unit, file cabinet, separate room)?
3. How much can be spent on supplies for processing software?
4. What level of circulation is to be offered (use in the library / the computer lab / classrooms; home use; staff only; students)?

Prudent first steps:

1. Register ownership; record producer's serial or identification number on shelf card.
2. Make or purchase back-up disks (made by purchaser, included with

- 
- program, or purchased from producer afterwards).
3. Photocopy manuals, guides, reference cards.
 4. Establish an Archival Collection (original disks, guides, etc.) and a Circulating Collection (back-up disks, photocopied guides, etc.).
 5. Place all disks in plastic sandwich bags, preferably the ones with zip closing seals; they are cheap, and moisture- and dust-proof).
 6. Establish a printed annotated catalog of your software using a bibliography or word processing program for easy updating. Give a copy to each teacher and have extra copies out in the library. This reduces the need for patron browsing of the actual collection, which can lead to physical damage or security problems.

Some storage options. Your choice will be guided by the above considerations. Most supplies are available from the usual library and computer supply firms. Some mix of these options should suit your Archival and Circulating Collections:

1. Hanging plastic audio-visual storage bags. Use the large size to accommodate full-page size guides. Bags are space efficient but offer minimal physical protection.
2. Corrugated cardboard audio-visual storage boxes. Boxes offer excellent physical protection, but use a lot of shelf space.
3. Ring binders (2" or 3") with plastic sheet inserts designed for software + guides shelved separately. Large binders are very space efficient, but are cumbersome to handle. This system lets patrons easily examine the guides without handling the disks.
4. Disk storage units (flip-files) + guides shelved separately. Flip-files offer more physical protection and the easy interfiling of new programs and the growing collection of data disks you add to application and computer-assisted-instruction programs. They are, however, expensive.
5. Ring binders (1/2") with plastic insert for disk(s) and guide in a pocket, if small, or 3-hole punched, if full-page size. Individual binders offer ease of handling and circulation, use a moderate amount of shelf space and offer an acceptable amount of physical protection.

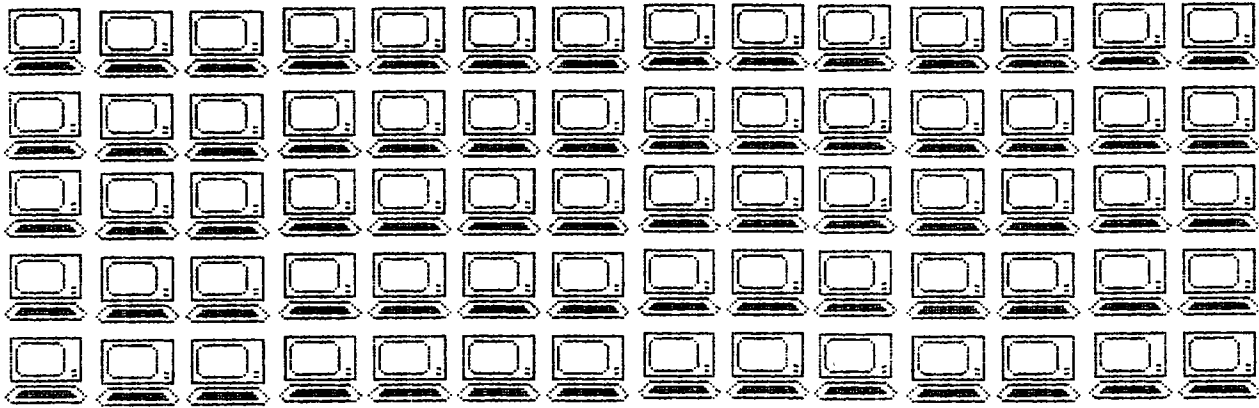
The experience of two libraries will illustrate successful solutions to the "software problem." Helen Slavik of Hastings Secondary in Coquitlam stores archival copies in a flip-file with original guides shelved beside, all under lock and key, and the circulating copies in individual ring binders. Helen's system combines shelf space efficiency, security, physical protection and ease of handing for circulation. In another library both the archival and circulating copies are stored in hanging plastic storage bags and, when signed out, circulating copies are placed in a corrugated cardboard box. Thus the very limited storage space is well utilized and circulating copies are still protected.

The choices made in each library will depend upon the situation at hand; researching this subject has discouraged my hope for a one-size-fits-all solution in the near future.


Ms Pirie's letter concludes, "If anyone has a system that seems to be working, please let me know." And I will end with the same request; if your system works, please take a few moments to write and tell us about it.



ON-LINE SEARCHING IN HIGH SCHOOL



by NORM STELFOX, Computer Science Department Head,
Centennial School, Coquitlam.



Information at our fingertips is no longer the substance of a science fiction novel but a reality in any North American high school. With a minimum of computer skills, students can now have access to one of the largest databases in North America. Dialog has been on the scene for several years but is only now gaining some acceptance in our educational institutions. Its use has increased steadily in American high schools mainly in the library area and is just now being introduced in Canadian schools.

The myth that database searching requires a lot of skill and computer expertise has been disproved by my students. To date we have obtained information on everything from contemporary rock music to Cleopatra's relatives. Students find the searching easy and rewarding. Within a few minutes they can retrieve virtually all the information they require, or obtain a list of titles on a subject before going to the library.

It took a lot of convincing before my administration accepted the fact that this information retrieval system was worth the cost. Dialog has opened up its data to North American high schools probably with the expectation that if the students are familiar and confident with the system in school, they will convince their future employers of its value. Although prices to businesses are quite hefty, the classroom instruction program is a flat rate of US\$15.00 an hour. There are no long distance charges and once a phone line has been established and hooked up to any computer and modem, the only cost is for the time you access any Dialog data base.

As a computer science teacher, I could not talk about the information age without such a set-up available to myself and my students.

To show how quickly information can be accessed, here is a sample search which took about one minute to complete.

command entered by user
and response from Dialog

meaning of each step

User:	begin 470	calls up the required database, Books in Print.
	ss Christie	asks BIP to search for the word Christie in titles of books.
Dialog:	s1 63 Christie	BIP finds 63 titles.
User:	ss Agatha	asks BIP to search for the word Agatha in titles of books.
Dialog:	s2 45 Agatha	BIP finds 45 titles.
User:	ss s1 and s2	asks BIP to search for titles containing both names
Dialog:	s3 32 Agatha and Christie	BIP finds 32 titles.
User:	t s3/6/all	asks BIP to transmit a list of the books located.

This simple search which took seconds to perform produced the titles of 32 books with information on Agatha Christie. The Books in Print database normally costs US\$80.00 an hour plus the cost of print-outs; our cost was 41 cents.

Hopefully the future will see on-line databases as an integral part of every school, if not every classroom. Dialog or other similar services should be considered a necessity rather than a luxury for the classroom of the eighties.

----- Editor's Footnote -----

DIALOG is an electronic database access service which allows subscribers to draw information from more than 500 different North American databases and bulletin boards. This technically dazzling system could help to show our students, colleagues, parents, and the community at large that libraries can provide state-of-the-art research and learning opportunities. Its broad coverage of sciences; technology; current events, news and politics; humanities; social sciences; health, sports and recreation; magazine indexes and text of articles; as well as Books in Print suggest it would justify its cost.

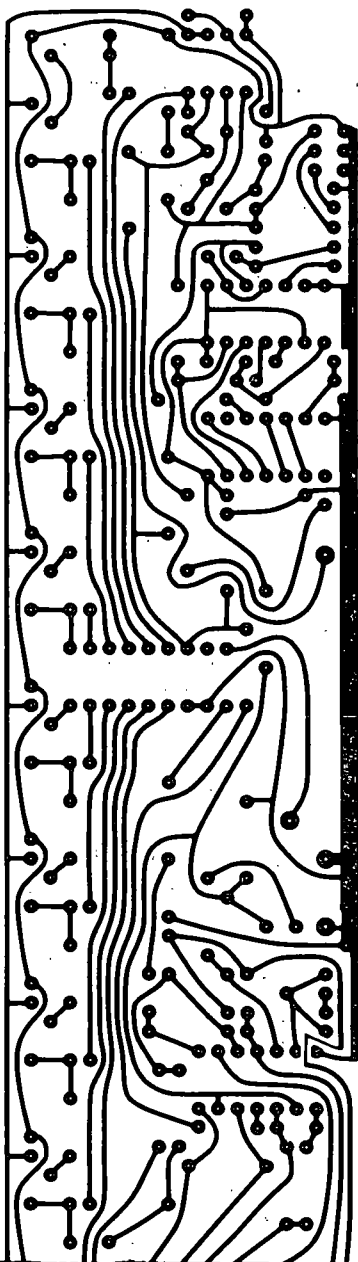
If Norm Stelfox's article has piqued your curiosity, drop us a line at Micro Bulletin Board, 866 Thermal Drive, Coquitlam, BC, V3J 6R6. If there is sufficient interest, we will include detailed information on set-up and costs in the next issue.

