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BCTLA

THE BOOKMARK



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IN CIRCULATION

by BARB HALL, BCTLA President

Have you encouraged a friend to join the BCTLA? Show them the last issues of The Bookmark and the extra goodies you have received from the association. The BCTLA Member's Guide could help you to explain the organization to your friend

Our thanks to Lynne Lighthall for the French subject headings supplement included in the last issue. We hope that the teacher-librarians dealing with French programs have found this a welcome addition to their professional libraries. Speaking of French programs, our June issue is LITERACY - LEST WE FORGET, and any ideas for dealing with Immersion or Cadre programs or cooperative teaching units with French teachers would fit in with this theme. Gerald would appreciate a write-up for this issue. The deadline for articles is April 15th. By sharing ideas with others, we can attempt to establish a professional development network throughout the province.

Included in this issue is the second part of the 1986-87 Learning and Working Conditions survey. Eleanor Walker has once again compiled some interesting statistics for your perusal. Our sincere thanks, Eleanor, for spending many hours trying to make some sense out of a jumble of facts and figures.

Patricia Shields has been selected to sit on the Ministry Language Arts K-12 Curriculum Review Committee. This committee is a first of its kind as it has not been formed to develop a new curriculum at a specific grade level, but has been formed to review

the whole subject area throughout the grades and make recommendations for revision and future development. We are indeed pleased to have Patricia on the committee.

The BCTLA Executive Board has forwarded a brief to the Provincial Advisory Committee on Computers urging this group to consider a policy for the automation of school libraries and district resource centres throughout the province. The final report of this ministerial committee will be presented to the Education Minister on June 30, 1987.

Have you marked the dates June 11 - 14 on your calendar? More information on the CSLA Conference in Vancouver is included in this issue. Some of the sessions look exciting and I do hope to see as many of you as possible wandering between the Hotel Vancouver and the Hyatt Regency. As the conference fees are relatively expensive, try to find as many creative ways as possible to secure funding. This type of conference will probably not be in our neighbourhood again for several years. Think of the chance to discuss mutual problems and successes with a teacher-librarian from Quebec or even Newfoundland! What an opportunity for professional development!

Barb



EDITORIAL

WEEDING - A NECESSARY TASK!

Some teacher-librarians claim that the best time to weed their collection is during their annual inventory. However, taking inventory in June is not the ideal time to have a thorough examination of the collection. Teacher-librarians have their hands full checking to see that materials have been returned. It is a frantic time. In response, some teacher-librarians will say that they do not have the time to look over their collection during the school year. In effect, I believe that in many school libraries, effective weeding does not take place.

Weeding the collection is an important process to ensure that materials are current and still of use. Like a garden, if you do not weed you will soon have difficulty seeing what is supposed to be seen.

Another aspect for teacher-librarians to consider is the false impression that results from not weeding.

In collections that are not weeded regularly, the number of items on shelves will continue to grow, giving a false impression of a large collection of usable resources.

In districts with decentralization and school based budgets, it may be difficult to obtain proper funding - an unenlightened administrator may ask why you need more money for your collection, thinking that the school library collection has much to offer already.

Continual weeding is necessary, and time, however a valuable commodity to teacher-librarians, should be devoted to this important aspect of our jobs.

Gerald

Q: What do Rick Hansen and the CLA have in common?

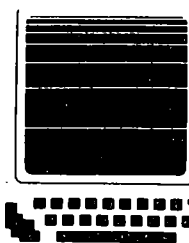
A: "Delegates in Motion" - a CLA Conference fund-raising program in aid of Rick's Man in Motion tour.



Q: What does Laurier La Pierre think about our information age and school libraries?

A: Find out at the "Merchants of Light" CLA/CSLA Conference in Vancouver on 1987, June 12th at 15:45.

LETTERS TO THE EDITOR



From KATHARINE PICHA, 969 Montroyal Blvd., North Vancouver, B.C. V7R 2G9

In connection with research work towards a Master of Arts degree in Education, I would like to request, through The Bookmark, help from teacher-librarians in schools with grade 6 early French immersion students. My research involves a study of the leisure reading habits and attitudes of grade 6 early French immersion students. In this connection, I am seeking permission from all districts with grade 6 early French immersion to give a questionnaire to their students, to their grade 6 English and French teachers for immersion, and to their teacher-librarians. The questionnaires are very short, the longest taking about one half hour. I am also, in the interests of consistency, asking teacher-librarians to administer both the student and the teacher questionnaires. It is particularly in regard to the administration that I am hoping for the help of BCTLA members.

Any information I obtain through the research should be helpful to teachers and teacher-librarians in the use and promotion of library materials, and to teacher-librarians in the selection of library materials.

Any adults participating in the survey will be offered summary findings of the research. I will also submit a summary of any findings in article form to The Bookmark.

Again, may I ask teacher-librarians in schools with early French immersion to look tolerantly on my research and to follow through in administering the simple questionnaires.

From ANNE CLEMENS, teacher of English and Debate Coach, and JIM NELSON, teacher of English, Centennial Senior Secondary School, Coquitlam.

We were pleased to see your December article "Debate in Science and Technology 11", but we would like to clarify some possible misconceptions.

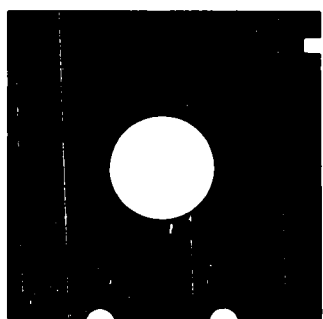
First, the handouts accompanying the report of Jim Nelson's speech are attributed to the teachers of Centennial School in Coquitlam. Most of the materials were, in fact, developed by Anne Clemens who has been using formal debate in junior and senior secondary classrooms since the 1970's. Some of the material was also provided by Anita van Ginkel, John Gould and Dianne Driscoll.

Second, the article implies that formal debate is not appropriate in the classroom. However, in our experience at Centennial and in other schools, teachers are using formal debate as an instructional method to teach not only speaking and listening skills, but also research and thinking skills. As with any sophisticated activity, it requires a series of lead-up activities and careful instruction at every stage. People are often intimidated by formal debate, but once they use the format, they find the results exciting. Of course, every format can be modified to fit the needs of a particular class. In any situation, teacher instruction is the essential ingredient for success.

Third, the article does not emphasize enough the importance of the teacher-librarian in a debate unit. Without support material, debate becomes mere uninformed argument. Teachers using debate at Centennial

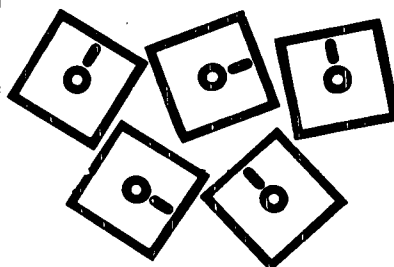
work with the teacher-librarian, Dianne Driscoll, in providing research instruction and in choosing resolutions based on available materials. In this case, Centennial is fortunate to have a library that focuses on acquisition of current materials such as periodicals and Reader's Guide Abstracts on microfiche. In this way, our teacher-librarian has made a conscious effort to support debating projects and thus to promote debating.

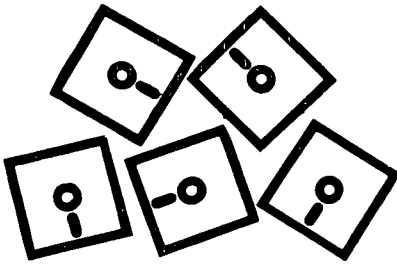
We are pleased to see an interest in public speaking and debating, and we would encourage teachers to try these activities in the classroom. The Ministry of Education is preparing a resource book to give teachers lesson ideas and evaluation guidelines for speaking and listening skills. In the meantime, if you would like more information on formal debate please contact Anne Clemens at Centennial School, 570 Poirier Street, Coquitlam, B.C. V3J 6A8.



**Put
On a
Happy Interface**

**BOOK
MARK**





HOW TO SET UP A COMPUTER SOFTWARE CIRCULATING LIBRARY FOR USE BY STAFF OF A SECONDARY SCHOOL

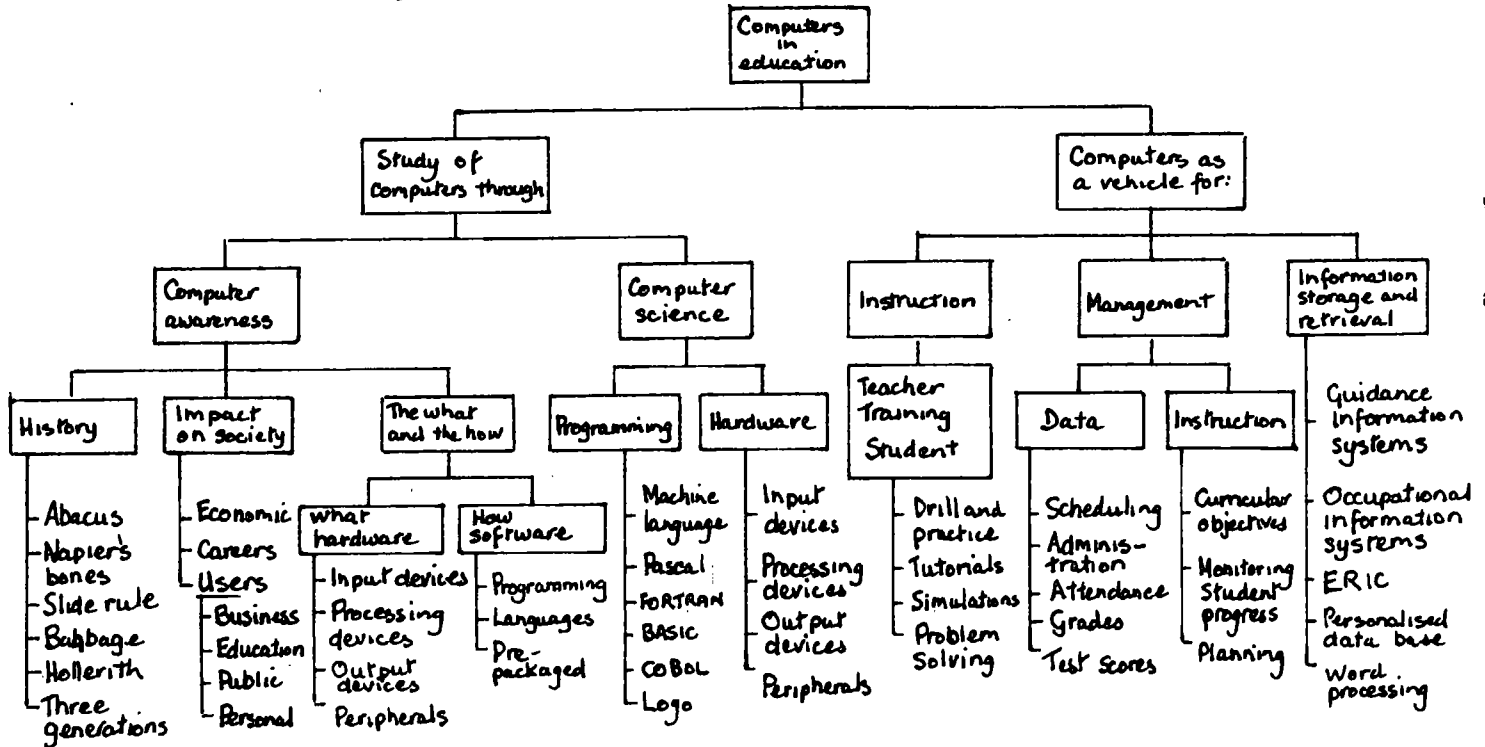
by YOSKYL WEBB, Teacher-librarian,
Sutherland Senior Secondary, North Vancouver

INTRODUCTION

The teacher-librarian plays an important role in the school's involvement with instructional technology, and with the advent of computers into the field of education, it is important that the teacher-librarian take an active leadership role in promoting the educational use of the computer.

There are many factors inimical to the rapid expansion of computer literacy in schools, not the least of which might be reticence on the part of staff to change from the traditional method of instruction; the lack of conviction that the use of computers can be advantageous; and the lack of skill and familiarity with, and training on a new technology, (and lack of time to achieve this). It is important that the teacher-librarian, who affects learning in every area of the curriculum in the school, shows an enthusiasm, flexibility and conviction for computer technology, so that computers may become a truly integrated part of the educational system, and not merely an extension of the math department. For any school to reach an advanced stage of computer literacy, the students must be comfortable and familiar with the computer as a tool-to-think with. They must be familiar with the use of computers in normal classroom instruction and in the daily routines of the school management, such as office administration and library. For such a state to be reached, staff, first must become computer literate and it is incumbent on the teacher-librarian to be a prime mover in helping the staff reach a comfortable state of familiarity with computers in education.

An overview of microcomputers in education:



Schutz, Karen A. and Lynn C. Hart

Figure 1. illustrates an overview of the multi-faceted role of computers in education, and while staff will be at varying levels of computer literacy, one area of common ground is software. The prime areas in the overall picture where the teacher-librarian can be affective have been highlighted. Just as print and audio-visual materials are organised for easy access by librarians, so can computer software, and it is to facilitate this end that the following sequence of events in establishing a software lending library is suggested.

ASSESSMENT

Before software can be purchased, an assessment should be made of the type of hardware in use in the school. A district inventory revealed that in our school there were a total of 22 Apples in the Computer lab, Business Education department, Science department, L.A.C. and Library; 2 Commodores in Art and Business Education, and 5 IBM in the Business Education department and Office administration. Further investigation revealed that the same variety existed in staff-owned and student-owned computers, ranging from Amiga to Commodore to Apple and the MacIntosh. It appeared

logical to start with Apple compatible software as that hardware was accessible to staff and students in the Computer Lab and Library, and was also the prime choice of MECC, who had done pioneering work with computers in schools.

Within the severely limiting constraints of the budget at this time, we were able to consider the purchase of about ten programmes, and a further survey was made to assess the type of programme that should be considered. Since a prime aim of the establishment of a computer software library was to entice staff members to visit the collection, and to browse and experiment with it, it was important to have tool-type software, so after conferring with staff and other teacher-librarians, priority was given to word-processing, database, spreadsheets, classroom management, test generators and banks, and crossword puzzles and graphics; followed by computer-assisted instruction, such as drill-and-practice, tutorials and simulation, and by map outlines, enrichment activities, readability measurers, music and disc repair kits as monies allow, and taking into account budget needed for loss replacement and the changing needs of staff. Thus, a list for a core collection of computer software was generated, often with recommendations of specific programmes which were the favourites of those persons consulted. Subsequent purchases could focus on particular subject areas.

SELECTION

Armed with a list for a core collection, the librarian should proceed with evaluation and selection in a manner similar to that carried out for the selection of print materials. More than 4000 programmes are advertised for sale, and since less than 5% of those can be considered as excellent, tight critical evaluation must be made. Publishers' announcements and descriptive and critical reviews are available in most of the popular computing magazines, but evaluative reviews which rate a program according to predetermined criteria, should be sought in professional journals, such as the School Library Journal and Booklist, with which the librarian is already familiar. MicroSIFT Reviews, distributed through Computing Teacher and PEMC Evaluations: Microware are also two valuable sources of evaluative reviews, (1). Databases also provide evaluation of software and two important ones to education are York/IBM Cooperative Project, located at York University, Toronto; and CMEC - The Council of Ministers of Education, Canada, which provides a bilingual service from Montreal, (2).

Other sources of recommendation can be by professional word of mouth, hands on experience at computer fairs, conferences and evaluation days at school boards. An evaluation form which lists pre-determined criteria should be available for all staff members, and a sample is appended, (3). The CMEC, mentioned above, also publishes an information booklet entitled Software Evaluation: Criteria for Educational Software Evaluation, which should be available for the staff to borrow from the library.

Selection must be based, primarily, upon such criteria as scope and sequence; user control and screen format; readability level; feedback to user; record keeping and management; biases, strengths and weaknesses; and documentation. There are, however, other aspects which may be hidden until they are beyond redress by the purchaser. They include, after sales support by the dealer; continued existence of the dealer; and ability to purchase or create a back-up copy needed for archival purposes.

ACQUISITION

Once a recommended core list has been generated, the appropriateness of the software must be verified by preview. The programs should be ordered from the publisher or a favourite dealer. It is most important to find a dealer who is co-operative, runs a well-established business, and who does not mind software package seals being broken for preview. Many items may have to be discarded from the core list because preview is not possible, either because the dealer does not carry enough educational stock being primarily geared to business, or because the publishers will not send material on approval for fear of copyright violation, although they might express it as fear of wear and tear. Even a pledge not to copy illegally may not produce a sample for preview.

Once the computer software has been received, consideration has to be given to means of storage and shelf space. Accessibility has to be balanced against security. Much will depend upon the level of circulation; whether the programs are to be available to students as well as staff, in the computer lab and classroom as well as in the library, even to parents in the home. Of prime importance, is to register ownership by filling in and mailing the card with details of purchase, dealer and date. Publishers may update a program from these details. An archival copy should be purchased or created, purely for use when the circulating copy is lost or damaged. This does not appear to constitute an infringement of copyright, since it does not entail distribution after duplication, but may merely replace the purchased original. The making of multiple copies is not defensible. Some purchasers provide a back-up copy; some allow purchase for a further nominal fee; some allow duplication just once before the operating system locks against further duplication. Some programs may have to be duplicated using copying programs and others may not be duplicated at all.

Documentation should be copied and the original package with archival disk stored safely. The circulating copy and documentation can be packaged in a variety of ways, ranging from storage box to hanging plastic audio-visual bags to three-ring binders with zip-loc bag inserts or slip-inside pocket. All stamping and typing of labels should be completed before being attached to the disk. The name of the software should be clearly visible on the spine of the container or binder with any identifying logo of a particular program. Labels could be printed using a purchased graphics program. Into each software unit could be inserted a sign-up sheet, to which users could add their names when they feel they could be of assistance to novices.

PROMOTION

The onus is on the teacher-librarian to be thoroughly familiar with all programs for circulation, especially if they are to be used only in the library. An annotated catalogue together with other forms of promotion should be duplicated and distributed to all staff members as an enticement to visit the library, (4). A note should indicate with which program each page was created. Announcements about the new collection should be made at staff meetings, and visits by staff to the library should incorporate a detour to see the software. In conjunction with the computer lab manager, workshops could be arranged on a professional day, so that staff might try out some of the programs. It has been found that one of the major drawbacks to the spread of computer literacy amongst educators has been not the lack of software or hardware, but of "humanware"--just time to sit down and obtain hands-on experience. The availability of such time usually leads to awareness of the potential and a desire to incorporate computers into classroom and management systems.

Keep evaluation lists on hand so that staff in search of suitable programs will gravitate to critical evaluations and not to the proliferate publishers' catalogues. Ease of access which should be a prominent feature of any library and increasing user awareness, combined with the natural enthusiasm of the teacher-librarian and peer support, is likely to reduce the fears of those who have not yet considered using the creativity of the computer.

CIRCULATION

The initial decision to limit circulation to use by staff in the library only, may extend to use by students and the community on an overnight loan basis, as the system develops. Book drop return, however, may provide too many physical hazards to the delicate disks, and personal pick up and return is recommended. Where circulation allows the removal of a program from the lending facility, copyright protection must be very clearly delineated. We cannot expect publishers not to expend their energies on prevention of copyright violation, as long as it is not really considered as a serious infringement of the law. Budgetting must be allowed for normal wear and tear, and for loss of programs, either by crashing or misplacement, but one lending public library found that loss was minimal, primarily because users wished the lending service to continue, and respected the delicacy of the software. Such would probably be the case among educators.

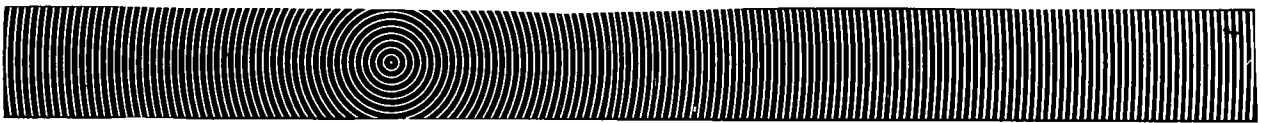
CONCLUSION

In order to broaden the computer literacy of the school, the teacher-librarian, who deals daily with the circulation of print and audio-visual materials, should set up and circulate a collection of computer software

following a sequence of events similar, if not the same, as the one outlined above.

To keep such a core collection dynamic, however, librarians must always be on the look out for new materials, just as they must be with print and audio-visual. The building of a core collection is an ongoing process, needing to be extended, weeded, mended and circulated.

The teacher-librarian must enhance the role usually held only by the math department, of being knowledgeable about computers, both software and hardware. Cross departmental support of the curriculum must be provided, as it is with audio-visual software and hardware. The librarian, who is already recognised as a print and film information specialist, must add the medium of computers to that role. Students must pass through the process of learning about computers to learning with computers, so that they can communicate with other members of our highly technological information-based society of which, upon graduation, they will become active members. So it must be with faculty members, too, and the teacher-librarian must take an active role in helping to provide active leadership in the field of computers in education.