This month's bookmark is for students interested in the "nuts and bolts" of computers.

621.3819

COMPUTER

ELECTRONICS



COMPUTER PERIODICALS

CMC News; computers and the media center lists a new price of US\$9.00 plus US\$1.00 (postage) prepaid.

Jim Crook sends along a useful title, At, P.O. Box 2964, Bolder CO, 80321, USA. US\$19.97 + US\$6.00 (postage) a year.

We left out a title that was mentioned elsewhere in the March issue. It's Eric Anderson's Wired Librarian's Newsletter. Micro Libraries, 701 64th Street, Des Moines, IA 50312, USA. US\$15.00 prepaid.

One reader called to ask about useful magazines for Commodore and IBM users; our titles so far have been weighted towards Apple. Any suggestions?

MELVILLE MEETS THE MICRO

The heirs of Dewey (those charming folks who brought us the new sociology schedules a few seasons back) have revised and expanded the classification schedules for computers. The 001.64 slot in the "Abridged Dewey" no longer allows for sufficient differentiation of categories of computer information. The revised schedules are available from Forest Press for US\$20.00. No doubt the changes will appear in the next edition and if the price seems steep, perhaps your district library could buy a copy. And you can buy the liquid paper!



A "COMPUTERIZED" A-V CATALOGUE

by JOHN POPE, Teacher-librarian, Como Lake Junior Secondary, Coquitlam.

Do you have a persistent feeling that your well-chosen audio-visual collection is not getting as much use as it deserves because your classroom colleagues forget what is available?

Would you like to produce lists of audio-visual resources for each teaching unit in each course and to revise those lists quickly when curriculum and staff change?

How often does a teacher ask you, "What A-V titles do you have for a lesson on.....?" and you spend too long locating all the good prospects in your collection, the district library, and those available from PEMC, National Film Board, etc.?

Do you spend many hours acquainting new staff members and colleagues teaching a new subject with the A-V items appropriate to their teaching needs?

How much time during which you could be doing something else, are you compiling (and often typing and later revising) lists of resources to go with teaching units and research projects?

If some of the above questions elicit a nod of agreement or a grimace of remembrance, read on! A microcomputer can help solve these problems and dramatically extend visible service to teachers and students.

* * * * *

In a project we expect to have completed by the time you are reading this article, we have developed a fully annotated catalog of audio-visual resources available in the school and listed by title; shelf location; teaching subject (including grade level if necessary); unit of study; "favourite" topics of individual teachers; individual textbook; and media type. At a guess we think the finished catalog will be about 2000 pages, while the length of catalogs for each teaching subject will vary.

Teachers have responded enthusiastically; because the catalogs are arranged by topics they have chosen rather than by more traditional library subject headings (many of which, we are told, make sense only to librarians!) the catalogs are used; audio-visual resources are finding their way into classrooms more frequently. Moreover, updating, such as adding new titles or setting up new topics when requested by teachers, can be done efficiently since the computer re-edits the listings automatically. Comments such as, "I didn't know you had that filmstrip," and "The video really helped the class get the point," lead us to feel the project is worthwhile.

The initial problem was identifying (not to mention paying for) the most suitable software. While the perfect program eluded us, we ended up using 2 programs, for reasons indicated:

A-V catalog writer has the advantage of being able to handle up to 1260 items, just right for our library. It is limited though in 2 significant ways: it permits sorting only by media type and teaching subject and does not allow for annotations. However, for a fast listing of resources it is excellent; 2 students entered all the records for our 1100 item collection in 3 afternoons.

Personal bibliographic system has been widely and enthusiastically reviewed; it is an impressive program, with varied field lengths, searches by any number of index terms, program-supplied, correctly-formatted bibliographic citations for all current print and non-print media, and a choice of print options. We are using the original version which is limited to 234 items a disk. (A revision offers extended capacity.) Therefore only libraries in smaller schools could enter the whole collection on a single disk.

Our choice was between capacity without detail and detail without capacity. Our decision was to use both programs.

Since A-V catalog writer was relatively inexpensive and provided a rapidly entered thumb-nail sketch of each title, we used it to pre-sort the whole collection into teaching subjects, and of course, into lists short enough to be entered on individual PBS data disks.

These "skeleton" departmental lists became in fact a valuable part of the project; each list was taken to a meeting of the department, the project was outlined, and teachers were asked to say under what key words they would like items listed. Having the lists seemed to help them suggest useful key words. It was made clear that any suitable terminology could be used; library "subject headings" were not necessary. At this point in the project teachers in 2 departments decided that the "skeleton" lists were all they needed.

The consultation involved at this stage was rewarding; it provided an opportunity to discuss in some detail the interests, priorities and plans of most classroom colleagues; we learned a lot about some people who had not been using library service very much and gained new insight into our "regulars." And they all learned more about what we could offer in both materials and services.

And so, on to PBS! With the skeleton list for each department, the "key words," a head full of impressions of colleagues, the shelf list cards, and the audio-visual materials themselves, we set out to enter full information on each item, even to the extent of listing individual items in kits when the kit title was inadequate or misleading. A lot of grind and a lot of professional judgment made this work taxing but interesting; on many occasions we returned to teachers to ask such questions as, "Would you use this filmstrip in botany or cell biology?" and "Do you want the materials for your debate topics listed separately or in one list?" Nobody seemed to mind being pestered for more information.

PBS allows but does not require inclusion of full bibliographic information (we decided to include information relevant to a teacher's decision on the usefulness of an item and leave out the obvious or extraneous), but where PBS becomes most useful is in the last two fields available for each record: ABSTRACT and INDEX. In the ABSTRACT field we included Dewey classification (there being, unfortunately, no separate sortable field for call number!), a description of the material taken from the shelf card, the guidebook, the PEMC catalog, etc., and the computer record number we assigned to each item in the collection. (More about this important point in the next paragraph.) In the INDEX field, which is like a tracing line, we included media type and the key word(s) from the teachers' lists.

[A note on computer record numbers and PBS: since PBS cannot generate a shelf-order listing, but does require that each item entered be given an "address" or record number and can print items on a disk in the order of these record numbers, we decided to solve our problem by assigning each audio-visual item a record number in a sequence corresponding to its Dewey shelf order, leaving space between assigned numbers for new materials. "Once more, in English," I heard someone say? Before starting any computer work, put all shelf cards in Dewey order and then write a number (between 1 and 30000) on each. For our 1100 item collection the computer record numbers began 25; 50; 75; and finished at about 28000. For a larger collection you would use smaller increments, say 10; 20; 30; etc. What you want is space between listings to insert new materials in proper order.]

Each departmental catalog, entered on a separate data disk, was keyed in, draft printed, proofed, and finally printed in the following versions: Shelf list; Title list; and separate alpha-title lists for materials indexed under each key word. In fact PBS will allow search and print using any combination of key words, for example, Videorecords on Canadian history; Overhead transparencies on Machine tool use; etc.

Each completed catalog, photocopied so that each succeeding section is printed on a different colour paper, is unveiled and explained at a department meeting so that teachers know it is ready for use and have an introduction to its organization and lay-out. (Most teachers request a copy to keep at their desks.) This meeting also affords teachers the opportunity to express their unalloyed admiration, profound gratitude and renewed understanding of the essential role of the teacher-librarian in today's public schools. And believe me, that's just how it plays! The best result of this project has been the demonstration to classroom colleagues and school administrators of the kind of practical service teacher-librarians can provide. 2000 pages - quite spectacular!

A-V catalog writer: Library Software; 1982; 2 disks; guide. Available from Follett Software, 4506 Northwest Highway (Routes 14 & 31), Crystal Lake, IL, 60014, USA. US\$82.95.

Personal bibliographic system: PBS Software; 1983; 2 disks; guide. Available from Personal Bibliographic Software, P.O. Box 4250, Ann Arbor, MI 48106. US\$237.50.

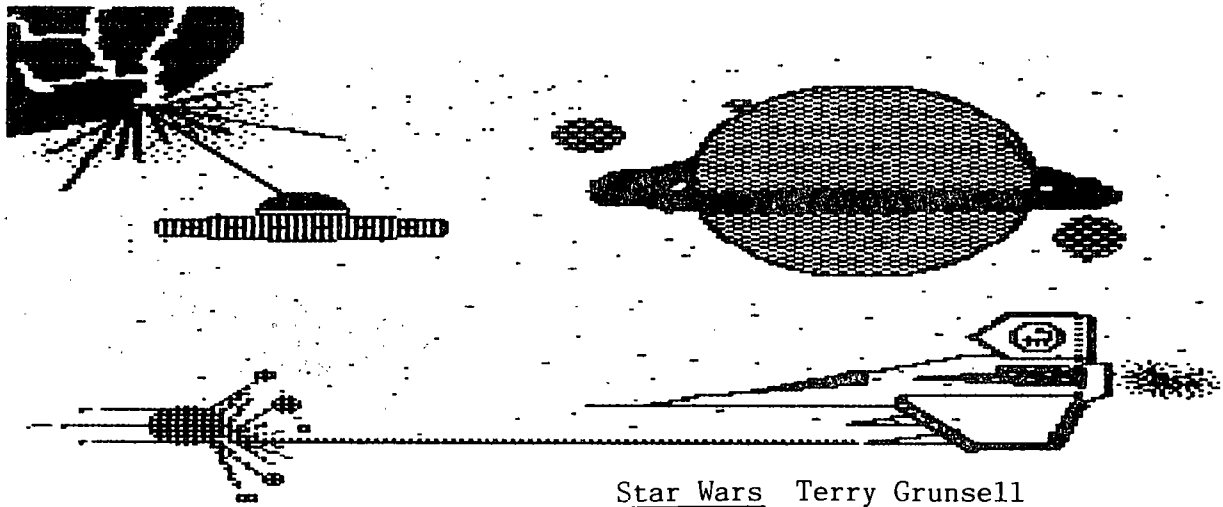
For readers in danger of fainting at the price of these programs, there are other, less expensive, bibliography programs available. Both Jim Deacon in CMC News, Vol. 6, #1 (Fall, 1985) and Eric Anderson, resident comedian of the Wired Librarian's Newsletter, in his "Red Suit Buying Guide" (December, 1985), include extensive lists of commercial software for various library applications.

And a final note about the use of the word "we". This project could never have succeeded without library assistants Anne van den Byllaardt and Irma Eichler, who have coped with heavy demands on their energy with good natured stoicism and made my enthusiasm for "A Computerized A-V Catalog" their own.



Ninja2 Brent Nichols

GRAPHICS WITH ANIMATION STATION



Star Wars Terry Grunsell

by JOE PAINE, Computer Science Teacher, Como Lake Secondary, Coquitlam

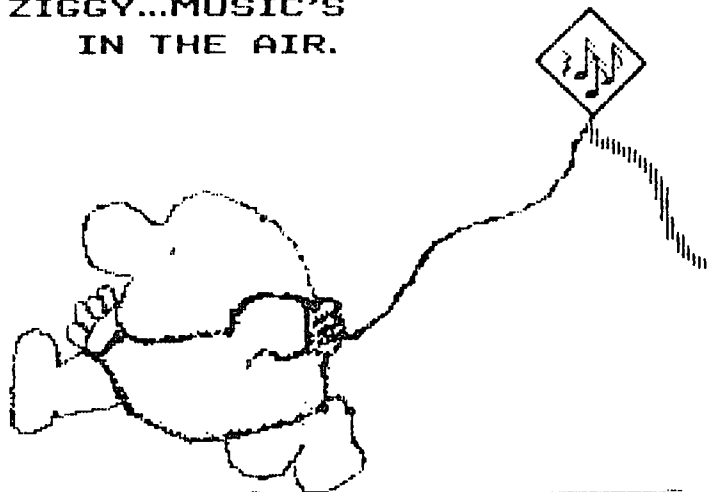
The recent availability of inexpensive graphics tablets has freed students from the long and (at this age level) often impossibly difficult programming of graphics in Basic or even Logo.

The best inexpensive graphics tablet that I have tried is the Animation Station by SunCo. It has a large drawing surface, duplicate controls to accommodate right handed or left handed users, and a surface which is durable while remaining sensitive to the drawing stylus, and comes with DesignLab, a program produced by Baudville. In addition, Baudville offers extra shape table disks which allow students to load pre-drawn shapes and fonts and add them to drawings. I would rate this graphics tablet superior in performance to the Koala Pad or Koala Pad+.

Computer Science 9/10 students at this school use the Animation Station to create a drawing at an appropriate level of difficulty. For a C level, a student could complete a drawing mainly composed of shapes from the shape table library, arranging the shapes to create a picture. "Curious Rabbit" and "Living Room" are almost entirely made up of pre-drawn shapes from the DesignLab disk.

For a B level, a student could combine pre-drawn shapes, text

ZIGGY...MUSIC'S IN THE AIR.



Ziggy Leslie Shenton

and hand-drawn figures. "Star Wars" and "Ziggy" illustrate this level of assignment. In "Star Wars," the main space ship, asteroid and planet breaking up are hand-drawn, the small flying saucer is from a shape table, and Saturn was created using the oval drawing feature of DesignLab. In "Ziggy", the cartoon character was hand-drawn, but the kite was decorated with notes from the shape table. Also at this level of difficulty is the traced drawing. "Ghost Busters" is just such an assignment. The difficulty here is not in the tracing, but in the editing required after the tracing has been made; a 10-minute tracing takes about an hour to edit. (Note: the instructor of this course currently shows B level ability in his Animation Station drawings.)

For an A level assignment, free-hand drawing must make up the majority of the graphic. Some text, pre-drawn shapes and geometric shapes may be used, but only in the background and only to supplement the hand-drawn portion of the graphic. "Vainceur turbo II," "Castle Dracula," "Supe!" and "Ninja2" all illustrate the highest level of difficulty. "Ninja2" was completely hand-drawn; DesignLab's square drawing feature and text mode were used for the background in "Supe!"; the oval drawing feature and text mode were used for the moon and title in "Castle Dracula" and for tires and title in "Vainceur turbo II".

The students really took to this assignment and there is still a lot of interest in the drawings posted at the back of the classroom. Students are now



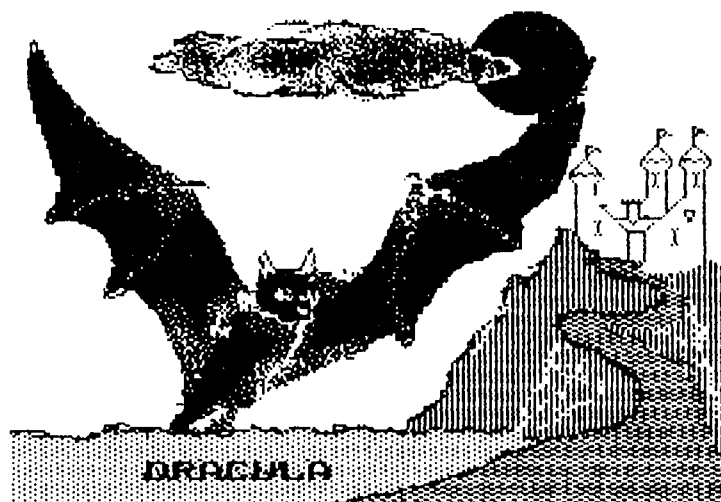
Ghost Busters Trevor Fleck

T.P.S.R presents
the

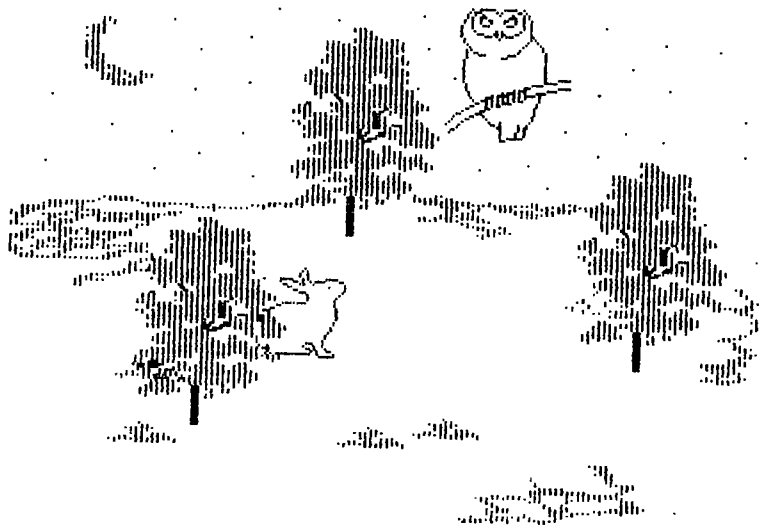


VAINCEUR turbo II

Vainceur turbo II Nick Oliver



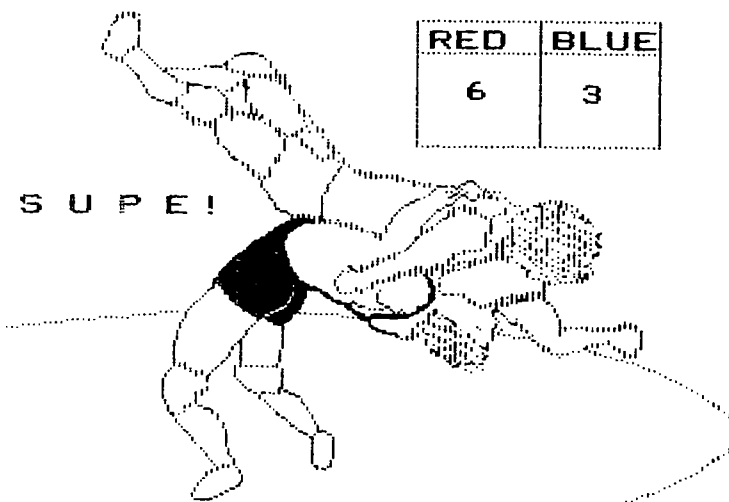
Castle Dracula Richard Andrew



Curious Rabbit Lynne Morrison



Living Room Bob Chima



Supe! Walter Chang

trying to incorporate Animation Station drawings in other assignments. For example, a student has drawn 2 maps using Animation Station to go with a social studies assignment. The applications for easily drawn graphics could include assignments in every subject area. These graphics could certainly add a sparkle to an otherwise "ordinary" library research paper. Our school's teacher-librarian is enthusiastic about the potential of student graphics to make interesting additions to "library" items such as bibliographies, guides for research projects, book displays, bulletins, and even to make an overdue notice more palatable.