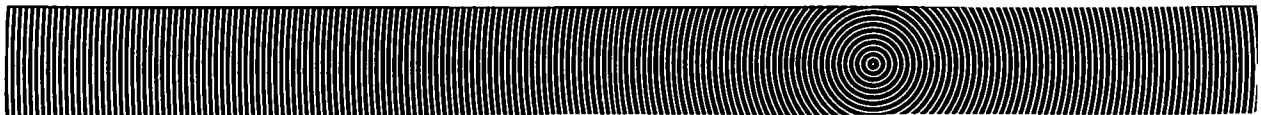


TECHNOSTRESS IS ...

the realization that the job cards you and a teacher spent two weeks preparing and which will be used for tomorrow's unit will disintegrate under the hands of thirty grade 4's unless laminated. It is 4:30 pm and dinner guests will arrive at 5:30. Another early morning the next day is followed by rush lamination, trimming and sorting. Timelines and technology have a way of colliding.

TECHNOSTRESS IS ...

having a student who likes machines and buttons poach all the fish in the library aquarium because there was a nob on the top of the tank.



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TABLE OF CONTENTS

appendix 1

Evaluations: Microware - Updates

Art		
Photo		AP
Authoring		
CLAS: Computerized Lesson Authoring System Ver. 1.04		AP
Business Education		
Mouse Budget		AP
Computer Literacy		
LOGO Robot		AP
Visible PASCAL		AP
Drafting		
Floor Plan		AP
Home Economics/Health		
Nutrition Pursuit		AP
Language Arts		
Bank Street Storybook		AP
Compu-Read Ver. 3.5.2		AP
Mathematics		
Equations III		AP
Grand Tour		AP
Mathematics Skills Series		IB
Modern Language		
Fay au Zoo (Fay Goes to the Zoo)		AP
Maitrisons la Grammaire Française		AP
Problem Solving		
Logic Builders		AP
Science		
Biology Achievement 1: Cells and Tissues		AP
Volcanoes		AP
Social Studies		
Me and Others		AP
Typing		
Microtype: The Wonderful World of Paws		IB
Utility		
The Consultant		CO
PC Storyboard		IB
Show Me		MA
Software Librarian		AP
Publisher/Supplier List		
PEMC Contacts		
Evaluator's Registration Form		

VOLCANOES

Publisher: Earthware Computer Services
Supplier: Trinity Ventures
Cost: \$25 US
Subject: Science: Earth Sciences
Level: Secondary
Purpose: Enrichment
Technique: Game, Simulation, Problem Solving
Prerequisite: Introduction to volcanology

Hardware: 48K Apple II family
 disk drive
 monitor
 printer
Evaluator: Beth Chmara
 Jeckell Jr. High School
 16 Duke Rd.
 Whitehorse, Yukon Y1A 3M4
 Tel: (403) 668-7812

Description

This program uses a game format to encourage students to develop diverse attitudes and skills by presenting a great deal of information, which the students then interpret as scientists. The specific skills include keeping accurate records, interpretation of scientific observations, use of maps and Cartesian coordinates, and keeping track of expenditures. The students are grouped into teams, and each student is responsible for a budget to investigate the potential eruption of a number of volcanoes. At their disposal is a variety of remote-sensing surveys. The amateur vulcanologist must choose his or her survey methods on the basis of available funds, interpretation of other data, and their "best guess". One of the objectives of the game is to illustrate the complex, ambiguous natural systems which scientists must attempt to successfully interpret with limited resources.

Strengths

- 1) The program is broad in scope, and many skills may be applied in other areas. The program reinforces scientific method while illustrating probability and the uncertainty of ambiguous or conflicting data.
- 2) Extensive teacher's manual provides class outlines, activities, pre-and post-tests, and bibliography.
- 3) Scenarios may be saved to disk for later use.
- 4) A sample group of Grade 7 students enjoyed the program.

Weaknesses

- 1) Maps of Mt. St. Helens are not included in the package and must be ordered separately.
- 2) Text was difficult to read on the screen (a IIe version with lower case text would improve legibility).
- 3) There is no provision for creating data disks to save games: when the program disk is full, old games must be purged from the disk, or copied with a separate disk utility.
- 4) The program would benefit from more on-screen graphics.

Potential Use

This program could be used for upper elementary, junior high and senior high enrichment. The simulation demonstrates the ambiguity of natural systems, and gives the look and feel of a real-life scientific expedition.

Checklist for Volcanoes

SA	A	D	SD	NA		SA	A	D	SD	NA	
/					Content is accurate	/					Learner controls rate and sequence
/					Content has educational value	/					Instruction integrates with prior learning
/					Balanced social views are presented	/					Learning can be generalized
/					Purpose of package is well defined	/					User support materials are comprehensive
/					Package achieves defined purpose	/					User support materials are effective
/					Content presentation is clear and logical			/			Information displays are effective
/					Difficulty level is appropriate to audience	/					User can operate easily and independently
	/				Graphics/sound/colour used appropriately			/			Teachers can easily employ package
/					Use of package is motivational	/					Computer capabilities are appropriately used
	/				Effectively stimulates student creativity	/					Program is reliable in normal use
/					Feedback is effectively employed	/					

SA - Strongly Agree A - Agree D - Disagree
 SD - Strongly Disagree NA - Not Applicable

Quality Rating: 1 (low) to 5 (high)
 Content = 4, Instructional = 5, Technical = 4

Recommendation: Recommended for purchase.

Date: 05/86

Databases for evaluation of software:

Nuzhat Jafri,
Council of Ministers of Education, Canada,
252 Bloor Street, West
Toronto, ON, M5S 1V5.

416-964-2551

Ronald Owston,
York/IBM Co-operative Project,
Faculty of Education,
York University,
4700 Keele Street,
North York, ON M3J 1P3

416-736-5019



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TOLL FREE ORDER LINE**

The library has the following software available for use by staff on the Apple II. All packages have manuals.

CROSSWORD MAGIC

Provide the words and the clues and the program will design the crossword. Make, edit, store, and print.

DISK REPAIR KIT

A collection of routines and procedures for restoring damaged disks.

GRAPHS

Produces graphs (line, bar or pie) with student supplied data.

LABELS, LETTERS AND LISTS

A utility for creating a database of labels, correspondence and lists of all kinds.

NEWSROOM

Design, produce and print a newsletter; choices of art, type and designs.

PRINT SHOP

The program allows you to personalise greeting cards, invitations, signs, assignment covers, with eight type styles, symbols, borders and designs.

PUZZLES AND POSTERS

Two programs to make crossword puzzles and posters. Similar to posters in Print Shop, and to Crossword Magic.

READABILITY

Computer-based calculation of readability level. Analyses the readability of text passages for Spache, Dale-Chall, Fry, Raygor, Flesch and Gunning-Fogg

STUDY GUIDE

Three programs which allow you to create, edit, and store sets of multiple choice, matching, completion and true-false questions.

TYPING TUTOR III

A keyboard instruction program with typing lessons, tests. Automatically advances you to new keys when you are ready.

WORDSEARCH

Up to 90 words can be saved for word search configuration with options for overlapping and reading in any direction.

We also have access to two major word processing programs. You are welcome to come and try them out.

**CALIFORNIA LIBRARY
MEDIA CONSORTIUM FOR
CLASSROOM EVALUATION
OF MICROCOMPUTER COURSEWARE
1983**

Program title _____
 Title on package/diskette _____
 Microcomputer(s) brand/model _____ Memory needed _____ K
 Language _____ BASIC (or _____) Version/copyright date _____ Cost _____
 Publisher _____
 Peripherals needed: _____ Disk drive(s) _____ Cassette _____ Printer (Other _____)
 Other materials/equipment needed _____
 Backup copy available? _____

Reviewed by _____ Grade level/subject you teach _____
 School/district _____
 Address/phone _____
 May we use your name in the published review? _____

PROGRAM TITLE _____ SUBJECT AREA(S) _____

SUGGESTED GRADE LEVELS K 1 2 3 4 5 6 7 8 9 10 11 12 College teacher use

TYPE OF PROGRAM (check all that apply)

- | | | | |
|---|---|----------------------------------|---|
| <input type="checkbox"/> drill/practice | <input type="checkbox"/> problem solving | <input type="checkbox"/> game | <input type="checkbox"/> word processing |
| <input type="checkbox"/> simulation | <input type="checkbox"/> tutorial (teaches) | <input type="checkbox"/> testing | <input type="checkbox"/> classroom management |
| <input type="checkbox"/> demonstration | <input type="checkbox"/> educational game | <input type="checkbox"/> utility | <input type="checkbox"/> authoring system |

SCOPE (check one)

- | | |
|---|---|
| <input type="checkbox"/> one or more programs on single topic | <input type="checkbox"/> one program in an instructional series |
| <input type="checkbox"/> group of unrelated programs | <input type="checkbox"/> multi-disk curriculum package |

YES	NO	N/A	EVALUATION CRITERIA
			GENERAL DESIGN: _____ EXCELLENT _____ GOOD _____ WEAK _____ NOT ACCEPTABLE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creative, innovative, effective use of computer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well-organized curriculum design
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Free of programming errors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Free of excessive competition or violence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Free of racial, ethnic, or sex stereotypes
			EASE OF USE: _____ EXCELLENT _____ GOOD _____ WEAK _____ NOT ACCEPTABLE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Simple and complete instructions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screens are neat and attractive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speed and sequence of paging can be controlled
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Technically easy to operate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Any sound is appropriate and can be turned off
			CONTENT: _____ EXCELLENT _____ GOOD _____ WEAK _____ NOT ACCEPTABLE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Factual material, grammar, and spelling are correct
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Word lists, problems, and speed can be modified
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interest level, difficulty, typing, and vocabulary are appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides easier or harder material in response to performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responses to errors are helpful, avoid sarcasm or scolding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Response to student success is positive, enjoyable and appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoids clever graphics that make it "fun to fail"
			MOTIVATIONAL DEVICES USED: _____ EXCELLENT _____ GOOD _____ WEAK _____ NOT ACCEPTABLE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	graphics for instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	color
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	game format
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sound
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	timing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	graphics for reward
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	scoring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	random order
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	personalization

Comments:

DOCUMENTATION AVAILABLE: _____ EXCELLENT _____ GOOD _____ WEAK _____ NOT ACCEPTABLE

- | | |
|---|---|
| <input type="checkbox"/> none | <input type="checkbox"/> instructions appear on screen |
| <input type="checkbox"/> instruction manual | <input type="checkbox"/> suggested classroom activities |
| <input type="checkbox"/> teacher's guide | <input type="checkbox"/> instructional objectives |
| <input type="checkbox"/> student worksheets | <input type="checkbox"/> workbook |
| | <input type="checkbox"/> tests |

Comments:

OVERALL OPINION ** OVERALL OPINION ** OVERALL OPINION

- Great program! I recommend it highly!
- Pretty good/useful. Consider purchase.
- OK, but you might wait for a better one.
- Select only if suggested modifications are made.
- Not useful. I don't recommend purchase.

INSTRUCTIONAL CONTENT AND OBJECTIVES

- What are the objectives of the program and how does it achieve them?

- What learning outcomes are expected?

- What classroom management, testing, or performance report capability is provided and how easy is it to use?

How many students/classes can be handled by program?

Is it possible to make backup copies of student records?

- Describe any special strengths of program.

- Comments/concerns/questions

- Suggestions to author/publisher

BRIEFLY DESCRIBE STUDENTS AND THEIR RESPONSE TO PROGRAM

Grade level/subject

Behavior observed that indicates learning took place

Enjoyment, boredom, or other reaction expressed

Any problems experienced

Any quotes you want to share

LIBRARY AUTOMATION IN B.C. SCHOOL DISTRICTS: RESULTS OF A SURVEY

By LYNNE LIGHTHALL, Instructor at the School of Library, Archival and Informational Studies, UBC. Reprinted with permission from BCLA Reporter, Volume 30, No. 6 (November, 1986).

Introduction

"Although computers are an emerging priority [in school districts], the application of computer technology to school libraries and district library services does not at present enjoy high status." This comment from a district coordinator sums up the current state of library automation in British Columbia's school districts. Many individual schools are making use of microcomputers in the resource centres to automate library procedures, and some districts have automated operations at district resource centres. A trend is becoming apparent, but only School District #39 (Vancouver), the largest, has made a big commitment to automating its library services.

In order to obtain an overview of activities throughout the province a questionnaire was sent to the district library coordinator, the district resource centre librarian, or other district contact person as listed in the B.C.T.F.'s British Columbia District Resource Centre Personnel. The questionnaire went out to seventy-four districts in August; S.D. #21 (Armstrong-Spallumcheen) has no district personnel. At the time of writing thirty-eight completed questionnaires were returned. One was undeliverable because the contact person had moved. Telephone calls were made to six districts to solicit information and two phone calls were received. Results of an earlier survey (March, 1986) supplied details from eight more districts for a total of fifty-five responses. This does not

represent a complete picture of the province but it is a fairly reasonable assessment of what is happening.

School Automation

Of the individual teacher-librarians who have automated some or all of the procedures in their resource centres, the majority have chosen the BOOKTRAK system, firstly for circulating procedures (including overdues and label printing), and secondly for cataloguing procedures. The system also has programs for acquisitions and magazine control. It exists in two versions -- BOOKTRAK which uses a floppy disk and BOOKTRAK I which uses a hard disk. Both versions along with several other systems are reviewed in the January/February issue of Library Technology Reports. BOOKTRAK gets an overall rating of 4.5 and BOOKTRAK I gets an 8.1

BOOKTRAK was developed by Bob Stevens, a former teacher-librarian in S.D. #38 (Richmond) and now head of Richmond Software Corp. in Marietta, Georgia. The system is currently supplied by Alberta Book & Novelty of Calgary, but exclusive distribution rights revert to Stevens' company in July, 1987.

The majority of users are happy with the system, rating it as satisfactory to good with several respondents giving it a superior rating as the system "most useful for a small library." Barbara St. Hilaire, teacher-librarian at Langley Meadows Elementary School (S.D. #35) is most enthusiastic and recommends the hard disk version very highly.

Some criticize the circulation procedures as being too slow especially for a larger secondary school resource centre, but the hard disk version would alleviate this somewhat. Other respondents claim

insufficient experience to judge the system either having just installed it or having "inherited" it. In the latter instance, doubts were expressed about the system's suitability for a larger school.

A good discussion of BOOKTRAK occurred at "Branching Out", the British Columbia Teacher-Librarians' Association 1986 Spring conference and annual general meeting. Presenters were Jim Crook of West Vancouver, Corry Graff of Fort St. John, and Bob Taverner of Prince George. A summary of the presentation appears in the 1986 June issue of The Bookmark.

BOOKTRAK most commonly works with an Apple IIe, a microcomputer with which most users are more than satisfied. A few even give it a superior rating especially in terms of value for money. However, there are words of warning that advise the prospective user of the system to buy preprinted labels, and to preplan with administrators regarding the need for extra staff to barcode books. Other cautions include the recommendation that the hard disk version was the "only way to go".

Another software package and, as one respondent stated, "the one most schools in our district wish to experiment with" is APPLEWORKS. Its primary purpose is for overdues, but it is also used for inventory, budgeting, printing cards, and preparing bibliographies. APPLEWORKS is not a "library" program, but provides a good base to work from. It is rated superior by two users with one claiming it to be "excellent for our purposes." Others rate it as good or satisfactory and claim it is poor value for the money.

A variety of other software packages are mentioned by one or two respondents. BOOKWORM is used for circulation and overdues and is

rated good to superior. The CATALOG CARD and LABEL PRINTER gets a superior rating from one user. This system has been set up, but not yet implemented at another location. The CARD PREP package rates superior.

Basic Softwares Group's INFOMANAGER II has been adapted for an overdues program and gets a satisfactory rating. MAGIC WINDOW has been adapted for the same purpose and gets a good to superior rating. Follett's OVERDUE WRITER and QUICK CARD packages, after some initial problems, rate as good as do their AV WRITER and BIBLIOGRAPHY WRITER programs. ELEMENTARY OVERDUE from the Library Software Corp. also rates as good.

Some schools have developed their own programs for circulation and overdues. Most were, at best, given a satisfactory rating which perhaps indicates that commercial packages are preferred to those developed in-house. S.D. #45 (West Vancouver) however has locally-developed systems at two of their secondary schools and these "work like a charm."

District Automation

District level library automation has been introduced most frequently at the district resource centres (DRC) and has been very recent -- generally within the past few school years.

In 1983 David Short, DRC Coordinator, S.D. #46 (Sunshine Coast) began work to automate procedures at their DRC. Using dBase II and an Apple IIe, he and his staff created a database which now contains records for approximately 6000 items. Further work led to the development of "R.C.M.P." (Resource Centre Management Plan) -- an AV management program for circulation and related activities such as overdues, statistics, etc. They also use the system to produce book catalogues with an Imagewriter printer which

rates high marks, especially in terms of speed.

The R.C.M.P. system can be expanded and modified for other library operations and could accommodate a collection of 15,000 - 20,000 items. It works with any microcomputer which runs dBase II and is adaptable to dBase III. Reaction to the system within the district has been very positive and the "good word" about R.C.M.P. has spread throughout the province. Other districts who have bought, or are considering the system, include: S.D. #2 (Cranbrook), S.D. #10 (Arrow Lakes), S.D. #30 (South Cariboo), S.D. #31 (Merritt), S.D. #50 (Queen Charlotte), S.D. #64 (Gulf Islands), and S.D. #86 (Creston-Kaslo).

In September, 1986, S.D. #72 (Campbell River) set up a system for circulation and overdues at its DRC. They use the CAE CUSTOM SOFTWARE package operating on an IBM - XT microcomputer. John Vey, Coordinator of Instructional Resources gives a good overall rating to the system and would recommend it to others. He says the software is particularly good value for the money. There are no plans to automate other library procedures/operations as no real need is seen at present.

S.D. #36 (Surrey) introduced automated circulation and overdues, and online inquiry procedures in their district resource centre this past July. The software package is International Markatech's MEDIAMATE operating on a PDP-11/44 processor. Terry McBurney, Deputy Superintendent of Schools, reports that it is too soon to tell how effective this system will be.

S.D.#22 (Vernon) introduced automated cataloguing for their DRC collection in 1979. Circulation and overdues were automated in 1982, and online searching of the Dialog database was

introduced in 1983. They use DataTech's "RESOURCE CENTRE SYSTEM" operating on a Honeywell DSP Level 6 computer. Warren B.P. Grabinsky, Supervisor of Instruction (Teaching and Learning Resources), rates the overall system as barely satisfactory and recommends: "There are stand-alone systems for resource centre functions that should be looked at ahead of this type." In fact, Vernon district has BIBLIOFILE and IBM-compatible hardware on order. This will be used with OCELOT software for cataloguing and circulation at one of the secondary schools. It is hoped that this will lead to a full system approach for the district. It was suspected that more respondents would have expressed interest in these systems, but perhaps they have only become widely available in the recent past to have "tempted" school libraries.

1985 saw the implementation of automated cataloguing procedures in S.D. #69 (Qualicum) using Follett's AV Writer and an Apple IIe. Joan Beck, Director of Instruction, rates the system as good overall and would recommend it to other small districts.

S.D. #63 (Saanich) has been using the MEDIA CIRCULATION SYSTEM supplied by Charlotte Edwards of Vancouver for circulation and overdues at the DRC since January of 1986. They also use the system for inventory and statistics. An IBM PC and an Epson LQ1500 printer make up their hardware complement. An overall good rating is given to the system with many features rated as superior. The system rates unsatisfactory in terms of adaptability and expandability -- a caution to larger districts who might consider it.

Learning Technologies and Libraries, Inc. CARD PREP software is used with two Apple IIe microcomputers and two Xerox "Diablo" printers for cata-

logging procedures at the district resource centre in S.D. #60 (Peace River North). The system has been operational since 1984 and gets very high marks from William Harlos, Resource Centre Coordinator. Pola Graphics in Vancouver produces the catalogue. S.D. #87 (Stikine) has also produced a DRC catalogue using Pola Graphics.

The H. Grube Education Centre in S.D. #24 (Kamloops) has a computer-generated catalogue produced by Pola Graphics. Stanley C. Pollard, Administrator, does not recommend their current system and goes on to say that, alone among the districts in B.C., Kamloops is "looking at" UTLAS. At one time UTLAS did not present a real alternative for school districts because of costs and administrative problems. The latter have been resolved for the most part and UTLAS provides good service to a number of school boards across the country. Communication costs mean that many of UTLAS's customers are in Ontario, but some, e.g. Calgary's customers are closer to home. UTLAS is now a viable alternative for a school district wishing to automate its library procedures.

S.D. #32 (Hope) suffers (as do many districts) from lack of a "central plan or policy" concerning automation, according to William Scott, teacher-librarian at Hope Secondary School. An Apple IIe and an Epson RX100 printer have recently been installed at their district resource centre. They have acquired APPLEWORKS and BOOKWORM and currently use the programs for inventory/index functions. Automated cataloguing, and circulation and overdues will be introduced in December, 1986 and acquisitions will follow in December, 1987. Experience with the system to date has been positive, but it is too soon to recommend it to others. S.D. #4 (Windermere) has also used APPLEWORKS to produce a partial DRC

catalogue.