COMING IN THE SEPTEMBER ISSUE

Software in French, for both regular program and immersion libraries.

Library application programs:
 bibliography writers
 circulation managers
 word processors
 graphics generators

Write and tell us about programs you have purchased and used. Let us know your favorites and also the titles that did not live up to expectations.

Also, look for information on bulletin boards, the recent Technology and Education Conference held in Vancouver in May, and students' work in programmed graphics.

Questions on any matters relating to microcomputers and libraries are welcomed and every effort will be made to locate information and answers.

A WINDOW ON THE WORLD OF LIBRARY AUTOMATION

Using an Apple computer and a hard disk drive, manage circulation tasks in libraries with
3,000 to 250,000 items—200 to 55,000 patrons

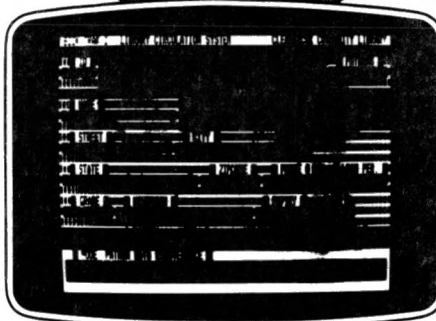
Comprehensive data base provides instant access to item and patron information without disrupting circulation

Manages:
Check-in, Check-out
Overdues (unlimited number)
Reserves (unlimited number)
Inventory
Statistics
Status of Items & Patrons
Uploading of Bibliographic Records from Data Base Vendors

Enables you to generate reports, book lists and patron lists in formats you design
Allows user to design the text of overdue notices
Displays Time & Date, and automatically calculates Due Dates
Prints screen displays to paper

About your Collection you may include:
Bar Code number
Call number
Author, Title
ISBN, LC number
Subject
Loan period
Price
Location

About your Patrons you may include:
Bar Code number
Name
Address
Phone number
Borrowing period
Library Card expiration date (Grade, Homeroom & Graduation year if desired)



\$850

(Discounts for multiple copies and additional savings on hardware/software packages. Special trade-in price available for Book Trak Floppy Disk Circulation users)

Also available from Richmond Software Corporation: Book Trak Floppy Disk Library Management Systems.

BOOKTRAK I

HARD DISK CIRCULATION SYSTEM

P.O. Box 5587, San Mateo, CA 94402
800/222-6063 in California, 415/349-6063



RICHMOND SOFTWARE CORPORATION

BCTLA REVIEWS



E Hughes, Shirley.
Bathwater's hot. -- Douglas & McIntyre, 1985. -- [unp.] : ill.
-- ISBN 0-88894-483-7. -- \$4.95.

English language - Synonyms and antonyms.

"Bathwater's hot, seawater's cold. Ginger's kittens are very young, but Buster's getting old." This 16 page picture book has delightful illustrations which a kindergarten or Grade 1 teacher could use to develop the concept of contrasting or comparing ideas.

The text does not live up to the illustrations. It lacks rhythm, rhyme, symmetry or joy.

The excellent color used in the illustration and the quality of paper are not supported by a library binding.

Recommended with reservation.

Dianne Driscoll, Teacher-librarian. Centennial School, School District #43 (Coquitlam).

E Illerbrun, W.J.
Benji's daddy was a golfer ; illustrated by Al Sens. --
Oolichan, 1985. -- 1 v. (unp.) : ill. -- ISBN 0-88982-57-0.
-- \$7.95(pbk.).

Golf - Fiction

This is a flimsy story about a compulsive golfer who tries to teach his young son to golf. The father is more concerned about Benji keeping his head still, his arm straight, and his hands in position than about having

his son enjoy the game; and as a result Benji cannot hit the ball. Disheartened, he puts his club and ball in his toy box. Later when Benji sneaks off by himself to play golf he is able to hit the ball: then "the sun shone, and the birds sang; and it was good."

This paperback has little to recommend it as a purchase for an elementary school library. Few primary children would have an interest in the golfing vocabulary, or in the two-color illustrations.

I do not recommend this book for purchase.

Susan Frost. Victoria, BC.

F Fawcett, Brian.
The secret journal of Alexander Mackenzie. -- Talonbooks, 1985.
-- 206 p. -- \$8.95(pbk.).

Short stories, Canadian // Northwest, Canadian - Fiction.

The Secret Journal of Alexander Mackenzie contains a mixture of realistic and surrealist short stories with a strong political message. The stories are masterfully written, but the political anger sometimes gets in the way of the style. Brian Fawcett thinks that ambition and force are transforming British Columbia. He introduces this idea in his first story. In a later story he speaks of a man who is "just a little guy that the government and the multinationals are trying to screw." (p 192) Fawcett has a clear vision of the weakness of the worker against the power of big money. He begins his stories with reality and adds fantasy to give them a nightmarish quality. The factual part shows the common man truthfully; the fantasy part shows Fawcett's frustration with our society.

Fawcett's questioning of the established order is stimulating. However, the reader may be uneasy with the mixing of fiction and polemic. We are expected to suspend disbelief, but the author often brings in political controversies written with a biased viewpoint.

In the last story Fawcett seems to poke fun at the ideas he has presented.

It will take a mature reader to appreciate Brian Fawcett's writing.

Ruby McBeth. Baldonnel, BC.

F Henry, Martha.
Billy at bat ; illustrated by Mary McLouglin. -- Three Trees,
1985. -- unp. : ill. -- ISBN 0-88823-103-2. ISBN 0-883-104-0
(pbk.).

Baseball - Fiction // Self realization - Fiction.

This lively-looking little paperback is flawed by too much text; children intrigued by the pictures or attracted to the topic would probably be discouraged by the quantity of print on each page. Amid details which are occasionally clichéd (peanut butter and jelly sandwiches), sometimes patronizing (Billy can even spell elephant), and, more than once, sexist (Emily, although big enough to ride a bike, does not know the significance of strikes in baseball); neither the fantasy nor the realistic story really works.

On the everyday level some incidents jar. For example, a baseball game which attracts the whole neighbourhood has only 4 players a team. A more serious flaw is the didacticism of the positive thinking message given by the "Coach for Special Cases." In this story, the Little Engine chugs almost to a halt as the author makes certain we know that Billy must will himself to hit the baseball.

The book is enlivened, but not redeemed, by Mary McLoughlin's illustrations.

Katharine Picha. North Vancouver, BC.

F Jakober, Marie.
Sandinista ; a novel of Nicaragua. -- New Star, 1985. --
236 p. -- ISBN 0-919573-42-8. ISBN 0-919573-43-6(pbk.). --
\$15.95; \$8.95(pbk.).

Nicaragua - History - 1937-1979 - Fiction.

Sandinista, as the verso of the title page notes, is "fiction based on contemporary history." The author uses the struggle between the Sandinista National Liberation Front and the Somoza government of Nicaragua as the background for her novel. The plot interweaves tales of several people during 1977: an American visitor to Nicaragua, a rich Nicaraguan citizen, several poor pro-Sandinista people and a pro-Somoza army guardsman. Each character tells his or her story in alternating chapters. Gradually the characters all come into contact as their separate stories become part of the larger struggle against Somoza's government.

Marie Jakober is a Canadian writer who twice visited Nicaragua to gather background for her story. There is no doubt throughout the book that her sympathies lie with the Sandinistas.

The book is fairly easy to read, with plenty of dialogue. The reading level on the Fry scale is Grade 8. However the use of some Spanish terms and the occasional swear word (in context) may limit the book to older students. The review copy was the standard oversize paperback that Canadian publishers seem to favour, with good clear print.

Readers interested in modern war/love stories would like Sandinista. Similarly it makes excellent background reading for anyone studying modern Central American history or current events.

Recommended for secondary school libraries and public libraries.

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

F Ryga, George.
In the shadow of the vulture. -- Talonbooks, 1985. -- 283 p. -- ISBN 0-88922-233-9. -- \$9.95(pbk.).

Aliens, Illegal - Fiction // Mexicans - United States - Fiction.

I did not enjoy In the Shadow of the Vulture by George Ryga, however, I did appreciate it. It is the grim fictionalization of an actual event. Mexicans are being bought and sold like cattle to become, for all practical purposes, slaves on farms in the southern United States.

It is not a comfortable story to read. Ryga shows how the characters arrive, through war, social bias, and/or economic conditions, to the point where they can be exploited by others as alienated as themselves from the mainstream of society. He shows the cruelty which arises from poverty and ignorance in both oppressors and oppressed. Finally, when pushed to the limit and facing death, the main characters reaffirm humanity's spirit by becoming aware of their own worth and by making a commitment to themselves and each other.

Ryga is a fine writer and this a thought provoking book. When we hear so much of the horrors in Guatemala, Nicaragua, El Salvador, and South Africa, In the Shadow of the Vulture brings a balancing portrait of some hidden North American realities.

This is a book written for adults and would probably be best circulated from a public library.

Kathleen Brooks. Sardis, BC.

158 Neidhardt, E. Joseph.
Managing stress : a complete self-help guide / E. Joseph
Neidhardt, Malcolm S. Weinstein, Robert F. Conry. --
International Self-Counsel, 1985. -- 160 p. : ill. --
ISBN 0-88908-617-6. -- \$7.95(pbk.).

Stress (Psychology).

The Canadian Self-Counsel Series of books includes titles ranging from Aids to Independence through Importing to Write Right!. The books are self-help guides which include practical exercises and advice presented in a concise fashion. Managing Stress has these qualities and is a valuable addition to the series.

The authors, Neidhardt (MD), Weinstein (consulting psychologist), and Conry (UBC professor of education) have extensive experience in dealing with stress-related disorders though they draw heavily on the work of others (without always giving proper acknowledgements). However, they have collected some of the best material available, which covers a wide range of concerns. Major topics are understanding stress, personal planning skills, progressive relaxation, quieting, autogenic training, communication skills, and general health.

Managing stress is not really a book for school libraries though it may have a place in some. Its particular focus is likely to be of interest and value to distressed adults who have reached the point where they want to help themselves to overcome their difficulties.

John J. Jackson, Professor and Dean of Education. University of Victoria.

320.9711 Black, Donald E.
Two political worlds : parties and voting in British
Columbia / Donald E. Blake with the collaboration of David
J. Elkins and Richard Johnston. -- University of British
Columbia Press, 1985. -- 205 p. -- ISBN 0-7748-0233-5. --
\$19.95

British Columbia - Politics and government // Political
parties - British Columbia // Canada - Politics and
government.

In order to explain BC's political party system, Two political worlds records the results of and analyzes the reasons for people's choices at the polls. It will be of interest to both the province's present and potential voters.

The thorough research is based on a comprehensive survey of the BC population which was conducted following the provincial and federal

elections of 1979. The survey was supplemented by national survey data. (1979 Wave of the Social Change in Canada Project, directed by Tom Atkinson et.al. at the Institute of Behavioural Research, York University; and the 1974-80 National Election Studies by Harold Clarke et.al.)

Data is emphasized with numerous tables, graphs and figures. It has an excellent introduction; and includes notes, chapter-end summaries, an appendix, and an index.

BC's political history is clearly outlined. This is followed by an explanation of the structural basis for the realignment of the province's politics during the 1970's - in other words, the growth of the NDP and the transformation of the Social Credit party to meet the challenge of the NDP.

The ideology of the 2 chief parties (free enterprise vs socialism) is outlined, followed by an explanation of provincial partisanship and the development of attitudes on issues of individual versus collective responsibility.

Chapters 7 and 8 deal strictly with federal politics - BC's alienation from the Federal government and the fracturing of provincial electoral coalitions with their reformation in the 3 party federal system.

This unbiased work clarifies a large amount of the so-called "mystique", and rationalizes the peculiarities of how and why we British Columbians vote as we do.

The book is well-bound and the print is clear.]

A very worthwhile purchase for senior secondary schools.

Mrs. B. Charters, Teacher-librarian. Stanley Humphries Secondary School, School District #9 (Castelgar).

331.09711 Working lives : Vancouver 1886-1986 / The Working Lives Collective. -- New Star, 1985. -- 211 p. : ill. -- ISBN 0-919573-48-7. -- ISBN 0-919573-49-5(pbk.). -- \$29.95; \$15.95(pbk.).

Labor and laboring classes - Vancouver - History //
Vancouver - Social conditions - History // Industrial relations - Vancouver - History.

Over the past few decades, many historians have changed their focus from the famous persons and great events of history to the common people. The contributions of more than 50 writers, who have some expertise or direct experience with working people, are in Working Lives. These articles are divided into 3 categories: Working, Living, and Organizing. Introductory essays preface the book and each division. One hundred photographs vividly

illustrate their subjects.

We live in a world where generalities abound: where the unemployed are counted by the millions and the poor are defined by a formula which establishes the poverty level. The strength of Working Lives is that it also gives a picture of individuals: how they lived, and how they tried to improve their lives, both in terms of material possessions and dignity.

I would recommend that every secondary teacher-librarian in British Columbia place a copy on the library shelves as soon as possible.

John D. Crawford, Teacher-librarian. Marigold and Blanchard Elementary Schools, School District #61 (Victoria).

338.1 Gibson, James R.
Farming the frontier : the agricultural opening of the Oregon country, 1786-1846. -- University of British Columbia Press, 1985. -- 265 p. : ill. -- ISBN 0-7748-0219-7. -- \$29.95.

Agriculture - Oregon - History // Land settlement - Oregon - History // Oregon - Colonization.

Based on the study of original documents, Farming the Frontier provides a mass of information about early trade and settlement in northwestern North America. Agriculture is a unique and very legitimate viewpoint from which to study the development of the area. The author presents a detailed picture of early life in the settlements through a study of the needs and the areas of self-sufficiency of early fur traders, settlers, and missionaries.

"Gibson explores the reasons for the development of farming, describes the localities where farming took place, and discusses the degree of its success or failure, placing particular emphasis on geographical factors such as terrain, climate, and soil type. The statistical material he has compiled adds a quantitative dimension to his findings and presents important new information about the fur trade west of the Rockies."

The interest and reading level is high school and adult. Teachers of elementary social studies may wish to quote statistical and descriptive passages. Students are not likely to read it cover-to-cover but they should find shorter segments fascinating and valuable for reference. The map of the "Oregon Country" in both end papers is concise and clear with enough information to be very useful without being overly cluttered. However, the 17 other maps and illustrations scattered throughout the book are of little value without being either enlarged or enhanced from the originals from which they were printed. The very extensive index, bibliography and footnoting should be very useful to the serious student.

I would highly recommend that every secondary school library have at least 1 copy of the book -- more than 1 where independent research is a regular activity. Elementary schools may want a copy so that teachers can present shorter passages for study, discussion and analysis.

K.W. Adsett, Teacher-librarian. Oak Bay Secondary School, School District #61 (Victoria).

354.71106 Coney, Michael.

Forest ranger, ahoy! : the men, the ships, the job ;
illustrated by Christine Richards. -- Porthole, 1983. --
232 p. : ill., maps. -- ISBN 0-919931-00-6. -- \$15.95.

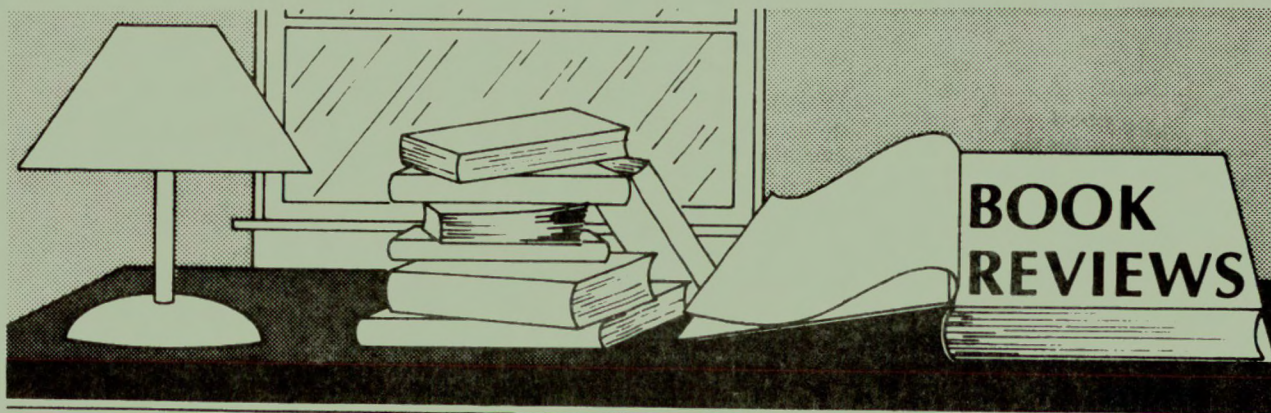
British Columbia. Forest Service - History // Forests and
forestry - British Columbia - History // Boats and boating
- British Columbia - History.