APPLEWORKS features in West Vancouver's automation work as the system in use for production of their IMC catalogue and a union catalogue of French language holdings. Catalogue card production has been automated for two years. "CALM" (Card and Label Management System) is used with an Apple IIe to produce catalogue cards for those materials to produce catalogue cards for those materials the district is unable to acquire preprocessed through jobbers. Angela Thacker, Instructional Materials Specialist, rates the system as good and recommends it to other districts. She says the manufacturer has been "most helpful" in responding to requests for enhancements to suit local needs.

Using the school board office's mainframe computer for library procedures is an approach considered by many, but rarely adopted as many can foresee problems with setting priorities, system overload, and down times as was the case in Vernon. The other side of this coin was presented by S.D. #85 (Vancouver Island North) where the board's Honeywell Level 6 has been used with DataTech software for acquisitions, cataloguing, circulation and overdues, and inquiry since 1981, and more recently for printing of the DRC catalogues. John Ferrari, Resource Centre Coordinator reports good success with this approach and recommends it to other districts, presumably those of a similar size and with reasonable access to the board's mainframe.

S.D. #35 (Langley) uses BOOKTRAK at their district processing centre to produce catalogue cards for those materials they are unable to obtain precatalogued and preprocessed through a jobber. Of all the respondents only Langley, West Vancouver and Vancouver have introduced automated cataloguing

procedures at the district level for service to the schools.

The Vancouver Experience

The V.S.B. undertook the first step in their automation project in March, 1983 with the acquisition of Sydney Development Corp.'s EASY DATA INTEGRATED LIBRARY SYSTEM. Conversion of the collections at the district's primary annexes began immediately and is now complete except for one school which has been slated for closure. At all thirteen of these locations the card catalog has been replaced with book catalogues in author, title, subject, and shelflist sequences. Conversion of the collections at the elementary schools is now in process. Since September 1983, all new acquisitions for the annexes and elementary school resource centres coming through the district processing centre have been entered into the catalogue. The secondary schools still get catalogue cards.

The Teachers' Professional Library and the Instructional Materials Display have been involved in the project since July, 1984. Work on conversion of the collection at the I.M.D. has recently ceased pending a reevaluation of the resources and services at this location.

The terminal and printer (Datapoint 9621) at the T.P.L. are also used for online bibliographic retrieval through Dialog. This terminal is connected to the central database via a modem and telephone line -- a setup which has proved generally unsatisfactory. A data line is recommended.

The staff using the system express general satisfaction with the cataloguing module, especially for ease of new records, but they find the lack of keyword searching a handicap. They also report that the

inquiry module in its present form is too difficult and cumbersome to use effectively. However, a more "user friendly" version of inquiry is available.

Poor marks go to Sydney for service, both for day-to-day systems management assistance, and for special requests for enhancements or simplifications. There is also talk of their changing hardware vendors which is worrisome. Currently hardware is supplied by DataPoint Canada and consists of the minicomputer-based 8800 Resource Management System with one remote, and four in-house, terminals and a 9257 band printer. Overall rating of the hardware is good though problems with an earlier printer led to much frustration and many delays.

It is interesting to note that for a number of respondents the printer was the least satisfactory component of the system. Only one printer, the Roland, got a superior rating from anyone, but it was also the only one to rate an unsatisfactory. Good or satisfactory ratings go to the Epson, Gemini, Imagewriter, Integral Data Systems and the NEC Spinwriter.

Future plans in Vancouver include installation of the acquisitions module at the processing centre, and the circulation and overdues module at the T.P.L. There are also plans to install microcomputers in each school resource centre and to download the individual school's collection from the central database to provide circulation and online searching services at each school. Acquisitions, cataloguing, and processing would remain the responsibilities of staff at the processing centre.

Overall, the V.S.B. gives a satisfactory rating to their system. This could be upgraded with improved service. Penny Haggarty, present

Manager of Curriculum Resources recommends the system "with reservations."

A group of teacher-librarians in Vancouver under the direction of Liz Austrom, Coordinator of Library Resources, have formed a committee to test various library-oriented microcomputer software packages. To date results of this project have not been published.

No Plans to Automate

Of the districts reporting that no services/procedures are currently automated, ten also report that they have no plans to automate in the foreseeable future. Most give lack of funds as the major reason. Lack of funds was also frequently cited by those who had automated, or by those who planned to automate, as reasons for delaying implementation; for considering "less than perfect" systems; for progressing slowly; and/or for failing to upgrade or expand existing systems.

There was an undercurrent of dissatisfaction with local school boards and certainly with the Ministry of Education. Comments like "Upgrading [library services] is certainly desirable, but currently not a high district priority" and "When the ministry sees the light and approves a basic system suitable for all school libraries we can come into the 20th century" or "I think the ministry will need to nudge us forward, set standards, supply funds" were not uncommon. While it is true that the ministry might provide leadership in setting standards and supplying funds, the impetus for change must come from committed, informed teacher-librarians and district staff. Support and coordination can come from local boards and the ministry, but too much control is undesirable.

Lack of appropriate staff and lack of space are also mentioned as reasons for not automating. Some also state that there is no real need. As one respondent put it: "Don't be brain-washed into jumping on the computer bandwagon. I am not a reactionary, nor do I live in the Stone Age. I operate a tiny system and it works great!" Another put it this way: "Our present manual system is simple and effective and is not yet a problem." And another: "The time and effort involved in operational startup may not justify the cost... So far I am not convinced that automation would function well or save the district money." And from someone who had already automated: "The process is slow... I am not convinced at present that the system [BOOKTRAK] really makes a school library more efficient." Those who think they may share this point of view are referred to "What Will They Do For You?" by Don Hamilton in the Spring 1986 issue of School Libraries in Canada or James Rice's Introduction to Library Automation (Libraries Unlimited, 1984).

In the latter work retaining manual procedures is listed as one of the alternative "systems" when automation of library procedures is under consideration. It is possible that for some situations automation may not produce any efficiencies or economies. In fact, it is well recognized that automation does not reduce costs per se. What it can mean is a more effective way of carrying out present functions by allowing staff to do more tasks in less time and/or provide additional services. As one respondent says "[Automation] would pay for itself by allowing more educationally suitable use of the teacher-librarians' time."

Other priorities are often cited as reasons for not automating and of these the need to increase or simply maintain teacher-librarians (and

clerkal!) time is seen as a priority. Many respondents see themselves as casualties of restraint who need all available funds to purchase books and AV materials for their collections.

Plans to automate

Most of those who responded that they have plans to automate are still at the "wishing and hoping" stage with no stated startup date. However, two districts indicate that they hope to be operational within the year. S.D. #31 (Merritt) is working with R.C.M.P. and S.D. #28 (Quesnel) is seriously considering the MEDIA CIRCULATION SYSTEM. S.D. #41 (Burnaby) has looked at Vancouver's Sydney system and Merv Richter's recently developed GEN CAT.

All those involved in any way with planning or implementing automation projects have done their "homework" in terms of background reading, attending displays / demonstrations, talking to colleagues within and outside their districts, presenting proposals to administrators / officials, and setting up budgets. One respondent even went back to school.

Conclusion

It appears that school library automation is alive in B.C., but how "well" is a matter for some debate. Increased funding for automation projects would certainly be welcome, but more important is some sense of direction and leadership from the ministry and local boards, some firm policies and standards, and some assurance that wheels are not constantly being reinvented.

Frustration with the lack of "good" library software and with finding "few if any successful 'role models' to emulate" comes up again and again in the survey responses. In a Quill

and Quire article in June, 1983, Basil Stuart-Stubbs said that when it comes to automation we were looking for a "perfect ten." Maybe we are expecting too much.

Contacts

A large proportion of respondents indicated that their names could be used as contact persons. This was most gratifying, however, in a number of cases it was clear that respondents wished to be contacted to receive information rather than dispense it -- a not unreasonable position given the general lack of direction for the entire area. Those persons who are mentioned specifically may be contacted directly. Complete addresses follow.

For District and Individual Schools

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(BOOKTRAK)

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(CAE CUSTOM SOFTWARE)

Terry McBurney
Deputy Superintendent of Schools
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(DATATECH, BIBLIOFILE, OCELOT)

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Resource Centre Coordinator
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John Ferrari
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(MAIN FRAME, POLA GRAPHICS)

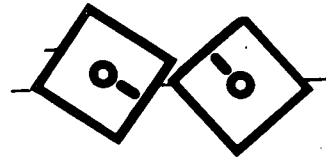
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(INFOMANAGER)

Ian MacSween
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(BOOKTRAK)

T.A. Bodman
Assistant Superintendent
S.D. #33 (Chilliwack)
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Chilliwack, B.C. V2P 2P9
(BOOKTRAK)



TECHNO-NOTE...

Mechanics or Magic?

While his class sat watching, a teacher tried every trick he knew, but could get only wavy lines from the video monitor. When he finally called the teacher-librarian, she came into the room, turned the machine off and on again and the picture came up perfectly. One boy piped up, "See, I told you it would work when Mrs. Smith is in the room!"

PEMC, KNOW & COPYRIGHT

by WAYNE GROUTAGE, Director of PEMC

"I just saw a great program on KNOW. Can I tape it off-air?"

The response to this increasingly common question gets one into the complexities of the Provincial Educational Media Centre (PEMC) and The Knowledge Network of the West (KNOW). The PEMC is a branch in the Ministry of Education whose job, in the K-12 area, is to identify, evaluate, acquire, produce, distribute and help in the effective utilization of media resources in support of the curriculum. To that end, we meet with curriculum revision committees to identify areas where media resources are required and then evaluate programs from the many producers and distributors of educational media materials. Much of the evaluation is done for us by teachers. Those programs that are recommended are then acquired by PEMC. The most common form of acquisition is a licencing agreement with the copyright holder that allows PEMC, in the case of video for example, to make copies of the program for use in B.C. schools. PEMC currently has about 5,000 video titles under licence. These are listed in various PEMC catalogues and media resource guides. In some instances none of the commercially available programs meet the needs of our curriculum and in that case, PEMC may co-ordinate the development and production of a program or series. This is particularly true in the Social Studies area and for teacher in-service.

PEMC has a number of distribution systems available for media resources. We operate an audio duplication service and sell audio kits. 16mm films are available to schools through a free-loan service. A new service involves the copying and sale of microcomputer programs. And film and video programs are copied onto video tape and sold to districts at low cost. Videotape distribution is PEMC's primary distribution system for film and video programs. However, in some instances broadcast rights may also be purchased and the programs aired on KNOW. Where off-air taping rights are included in the contract, districts are allowed to tape the programs as they are broadcast. Because additional fees have to be paid for broadcast and because many copyright holders are reluctant to have their materials broadcast and copied, we haven't cleared a large number of programs for broadcast and off-air taping.

The Knowledge Network has a mandate to "assist and collaborate with universities, colleges, provincial institutes, school districts, ministries and agencies of the province in the development and delivery of educational materials" and to "establish and maintain and operate a telecommunications network." KNOW, as part of the service, acquires and airs quality children's programming and general interest programming like Motorweek and National Geographic Specials. Put simply, where PEMC is a program agency with responsibility for educational content of the programs, KNOW (with the exception of their children's and general interest programs) is a delivery agency with the responsibility of broadcasting other people's programs.

Thus, on KNOW you will view programs that have been acquired for broadcast (or produced) by KNOW, by any post-secondary institutions, by various professional organizations or by PEMC. As a rule, KNOW does not, as part of their acquisition process, clear programs for off-air taping or video duplication. These rights are very expensive and are outside of KNOW's mandate. Because programs are supplied by a number of "programmers" there is no easy way of determining which programs in the schedule can be taped off-air and which cannot. As an additional complication, some of the programs may have "limited" duplication rights. For example, many of the telecourses are cleared for duplication but only for post-secondary institutions. This is fairly common for college level telecourses.

Based on the questions both PEMC and KNOW are being asked, there seems to be a need for more information on the status of programs broadcast on KNOW. There also seems to be a need for a clarification of the copyright issue. For now, you cannot assume that programs on KNOW are cleared for off-air copying and you should be aware that media producers and distributors are becoming much more concerned about illegal use of their materials.

If you see a program on KNOW or any other channel that you think would be a valuable addition to school district resource centre collections, please let us know. Because of limited funding we can't promise that we can licence every title recommended to us, but we'll certainly look into it. PEMC maintains a close working relationship to districts through the district resource centres and is most interested in responding to district needs.

TECHNOSTRESS IS ...

setting up the videorecorder to record a program only to have a helpful person turn off the machine because "the on light was on and no one was here using the machine! They hadn't seen the "do not turn off" sign that was attached to the machine!

TECHNOSTRESS IS ...

when the Grade 8 boys discover the microfiche readers and decide that it would be great fun to see what spit placed artistically between the glass microfiche holders will look like when projected on the screen. With a really creative group, this activity has the potential for producing a new art fad, or for driving the library staff completely paranoid. The fad will wane in time, but for no apparent reason. Possibly the artists have run out of spit!

TACKLING TELE-COURSING - COMPUTERS IN EDUCATION AT A DISTANCE!

by YOSKYL WEBB, Teacher-librarian,
Sutherland Secondary School, North Vancouver.

A desire to learn more about computers and a curiosity about distance education prompted me to enroll in Computers in Education, a telecourse offered by UBC and aired weekly on the Knowledge Network. The basic structure of the course was 12-1 hour lectures, one half hour of which was the programme "Bits and Bytes," and the other half, lectures by the university staff on such topics as evaluation of software, history of computers, survey of hardware. An outline work book of the course and four prescribed reading books expanded upon the basic lectures. Three assignments, a major paper, a mid-term and end-of-term exam comprised the full extent of the submitted work. Communication with the assigned tutor was by telephone at a prescribed time, or by modem if you had one. The full sequence of the course was outlined in the work book so that you were well-prepared for each lecture.

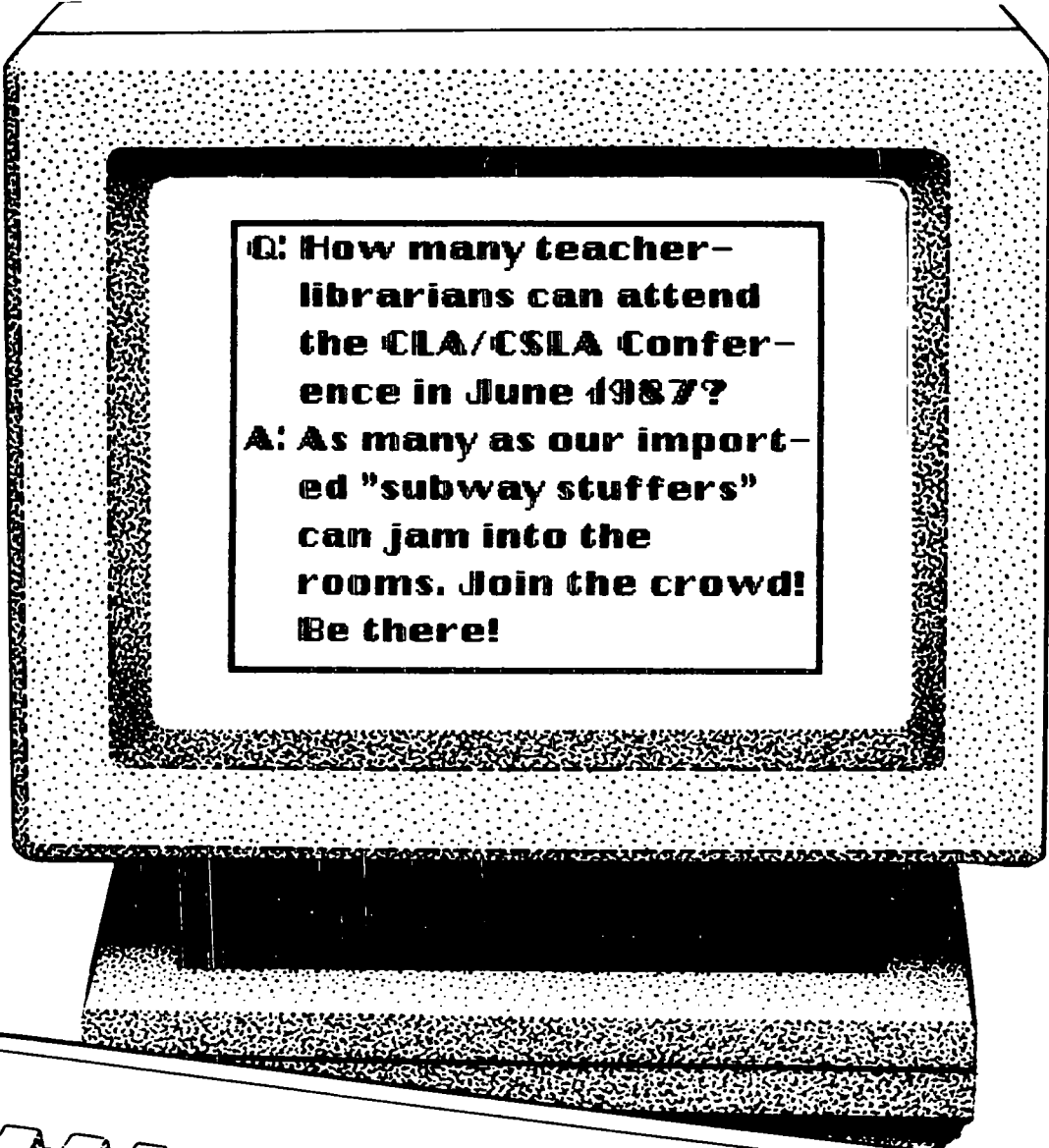
The most rewarding part of the course was the suggested readings. A gradual dawning took place in my mind about the role of computers in education, the attitude of educators to computers, and what the future would or would not hold for us, depending upon our attitude towards computers. I now have a reading list on the subject to last me at least until the end of 1987!

High-tech was the keyword throughout the course - video, modem, computer, time-shifting, voice-recording, the postal service(?) It was even possible to dial-a-library and order prescribed readings which would be mailed out to you. I had visions of a smiling librarian at the end of the 'phone, dispensing compulsory reading material automatically--a far cry from the scrimmage for books which were never available at 11 p.m., which was the only time you could visit the library.

All-in-all it was a pleasant experience. I could sit comfortably on my chesterfield at home, on the night of my choice, note-book on knee and remote control by my side, ready to "back-up" the lecturer if I missed important words. No need to battle across a cold and windy campus at 10.15 at night on a dark December to the parking lot. On the other hand, I missed the interaction with fellow students and with the lecturer. I was lucky to have the company of a colleague in school, who took the course with me, so we could confer and commiserate when necessary. Without that collegiality, telecoursing would have certain disadvantages, but that is only speaking from the point of view of a Lower Mainlander, who has access to campus.

When I do return to live lectures, I shall need to make sure I leave my television remote control at home. I don't expect live lecturers to take too kindly to repeating their words of wisdom at the dip of my thumb in search of the rewind button.

Telecoursing is a gem of a concept for those who are unable to commute to a campus. CSED 400 is a particularly rewarding course for anyone who is less than confident with RAM and ROM and even packet-switching. As educators, and particularly as teacher-librarians, we are charged with ensuring that our students are equipped for the world they will enter as adults upon graduation. Unless we are comfortable with computers, we cannot expect our students to recognise the impact and value that computers are extending into our increasingly high-tech society.



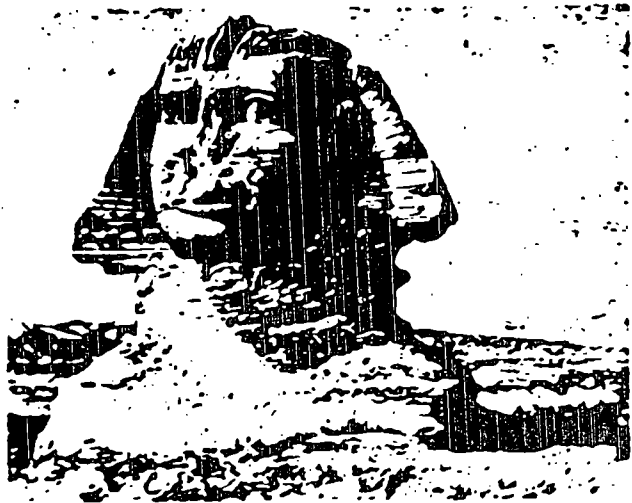
Q: How many teacher-librarians can attend the CLA/CSLA Conference in June 1987?

A: As many as our imported "subway stuffers" can jam into the rooms. Join the crowd! Be there!



ASK THE EXPERTS

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



QUESTION: We, at "Ask the Experts", have three questions for our readers! Have you written a paper for a course and would like to share it with all of us? Many of us have laboured over major assignments, learnt a lot in the process of researching and writing it, only to consign it to a box or binder on completion of the course. Have you taken a course you would like to recommend? Have you attended a workshop about which you feel really enthusiastic? Please continue to send us your questions and comments.

PLEA: We have received a plea from Barbara Richards of Max Cameron Secondary School, 4360 Joyce Avenue, Powell River, BC, V8A 3A4 for a copy of the manual to accompany an old NFB filmstrip titled "Railway City" on Winnipeg. If anyone has the filmstrip, would they please send a copy of the manual to the address given above. She says, "Unfortunately, the accompanying manual went walking and attempts to get a replacement manual have failed since the filmstrip is no longer available."