This collection of anecdotes arranged by time, location or type of vessel describes coastal logging life. The BC Forest Service, its boats, and the exploits of its crews are detailed. It covers the period from 1911, when the BC Forest Branch was established, to the present, and documents the necessity for a fleet of small vessels to perform the many tasks called for by a maritime forestry service.

The book's strength is its many interesting anecdotes. If anecdotes should be whimsical and droll as well as diverting and entertaining then the author has succeeded.

Reading and interest level are Grade 11. Recommended for senior secondary schools - especially those of coastal logging districts.

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



355 Campbell, William A.B.
The Soviet threat : how real for Canadians? / by William A.B. Campbell & Richard K. Melchin. -- Canadian Conservative Centre, 1986. -- 72 p. : ill. -- ISBN 0-920829-02-3. -- \$7.50(pbk.).

Soviet Union - Military policy // Soviet Union - Military relations - Canada // Canada - Military relations - Soviet Union.

The Soviet Threat is this reviewer's first introduction to books by the Canadian Conservative Centre. The CCC is the public policy counterpart to the Fraser Institute and seeks to present conservative options not necessarily reported by the popular media. The Soviet Threat is consistent with the CCC's stated perspectives of "limited government, individual liberty, and an effective national defence."

The book is well documented and quite consistent in its objective of revealing the Soviet Union as a threat to Canadians. It uses propaganda in its original intent; the marshalling of all relevant facts and arguments to promote a point of view. North American liberals may be uncomfortable with this approach but such policy studies from an alternate point of view should be welcome additions to any scholar's library.

The reading level of the book is suited to senior secondary students. The information is presented in a concise manner and is supplemented by pictures and diagrams, tables of statistics, a glossary of terms, and sources of further information.

I would recommend the addition of such books to secondary school libraries.

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

370.97291 MacDonald, Theodore.
Making a new people : education in revolutionary Cuba. -- New Star, 1985. -- 248 p. -- ISBN 0-919573-46-0. -- ISBN 0-919573-47-9(pbk.). -- \$16.95; \$9.95(pbk.).

Education - Cuba - History // Illiteracy - Cuba // Education - Government policy - Cuba.

The book brings to light the Cuban Revolution's success in turning the Cuban population into a literate people. Efforts to make Third World people literate are going on in many parts of the world. However, the author convincingly shows that Cuba's Literacy Campaign deserves special attention. The campaign stands out for several reasons: (1) the unique method used to spread literacy throughout the country, (2) the shortness of

time required for the program, and (3) the success and long-lasting effects of the program.

The presentation of the topic is divided into 2 parts: (1) the organization and administration of the Literacy Campaign, and (2) the effects of the Literacy Campaign. Unfortunately, this division is not obvious from the table of contents; it is merely pointed out in the preface. The entire book is somewhat lacking in compactness and organization. Fortunately an index is provided to help the researcher find particular points of interest.

The author achieves his goal of presenting the "dynamics of educational development in the context of revolution." (p. 10) The discussion of historical and factual material is interspersed with interviews of Cubans who have experienced the revolution and the Literacy Campaign. Observations on how literacy has changed the social and economic life of the people are well taken - for example, learning to read has given individuals a greater sense of dignity and a sense of being able to better control their destiny (p. 61), and literacy has imparted a "way of perceiving the world and one's relationship to it." (p. 58)

Appendices with charts pertaining to the organization of the Literacy Campaign, as well as samples of typical administrative forms and tests add to the documentary character of the book. A bibliography provides the interested reader with further sources of information.

The book is recommended for adults and professional educators.

Mrs. C. Hendrixson. Quesnel, BC.

379.711 Kilian, Crawford.

School wars : the assault on B.C. education. -- New Star, 1985. -- 241 p. -- ISBN 0-919573-50-9. ISBN 0-919573-51-7 (pbk.). -- \$12.95; \$4.95(pbk.).

Education - Government policy - British Columbia // Public schools - British Columbia.

Crawford Kilian, author of 10 books, former school trustee, and Capilano College instructor has rendered a vivid and lucid account of the stormy relationship between the Social Credit Government and public education. After exhaustive research and with a compelling writing style, he discusses the "effects" of restraint on education, and analyzes the motivation behind government policy.

Social Credit governments have tended to view education as of secondary importance. Educators have become the political enemies of government because they continue to fight for adequate funding of public schools.

Premier Bill Bennett and his late father, W.A.C. Bennett have displayed an alarming similarity in their scorn toward educators in this province. In reading Kilian's work, one cannot help but believe that teachers have become scapegoats for whatever is wrong with BC. Kilian implies that the Bennetts' lack of success in the public school system has been translated into vindictive educational policies as well as scathing attacks on educators. Ministers in the present government also display a personal enmity toward educators. It was with the help of educators that the present premier's father suffered defeat, something I am certain has not been forgotten.

The author wrote this book to present a different perspective on BC's educational scene. Covering a wide scope from kindergarden to university, Kilian has accomplished this feat.

I recommend that public librarians and teacher-librarians purchase this book. I would like to add that the latter should encourage their colleagues, parents and interested citizens to read this valuable work.

Kenard A. Knutson, Teacher-librarian. Dr. D.A. Perley Elementary School, School District #12 (Grand Forks).

398.2 Cameron, Anne.
How the loon lost her voice. -- Harbour, 1985 -- 31 p. : ill.
-- ISBN 0-920080-55-3.

Haida Indians - Legends // Indians of North America - British Columbia - Legends.

How the Loon Lost Her Voice is a Northwest Coast Indian legend, sometimes called "Raven steals the light." It tells how the loon, raven, bear, deer and all the animals joined forces to get back the daylight after evil spirits had stolen it. As well as telling how the loon lost her voice it explains why the deer loses his antlers each fall, why the bear hibernates, and why the raven loves bright things.

Children 6 years and older will enjoy this story and be moved by the bravery and self sacrifice of the loon. The book will be especially useful for Grade 4 students in their study of Northwest Coast Indians.

The striking black and white illustrations which face each page of text complement Cameron's words.

The story was first told to the author, and its oral origins are apparent in the easy, natural way it is written. I think How the Look Lost Her Voice is well suited to reading aloud.

I would highly recommend this book.

Pat Kolterman, Teacher-librarian. Uplands Elementary School, School District #88 (Terrace).

581 Suzuki, David.
Looking at plants / David Suzuki with Barbara Hehner. --
Stoddart, 1985. -- 96 p. : ill. -- ISBN 0-7737-5039-8. --
\$8.95(pbk.).
Plants // Botany - Experiments.

In the introduction to Looking at Plants David Suzuki asks us to imagine a world without plants: "The air wouldn't be fit to breathe, there would be nothing to eat and the land would be just dirt or rocks." He scales this sweeping view to a child's world. For example, the book starts in the kitchen, where kids mostly hang out, with foods commonly eaten by every youngster - cornflakes and toast (seeds), lettuce (leaves), and carrots (roots). The first project is a granola recipe. Other projects include growing sweet potatoes and carrots as house plants, making paper from linen, drying flowers, growing ginger root and making ginger tea, fruit printing, and dying with plants.

Basic botanical information about plants is interwoven with the kind of information that children always want to know about. Why do leaves change color in the fall? What is the oldest tree? Strange facts and discoveries are not overlooked. For example, we learn about "upside down" plants (banyan tree), and the amazing discovery of 10,000 year old seeds which sprouted and flowered.

Looking at Plants is a valuable book for Grades K to 7 (and maybe even into the junior secondary level). It will provide the Kindergarten and Grade 1 teacher with lots of project ideas. Children 7 and 8 years old can begin to use the book with assistance. Children in intermediate grades will derive much enjoyment reading and "doing", needing only occasional help. Projects requiring adult assistance are indicated by a symbol. Librarians will love it at Science Fair time!

An added bonus is that older children will recognize Dr. Suzuki as a TV host and might be encouraged to include his program in their TV viewing schedule.

Joan Churchill, Retired teacher-librarian. School District #72 (Campbell River).

613.2 Don't feed me that! [videorecording]. -- Alpha Media Group : distributed by Filmwest, [198-?]. -- 1 videocassette (30 min.) : sd., col. ; 3/4 in. + 1 teacher's guide.

Nutrition.

This 30 minute documentary filmed in Vancouver explores current issues in health and nutrition. The focus is on teenagers and their often unhealthy lifestyles. Touching briefly on the issues of a balanced diet, poor eating habits, unsuccessful dieting, anorexia nervosa, and the benefits of exercise; this film is appropriate as an introduction to a unit on health or nutrition. This film lends itself well to discussion because of the teenage actors and the upbeat and often humorous presentation. A group of Grade 11's reacted positively although they criticized the acting.

Appropriate for district purchase.

Janet McKinlay, Teacher-librarian. Sir Winston Churchill Secondary School, School District #39 (Vancouver).

615.8 Eastman, Yvette.
Touchpoint reflexology : the first steps : a practical approach to better health ; art and illustrations by Rosemary Phillips ; photographs by Ewald Jensen. -- Ptarmigan, 1985. -- 160 p. : ill. -- ISBN 0-919537-23-5.

Reflexotherapy.

Yvette Eastman offers 7 definitions of reflexology. She makes it clear that it is not foot massage; but both a study of the reflexes of the feet corresponding to every part of the body and a compression technique used mainly on feet which relaxes tensions, rebalances the body, and improves circulation. Touchpoint reflexology teaches one to "understand the complex yet simple language of the body, its function and its use of energy."

Many persons who have had reflexology treatments claim great relief and elimination of symptoms and disease. The author clearly states that reflexology complements conventional medicine and she never counsels it as a replacement.

The workbook is an eclectic health guide which details the history and rationale of reflexology; the methodology for the compression technique; vitamin, mineral and herbal therapy; "tricks of the trade" used to ease ailments; the relationship between emotions and pain; and additional reading in an extensive bibliography.

The table of contents and the index reflect the careful organization of the

workbook which is used to complement seminars and a video presentation of the Touchpoint Canadian Institute of Reflexology. The diagrams, illustrations and clear photographs are an asset.

The coil binding may be an asset to the budding reflexologist who wants the workbook to lie open, but not to a teacher-librarian who attempts to select materials with sturdy bindings which will withstand many borrowings and prevent zealous users from removing charts and illustrations.

The reading level (Fry) varies from Grade 8 to college level.

Recommended for secondary school libraries looking for material on alternate health treatments.

Dianne Driscoll, Teacher-librarian. Centennial School, School District #43 (Coquitlam).

652.3 Aliaga, Barbara.

Keyboarding for kids : teach your child in 10 easy, fun lessons. -- International Self-Counsel, 1985. -- 99 p. : ill. -- \$7.95(pbk.).

Typewriting - Study and teaching.

Barbara Aliaga is an "experienced elementary teacher who now teaches beginning and advanced typing, word processing systems" and other business subjects.

Part 1 teaches the typewriter/computer keyboard "in 10 easy, fun lessons." Each lesson consists of 2 10 to 15 minute practice sessions. The first is to be done in the morning and the second in the afternoon. The secret to the success of this program is in labelling the student's fingers during the day to reinforce "the letter or symbol learned for that day." Part 2 teaches skills such as building speed, tabbing, differentiating type size, centering horizontally and using special symbol keys.

Helpful suggestions on motivating children are shared. The table of contents includes a section directed to parents on why and how to use this book with their children. Although the subtitle suggests the book is designed for parents, Aliaga addresses the section, "How to Use This Book," to a child and writes at a Grade 4 reading level. She states that Part 1 is written at this level also, while Part 2 is written at a Grade 6 reading level.

Special features include 10 keyboard wall charts, patterns to create pictures, a completion certificate, and an appendix telling intermediate teachers how they might incorporate the book into "an already full curriculum."

The format is soft cover, 21 cm x 27 cm with a stapled binding at the top. The book will stay open while the student is practicing. The illustrations of the keyboards and hands are simple blackline drawings with the alphabet letters printed in red. An illustration of the correct seating position at the keyboard would have been helpful.

Although the subtitle precludes the library resource centre market, there is a demand for resources which teach keyboarding techniques to children who already use computers in school.

Recommended with reservations.

Roberta Kennard, Teacher-librarian. John Field Elementary School, School District #88 (Terrace).

796.09711 Kearney, Jim.

Champions : a British Columbia sports album / Jim Kearney with Sport B.C. -- Douglas & McIntyre, 1985. -- 160 p. : ill. -- ISBN 0-88894-470-5. -- \$19.95(pbk.).

Sports - British Columbia - History // Athletes, Canadian - British Columbia.

According to Jim Kearney Champions is not intended to be a definitive history of sports in BC. The author, a well-known sport columnist and broadcaster has been part of the BC sports scene for the last 25 years, and is certainly qualified to select those sports and individuals which merit inclusion. Because the book deals with sports news in the media most of the information centers on Victoria and Vancouver.

The book has a newspaper look, with a single column on each page. Written in a journalistic style, the reading level is not high.

The 6 chapters covering many sports are arranged chronologically. Because the book is anecdotal and episodic the excellent index is very valuable. The index and chronology provide easy access to individuals and particular sports. It also lists honored members of the BC Sports Hall of Fame.

Photos are generously sprinkled throughout the text and have interesting captions that identify the individuals and action. Only occasionally do the pictures not match the text. (For example, the picture of the BC Lions beside the article on soccer.)

Champions, a large well-bound paperback, should withstand heavy circulation.

Champions will be an excellent source for PE 12 research. Students will also find the book interesting for browsing.

Dale Lauber, Teacher-librarian. Mountain Secondary School, School District #35 (Langley).

819.7 Gould, Ed.

Only in Victoria, you say?. -- Capps, 1982. -- 176 p. :
ill. -- ISBN 0-919763-00-6. -- \$6.95.

Victoria - History - Anecdotes, facetiae, satire, etc. //
Canadian wit and humour.

This book is very much a book about Victoria, by a Victorian, and for those Victorians fascinated with minutiae scraped from the journalist-author's desk. The vignettes are short, pithy, light and occasionally raunchy. Unfortunately, the sum of the book is not equal to its many and varied parts. It does not reveal new insights or any profound image of Victoria's citizens to outsiders. This shallow treatment does not do justice to an area so rich in eccentricity.

The binding is quite durable, and the illustrations are appropriate to the humorous intent of the author. There is no index and no glossary, but then this book has little need of either.

Ed Gould is a journalist who has worked in radio and TV. Further, he has worked as a writer or editor for many of the newspapers in the Victoria area, and he has written several books about Victoria.

There is little need for a book such as this in any school library at any level, but perhaps in this era of local introspection a space should be made for it on shelves in Victoria.

D.K. McRae, Social Studies Teacher. G.P. Vanier Secondary School, School District #71 (Nishga).

917.11 Hersee, Philip.

Greater Vancouver - touch the magic. -- Touch the Magic ;
distributed by Whitecap, 1985. -- 172 p. : chiefly ill. --
ISBN 0-9692166-0-2. -- \$29.95.

Vancouver Metropolitan Area - Description - Views.

What can I say? It is a picture book, and not a very good one at that. It

seems to be one of the many items produced to part tourists from their Expo cash.

A forward by Raymond Burr extolling the beauty of Vancouver, an introduction comprised of "experiences", and captions naming the event and the location of each photo are the only text.

The book has hundreds of colour photographs arranged by season. There is no arrangement within the seasons. A pastoral view of Langley is sandwiched between sunbathers at Kits beach and clowns at the Childrens' Festival at Vanier Park. The pictures look like potential post cards. They show no conflict, little rain, no food lines; all is fun and games in Vancouver. A few of the photos are spectacular, but not \$29.95 worth. There is not even enough here to suggest purchasing the book for historical reasons. It is all too superficial and pretty.

Unless you are blessed with too much money, avoid this purchase for the Resource Centre. The magic did not touch me.

Debra Simmons, Teacher-librarian. Templeton Secondary School, School District #39 (Vancouver).

951 Semaan, Leslie.
 China [kit] / by Leslie Semaan, Ross Armstrong, Sheila Linds. --
 VIDEA, 1985 -- 1 book, 1 cassette, 59 slides. -- \$12.50(text) ;
 \$50.00(slide-tape).
 China.

Victoria International Development Education Association (VIDEA), a Victoria, BC non-profit group, has produced a handsome and very usable kit that, within its 107 pages, covers China's 4000 year history. In addition to rich historical background material, there is a wealth of contemporary material covering industry, agriculture, marriage and family life, family budget, food, dress, education and many other significant categories.

The book is divided into 3 sections with the largest section on China. There are 31 pages of excellent suggestions for activities which constantly attempt to have students (and teachers) make open-ended comparisons between Canada and China. The last section of the book is the slide-tape script.

The authors and Ross Pomeroy, the illustrator, have taken great care to make this black-coiled book with its attractive bold black-lined, Chinese-red plastic cover highly reproducible. The clean black-lined drawings will make sharp, clean overhead productions. The colour saturated slides reproduce well on a screen.

Some minor concerns: tighter proofreading would have detected some omitted words; there is some awkward grammar; and one of China's most popular contemporary heroes, Canada's Dr. Norman Bethune is not mentioned.

The book is factual and easy to read. Grade 4-5 reading level.

The politics of China is handled in a fair and even-handed manner.

Highly recommended.

Harold Berson, Teacher-librarian. Renfrew Elementary School, School District #39 (Vancouver).

971.064 Hutchison, Bruce.

The unfinished country : to Canada with love and some misgivings.
-- Douglas & McIntyre, 1985. -- 314 p. -- ISBN 0-88894-481-0. --
\$24.95.

Canada - Politics and government - 1968-

Bruce Hutchison is a respected Canadian journalist who has published a number of books on Canadian history, including a noteworthy biography on W.L.M. King, The Incredible Canadian. (Academic Press, 1970, \$2.95, paperback)

The general feeling one gets while reading the text is synonymous with the title The Unfinished Country. Canada is relatively young in comparison to other nations; and as the title suggests, our development is unfinished. Regardless of the problems, Canada does have a future. Specifically, the author provides the reader with a sense of identity as a Canadian; an affirmation of Canadian nationalism.