QUESTION: When using the Reader's Guide to Periodical Literature to look up articles, we find that the page numbers do not match the edition on hand. We presume it is because our magazine is a Canadian edition. Neither Canadian Periodical Index, nor Canadian Magazine Index indexes U.S. magazines in Canadian edition. How can we access Canadian editions quickly?

ANSWER: No Canadian index to magazines indexes Canadian editions of U.S. magazines. All we can do is lobby CLA and Micromedia. Indexing of CPI is being taken over by Infoglobe, and they recently sent out a questionnaire asking for suggestions for magazine titles. Perhaps that would be an appropriate place to write: Infoglobe, 444 Front Street West, Toronto, Ontario, M5V 2S9.

Note also that Infoglobe plans to produce an online version of CPI.

QUESTION: We have recently installed a detection system in our school library. Do you have any hints for smoothing our start-up operation?

ANSWER: In the long run, detection systems are a great asset, as they give tighter control over the collection and protect honest students. The sensitized strips, however, do offer a challenge to students to try to beat the system, especially within the first two years of operation, and there are several actions which can be taken to minimize the interest in, and vulnerability of the system.

1. After magazines have been sensitized, staple over the top of the strip, but not through it, close to the spine. Removal of the strip without being seen to damage the magazine becomes very difficult.
2. During the Grade 8 orientation in September, demonstrate the system--simulate a theft. This provides an opportunity for teacher-librarians inclined to the dramatic, but just make sure someone is primed to ring the bell, in case it does not activate automatically. Invite a Grade 8 to try the system, and leave them with a standing invitation to come back any day of the following week at the end of school to experiment with the system. You can usually make friends with the more curious Grade 8's on this interaction.
3. Downplay any success at getting books out through the system illegally. Tell Grade 8's that they are not superhuman if they can do this.
4. Keep a black list of all those who have been known to plant a book on an unsuspecting fellow student. Diminished library access to repeating culprits can be quite a deterrent.
5. Charge a nominal fee to all those caught removing detection strips. Where books have been mutilated to find the strip, charge the full replacement value of the book. Telephone calls home to parents of those caught can be quite devastating to the offender. Treat it seriously.
6. Especially where budgets do not allow sensitizing all materials in the library, make sure those closest to the exit are sensitized.
7. Don't be uptight about the system, and the students will accept it more easily, especially as they become used to systems in record and clothing stores, other libraries and airports.
8. Double strip materials in the electronics and automobile sections.
9. Change a technique at the same time as the system is installed, like taping the spines of paperbacks, or putting the book pocket in the back of the paperback. You will hear all sorts of wild conjectures as to how the book is sensitized--"It's in the book card.., date due card.., under the spine label.., sprayed on."
10. Never pass any material round the system. Students quickly learn the easy route. Switch the system off to allow permanently sensitized public library material through.

11. Keep the photo-copier inside the library, so that you are not constantly signing out materials for only a few minutes while they are being photo-copied.

12. Don't use the word "strip" to describe the sensitizing technique. "Process" or "3M" have a certain air of mystery.

13. Wire shut all low windows and even be wary of fire exits with slits between the double doors. A metal plate across the gap will prevent the removal of magazines.

14. Extraneous electro-magnetic signals can negate the circuitry, so watch out for TVs playing in close proximity.

Despite all the minor irritations, users are unanimous that it is well worth having a detection system. Losses decrease dramatically; control of the flow of material is much tighter; circulation figures may jump as all material leaving the library is accountable, and one library reported that the African violet plant sitting on top of the antenna box reached gigantic proportions after six months of electro-magnetic exposure.

Thanks to Liz Austrom for her many helpful hints.



MARK YOUR CALENDAR,

QUESTION: Sue Chambers, District Resource Centre Librarian, School District No. 10, Nakusp, writes, "Teacher-Librarians in my school district are always asking for a list or a calendar of dates and events that they can be alerted to ahead of time. They want to be able to put up displays or gather information for specific occasions such as February--Heart Month and April --Cancer Month. I have contacted the local weekly newspaper for some dates as well as the Chamber of Commerce."

ANSWER: We shall try to compile a calendar of events and anniversaries which would be of special interest to Canadians, particularly British Columbians. If you know of any special dates, please photocopy the appropriate calendar page, fill it in and send it to "Ask the Experts" c/o The Senior Editor. Marilyn Stusiak of the Vancouver Sun is collaborating with us, and we will publish the compilation. When filling in the sheet, if the date is specific, note the event in the date box; if the event covers a week or month, note it in the rectangle after the dates. Please do not submit any date we would find in a standard calendar.

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JUNE						
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NOTES & NEWS

In the December 1986 issue of The Bookmark, we published a list of BCTLA members who have become involved in the BCTF and deserve our recognition and congratulations for their contributions. Here is an update on that list:

Diane Driscoll - in addition to being a member of the Learning and Working Conditions Committee for Coquitlam is also a member of the Investigations Committee at the provincial level of the BCTF.

Charlene Walker - Treasurer (Terrace)
Ray Walker - Learning and Working Conditions Chairperson (Terrace)

Susan Underwood - Vice-President & Staff Representative (Gulf Islands)

Bill Underwood - Staff Representative (Gulf Islands)

Sharon Freeman - Treasurer & Geographic Representative (Burnaby)

COMMITTEE MEMBERS:

Bill Underwood - Agreements and Racism (Gulf Islands)

Diane Weismiller - Pro-D (Terrace)

Alan Griffiths - B.T.A. Deferred Retirement Salary Plan (Burnaby)

This month The Bookmark would also like to give recognition to and list for your information the names of the Presidents of all the BCTLA Chapters:

Abbotsford - Jennifer Matthews

Alberni - Hugh Morrison

Bulkley Valley - Vickie Jensen

Burnaby - Peter Laurence

Campbell River - Donna White

Cariboo Chilco - Pam Hedley Smith

Central Okanagan - Sharon Bede

Chilliwack - Diana Poole
Columbia-Shuswap- Geoff Suddaby
Coquitlam - Murray Laitinen
Cranbrook - Garth Harkess
Delta - Linda Olson
Greater Victoria - Alan Jones
Gulf Islands - Carole Eyles
Hope - Jean May
Kamloops - Karen Harper
Lake Cowichan - Jim Broughton
Langley - M. Lauber
Maple Ridge - Ken Holmes
Mission - Lyn Mahoney
Mount Arrowsmith - Olga Brenton
New Westminster - Joan Basic
North Vancouver - Hazel Starling
Northern Lights - Bette Hewlett
Penticton - Summerland - Roger Paille
Ponderosa - Wilma Grant
Powell River - Helen Augustinson
Prince George - Robyn Smart
Prince Rupert - Pat Parker
Richmond - Ray Pelland
Saanich - Vicenza Cameron
Sooke - Tom Milliken
Terrace - Barbara Emery
Vancouver - Marsha Ivany
Vancouver Island - Sheila Gaunt
Vernon-Armstrong - Tony Ramsdale
West Kootenay - Marilyn Swetlikoe
** There has been no information sent on the 1986-87 executives of the following: Nanaimo, Quesnel, Golden, Windermere, Fernie, Cowichan Valley, Nechako, Lake District, North Vancouver.

Dr. Roy Lundin of the Brisbane College of Advanced Education will be in Vancouver in June, July and August and again in December, 1987. Dr. Lundin is a leading authority on teacher-librarianship and telecommunications and is highly recommended as a speaker, workshop leader and consultant. He'll be working out of Simon Fraser University (contact: Dawn Howard).

Did you know.....that Wisdom of the Elders was received free by the Ministry and that they were then distributed to schools. No funds were used from the School Library

Book Purchase Plan:

.....that Bill Scott, a BCTLA president and a teacher-librarian at Hope Secondary School in Hope, B.C. is on the Editorial Committee of School Libraries in Canada.

.....that Alan Knight, our far Eastern Correspondent, formerly on The Bookmark editorial board, and presently the teacher-librarian at Unionville High School in Unionville, Ontario is now the Advertising Manager for School Libraries in Canada.

Lynne Lighthall of the School of Library, Archival and Information Studies at the University of British Columbia would like to pass along her "thanks to all those who participated in my recent survey of school library automation in B.C. Your help was much appreciated."

TECHNO-DOTE ...

available at CLA/CSLA Conference, which includes:

- Eric "The Wired Librarian" Anderson discussing resource sharing with microcomputers

- Gerry Sinclair demonstrating the use of databases

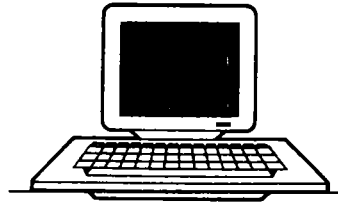
- a CD ROM workshop sponsored by CACUL

- a demonstration of CD ROM, BIBLIOFILE and DOBIS at the Vancouver Vocational Institute, also sponsored by CACUL

- a three hour introduction to the microcomputer given by the master himself - Eric Anderson

--- and much, much more!

book mark



TECHNOSTRESS IS ...

not knowing what the initialisms mean: or, are CD ROM, BIBLIOFILE and DOBIS the latest Rock Group?

MEDIA & MESSAGES

The Faculty of Education, University of Victoria is sponsoring IMPACT '87 - CATCH THE WAVE!, a Technology in Tomorrow's Classroom Computer Conference for Teachers and Administrators. It will be held on May 14th-17th, 1987 at the University of Victoria. For more information write to: Impact '87, Conference Services, University of Victoria, P.O. Box 1700, Victoria, BC, V8W 2Y2.

A pilot project is now underway in which Hillside Secondary School, West Vancouver, has online access to the local public library's catalog. Further information will be available during the course of the project.

A bibliography, Canadian Books To Support British Columbia's Curriculum Guide and Resource Book has been prepared in SD #45 (West Vancouver), containing sixty annotated titles arranged by author, by curriculum goal and by theme. Copies are available for \$5.00 PREPAID from Angela Thacker, Instructional Materials Centre, 1335 Duchess Ave., West Vancouver, BC, V7T 1H5. Cheques should be made payable to SD #45 (West Vancouver). A forthcoming supplement will be sent to all those purchasing the original list.

A new book review index is being launched in January 1987 that lists under both author and title the English books reviewed in Canadian magazines and publications. The Canadian Book Reviews Index will be issued monthly and summarized quarterly in March, June, September and December. The books indexed are

not exclusively Canadian; only the publications referenced are. At present a total of fifteen publications are included: Books in Canada, Canadian Literature, Chatelaine, CM: A reviewing journal of Canadian Materials for Young People, Edmonton Journal, Emergency Librarian, Globe & Mail, Maclean's, Montreal Gazette, Ottawa Citizen, Quill & Quire, Saturday Night, Toronto Star, Vancouver Sun, and Winnipeg Free Press. The subscription price is \$45 a year (\$65 outside Canada). For more information or for a free sample write Alain Michaud, Library Consultant, 130 Slater Street, Suite 750, Ottawa, ON, K1P 6E2.

FOREM, a non-profit forest education project, undertaken by several industry associations to provide educational materials and assistance to secondary school teachers has published an 18 module binder of materials covering all aspects of the forest industry in BC. These were sent out free to all secondary schools in the province in June, 1986. FOREM workshops are available to teacher groups that would like an orientation to the materials and upcoming in the next year is a forest education video and classroom posters. For more information write to: The FOREM Project, 1500-1055 West Hastings Street, Vancouver, BC, V6E 2H1.

The International Association of School Librarianship has produced a list of library and education officers and interested personnel in various countries, who can be contacted to arrange visits to their local school libraries. Entitled People to Contact it is the third edition and costs \$7.00 (U.S.) from IASL, P.O. Box 1486, Klamazoo, MI, USA 49005.



CRAWFORD

KILIAN

THE PORTRAIT

by MERCEDES SMITH, Teacher-librarian, Surrey, B.C.

CRAWFORD KILIAN

With eleven books published and a twelfth to be released shortly, Crawford Kilian can certainly be considered one of British Columbia's most successful authors. In addition to these works of fiction and non-fiction for both adults and children, he has also been writing a weekly column in the Vancouver Province and articles for the Vancouver Sun, the Globe and Mail, Quill and Quire and The BC Teacher. He has also written six radio dramas which were produced by the CBC between 1972 and 1975.

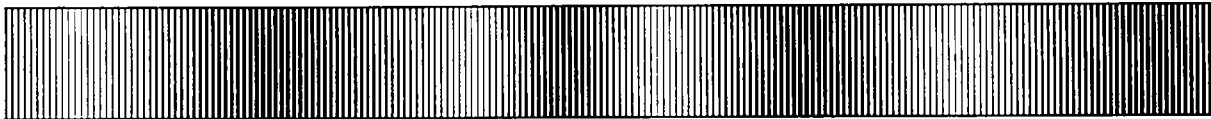
Presently, Crawford Kilian lives in North Vancouver. He has been in B.C. since 1967, but was born in New York City and raised in Los Angeles and Mexico City. He started writing when he was about eleven years old, at which time he was reading mainly science fiction, and his interest in that genre has continued. The six science fiction novels which he has published to date include: The Empire of Time (1978), Icequake (1979), Eyas (1982), Tsunami (1983), Brother Jonathan (1985) and Lifter (1986). The Fall of the Republic is presently in press.

For children, he has published three books: Wonders, Inc. (1968), The Last Vikings (1974) and Exploring British Columbia's Past (1983), which is the Grade 3 Social Studies textbook published by Douglas & McIntyre.

His non-fiction books include: Go Do Some Great Thing: The Black Pioneers of British Columbia (1978) and School Wars: The Assault on BC Education (1985). In progress is No Man's Land: Canada in World War III; The One-Hour-a-Day Novel.

Although his publishing success is impressive, Crawford Kilian is not a full-time writer. His books have taken from seven months to two years to complete, but at the same time he has been working as an instructor in English and Communications at Capilano College, hosting a weekly North Shore Cable Television program, making guest appearances on radio and TV and travelling across the country on book-promotion tours. From 1980-82 he also served as a school trustee in North Vancouver, and has remained active in school-board campaigns since then.

With his seventh novel expected to be released in October 1987 and his eighth on its way to completion, Crawford Kilian is likely to remain a well-known author in BC for some time to come.



TECHNO-DOTES ON TECHNO-STRESS

Techno-stress can have its lighter moments; for example, when our detection system was first installed, we had the usual rash of book plantings on unsuspecting students. Bells ringing and gates barring would raise our blood level as flustered student clumsily emptied contents of his carry-all on our counter, revealing yesterday's lunch amongst the dust-mice of the deeper recesses of his bag.

I began to suspect one particular senior-who-liked-to-be-seen, and on a day when he was leaving the library on his own, I deliberately rang the bell on him, much to his consternation and the great amusement of his on-looking peers. As he was not carrying any books or binders (as usual), I asked him to remove his jacket (top layer of the layered look which was in vogue at the time), and to walk through again. With gleeful revenge in mind, I rang the bell on him again, with greater consternation from him, and increasing amusement from his peers. By the time I rang the bell on his fourth layer of jacket/shirt, and he was beginning to think that he might have to suffer some small embarrassment on the next layer, I let him through unchallenged. As far as I know, he has not planted a book on a junior since then. Nice to have placed the techno-stress where it really belonged!

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Compiled by LINDA DUNBAR, Teachers' Professional Library, Vancouver

TECHNOSTRESS IS ...

when I am working on the MacIntosh and make a mistake. A sign pops up advising me that the effect of what I have done will be to erase the file. It gives me a second chance, and asks if I really want to do that. All I have to do is click my mouse on "NO", but like a donkey -- stubborn to the end -- I click "YES". My work vanishes. Bingo -- TECHNOSTRESS !

B.C. GOVERNMENT PUBLICATIONS

The Legislative Library produces the British Columbia Publications Monthly Checklist of documents and publications that are forwarded to it from the various departments and ministries of the government. The following have been selected from the June, July, August, September, October, November and December 1986 listings.

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

BRITISH COLUMBIA COUNCIL FOR THE FAMILY

- Growth in marriage handbook, by Bob Lees. 1986. 121p. Price \$8, from Queen's Printer; quote stock no. 20-709.

BRITISH COLUMBIA FERRY CORPORATION

- The ships of British Columbia: an illustrated history of the British Columbia Ferry Corporation, by Gary and Patricia Bannerman. 1985. 176p. Published by Hancock House Publishers Ltd. Price \$29.95.
- * Obtainable from: Hancock House Publishers Ltd., 19313 Zero Avenue, Surrey, B.C. V3S 5J9.

CHIEF ELECTORAL OFFICER

- Index of settlements & electoral districts. May, 1986. ca. 100p. On cover: Elections British Columbia. "F 145"
- * Obtainable from: Chief Electoral Officer, 421 Menzies Street, Victoria, B.C. V8V 1X4.

EXECUTIVE PAPERS

- Phone directory, Government of British Columbia. April, 1986. vi, 137p. Price \$4, from Queen's Printer; quote stock no. 19-001.

INSURANCE CORPORATION OF BRITISH COLUMBIA

- The claiming process (or, how to make a claim.): policyholders' guide. Revised May, 1986. Leaflet.
- The claims review procedure (or, what to do if you're not satisfied.): policyholders' guide. Revised May, 1986. Leaflet.
- Hit-and-run (or, what to do when you don't know who hit you.): policyholders' guide. Revised May, 1986. Leaflet.
- "No fault" accident benefits (or, what you're entitled to if you're injured in a car

accident.): policyholders' guide. Revised May, 1986. Leaflet.

- Young drivers involved in injury producing crashes: what do they say about life and the accidents?, by J. Peter Rothe. July, 1986. ii, 77p.

Traffic Safety Planning and Research Department

- British Columbia secondary students: lifestyle and driving survey, by J. Peter Rothe. July, 1986. vi, 68p.

* Obtainable from: Insurance Corporation of British Columbia, 151 Esplanade, North Vancouver, B.C. V7M 3H9.

LEGAL SERVICES SOCIETY

- Audiovisual catalogue 1986-87. 1986. [vi], 66p.
- Child apprehension. July, 1985. Leaflet.
- Legal aid: what is it? who can get it? how and where can I apply? April, 1986. Leaflet.
- Publications catalogue 1986-87. [1986] 33p.

Library Services Program

- A legal collection for non-legal libraries in British Columbia, by Karen Walker. Fourth edition. 1986. [iv], 100p. Updated by supplements. Price \$3 in B.C.; \$4.50 out-of-province.

Schools Program

- The casebook: sample cases in contract law, by Penny Bain. 1985. [ii], 29p. Price \$2, within British Columbia.
- The casebook: sample cases in criminal law, by Penny Bain. 1985. [ii], 26p. Price \$2, within British Columbia.
- The casebook: sample cases in human rights law, revised by Donna Iverson. 1985. [ii], 100p. Price \$4, within British Columbia.
- The casebook: sample cases in labour law, revised by Donna Iverson. 1985. [ii], 53p. Price \$2, within British Columbia.
- The casebook: sample cases in landlord-tenant law, revised by Donna Iverson. 1985. [ii], 32p. Price \$2, within British Columbia.

* Obtainable from: Legal Services Society, Publications, Box 3, Ste. 300, 1140 West Pender Street, Vancouver, B.C. V6E 4G1. Prepayment is required. Please add 50% surcharge for out-of-province orders.

LEGISLATIVE ASSEMBLY

Laws, Statutes, etc.

- Revised statutes of British Columbia. 1979. Volume 8 - index (updated to April 1, 1986. 1986. xxxi, 687p. Price \$25; paper bound only, from Queen's Printer; quote stock no. 290-6.

Laws, Statutes, etc. Consolidations

- Compensation Stabilization Act. [Consolidated September 6, 1985.] 1986. 13p.
- Employment Standards Act. [Consolidated June 3, 1986.] 1986. 32, 18p.
- Labour Code. [Consolidated September 6, 1985.] 1986. 48, 22p.
- Mental Health Act. [Consolidated September 6, 1985.] 1986. 17p.
- Motor Vehicle Act. [Consolidated June 3, 1986.] 1986. 98, xii, 35p.
- Ombudsman Act. [Consolidated September 6, 1985.] 1986. 12, 6p.
- Small Claim Act. [Consolidated September 24, 1984.] 1986. 14p.
- Young Offenders (British Columbia) Act. [Consolidated September 6, 1985.] 1986. 10, 5p.

Price list for Statutes and Consolidations obtainable from Queen's Printer, Parliament Buildings, Victoria, B.C. V8V 4R6.

MINISTRY OF AGRICULTURE AND FOOD

- Aquaculture in B.C.: getting started. Revised May, 1986. 24p.
- 1985 farm and food statistics. May, 1986. 8p.
- * Obtainable from: Ministry of Agriculture and Food, Publications Office, Parliament Buildings, Victoria, B.C. V8W 2Z7.

MINISTRY OF ATTORNEY GENERAL

Corrections Branch

- Community correctional centres. July, 1986.

Court Services

- Divorce in B.C.: a guide for "do-it-yourselfers". [1986. 4]p.
- * Obtainable from: Legal Services Society, Publications, Box 3, Ste. 300, 1140 West Pender Street, Vancouver, B.C. V6E 4G1.

CounterAttack

- CounterAttack traffic research papers, 1985, by William Mercer. February, 1986. [?], v. 190p.
- * Obtainable from: Ministry of Attorney General, CounterAttack Program, Ste. 207 815 Hornby Street, Vancouver, B.C. V6Z 2E6.

Film Classification Branch

- Annual report ... for 1985. 1986. 48p.
- * Obtainable from: Ministry of Attorney General, Film Classification Branch, 140 East 8th Avenue, Vancouver, B.C. V5T 1R7.

MINISTRY OF CONSUMER AND CORPORATE AFFAIRS

- Consumer assistance directory. 1986. 34p.

MINISTRY OF ECONOMIC DEVELOPMENT

- British Columbia regional index. 1986. vii, 435p.
- * Obtainable from: Gary Weir, Central Statistics Bureau, Ministry of Industry and Small Business Development, 1405 Douglas Street, Victoria, B.C. V8W 3C1.

MINISTRY OF EDUCATION

- British Columbia microcomputer survey report, 1986, by Denis Simair and Else de Ryk, 1986. 48p. Price \$8, from Queen's Printer; quote stock no. 485-6.
- Public schools in British Columbia 1986/87: a complete listing of schools and principals as of September 1986. 1986. 42p. Price \$3, from Queen's Printer; quote stock no. 706-6.
- Independent schools 1986/87. 1986. 58p.

MINISTRY OF ENERGY, MINES AND PETROLEUM RESOURCES

- Coal in British Columbia. September, 1986. xii, 170p., maps in pocket. (Paper 1986-3) "Second edition." Price \$15.
- Oil & gas statistics 1947 - 1985. [1986] Leaflet.
- * Obtainable from: Ministry of Energy, Mines and Petroleum Resources, Publications Section, Parliament Buildings, Victoria, B.C. V8V 1X4. Make cheque payable to Minister of Finance.

MINISTRY OF ENVIRONMENT AND PARKS

- British Columbia hunting regulations synopsis 1986-87. [1986] 64p.
- Guide outfitters in British Columbia 1986-87. 1986. 20p.
- Sockeye salmon in Adams River. 1986. Leaflet.
- * Obtainable from: Ministry of Environment, Information Services, 1st Floor - 810 Blanshard Street, Victoria, B.C. V8W 3E1.

Marine Resources Section

- Fisheries production statistics of British Columbia, 1985. September, 1986. iv, 57p.
- * Obtainable from: Ministry of Agriculture and Fisheries, Publications Office, Parliament Buildings, Victoria, B.C. V8W 2Z7.

Parks and Outdoor Recreation Division

- Golden Ears Provincial Park. 1987. [Printed, 1986] Leaflet.
- * Obtainable from: Ministry of Environment and Parks, Parks and Outdoor Recreation Division, 1019 Wharf Street, Victoria, B.C. V8W 2Y9.

Waste Management Branch

- British Columbia acid rain program: a brief overview. 1985. [13]p.
- Special wastes: handling waste PCB ballasts from fluorescent light fixtures. October, 1985. 4p. (Fact sheet)

MINISTRY OF FINANCE

- Financial and economic review. Forty-sixth edition. August, 1986. x, 169p. Price \$5.75, from Queen's Printer; quote stock no. 7-004.

MINISTRY OF FORESTS

- Forest Service recreation sites: Crooked River. 1983. Folder.
- Forest Service recreation sites: Prince George West. 1986. Folder.
- Forest Service recreation sites: Stuart Lake. 1984. Folder.
- * Obtainable from: Ministry of Forests, Information Services Branch, 1450 Government Street, Victoria, B.C. V8W 3E7.

MINISTRY OF HEALTH

- Nutrition for pregnancy: begin with the best. [1986] Leaflet.
- * Obtainable from: Ministry of Health, Preventative Services, 1515 Blanshard Street, Victoria, B.C. V8V 3C8.

Organ Donor Program

- A gift of health. 1986. Leaflet.

MINISTRY OF INDUSTRY AND SMALL BUSINESS DEVELOPMENT

- British Columbia industry review, 1985. 1986. 47p.
- British Columbia manufacturers' directory. 1986. 110, 91, 18p.
- Independent business handbook. [Reprinted, 1986] 42p.
- Operating an independent retail business. [Reprinted, 1986] 44p.
- Operating an independent service business. [Reprinted, 1986] 36p.

MINISTRY OF LABOUR

- Are you a hidden apprentice? [1986] Leaflet.
- If you are a young British Columbian, we want you to know... more about... the British Columbia Youth Advisory Council and Youth Services. [1986] Leaflet.
- Why should I hire an apprentice? What's in it for me? [1986. 6]p.
- Women's Programs**
- Women in business: how do I get started? [1986] Leaflet.
- * Funded by Ministry of Industry and Small Business Development; Ministry of Labour, Women's Programs; and Secretary of State, Women's Programs.
- * Obtainable from: Ministry of Labour, Women's Programs, 3rd Floor, 4000 Seymour Place, Victoria, B.C. V8X 4S8.

MINISTRY OF LANDS, PARKS AND HOUSING

Parks and Outdoor Recreation Division

- Barkerville Provincial Historic Park. 1986. Leaflet.
- Bugaboo Glacier Provincial Park and Alpine Recreation Area. 1986. Leaflet.
- Cathedral Provincial Park. 1986. Leaflet.
- Cultus Lake Provincial Park. 1986. Leaflet.
- Cypress Provincial Park. 1986. Leaflet.
- Elk Lakes Provincial Park. 1986. Leaflet.
- Fort Steele Provincial Heritage Park, British Columbia. 1986. Folder.
- Garibaldi Provincial Park. 1986. Leaflet.
- Golden Ears Provincial Park. 1986. Leaflet.
- Goldstream Provincial Park. 1986. Leaflet.
- Gordon Bay Provincial Park. 1986. Leaflet.
- Kilby Provincial Historic Park. 1986. Leaflet.
- Kokanee Creek Provincial Park. 1986. Leaflet.
- Kokanee Glacier Provincial Park. 1986. Leaflet.
- The last mile; walk the Cariboo Wagon Road from Richfield to Barkerville. 1986. 10p.
- The legend of Princess Louisa Inlet. 1986. Leaflet.
- Mount Assiniboine Provincial Park. 1986. Leaflet.
- Mount Robson Provincial Park. 1986. Leaflet.
- Newcastle Island Provincial Park. 1986. Leaflet.
- Peace Arch Provincial Park. [1986.] Leaflet.
- Rathrevor Forest interpretive trail: Rathrevor Beach Provincial Park. 1986. 17p.
- Shuswap Lake Provincial Park. 1986. Leaflet.
- Sunshine Coast Provincial Park. 1986. Leaflet.
- Top of the World Provincial Park. 1986. Leaflet.
- Tweedsmuir Provincial Park (South). 1986. Leaflet.
- Wells Gray Provincial Park. 1986. Leaflet.
- * Obtainable from: Ministry of Lands, Parks and Housing, Parks and Outdoor Recreation Division, 1019 Wharf Street, Victoria, B.C. V8W 2Y9

MINISTRY OF MUNICIPAL AFFAIRS

- Statistics relating to regional and municipal governments in British Columbia. 1986. v, 86p. Price \$4, from Queen's Printer; quote stock no. 734.

MINISTRY OF PROVINCIAL SECRETARY AND GOVERNMENT SERVICES

British Columbia Provincial Museum

- May it please Your Honour: a centennial history of the British Columbia Provincial Museum. 1986. 4p.

Library Services Branch

- British Columbia public libraries statistics, 1985. 1986. ca. 50p.

MINISTRY OF SOCIAL SERVICES AND HOUSING

- Fostering: families helping families. November, 1986. Leaflet.

OFFICES OF THE CULTURAL HERITAGE ADVISOR

- Guide to resources and services in British Columbia. 2nd edition: English. September, 1985. 315p. Price \$4.
- Guide to resources and services in British Columbia: Chinese. May, 1986. 255p. Spine title. Text in Chinese. Price \$4.
- * Obtainable from: Office of the Cultural Heritage Advisor, Box 13, 800 Hornby Street, Vancouver, B.C. V6Z 2C5.

PROVINCIAL COURT

- Magistrate-judge, the story of the Provincial Court of British Columbia, by Alfred Watts. [1986] xiv, 114p. Price \$15, from Queen's Printer; quote stock no. 503.

QUEEN'S PRINTER

- Queen's Printer publications catalogue, revised edition effective July 1, 1986. 1986. 61p.

UNIVERSITIES COUNCIL OF BRITISH COLUMBIA

- British Columbia university system fact sheet. [1986] Leaflet.
- * Obtainable from: Universities Council of British Columbia, 500, 805 West Broadway, Vancouver, B.C. V5Z 1K1.

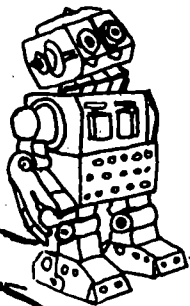


A l'Ecole

MICRO BULLETIN BOARD

THOMAS JOHN POPE

B
A
U
S
F M W R U S
BULLETIN BOARD INTEGRATED CIRCUITRY
S D O D I N M M
NETWORK SPREADSHEET DATABASE D U MEMORY
O W P M E E I L O
SYNTHESIZER N JOYSTICK WORD PROCESSING A U P
E L D M LOGO F K T SYNTAX ERROR
O INFORMATION R A R ONLINE O
GRAPHICS T A MICROCOMPUTER O CATALOG
O D A KEYBOARD D E M R A I C O N R A M
TEMPLATE C I X O N
O K X O S
E DIGITAL
CD-ROM S L O G



NEWS QUESTIONS AND ANSWERS

There is a new disk for Print Shop users. It is The Holiday Edition of the Print Shop Graphics Library, which includes more than one hundred new graphics, as well as borders and fonts appropriate for your Print Shop projects relating to twenty-seven holidays the year round.

* * * * *

A.S.C.I.I. is a new computer magazine for users of Apple clones. Address: 6B2 East Wind Road, Tecumseh, MO 65760, USA. \$20(US)/yr.

* * * * *

In the December issue we mentioned the York University/IBM online service, one of the databases of which provides evaluations of educational software. There is another online source of program evaluations. It is the CMEC Database For Educational Software. The aim of this service, which is a co-operative undertaking of the Council of Ministers of Education, Canada (CMEC) and various Canadian education ministries and departments, is "to provide educators with information on educational software products currently available in Canada." At present the database is available, in English or French, through the facilities of La Centrale des bibliothèques. Online charges, including telecommunications costs, are \$25.00 an hour. For further information contact either Mr Boyd Pelley or Ms Nuzhat Jafri, The Secretariat, Council of Ministers of Education, Canada, 252 Bloor Street West, Toronto, Ontario, V5S 1V5. Telephone: (416) 964-2551.

Question: Can you suggest an English-French glossary of computer terms?

Answer: We asked Patricia McPherson, Coquitlam District Computer Helping Teacher, who is also a bilingual teacher-librarian, to help with this request. The resulting Petit lexique bilingue can be found in this issue of Micro Bulletin Board. In the unlikely event a term you want to translate is not in Patricia's list, check Lexique international micro-ordinateurs, published by Sybex in both English and French editions. In paperback for under \$10.00(Can).

* * * * *

Question: I have been using an Apple II and Magic Window for all my word processing but now have a newer Apple IIe and Appleworks. I do not want to retype two years of bibliographies and other documents and wonder if my Magic Window data disks can be used with Appleworks.

Answer: In a word, yes. Whereas your Magic Window files are formatted binary files and are accessed using DOS 3.3, your Appleworks files are unformatted text files and must be accessed using ProDOS. Therefore the Magic Window files must be changed in two ways, to "unformat" them and to convert them to ProDOS.

Here is the step-by-step procedure:

1. Format a sufficient number of Appleworks data disks.
2. Boot up Magic Window and load into memory any file you wish to convert.
3. Enter the Unformatted Filer and save your file again. It is simpler to keep track of your work if you give the file a slightly different name. For example you could prefix the file title with a "U" to remind yourself that it is one of your new unformatted files. If you are

converting several files on a disk, save the unformatted versions to a separate Magic Window disk.

4. Boot the ProDOS User's Disk which came with your computer and enter the Convert option.

5. Follow the screen prompts to set the conversion direction to
DOS 3.3 → ProDOS

and specify location of disks in drive(s); the conversion can then be effected, transferring the files onto your Appleworks data disk.

6. Boot Appleworks. From the Main Menu choose Create A File For The Word Processor, and the option From An ASCII Text File. You will be offered a list of all your converted Magic Window files and you simply choose one, load it, and proceed with your word processing. Print codes (for boldface, underline, etc.) will have to be entered anew.

By the way, this conversion will also work with both DOS 3.3 and ProDOS versions of Applewriter, which, with its Glossary and Word Processing Language features retains its value as a versatile word processor for the Apple II.

* * * * *

Question: I am a music teacher interested in computers and music. Where can I find out about computer software for my area?

Answer: The February, 1987 issue of The Computing Teacher contains an

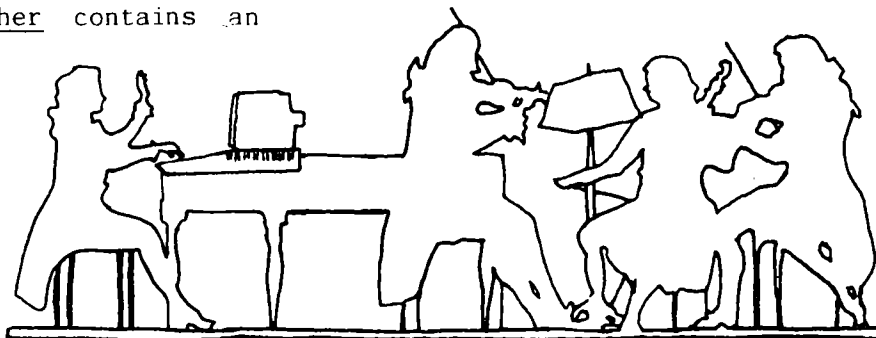
article entitled "Software That's Music to Your Ears." It consists of a descriptive list of programs in three categories: Composition, Computer-Assisted Instruction, and Utilities.

Also, I am aware of three catalogs which may supply information on the kind of programs you seek. The first two of these companies sell titles from various software developers.

1. The Music Learning Division of Wegner Corporation has just produced an excellent catalog entitled Coda which includes programs for Apple, Commodore, Macintosh, IBM, Atari, Amiga, as well as MIDI interfaces, computer music accessories, videos and books. Address: P.O. Box 448, Owatonna, Minnesota, 55060, U.S.A. From Canada, telephone 1-507-451-1951 (collect).

2. Along similar lines is the catalog of Scherzando Music (which I have read about but have not seen). Unfortunately the company is charging \$2.00(U.S.) for each copy, which is a nuisance for Canadians. Address: Dept. INS, P.O. Box 3438, Milford, CT 06460, U.S.A. Telephone (203) 783-8758.

3. Another catalog you might request is that of Electronic Courseware Systems, 1210 Lancaster Drive, Champaign, Illinois, U.S.A. Telephone (217) 359-7099.



CYBERETYMOLOGY

by YOSKYL WEBB, Sutherland
Secondary, North Vancouver

Readings in the area of computers expose one to a wealth of new words. For example, seeing acronyms such as GIGO--garbage in/garbage out and WYSIWYG-- what you see is what you get, can lead one into the habit of using initials in place of stock phrases to produce a new language. Even having to compose succinct file names which will nonetheless pinpoint the content of a file in fifteen characters or less encourage

one to see the language from a v.diff.pt/view. What exactly is PUBDATA, or ACCNO? Deciphering a file list when it has not been used for some time can engender acronym-acrimony if the computer-user does not adopt a new attitude. The most fun can be had by adding such prefixes as "techno-", "cyber-", and "info-" to a wide range of root words. The possibilities are endless; I offer a few combinations for your amusement, and I'm sure that once you add a few of your own, you will become addicted!



INFOGLUT

COMPUNICATION	Communications by computer
HUMANWARE	The biological part of any computer system, as software, hardware
CYBERPHILE	One who loves computers
CYBERPHOBE	One who hates computers
INFOGLUT	Information overload
BRAIN CANDY	Deluge of junk communication of an overindulged society
COMPUTEREASE	State of nirvana experienced by the initially timid who stop worrying and embrace the micro
GIGO	Garbage in/garbage out
RAMJUNKIE	One who can't get enough memory expansion; much beloved of Allied Engineering, and similar firms
TECHNETHICS	A subject completely ignored by disk pirates and computer snoopers
TECHNOSOC	Technological society
TECHNOPEASANT, TECHNOSERF, TECHNOVASSAL TECHNOLORD	A collection of terms of use to medievalists with an interest in computers, and computer studies teachers who are reluctantly teaching a section of Social Studies 8.
WYSIWYG	What you see is what you get

Vocabulary for the Microcomputer and its Peripherals -
Vocabulaire pour le micro-ordinateur et ses
périphériques

Little Bilingual Lexicon - Petit lexique bilingue

prepared by/préparé par Patricia McPherson, Computer Helping
Teacher, School District No. 43 (Coquitlam)

Code:

v. = verb/verbe

adj. = adjective/adjectif

n.m. = masculine noun/nom masculin

n.f. = feminine noun/nom féminin

all words are nouns unless otherwise indicated

**- masculine nouns are preceded by the article "un", feminine
nouns are preceded by the article "une"**

accelerator card	une carte accélérateur
accessory (see "peripheral device")	une accessoire (voir «peripheral device»)
adaptor	un adaptateur
address	un adresse
application program	un programme d'application
applications software	un logiciel d'application
array	un tableau
arrow keys	des touches fléchées
ASCII (American Standard Code for Information Interchange)	ASCII
assembly language	un assembleur
auxiliary connector	un connecteur auxiliaire
back panel	un panneau arrière
backspace	un retour en arrière
backspace key	une touche arrière
back-up copy	une copie de sauvegarde
BASIC (Beginners All-Purpose Symbolic Instructional Code)	BASIC
baud	un baud
binary	binaire (n.m.)
bit	un bit

blank (space character)	un espace
blank, to	effacer (v.)
blank disk	une disquette vierge
block	un bloc
boot	un boot, un démarrage, un amorçage
boot disk	une disquette d'amorçage, une disquette de démarrage
boot, to	démarrer (v.), amorcer (v.)
bps (bits per second)	bps (bits par seconde) (n.m.)
branch	un branchement
buffer	une mémoire tampon
bug	un bug, une erreur
button (on a mouse)	un bouton (la partie supérieure de la souris)
byte	un octet (ou multiplet)
C (programming language)	C (langage de programmation) (n.m.)
cable	un câble
CAI (Computer Assisted Instruction)	EAO (Enseignement assisté par ordinateur) (n.m.)
carriage	un chariot
carriage return	un retour chariot
cartridge ribbon	un ruban en cassette
cassette tape	une cassette
catalog	un catalogue, un répertoire
character generator	une génératrice de caractères
character set	une police de caractères
characters	des caractères (n.m.)
chip	une puce
circuit board	une carte de circuits
clear, to (screen)	effacer (v.) (écran)
(memory)	remettre à zéro (v.) (mémoire)
(tabulations)	supprimer (v.) (tabulations)
(see "delete")	(voir «delete»)
click, to	cliquer (v.)
clock card	une carte horloge
CMI (Computer Managed Instruction)	EGO (Enseignement géré par ordinateur) (n.m.)
COBOL (Common Business Oriented	COBOL

Language)	
colour (adj.)	couleur (adj.)
colour monitor	un moniteur couleur
column	une colonne
command	une commande
command key	une touche de commande
communications software	un logiciel de communications
compatible	un compatible
compiler	un compilateur
computer science	informatique (n.f.)
computer system	un système informatique
connect time	un temps de connexion
continuous-form paper	un papier continu
continuous-form paper feed	une alimentation en continu
contrast knob	un bouton de contraste
control key	une touche de fonction
controller card	une carte contrôleur de disquettes
co-processor	un co-processeur
copy protect	une protection contre la copie
CP/M (Control Program for Microprocessors)	CP/M
CPU (Central Processing Unit)	Unité centrale (de traitement) (n.f.)
courseware	un didacticiel
cursor	un curseur
daisy wheel	une marguerite
daisy wheel printer	une imprimante à marguerite
data	de l'information, des données
data base	une base de données
data bits	des bits de données (n.m.)
data disk	une disquette de données
data management	une gestion de données
debugging	une mise au point
default	un défaut
delete, to (see "clear")	effacer, éliminer, annuler, supprimer (v.) (voir «clear»)
destination volume	un volume destination
directory (see "catalog")	un répertoire (voir «catalog»)
disk	un disque
disk drive	un lecteur de disquette(s) ou de

disk drive light	disque(s) un voyant d'utilisation du lecteur de disquette
diskette	une disquette ou un disque souple
display	un affichage
DOS (Disk Operating System)	SED (Système d'exploitation de disquette)
double disk drive	un double lecteur de disque(tte)
draft copy printer	une imprimante d'appoint
drum printer	une imprimante à tambour
dump	vider (v.)
edit, to	apprêter, éditer (v.)
educational program (see "courseware")	un logiciel éducatif (voir «courseware»)
80-column text card	une carte texte 80 colonnes
eject, to	éjecter (v.)
electronic spreadsheet (see "spreadsheet")	un tableur (voir «spreadsheet»)
envelope	une pochette
erase, to	effacer (v.)
erase head	une tête d'effacement
error message	un message d'erreur
escape	un échappement
execute, to	exécuter (v.)
extended 80-column text card	une carte texte 80 colonnes étendue
external memory	une mémoire auxiliaire ou externe
file	un fichier
file management	une gestion de fichier
filename	un nom de fichier
filer	un gestionnaire de fichiers
5.25 inch	5,25 pouces (n.m.)
floppy disk	une disquette souple, une disquette floppy
flowchart	un organigramme
font	un caractère
footer	une marge de bas de page
form feed	un saut de page
format	un format

format, to	formater (v.)
FORTH	FORTH
FORTRAN (Formula Translator)	FORTRAN
game paddle (see "hand controls")	une manette de jeu (voir «hand controls»)
game program	un programme de jeu
graphics	des graphiques (n.m.)
graphics tablet	une tablette graphique
green monitor	un moniteur vert
hand controls (see "game paddle")	une manette de jeu (voir «game paddle»)
hard copy	une copie papier, un imprimé
hard disk	un disque dur
hardware	un matériel ou équipement
header	un en-tête
high level language	un langage de haut niveau
high resolution (adj.)	haute résolution (adj.)
icon	une icône
input	une entrée
input/output	entrée/sortie (E/S) (n.f.)
I/O error	une erreur E/S
instruction	une instruction
integrated circuit	un circuit intégré
integrated software	un logiciel intégré
interface	un interface
interface card	une carte d'interface
interpreter	un interpréteur
inverse characters	des caractères inverses (n.m.)
item	un article
joystick	un joystick
K (Kilobyte)	K (Kilo-octet)
key	une touche
keyboard	un clavier
label	une étiquette
language card	une carte langage

laser printer
left-justified

light pen

line length

line-feed

LISP

list, to

load, to

Logo

loop

machine language

mass storage device

medium

memory

menu

merge

microcomputer

microprocessor

modem (MOdulator/DEModulator)

Modula-2

monitor (see "screen")

monochrome (adj.)

monochrome monitor

mouse

music synthesizer

network

numeric keypad

on-line

operating system

output

oval cutout

owner's manual

parallel (adj.)

une imprimante à laser

justifié à gauche, cadré à gauche
(adj.)

un photostyle, un crayon lumineux,
un crayon optique

une largeur de ligne

un interligne

LISP

lister (v.)

charger (v.)