There is no chronological analysis, but rather, a wandering account of the politics, business and society of Canada. This probing historical publication documents Canada's economic and foreign policies, and our relations with the US and other world powers.

Although The Unfinished Country is not for the average student, Hutchison's provocative study is certainly enrichment material for Social Studies 11 students seeking advanced supplemental reading sources on post-war and contemporary Canada. More importantly, this book is an excellent reference for the social studies teacher, and is highly recommended for purchase by senior secondary school libraries.

Larry Little, Teacher-librarian and Social Studies Department Head. Houston Secondary School, School District #54 (Bulkley Valley).

BCTLA Reviews : Notes and News

Apologies to Frances Witt of Victoria, who became Frances Will in our last issue; we hope Frances Will Not be angry.

A note to our reviewers. We are setting up a computer file of reviewers so that your names, titles or specialties, schools and districts will appear accurately and consistently. If there are changes, please include them with your next review.

"BCTLA Reviews" is co-ordinated by

Lynne Lighthall and Val Hamilton
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

Reviews are edited by Dianne Driscoll and John Pope.

Classification and cataloguing information is provided as a professional service to the British Columbia Teacher-Librarians' Association by the Vancouver School Board Library Services.

Co-ordinator: Liz Austrom

Manager: Lynne Lighthall

Cataloguer: Pat Mills.

The CANADIAN EDUCATION INDEX regularly scan and index "BCTLA Reviews" which is published in The Bookmark

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.

ATTENTION ! ATTENTION ! ATTENTION !

CHAPTER COUNCILORS



HAVE YOU SUBMITTED YOUR CHAPTER'S ANNUAL REPORT TO BARB HALL? THE DEADLINE WAS JUNE 1, 1986, BUT IT IS NOT TOO LATE TO HAVE YOUR CHAPTER'S ACHIEVEMENTS INCLUDED IN THE NEXT ISSUE OF THE BOOKMARK. DO IT NOW !

SEE PAGE 18 OF THE CHAPTER

COUNCILOR'S GUIDEBOOK FOR GUIDE-

LINES ON CONTENT OF ANNUAL REPORTS.

THE BOOKMARK

is a publication of the

BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION

Published Four Times a Year: September, December, March and June

Senior Editor

Gerald Soon, 18026 - 61A Avenue, Surrey, B.C. V3S 5X1

Publications Co-Ordinator

Dianne Driscoll, 18 Dowding Road, Port Moody, B.C. V3H 2Z6

Advertising Manager

Audrey Campbell, 1954 Banbury Road, N. Vancouver, B.C. V7B 1W5
Telephone: (604) 929-7817

ADVERTISING RATE CARD # 4

Effective June 1, 1986

Circulation: 800 Teacher-Librarians, College and University Faculty

Deadlines:

JULY 15

September Issue

Theme: The Global Community (Ecology, politics, international cooperation, multiculturalism, community studies, etc.)

Advertising Space Rates/ issue

Frequency Discount:

	1/year	2/year	4/year
BACK COVER	\$275.00	250.00	225.00
INSIDE FRONT OR BACK	\$250.00	225.00	200.00
FULL PAGE	\$175.00	150.00	125.00
1/2 PAGE	\$100.00	85.00	75.00

****INSERT RATES UPON REQUEST**

*****ALL ADS CAMERA READY**

Specifications:

FULL PAGE

7" wide by 9" deep

HALF PAGE

7" wide by 4 1/2" deep

**FOR INFORMATION PHONE: AUDREY CAMPBELL - ADVERTISING
MANAGER (604) 929-7817**

AND NOW... A FINAL NOTE!

This was to be my last issue of Bookmark as the Senior Editor. However, there wasn't a line-up of people banging down my door to take over the job! Once again, the Editorial Board has pulled together again to work as a real team.

The workload seems to be lighter, although all those evening six finger jabs at the keyboard (I am getting better!) are still concentrated nearer to our deadlines.

The Editorial Board is seriously looking at the model we are using to produce the Bookmark. The Senior Editor's position had been an onerous one, but gradually the individual members have been taking more and more upon themselves.

One option that we are looking at is dividing the duties of the senior editor so that there is a production function and an overseer aspect to the position.

Stay tuned. I am, for the meantime. However, if you are really excited about leading the Bookmark crew, (bad choice of words... it's not exactly a Love Boat cruise, but we do have fun putting our journal together!), let me know!!! To be practical, the Senior Editor should be from the lower mainland so that the Bookmark Editorial Board can get together easily, without undue cost.

Our next theme is the Global Community. Please send us any materials on multiculturalism, peace education, French Immersion/Programme Cadre, ESL, History, etc. We will accept other submissions that you would like to share with others. If you have access to an Apple computer and a Magic Window word processing program, you may send us your files on disk. which we will return. Happy summer!

Ger



**1985-86 DIRECTORY
BCTLA EXECUTIVE BOARD**

PRESIDENT

Liz Austrom
3675 West 39th Avenue
Vancouver, BC V6N 3A6
H: 263-3987
S: 731-1131

VICE PRESIDENT

Barb Hall
6405 Cornell Place
Prince George, BC V2N 2N7
H: 964-6810
S: 563-7124

TREASURER

Steve Harris
2215 Stewart Avenue
Courtenay, BC V9N 3J1
H: 334-4222
S: 338-9262

RECORDING SECRETARY

Jackie Loyd
649 Cadder Avenue
Kelowna, BC V1Y 5N5
H: 763-1783
S: 766-2734

CORRESPONDING SECRETARY

Eila George
4904 Gair Avenue
Terrace, BC V8G 2K2
H: 635-4751
S: 635-5646

PAST PRESIDENT

Alan Knight
Apt. T-6
50 Graydon Hall Drive
Don Mills, Ontario
M3A 3A3

PUBLICATIONS CO-ORDINATOR

BCTLA REVIEWS EDITOR
Dianne Driscoll
18 Dowding Road
Port Moody, BC V3H 2Z6
H: 461-8952
S: 936-7205

REVIEW SERVICE

CO-ORDINATORS
Lynne Lighthall
Val Hamilton
c/o Library Services
2530 East 43rd Avenue
Vancouver, BC V5R 2Y2
S: 438-5461

**EDUCATION FOR
SCHOOL LIBRARIANSHIP**

Ken Haycock
302-1275 West 7th Avenue
Vancouver, BC V6H 1B7
H: 734-8342
S: 731-1131

CONTINUING EDUCATION

Patricia Shields
2512 Crown Street
Vancouver, BC
H: 222-1129
S: 731-0437

BCTLA LIAISON TO BCLA

Lynn Shoop
3218 B Hammond Bay Rd.
Nanaimo, BC V9T 1E5
H: 758-9948
S: 754-5521

CSLA CONTACT PERSON

Gene Burdenuk
CSLA
151 Sparks Street
Ottawa, Ontario
K1P 5E3

Neil Carey
2317 Huron Drive
Coquitlam, BC V3J 7A6
H: 461-1260
S: 421-6600

John Pope
866 Thermal Drive
Coquitlam, BC V3J 6R6
H: 461-7355
S: 936-1451

Hazel Starling
225 Tamarack Road
North Vancouver, BC V7N 1S3
H: 985-4761
S: 985-6174

Jim Crook
4607 Cove Cliff Road
North Vancouver, BC V7G 1H7
H: 929-3901
S: 922-3931

Mercedes Smith
7421 - 116A Street
Delta, BC V4C 5X6
H: 594-4230
S: 596-3445

Yoskyl Webb
3215 Connaught Avenue
North Vancouver, BC V7K 1Y3
H: 980-4061
S: 985-5301

Trish Maskell
3995 Cambridge Street
North Burnaby, BC V5C 1G5
H: 299-6963
S: 263-3255

<p>Senior Editor: Gerald Soon Liz Austrom, Neil Carey, Jim Crook, Dianne Driscoll, Trish Maskell, John Pope, Mercedes Smith, Hazel Starling, Yoskyl Webb</p>
--

BCTLA members receive the Bookmark for twelve months from the date that their membership applications are processed by the BCTF. People may join the Association at any time during the year for the following fees:

BCTF members....\$30.00

Non-BCTF members....\$40.00

Undergraduate students... \$15

CANADIAN EDUCATION INDEX regularly scans and indexes the Bookmark.

SENIOR EDITOR

PUBLICATIONS COORDINATOR

ADVERTISING MANAGER

Gerald Soon
18026 -61A Avenue
Surrey, BC
V3S 5X1

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

Audrey Campbell
1954 Banbury Road
North Vancouver, BC
V7G 1W5

574-5815

461-8952

929-7817

THE BOOKMARK is a publication of the BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION of the BRITISH COLUMBIA TEACHERS' FEDERATION



CHALLENGES I