Logo

une boucle

un langage machine

un dispositif de stockage de masse

un support (d'informations, de
données)

une mémoire

un menu

fusionner (v.)

un micro-ordinateur

un microprocesseur

un modem (Modulateur/
Démodulateur)

Modula-2

un moniteur (voir «screen»)

monochrome (adj.)

un moniteur monochrome

une souris

un synthétiseur de musique

un réseau

un clavier numérique

en-ligne (adj.)

un système d'exploitation

une sortie

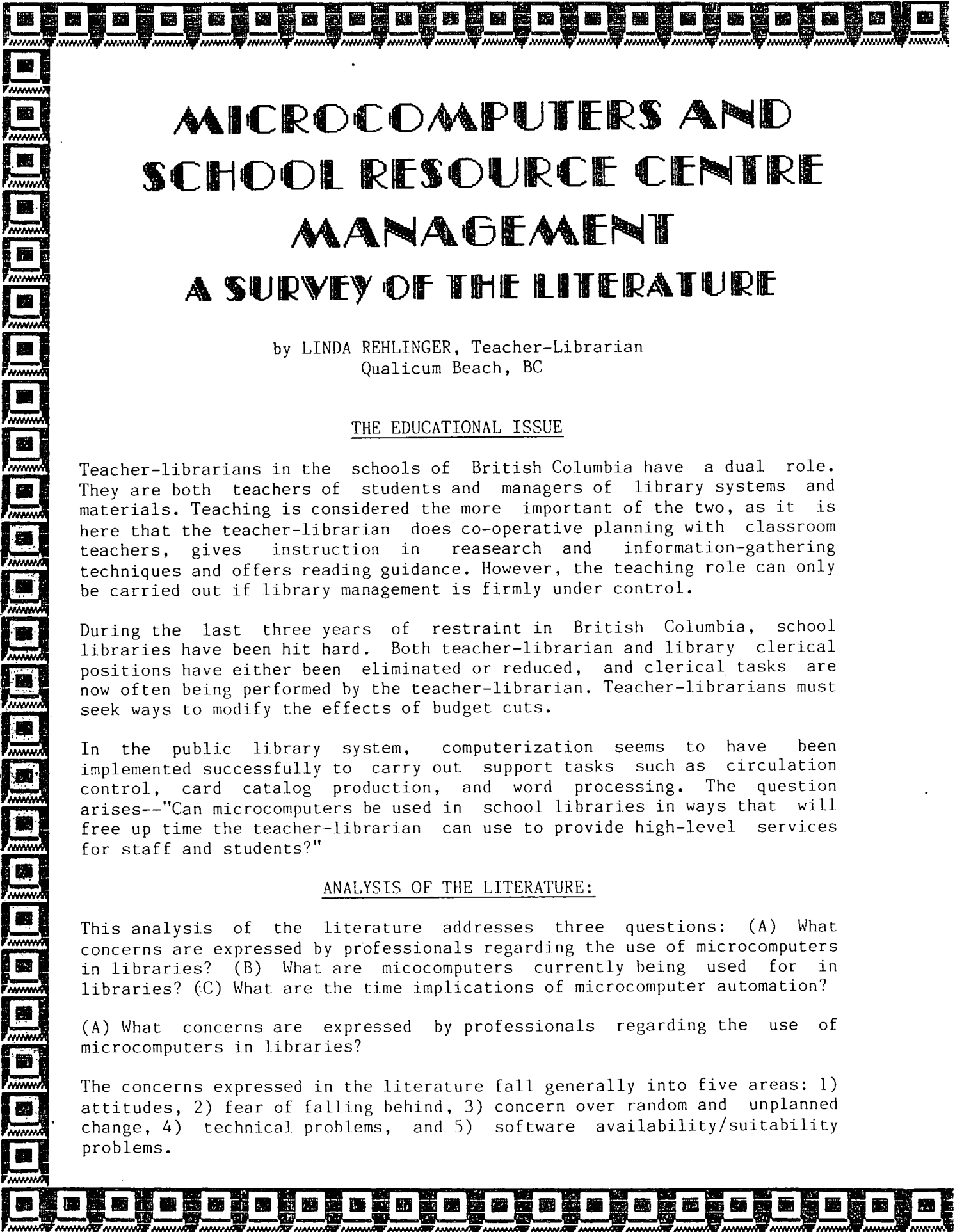
une découpe ovale

un guide de l'utilisateur

parallèle (adj.)

parallel device	un dispositif parallèle
parallel printer card	une carte imprimante parallèle
parity bits	des bits de parité (n.m.)
Pascal	Pascal
password	un mot de passe
peripheral card	une carte périphérique
peripheral device	un périphérique, un dispositif
peripheral equipment	des périphériques (n.m.)
personal computer	un ordinateur personnel
PILOT	PILOT
pinfeed paper	un papier listing
PL/1	PL/1
pointer (mouse)	un indicateur, un pointeur (souris)
port	un port
power light	un voyant d'alimentation
power supply	une alimentation
power switch	un interrupteur d'alimentation
preset format	un format pré-établi
print buffer card	une carte tampon d'imprimante
print head	une tête d'impression
printer	une imprimante
print-out	un imprimé
program	un programme
program, to	programmer (v.)
programming language	un langage de programmation
QWERTY (keyboard)	AZERTY (clavier)
RAM (Random Access Memory)	MEV (Mémoire vive ou mémoire à accès direct) (n.f.)
reserved words	des mots réservés (n.m.)
reset, to	remettre à zéro (v.)
return key	une touche de retour
ROM (Read Only Memory)	MEM (Mémoire morte) (n.f.)
row	une rangée
save, to	conserver, sauvegarder (v.)
screen (see "monitor")	un écran (voir «monitor»)
scrolling bar	une bande de défilement
scrolling	un défilement
search	une recherche

search, to	rechercher (v.)
sector	un secteur
sequential	un accès séquentiel
software (see "courseware")	un logiciel (voir «courseware»)
software package	un progiciel
software pirate	un pirate de logiciel
source volume	un volume source
space bar	la barre d'espace
spreadsheet	une feuille de calcul électronique
standard (adj.)	standard (adj.)
startup disk (see "boot disk")	une disquette d'amorçage (voir «boot disk»)
statement	une instruction
stop bits	des bits de stop (n.m.)
sub-directory	un sous-répertoire
tape	une bande magnétique
television	un téléviseur
terminal	un terminal
track	une piste
user interface	un interface utilisateur
users' group	une association d'utilisateurs
user's manual	un manuel d'utilisation
utilities	des utilitaires (n.m.)
variable	un variable
volume (disk)	un volume (disquette)
word processing	un traitement de mots, un traitement de texte
wraparound	un cadrage de texte
write-enable notch	une encoche d'autorisation d'écriture
write protect	une protection contre l'écriture
write-protect tab	une étiquette de protection contre l'écriture
write, to	écrire (v.)
Z80 card	une carte Z80



MICROCOMPUTERS AND SCHOOL RESOURCE CENTRE MANAGEMENT A SURVEY OF THE LITERATURE

by LINDA REHLINGER, Teacher-Librarian
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THE EDUCATIONAL ISSUE

Teacher-librarians in the schools of British Columbia have a dual role. They are both teachers of students and managers of library systems and materials. Teaching is considered the more important of the two, as it is here that the teacher-librarian does co-operative planning with classroom teachers, gives instruction in research and information-gathering techniques and offers reading guidance. However, the teaching role can only be carried out if library management is firmly under control.

During the last three years of restraint in British Columbia, school libraries have been hit hard. Both teacher-librarian and library clerical positions have either been eliminated or reduced, and clerical tasks are now often being performed by the teacher-librarian. Teacher-librarians must seek ways to modify the effects of budget cuts.

In the public library system, computerization seems to have been implemented successfully to carry out support tasks such as circulation control, card catalog production, and word processing. The question arises--"Can microcomputers be used in school libraries in ways that will free up time the teacher-librarian can use to provide high-level services for staff and students?"

ANALYSIS OF THE LITERATURE:

This analysis of the literature addresses three questions: (A) What concerns are expressed by professionals regarding the use of microcomputers in libraries? (B) What are microcomputers currently being used for in libraries? (C) What are the time implications of microcomputer automation?

(A) What concerns are expressed by professionals regarding the use of microcomputers in libraries?

The concerns expressed in the literature fall generally into five areas: 1) attitudes, 2) fear of falling behind, 3) concern over random and unplanned change, 4) technical problems, and 5) software availability/suitability problems.

Attitudes

Walton (1983) warns us that although management generally assumes that workers will react positively to microcomputers entering the workplace, this is rarely the case. He lists three types of employee reactions: indifferent/negative, positive/normal and extremely positive/ultraistic. He notes that both extremes are detrimental to the smooth incorporation of computers into the library.

In her Survival Handbook..., Martin (1983) states that we really do not have any choice about the coming of communication and computer innovations, and we had better begin to plan now how to cope with them successfully. She outlines strategies for dealing with the new technologies and reducing the stressful situations that can accompany them.

There is also a feeling that it is the librarian's obligation to see that patrons have available to them the widest possible access to information, and that the computer is one avenue for this (Doyen & Rouse, 1983). In general, there seems to be a pervasive feeling among library professionals that the microcomputer is not just another device that will flash and fade, but is a truly revolutionary technology. Dede (1985) feels that the school library will be transformed by the convergence of the microcomputer revolution with worsening economic conditions that will force the adoption of new, less costly educational models. He foresees that the skills of accessing information will be much less important for school librarians to teach, but "that the skills of extracting knowledge from literally enormous amounts of available information will become increasingly important."

It is interesting to note that only very rarely was it ever stated by professionals that perhaps, in some cases, the "microway" was not the way to go (Hamilton, 198[4]; Naumer, 1984; Haycock, 1983). Hamilton, in an unpublished paper, suggests that automated circulation systems are inappropriate for elementary school libraries, as they will require the constant attention of the teacher-librarian to the detriment of personal attention to students. Naumer, on the other hand, feels that if the librarian or clerk cannot devote an hour a day to computerization, it probably should not be considered. Haycock challenges us to determine "whether all those technical and clerical tasks have to be done at all before we determine how to do them better with a micro."

Fear of Falling Behind

Throughout the literature are liberally sprinkled phrases such as "now is the time", "you'll get run over if you are just standing still", and "we have fast-learning children in a slow-moving institution." The fear seems to be, as Martin (1983) states it, that there is a perceived danger that libraries will be seen as a place only of books and will not be seen to be relevant in a technological age.

Concerns About Random Change

Perhaps as a result of some of the feelings of "let's get going" mentioned above, computer implementation takes place. Several authors note and deplore the sometimes overhasty rush to computerize.

Smith and Wiggins (1984) report that automation has often taken place "as the opportunities have arisen" and that school library media centers are at the stage of "doing what can be done (often because it can be done) without an integrating, long-range plan." Miller (1984) warns that we must be careful of how we use computers, and must refrain from counting everything in sight just because computers count things so well; we must instead use the computer's unique capabilities to assist in providing ways for children and adults to learn. Media center goals must be kept firmly in mind, and we must take care not to be beguiled away from these goals by new technology (Smith & Wiggins, 1984).

Haycock (1983) illustrates one of the dangers that he sees of an ill-thought-out embracing of new technology when he states "Too many teacher-librarians have convinced administrators to place the school's sole micro in the resource center only to find that their well-planned, well-integrated, cooperative teaching program was reduced to student scheduling, supervision and management of a new toy."

Hamilton (198[4]) warns that the ill-considered use of microcomputers might cause confusion about the real needs of children in school and could seriously weaken the teaching role of the teacher-librarian, and thus inhibit the role of the library in learning.

Perhaps in recognition of the validity of the fear of unplanned change with its often unforeseen and unwanted ramifications, Cound (1982) warns that it is most important to carefully outline exactly what you want the microcomputer to do for you, analyze the precise requirements and then look for software that will do what you want it to. Walton (1983) and Naumer (1984) take this concept one step further by listing specific questions that should be asked, and outlining a procedure for analysis. Naumer includes charts and check-lists to organize and prioritize the needs of the library.

Technical Problems

Though many writers, like Costa (1982), warn that care must be taken to include delivery, set-up and staff in-service, inevitably something goes wrong with the computer or one of its peripherals. Troutner (1983) and Thomason (1985) see the librarian as the person who should have or develop the expertise to handle preliminary diagnostic procedures and simple repairs. Willburn (1982) see the role of the librarian as a considerably more technical one. It is true that someone at the school level must take the responsibility for seeing that the equipment gets repaired, and often this is seen as within the role of the teacher-librarian. Troutner (1983) states that once a district has fifty to sixty computers, it may be cheaper to train one of its employees than to use an outside company for repairs.

Suitability of Available Software

When reading the literature, one is struck by the incredible growth of library-specific software in the last five years. Pratt (1980) lamented that, while business programs abounded, there was not any library-specific software to be had commercially, and that libraries must therefore develop their own programs. Contrast this to the list of library software published in the "Red Suit Buying Guide" in the December 1985 issue of the Wired Librarian's Newsletter. This list names eighty-two library application programs varying in purpose from catalog card production through library instruction to online circulation systems.

Similarly, in 1982 Eric Anderson noted that the library tradition of critical reviews was only beginning to develop in the microcomputer field; in 1986 Evaluations: Microware and MicroSIFT reviews for software are widely read and are rigorous in their evaluative format.

The rapid increase in the amount and variety of library software would seem to indicate a large measure of acceptance and use on the part of both librarians and teacher-librarians, but as Smith & Wiggins (1984) state, the extent of school library media center use of microcomputers is not known, as it has not been thoroughly documented. However, there is currently a Master's thesis being written in Ontario that will attempt to fill in some of these gaps in our knowledge of computer use in Canadian school libraries.

(B) How are Microcomputers currently being used?

The literature indicates that there are three categories of software for use in library management: word processing programs, database management programs, and spreadsheet programs.

Pratt (1980) and Cound (1982) both feel strongly that the use of a microcomputer for word-processing alone is enough to justify its cost. Walton (1983) classifies the use of micros for word processing, accounting, card catalog production and database mailing lists as "proven successes," while regarding their use for circulation and serials control as "emerging." Their use for online catalogs and cataloging he sees as "limited and struggling."

Database programs are certainly being used, as shown when ALUG, the Apple Library User's Group, publicized a signup for a database template exchange. Their January 1986 newsletter published the results: eighty-two libraries responded that they were interested in gaining access to other people's templates and were willing to share the ones they had devised. Forty-six of the responses were from school libraries.

Once library management functions have been computerized, there tends to be a shift of interest and responsibility for teacher-librarians into the area of "instructional management" (Martin, 1983). Others warn that the responsibility for teaching computer literacy may fall on the teacher-librarian; some may welcome this, others will see it as a threat to their existing programs. Even those initially enthusiastic can become dismayed at the amount of time such teaching can take (Graf, 1984). It was

interesting to note that, as reported by elementary librarians on the BCTLA's "Learning and Working Conditions Survey" (1986), the second highest use of computers in elementary libraries was for "computer assisted instruction and student programming." A note indicated that these teacher-librarians were frequently "supervisors" of student use, and in many cases the computers were housed in the libraries but were not used for library related purposes.

(uses ranked from most common to least common)

Overdues 44%
Word processing 38%
Inventories 16%
Online circulation 14%
Catalog card production 11%
Budgets and accounting 9.5%
Teaching 9.5%
Bibliographies 6%
Orders 4%
Indexes 3%

Magazine listings -1%
Modem access to databases -1%

... from the 1986 BCTLA Survey

(C) Time Implications of Computerization

The literature abounds with positive statements about the time saved by using computers in the library. Unfortunately, the statistical documentation for these statements is rarely given, not even a figure for how much time is saved.

The use of a computerized circulation system to generate overdue notices has saved hours of physical time, according to a teacher-librarian in Massachusetts (Miller, 1984). Naumer (1984) notes the number of enthusiastic results reported over a period of time in the Drexel Library Quarterly. Though these statements are heartening, one wonders if it is a case of infatuation with the technology or a tendency to report successes but not failures. Smith and Wiggins (1984) comment that "...school library media specialists seem hesitant to report systems and approaches that failed."

Malsam (1982) suggests that record keeping takes up about 30% of a school library media specialist's time and that use of a computer for these time consuming tasks can result in time saved (but no estimate of how much). Brown and Reusse (1983) estimate that after initial set-up there was a 30% time saving in a library using computerized circulation, magazine management and materials ordering systems.

Several writers (Wilburn, 1982; Troutner, 1983; Hines et al, 1983, Naumer, 1984) caution that time savings for the librarian will only begin after the initial set-up period is over, the program has been learned, and the bugs

have been worked out of the system. This initial period is in their words, "time-consuming", "great", "large", "significant", and they add, "progress is initially slow."

Costa (1982) and Naumer (1984) are the only two sources to put a numerical figure on how much time initial set-up would take. Costa estimated that to input the data for a computer catalog of 10,000 items would take 222 hours. Naumer gives a guide for the number of hours required to bring three software programs into use for the first time. She documents a database management program, a statistical program and a word processing program (see Appendix), and after quoting a corollary of Murphy's Law that "everything takes longer than it does," suggests that you might double all the listed times if you are a computing novice.

SYNTHESIS OF THE LITERATURE

Concerns about the uses of microcomputers expressed by practitioners range from a fear that the role of the teacher-librarian will be eroded, to concern over the willy-nilly implementation of programs without any overall plan. The attitudes toward computers of the people who would actually be using the micros was also seen as a potential problem. There seems to be a consensus that computerizing is the way to go, but little supporting statistical information is provided.

The current uses of microcomputers range from online database searches to word processing to statistical record-keeping. Apparently micros are being used at an increasing rate, and the applications are broadening yearly.

The consensus in the literature is that computers can be time-saving devices after the initial set-up, user training and debugging periods. The more statistical records that are kept, the more likely it is that large time savings will be realized. There is perceived to be a danger that teacher-librarians could become enmeshed in computer activities unrelated to library operations.

FINAL OPINION AND EDUCATION RECOMMENDATIONS:

"Can microcomputers be used in school libraries in such a way that they will free up time that the teacher-librarian can use to provide high-level services to students?"

In the absence of sufficient research data one must answer this question with a qualified "yes". Using micros is a route that offers definite promise, but it is also fraught with pitfalls. The main goal, that of freeing time for working with students, must be kept constantly in mind while avoiding an easy pitfall, namely becoming a "computer junkie," entranced with the computer and using the time saved doing evermore elaborate management tasks. If you have always sent out notices for overdue books at term-end, and then exercise your overdue program's option to send out bi-weekly notices, some of the time you have saved using the program has been squandered by increasing the management activity, and the students are not benefitting from higher level service.

Recommendations for the educational community in general. There is a need for research into almost every aspect of the use of microcomputers in school resource centers. Many of the questions in my mind remain unanswered after a search of the available literature. I hope that some of the questions listed below will be addressed in the near future--perhaps by people working on master's degrees. I would like to know:

- a) How common is the use of microcomputers in school resource centers?
- b) For what tasks are the computers in libraries being used?
- c) Who are the people using the computers in school resource centers?
- d) Who is deciding whether or not to place micros into the resource center?
- e) Is there any change in the type of activities that teacher-librarians engage in after the introduction of microcomputer technology into their libraries?
- f) Does the use of microcomputers for library management functions save time and money?
- g) What effects does a computerized library have on the information skills of students?
- h) Are there computer-specific research and information skills that can or should be taught to students?

Recommendations for individual teacher-librarians:

A) If you decide to try computerization:

- 1) Analyze the time that you actually spend on the task that you want to computerize. It may be less than you think. If the time spent is large, the task repetitive, and you have streamlined the manual task as much as possible, then the time saved with a computer program will probably be worth the time it takes to learn how to run the program effectively.
- 2) Be wary about plunging into computer applications if you are a novice and there are no experts either in your school or nearby, both experienced software users and people to troubleshoot hardware problems. If you are in this situation, take a course first, and then begin slowly and modestly. Otherwise, you may become frustrated at spending inordinate amounts of time on applications that may give you few results.
- 3) Do not consider computer applications if you are not willing to spend from 4 to 40 hours learning each program that you plan to use, as well as additional time to train your clerical aide in the use of each program and application.
- 4) Start with user-friendly commercial application programs, for example, The Elementary Overdue Writer and The Bibliography Writer. These programs take the least amount of time to learn, and have immediate applications for almost all library situations.

5) Talk to someone who has already done some computer library applications and find out how much time that particular application takes to set-up, and how much time to operate it on a daily basis.

6) If your main objective is to free-up time that you can spend working with students, fight the urge to extend management activities and keep in mind who your customers are and be sure that the innovations are really useful to them.

7) Be aware that there may be a danger of your becoming the computer literacy teacher. Think through your position on the use of the library as a computer lab, and be prepared before the situation arises. Be aware of the impact of this situation on your time.

B) If you are setting up a new library, look into the cost-effectiveness of installing an electronic catalog rather than a traditional card catalog. Research indicates that it is easier for young children to access a computer catalog than a traditional one, and time is certainly saved in entering the data. The costs appear to be roughly equal when furniture costs are included. If you can get access to a district-level mini-computer, the purchase of online cataloging from a source such as UTLAS should be investigated.

APPENDIX

ESTIMATED START-UP TIMES FOR MICROCOMPUTER PROGRAMS

General guide to the number of hours it might take to develop a single program using a modular software package for the first time:

DATABASE MANAGEMENT PROGRAMS

Studying instructions and following tutorials: 4 hours to 1 week depending upon complexity of program and quality of documentation.
Designing a template and testing with 10 records: 4 to 8 hours
Inputting data: Multiply number of records by 15 minutes a record (for short records)
Printing out/setting print format: 1 to 4 hours

STATISTICAL PROGRAMS

Studying instruction and following tutorials: 2 days to 1 week
Designing template: 4 to 8 hours depending on size and complexity
Inputting data: 2 to 4 hours
Printing out: 1/2 hour

WORD PROCESSING PROGRAMS

Studying instructions and following tutorials: 4 hours to 1 week
Designing form: 1/2 hour to 4 hours
Inputting data: Allow same amount of time as for regular typing
Editing: 1 to 4 hours depending upon length of document
Printing out/setting print format: 1/2 hour to 4 hours

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HERE FOR YOU!

COMPUTER

PUSH "ON" TO GOOD THINGS!

TECHNOSTRESS IS ...

At a recent planning meeting for this issue of The Bookmark our senior editor suggested we contribute anecdotes that might illustrate our theme of "techno-stress." Always having believed in the that basic truth that:
1 picture > or = 1000 words

I offer the following print-out along with the comment of one of my student assistants, "Sir, the computer is doing weird stuff."

File: overdues
Report: weekly list
borrower

Page 1
Dec 16 86

	room	date	title
Anderson S	201	Dec 16 86	The world of science fiction
Arsenault G	121	Dec 16 86	Man and space
Arsenault G	121	Dec 16 86	Space: frontier of the future
Arsenault G			
Atchukov Mrs M	121	Dec 16 86	Colonies in orbit
Atchukov Mrs M	207	Nov 12 86	Coast of many faces

207 Sep 30 86 Slide tray (781038)

Bell B

207 Nov 12 86 Book of small boat sailing
207 Dec 9 86 Deenie

Bentley Mr B

000 Sep 2 86 Hiroshima and Nagasaki

Bentz T

CHOOSING AN INDEX TO CANADIAN PERIODICALS

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

Recent changes in the field of indexing of Canadian periodicals present librarians with a choice of services and, thanks presumably to the rule of competition in the marketplace, less waiting time between the publication of magazines and the publication of the indexing. The prompt arrival of either Canadian Magazine Index or Canadian Periodical Index will increase the accessibility of recent articles and save researchers' time. The availability of a choice means that librarians must decide which index to purchase. I assume there are not many readers who can afford both.

Together Canadian Magazine Index and Canadian Periodical Index cover a total of 308 titles: CMI indexes 240 magazines and CPI, 138. It is interesting that only 70 titles appear in both indexes. Titles covered only by CMI number 170, whereas 68 are found only in CPI.

These numbers do not, of course, tell the whole story. While the titles in common are predictably the most familiar in Canadian magazine publishing, those indexed only in one or the other reveal the distinct alternatives available.

Canadian Magazine Index includes several American titles, an advantage for libraries which cannot afford Readers Guide to Periodical Literature or the Abridged Readers Guide. The editors of CMI have chosen a more inclusive list of titles than have the decision-makers at Canadian Periodical Index; a library with a long subscription list would presumably benefit from this breadth, while patrons of a library with more modest holdings might experience frustration at reading citations for articles not available. The CPI list seems to contain a greater concentration of academic journals, while CMI offers greater access to more popular writing; a librarian must consider who are the prospective users of indexing. These observations are not meant to prejudice the choice librarians will make, but they will, perhaps, serve as a prelude to the task of matching subscriptions to indexes.

Making a choice may be made easier and less tedious by the use of the following lists of indexed titles. You may wish to photocopy the lists and then use a felt-tip highlighter to mark the titles to which you subscribe. If you keep in mind the weighted use of titles in your library rather than simply the number of titles indexed, the resulting art work should help you decide which index more fully covers your collection of Canadian magazines.

Note: Variant capitalization and spelling of titles have been regularized; "The" at the beginning of titles has been omitted. Listings of titles indexed were taken from Canadian Magazine Index for November, 1986 and from Canadian Periodical Index for October, 1986.

70 titles indexed in Canadian Magazine Index and Canadian Periodical Index

Alberta History; Alberta Report; Alternatives; Arctic; Atlantic Advocate; Atlantic Insight; BC Outdoors; Beaver; Books in Canada; Canada and the World; Canadian Author & Bookman; Canadian Business; Canadian Children's Literature; Canadian Collector; Canadian Composer; Canadian Consumer; Canadian Dimension; Canadian Ethnic Studies; Canadian Fiction Magazine; Canadian Forum; Canadian Geographic; Canadian Heritage; Canadian Historical Review; Canadian Journal of Political Science; Canadian Library Journal; Canadian Literature; Canadian Living; Canadian Psychology; Canadian Public Administration; Canadian Public Policy; Canadian Theatre Review; Canadian Woman Studies; Chatelaine; Cinema Canada; City Magazine; Coda; Education Canada; Equinox; Essays on Canadian Writing; Fiddlehead; Financial Post; Financial Post Moneywise Magazine; Geos; Harrowsmith; Homemakers' Magazine; International Journal; Journal of Canadian Fiction; Journal of Canadian Studies; Maclean's; Mosaic; Nature Canada; Ontario History; Opera Canada; Our Generation; Outdoor Canada; Perception; Quill & Quire; Racar: Canadian Art Review; Reader's Digest (Canadian edition); Saskatchewan History; Saturday Night; School Libraries in Canada; Science Dimension; Seasons; Studies in Canadian Literature; Successful Executive; ThisMagazine; Toronto Life; West Coast Review; Western Report [see Alta Report]

170 titles indexed in Canadian Magazine Index only.

A La Carte; American Review of Canadian Studies; Antigonish Review; Art Post; Art Views; Arts Atlantic; ATA Magazine; ATA News; Athletics; Atlantic Business; Atlantic Report; BC Business; BC Teacher; Beautiful British Columbia; Behind the Headlines; Bon Appetit; Border Crossings; British Columbia Historical News; Broadside: A Feminist Review; C Magazine; Camera Canada; Campus Canada; Canadian Art; Canadian Aviation; Canadian Boating; Canadian Camping Association Newsletter; Canadian Chess Chat; Canadian Churchman; Canadian Coin News; Canadian Do It Yourself; Canadian Doctor; Canadian Family Physician; Canadian Geneologist; Canadian Interiors; Canadian Jewish News; Canadian Journal of Information Science; Canadian Journal of Native Studies; Canadian Journal of Public Health; Canadian Journal of Sociology; Canadian Lawyer; Canadian Moneysaver; Canadian Musician; Canadian Numismatic Journal; Canadian Philatelist; Canadian Stamp News; Canadian Vocational Journal; Canadian Workshop; Canadian Yachting Power and Sail; CanadiAntiquer; Cape Breton's Magazine; CAUT Bulletin; Chickadee; City & Country Home; City Woman; Close Up; Coaching Review; Computek; Computer World Canada (1985 only); Computing Now; Consumer Reports; Content; Contrast; Country Guide; Crackers; Craftnews; Cross Canada Writers Quarterly; Cycle Canada; Dance in Canada; Deaf Canadian Magazine; Descant; Discovery; Dogs in Canada; Edmonton Magazine; Emergency Librarian; Executive (1985 only); Explore; Farm & Country Newspaper; Flare; Forum; Fuse Magazine; Good Health; Goodlife; Hands Magazine; Herizons; Hockey News; Horizon Canada; Hot Rod; Images; Influence; Infoage (1985 only); International Fiction Review; International Perspectives/International Canada; Inuktitut; Investors Digest; JAM: Just About Me; Journal of Canadian Poetry; KAHTOU; Leisure Ways; Manitoba Business; Manitoba History; Manitoba Teacher; Model Airplane News; Model Railroader; Montreal Magazine; Motor Trend; Multiculturalism Magazine; Music Magazine; National Geographic; National Geographic World; New Maritimes; NeWest Review;

Ontario Business; Ontario Business News; Ontario Craft; Ontario Education; Ontario Living; Ontario Out Of Doors; Ottawa Magazine; Our Times; OVO Magazine; Owl Magazine; Pacific Affairs; Parachute; Parliamentary Government; Performing Arts in Canada; Pets Magazine; Photo Communique; Photo Life; Photovideo; Poetry Canada/Poesie Review; Popular Mechanics; Popular Science; Productivity (Toronto); Psychology Today; Racquets Canada; Recreation Canada; Resources for Feminist Research; Rotunda; Sailing Canada; Saskatchewan Business; School Trustee; Scientific American; Section a; Select Homes; Ski Canada; Small Business; Software Now (1985 only); Sound and Vision; SportReport; Sports Illustrated; Stereo Video Guide; Studio Magazine; Sweetgrass; Teacher (Halifax Nova Scotia); Teen Generation; Today's Parent; Topaz; Toronto Life Fashion; Toronto Parent; Touring & Travel; United Church Observer; Up Here, Life in Canada's North; Vancouver Magazine; Vanguard; Verve; Western Living (Vancouver edition); Wildlife Review; Women's Guide; Worklife; Your Money

68 titles indexed in Canadian Periodical Index only.

Acadiensis; Action Nationale; Actualite; Actualite Economique; AMMSA; APLA Bulletin; Architecture Concept; Archivaria; BC Studies; Business Quarterly; CA Magazine; CAHPER Journal; Canada Commerce; Canada's Mental Health; Canadian Architect; Canadian Banker; Canadian Farm Economics; Canadian Geographer; Canadian Historical Association Historical Papers; Canadian Home Economics Journal; Canadian Journal of Agricultural Economics; Canadian Journal of Criminology; Canadian Journal of Economics; Canadian Journal of Education; Canadian Journal of Political and Social Theory; Canadian Labour; Canadian Materials; Canadian Nurse; Canadian Parliamentary Review; Canadian Review of Sociology and Anthropology; Canadian Tax Journal; CMA; Congres de Relations Industrielles de l'Universite Laval. Rapport; Dalhousie Review; Documentation et bibliotheques; Empathic Parenting; Feliciter; Geographie physique et Quaternaire; International Perspectives; Liberte; Marketing; Music Scene; Musk-Ox; National Library News; Newfoundland Quarterly; North; Optimum; Peforming Arts in Canada; Plan Canada; Policy Options Politiques; Polyphony; Prairie Forum; Probe Post; Proceedings and Transactions [Royal Society of Canada]; Protect Yourself; Quarry; Queen's Quarterly; Relations; Relations Industrielles; Review; Revue Commerce; Revue d'Histoire de l'Amerique francaise; Revue de l'Universite d'Ottawa; University of Toronto Quarterly; University of Windsor Review; Urban History Review; Vie des Arts; Windspeaker



PEARSON '87 ADDITIONAL INFORMATION

LITERATURE IN THE SCHOOL. This theme will be developed in each of the six days in a divided session to accommodate the differences between Elementary and Secondary programs. Fay Blostein of the University of Toronto, author of Invitations, Celebrations: a handbook of ideas and techniques for promoting reading in junior and senior high schools, and Paperback Books for Young Adults: a thematic guide, volumes 1 and 2, will work with the Secondary group. Miss Blostein has participated in all the PEARSON programs. The elementary section will be conducted by Dr. Ronald Jobe of the University of British Columbia. Ron is currently a member of the Executive Committee of IBBY and recently completed an extensive engagement as the Children's literature columnist for Language Arts.

ADULT LEARNING, OR HOW DO YOU AND YOUR COLLEAGUES LEARN? Dr. Andrew Fargharson of the University of Victoria will explore the ways we learn and how to relate to that information when we deal with other "adult learners".

CURRICULUM AND THE SCHOOL LIBRARY. Dr. Antoinette Oberg of the University of Victoria will lead the group into her view of the curriculum and our place in it. Dr. Oberg's discussion on this subject in 1985 became a major article in Emergency Librarian (September/October 1986).

RESEARCH AND THE SCHOOL LIBRARIAN. An opportunity to consider some of the significant findings in school library and related research studies, with Sue Easun, a Canadian PhD candidate in School Librarianship at the University of California, Berkeley.

ERIC AND THE DATABASES AND CD-ROM. Can we function without the computer linked ERIC system and other databases? What will be the impact on our work with the coming of the CD-ROM and the portable database? A session with Donald Hamilton and several machines.

HIGH TECH: NEW FRONTIERS OF CULTURE. Ken Low is the Director, Action Studies Institute in Calgary, Alberta. He offers a profound view of information and our ability to relate to it. He will amaze and astound you as you rethink all you know about everything.

THE ENGLISH EXPERIENCE. We hope to have Virginia Berkeley, the Principal Learning Resources Advisor of the huge Inner London Education Authority (ILEA) in our midst for the entire week. Miss Berkeley will explain her country's response to the School Library and attempt to clarify the differences between American and British practice.

THE SCHOOL LIBRARY PROGRAM. Susan Traill is presently the President of the Canadian School Library Association. She currently is the Library Consultant for the Manitoba Department of Education. From these two unique perspectives she will challenge your definition of the school library program and provide an opportunity for change and re-affirmation.

THE PARTICIPANTS. The assembled throng will represent an incredible mix of talent, experience and training. In the 1985 session, the librarian serving a secondary school of 120 children in a tiny community in Northern B.C. explained his conditions and challenges to a Texan who delivered a library program to 3000 students outside Houston. This year we expect representation from every region of the United States and Canada. The opportunity to discover the realities of "library services in schools" is vital to the program. You will be part of the program.

THE BEARPITS. Each evening a special guest will be invited to challenge the group on an issue that affects the profession and the individuals within it. This year we hope to have sessions on the Role of the Administrator in the School Library Program, Women in Leadership Roles in Education, and Censorship vs Selection. Some topics will emerge from the group, given the incredible range of experience and expertise that will be represented.

A SELECTION OF AUDIO-VISUAL PRESENTATIONS will be available for late-night previewing featuring many new releases from the National Film Board of Canada.

THE SALMON BARBEQUE and last evening. This is our "grand social conclusion".

RECREATIONAL ACTIVITIES. The campus boasts an exceptional Olympic size indoor swimming pool with exercise area and a tennis court. Several walking trails lead into the forest and along the coast. One afternoon will be given over to a variety of activities based on the local area, such as a tour to several outstanding local pottery studios, a walk in Ocean Estuary Park with the naturalist, a ride on a 48 foot sailing yacht out into the Strait of Juan de Fuca, or a stroll to a quaint English style tea house. Each evening begins with Happy Hour in the lounge overlooking the ocean. Lunch hours are long enough for swimming or relaxing.



SUMMER AT UVIC '87

The University of Victoria will offer this summer the following courses towards the Diploma in School Librarianship:

July 6-28

- L E 432 (1 1/2) The School Library and the Teacher
The library as a vital part of the teacher's program, its philosophy and services. For all teachers - elementary and secondary.
- Instructor: John Caldwell, Peel County Board of Education, Mississauga, Ontario.
- L E 435 (1 1/2) Cataloguing and Classification for School Libraries
The principles and practice of basic classification systems and cataloguing rules applied to the needs of the school library.
Prerequisite: Professional Year.
- Instructor: Donald Hamilton, Education Librarian, University of Victoria.
- L E 438 (1 1/2) Problems and Issues in School Librarianship
Addresses current problems and issues facing school librarianship.
Prerequisite: Professional Year and L E 432.
- Instructor: Sue Easun, Ph.D. Candidate: University of California, Berkeley.

July 29 - August 21

- L E 433 (1 1/2) The School Librarian
The role of the school librarian, administration of a school library, staffing supervision.
Prerequisite: Professional Year.
- Instructor: Catherine Panter, Ministry of Education, Victoria, B.C.
- L E 434 (1 1/2) School Library Materials
The evaluation, selection, and acquisition of learning materials in all media formats, etc. 434A (Elementary emphasis) and 434B (Secondary emphasis) will be combined.
Prerequisite: Professional Year.
- Instructor: Sue Easun, Ph.D. Candidate: University of California, Berkeley.

Other courses related to the Diploma in School Librarianship that may be offered this summer:

- ED-B 360 (1 1/2) Educational Technology
- ED-B 430 (1 1/2) Organization and Administration of Education in B.C.
- ED-B 341 (3) Literature in the Elementary School
- ED-B 342 (1 1/2) Foundations of Reading
- ED-B 343A (1 1/2) Reading in the Primary Grades
- ED-B 343B (1 1/2) Reading in the Intermediate Grades
- ED-B 343C (1 1/2) Reading in the Secondary Grades
- ED-D 338 (1 1/2) Microcomputers in the Classroom
(May be approved in lieu of ED-B 361)

Further information and registration materials may be obtained from:

Summer Studies
University Extension
University of Victoria
P.O. Box 1700
Victoria, BC
V8W 2Y2

(604) 721-8471

Q: What do Anne Scott, Eric Wong, David Booth, Roxanne Madryga and Crawford Kilian have in common?
A: They are all on the CSLA program for the Conference in Vancouver in June 1987.

TECHNOSTRESS ...

discovering that the economical cassette tapes you just purchased two gross of from a supplier to whom they cannot be returned, must be "jump-started" with the tip of a pencil before they will play. A technostress antidote is the discovery that there is a model of a pencil which is grooved so that it fits into the sprockets of the cassette. Now if only the students all had their own pencils, it wouldn't be necessary to so so many emergency calls.

FUEL FOR CHANGE UPDATE

There has been some confusion concerning the availability of Fuel for Change, the BCTLA's book on co-operative planning and teaching. This brief article should clarify the situation.

Fuel for Change was first published in the spring of 1986. At that time it was distributed free to all members of the BCTLA who were on the membership list at that time. Members who joined after the distribution and those who had let their membership lapse did not receive the publication, nor will members who join now (a reference in the September 1986 Bookmark implied that new members would receive Fuel for Change).

The Executive Board had decided before the publication that the book had so much valuable information on co-operative teaching that it was worth \$20.00. This price would also allow the BCTLA to make a profit on the sales of the book that could be used to underwrite other activities. Unfortunately, the physical quality of the book was not as good as hoped and it was soon realized that \$20.00 was too high a price for the book (although the quality of the contents remained unchanged). Thus the decision was made to reduce the price of the book. The profit level was accordingly also reduced although the actual costs of publication were borne in one year's budget, thanks to a special grant from the BCTF.

At the same time, the BCTF, who had printed Fuel for the BCTLA agreed to reprint some of the badly printed pages. These pages were then mailed to all BCTLA members as well as being included with all new copies sold. With the change in price, confusion arose about the correct price, with various sources quoting different prices. The correct prices are \$12.00 prepaid or \$15.00 billed. Prices include shipping.

To date, the BCTLA has sold 295 copies of the book with several hundred copies still available. Refunds have been sent to any person who forwarded the incorrect amount. Gross proceeds are about \$3600.00 so far.

Fuel for Change videos (three altogether) were produced by Patricia Shields of the BCTLA and show the underlying process of the book in use. They are not being sold by the BCTLA but by UBC (see the Bookmark for further details)

Copies of Fuel for Change are available at the prices shown above from:

Bill Scott
Fuel for Change sales
Box 985
Hope, B.C.
VOX 1L0

It should take approximately three weeks to process any orders. Preference is given to prepaid orders as they are easier to handle.

SCHOOL LIBRARIES IN CANADA'S review of FUEL FOR CHANGE

Reprinted with permission from School Libraries in Canada, Vol. 7, No.1 (Fall, 1986)

Hats off the BCTLA for the production of this very concise and very practical handbook on cooperative planning and teaching. The committee of eight has managed to cover the rationale for cooperation and a variety of vehicles which can help cooperation to take place.

The introductory chapter, "What's Happening? Why Change?" is a very clear statement of the place of library services in the school. "Designing A Vehicle for Success" covers the establishment of district and school level policies. "Research and Study Skills" emphasizes the importance of cooperative planning. "Communication" outlines several specific strategies for the teacher-librarian. "How the Administrator Creates a Team" addresses the role of the principal. Teachers' roles are enunciated in "The Role of Teachers", while the specific tasks of the teacher-librarian are enumerated in "The Role of the Teacher-Librarian". "Getting into Gear" looks at the methods of involving teachers in cooperative planning outlines. The authors list fourteen "points for discussion" in the chapter entitled "All Systems Fine Tuned", points which "may also assist teacher-librarians in determining the stage they have progressed to in the development of a total library resource centre program".

Believe it or not, all of the nine chapters are compressed into 53 pages of very large print. Besides the concise content of the chapters, there are many added references listed. The names of Ruth Ann Davies, David Pratt and Ken Haycock are like household words in school libraries, and readers of this latest compendium will be comforted to see that the committee as made reference to Ontario's Partners in Action, Halton County's School Library Program Guidelines, and Calgary's Scope and Sequence Chart.

The last 132 pages of this handbook offer "exemplary models of the cooperative planning and teaching process". Fourteen concrete examples of cooperatively planned units are included, ranging from a "Teddy Bears & Bears" unit for K/1 up to a carefully formulated plan for a grade 12 geography essay assignment.

Appendices include a copy of the Canadian School Library Association's "The Qualifications for School Librarians" statement, as well as a set of four case studies, each of which provides some thought-provoking reading for administrators, teachers and librarians.

Roger W. Piper
Teacher-librarian
Bairdmore Elementary School
Fort Garry School Division #5
Winnipeg, Manitoba

ELECTIONS 1987-1988

By JACKIE LOYD, Nominations Chairperson

Nominations for the 1987-1988 term of office for Executive Board members closed on February 1, 1987.

The following resumes have been provided by nominees to assist voters in making their choices. Addresses and phone numbers are provided for those wishing to contact nominees to discuss their positions.

Only active members (those persons who are active, associate, honorary associate, honorary life and affiliate members of the BCTF) are allowed to vote.

Ballots should be marked and sent to Jackie Loyd, Nominations Chairperson, 649 Cadder Avenue., Kelowna, B.C., V1Y 5N5 and must be received no later than May 3, 1987.

BARB HALL
6405 Cornell Place, Prince George,
B.C. V2N 2N7 964-6810

PRESENT POSITION: Teacher-Librarian,
Duchess Park Secondary (1977-)

PAST EXPERIENCE: Teacher-Librarian,
Norkam Secondary, Kamloops (1974 -
1977); Teacher-Librarian, Handsworth
Secondary, North Vancouver (1962-1968)

EDUCATIONAL QUALIFICATIONS: B.Ed (UBC)
1962; M.Ed. (U. of Alberta) 1986

OFFICES HELD: President, Prince George
Teacher-Librarians' Association (1980-
1982); Chapter Councilor for Prince
George (1980 - 1982); Vice-President,
BCTLA (1984 - 1986); President, BCTLA
(1986 - 1987)

CONCERNS: I will continue to promote
the advocacy role of Teacher-
Librarians in the educational area and
foster professional development
programs for our members



RE-ELECTED BY ACCLAMATION

PRESIDENT

KEN ADSETT

789 St. Patrick Street, Victoria,
B.C., V8S 4X6 598-2730

PRESENT POSITION: Teacher-Librarian,
Oak Bay Secondary Secondary School
(1972 -)

PAST EXPERIENCE: Teacher-Librarian,
Lake Hill Elementary (1981 - 1982);
Classroom Teacher, Oak Bay Junior
Secondary (1965-1972)

EDUCATIONAL QUALIFICATIONS: B. Ed. (U.
Vic.) 1967; M.Ed. (U. of Oregon) 1973

OFFICES HELD: President, Greater Vic-
toria Teacher-Librarians' Association
(5 years); Secretary, Greater Victoria
Teacher-Librarians' Association for 1
year; Editor of The Bookmark (1977-
1979); BCTLA Publications Coordinator
(1979 - 1981); Chairperson of BCTLA
Conference, May, 1984; Editor of Added
Entry, Newsletter of the Greater Vic-
toria Teacher-Librarians' Association,
(December, 1984 -)

CONCERNS: I feel the BCTLA must
continue to coordinate the efforts of
its individual members to become
better trained and better informed
teacher-librarians through our public-
ations, our conferences and our
in-service programs, namely, through
communication and interaction among
colleagues. The BCTLA must also
continue an active role in the
promotion and support of school
library programs and services among
school boards, administrators, fellow
teachers and with the BCTF and the
Ministry of education. The BCTLA
has become an influential force
provincially, nationally, and inter-
nationally and I would like to work to
maintain that high professional
standard.



ELECTED BY ACCLAMATION

VICE-PRESIDENT

DIANA POOLE

46875 Eric Drive, Chilliwack, B.C.,
V2P 3M5 792-2197

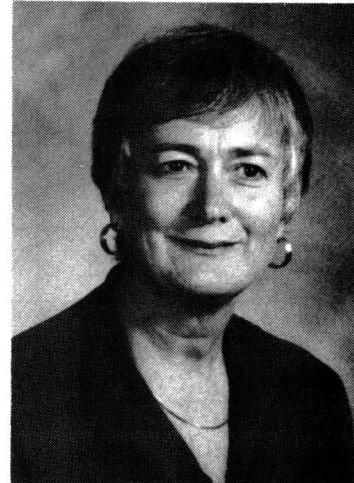
PRESENT POSITION: Teacher-Librarian
Chilliwack Senior Secondary, (1985 -)

PAST EXPERIENCE: Teacher-Librarian
Chilliwack Junior Secondary (1982 -
1985); Classroom Teacher (English)
Sardis Secondary (1980 - 1982)

EDUCATIONAL QUALIFICATIONS: B. Arts
(Melbourne) 1961; M.Ed (UBC) 1986

OFFICES HELD: President, Chilliwack
District Teacher-Librarians' Associa-
tion (1983 - 1987); Corresponding
Secretary, BCTLA (1986 - 1987); Status
of Women Chairperson, CDTA (1984 -
1985); Second Vice-President, CDTA
(1986-1987)

CONCERNS: I would like to continue in
the present position for another year
as the first year is a training year.
I will continue to strive for a strong
PSA that represents all of the BCTLA
locals; their concerns and problems.



RE-ELECTED BY ACCLAMATION

**CORRESPONDING
SECRETARY**

EILA GEORGE
4904 Gair Avenue, Terrace, B.C.
V8G 2K2 635-4751

PRESENT POSITION: Teacher-Librarian,
Cassie Hall School (1979 -)

PAST EXPERIENCE: Classroom Teacher,
Skeena Junior Secondary (1978 - 79);
Classroom Teacher, St. Joseph's,
Nelson, B.C. (1968 - 71)

EDUCATIONAL QUALIFICATIONS: B.A.
(Notre Dame) 1967; Professional Certi-
ficate (Notre Dame) 1970

OFFICES HELD: President, Terrace
Chapter of BCTLA, (1982 - 1983);
Chapter Councilor for Terrace (1983 -



FOR RECORDING SECRETARY

1984); BCTLA Corresponding Secretary (1984 - 1986) ; BCTLA Recording Secretary (1986 - 1987); Staff Rep. for BCTF Local (1983 - 1984)

CONCERNS: I would like to see the development of a document like Partners in Action to replace Sources and Resources. I am also concerned about the special needs of teacher-librarians in schools with English and French programs (Cadre and Immersion).

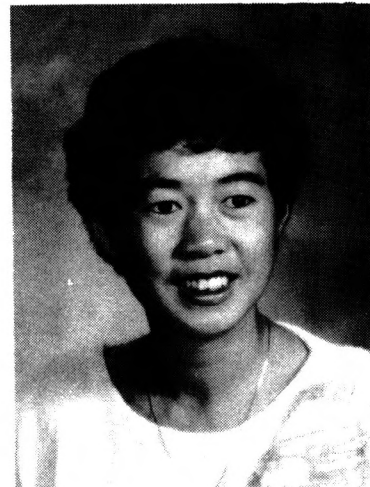
PATRICIA PARUNGAO
343 East 40th Avenue, Vancouver, B.C.
V5W 1M1 327-6053

PRESENT POSITION: Teacher-Librarian,
Killarney Secondary (1982 -)

EDUCATIONAL QUALIFICATIONS: B.Ed
(Sec.) UBC, 1980

OFFICES HELD: Co-publisher, Media Messages, Vancouver Teacher-Librarians' Association, (1985 - 1986);
Reviewer, BCTLA/BCSLA Reviews, (1980 - 1987)

CONCERNS: I would like to see BCTLA work towards the standards set by the Ministry in Sources and Resources for all school libraries.



FOR RECORDING SECRETARY

STEPHEN HARRIS
2215 Stewart Avenue, Courtenay, B.C.
V9N 3J1 334-4222

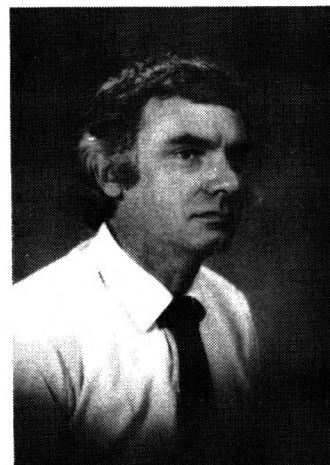
PRESENT POSITION: Teacher-Librarian,
G.P. Vanier Secondary, Courtenay
(1983-)

PAST EXPERIENCE: Teacher-Librarian,
Airport Elementary School, Courtenay
(1974 - 1983); Elementary classroom
teacher and Junior high Math/Science
teacher in Courtenay, Alberta, and
Victoria, Australia (1961 - 1973)

EDUCATIONAL QUALIFICATIONS: Trained
Primary Teacher's Certificate,
Australia, 1960; B.Ed (UBC) 1973;
M.Ed. School Librarianship (UBC) 1985

OFFICES HELD: BCTLA Chapter Councilor,
Comox District (1978-); BCTLA Chair-
person, Comox District (1978 - 1983);
BCTLA Treasurer (1985 - 1987); Vice-
President, BCTF Local, Comox District
(1980 - 1981); BCTF Geographic Repre-
sentative, Comox District (1981 -
1984)

CONCERNS: The BCTLA must promote a
perception of school libraries as an
integral part of the educational
process in B.C. The BCTLA must
continue to promote professional
development for its members.



FOR TREASURER

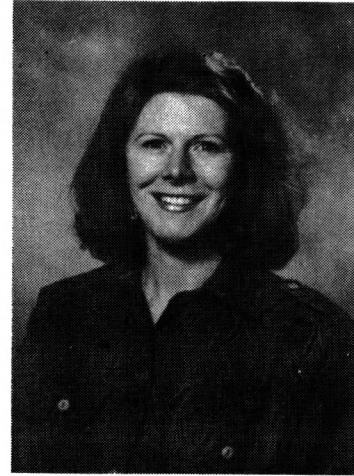
BARBARA MOORE
9694 Windsor Street, Chilliwack, B.C.
V2P 6C2 795-7918

PRESENT POSITION: Teacher-Librarian
and Relieving Grade 6/7 teacher,
Rosedale Elementary (1979-1984);
Primary Teacher, Elementary Schools,
Chilliwack; Primary Teacher,
Teacher-librarian, Delta.

EDUCATIONAL QUALIFICATIONS: B.Ed
(UBC) 1970. Begun 5th Year.

OFFICES HELD: BCTLA Chapter Councilor
past three years; CDTA Corresponding
Secretary, mid 1970's.

CONCERNS: I would like to see BCTLA
continue emphasis on Professional
Development and inservice. I would
also like to see local associations
put more emphasis on this and
continued education.



FOR TREASURER

**LOOK FOR
GREEN BALLOT
SHEET
INSERTED WITH
THIS ISSUE**

WORKING & LEARNING CONDITIONS: PART II

This portion of the survey contains tables showing tabulated results re: professional category of persons in charge of school resource centres, teacher-librarian qualifications and other duties of teacher-librarians in English program schools; linguistic qualifications, program type, teacher-librarian qualifications and budget disposition in French program schools; professional category of person(s) in charge of DRC's, and services offered by DRCs.

The information has been provided by teacher-librarians in 1049 English program schools, 109 teacher-librarians in French program schools, and by 45 DRC personnel.

Person(s) In Charge of School Resource Centres

The following table delineates status of persons in charge, as well as their other assignments. Please note that these latter figures do not "add up" because a significant number of teacher-librarians serve in two or three areas.

	Teachers Lib. training	Admin- istrators	Clericals	Teachers	Others	Not Reptg	Learn Assist	Enrich	Admin	Classrm	Other	Total No. reptg
El.Eng.	649	40	7	83	7	15	61	75	75	184	29	801
%	81	5	0.9	10.4	0.9	2.5	7.6	9.4	9.4	23	3.6	
Sec.Eng.	209	3	2	13	1	20						
%	84.3	1.2	0.8	5.2	0.4	8						

Notes: 1. Administrators with library training were included with "teachers with library training", and tabulated in other areas of service as administration.

2. Teacher-librarians in secondary schools reported the following assignments under "Other": Mastery Learning Centre, computers, enrolling a homeroom, counselling, study hall supervision, part-time elementary teacher-librarian, supervision, another school, clerical, theatre, International Baccalaureate, DRC coordinator.

Teacher-Librarian Qualifications (UBC equivalents)

This table shows the responses of teacher-librarians re. number of courses in library training.

El.Eng. Qual	0	1.5-3.0	4.5-6.0	7.5-9.0	10.5-12	13.5-15+	DATA INC.	
	127	92	115	138	119	184	26	801
%	15.9	11.5	14.4	17.2	14.9	23	3.2	
Sec.Eng. Qual	19	14	32	34	33	103	13	248
%	7.7	5.6	12.9	13.7	13.3	41.5	5.2	

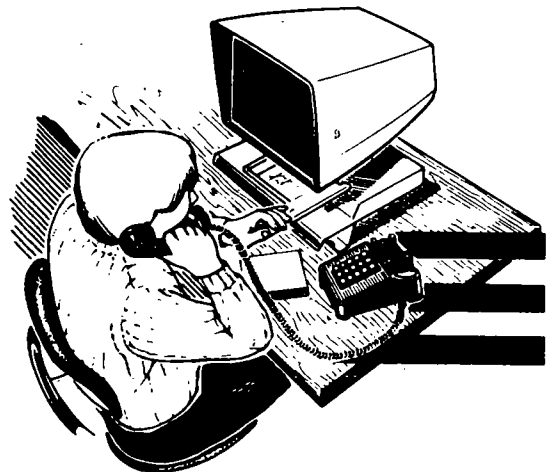
Note: administrators who indicated courses in library training were included under "teachers with library training."

Linguistic Qualifications of Teacher Librarians in French Program Schools

This table includes program(s) offered in schools.

Fr.Elem.	Biling	Lim spk	Rd.know.	No Fr.	Early imm	Late imm	Prog.	Other	Tot
	19	35	40	17	63	14	13	6	96
%	21.6	39.8	45.5	19.3	65.6	14.6	13.5	6.3	
Fr.Sec	3	7	8	7	10	15	10	0	35
%	14.2	33.3	38.1	33.3	28.5	42.9	28.5	0	

Note: types of program numbers do not tally because schools may offer one, two or three programs.



Teacher-Librarian Qualifications (UBC equivalents) French Program Schools.

	Teachers Lib. training	Admin- istrators	Clericals	Teachers	Others	Not Reptg	Learn Assist	Enrich
El. Fr.	7	6	13	13	17	30	2	88
%	8	6.8	14.8	14.8	19.3	34.1	2.3	
Sec. Fr.	0	1	5	2	4	8	1	21
%	0	4	23.8	9.5	19	38.1	4	

Budget Disposition: French Program Schools

Unfortunately, the data collected in this area are not considered valid for comparison. Figures provided were often guesses with appropriate comment; most of the tables were incomplete. Also, information provided re. enrolment and grade levels was insufficient. Only nine districts reporting gave some figures. In the "Maintenance Budget" category these ranged as follows:

1985-1986: \$1,000 \$9,000

1986-1987: \$2,300 \$10,000

In the "Other" budget category:

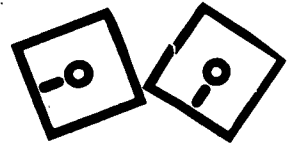
1985-1986: \$3,661 \$20,000

1986-1987: \$0 \$6,000

Of the nine reporting, only one supplied figures for all sections. Others commented, "I don't know" or, more than once, "materials budget unlimited." Some comments, referring to "Other" budgets were as follows: "Classroom," "Resources/In-service," "Magazine Subscription," "Federal Grant," "Set-up," "Start-up," "No formal budget -- French Immersion supplied generously," "French department had special grant for library budget," "included in overall library budget," "money provided by program coordinator to provide materials for the lead class."

I apologize to the membership for the inconclusive nature of this part of the report. Regrettably, realistic appraisal of the time at my disposal precluded phoning and collecting more accurate responses. Further, there were so many comments stating that teacher-librarians had no idea either where money came from or how it was allotted that it would have been a pointless and costly exercise. People cannot provide information for which they have no access.

DRC personnel



District Enrollment	DRC Person in Charge							Technical Staff							Clerical Staff						
	Teacher	Teacher with Lib. Training	Administrator	Library Technician	Clerical	Other	FTE	0-0.9	1-2	3-4	5-6	7-8	9-10	11-15	16+	0-0.9	1-2	3-4	5-6	7-8	9-10
500-1000	1						1	1								1					
1001-7000	0	6	7	0	5	2	0.8	11	6	1						8	6	3	1		
* 7001-14000	1	3	2	0	0	0	1	2	2	1						0	2	2	1		
14001-21000	2	4	1	0	0	1	0.9**	2	4	1			1			0	2	5			1
21001-28000						1	1						1								1
49001-56000				1				1													1

Total reporting = 45

* there were five DRC's, but six people designated as "in charge." (One DRC had two people sharing equally the responsibilities.)

** This figure when averaged is skewed. All but one are 1.0 FTE; one is .25 FTE.

TECH.
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DRC Services Offered.

No attempt was made to collate this information in relation to district size as determined by student enrollment. Forty-five districts reported. The following is a tabulation of how many provided each service.

Centralized cataloging/processing	16	(35.5%)
16mm film library	35	(77.8%)
Videotape library	41	(91.1%)
Small format AV library	41	(91.1%)
Professional library	32	(71.1%)
Audio-visual production	25	(55.5%)
Audio-visual equipment storage	38	(84.4%)
Other services	31	(68.9%)

Other services included: computer storage, training, purchasing, in-service; DIALOG data base search; AV repairs, supplies; laminating; photo-copying; PEMC, NFB ordering; textbook services; supplementary materials in nearly all curriculum areas; previewing; taping TV programs, records to cassettes; storage of science kits.

How Statistics Have Been Used In Negotiations.

156 teacher-librarians have used statistics in negotiating school library budgets; 132 in negotiating time allocation; and 87 in negotiating for clerical time allocation. Nine district Resource Centre personnel have used statistics in negotiating budgets; fifteen in negotiating teacher-librarian time allocation, eleven in negotiating clerical time allocation. One DRC person used statistics to try to keep a teacher-librarian at the DRC and another to compare local and provincial statistics.

TECHNO-DOTE . . .

Techno-stress can have its lighter moments; for example, when our detection system was first installed, we had the usual rash of book plantings on unsuspecting students. Bells ringing and gates barring would raise our blood level as flustered student clumsily emptied contents of his carry-all on our counter, revealing yesterday's lunch amongst the dust-mice of the deeper recesses of his bag.

I began to suspect one particular senior-who-liked-to-be-seen, and on a day when he was leaving the library on his own, I deliberately rang the bell on him, much to his consternation and the great amusement of his on-looking peers. As he was not carrying any books or binders (as usual), I asked him to remove his jacket (top layer of the layered look which was in vogue at the time), and to walk through again. With gleeful revenge in mind, I rang the bell on him again, with greater consternation from him, and increasing amusement from his peers. By the time I rang the bell on his fourth layer of jacket/shirt, and he was beginning to think that he might have to suffer some small embarrassment on the next layer, I let him through unchallenged. As far as I know, he has not planted a book on a junior since then. Nice to place the techno-stress where it really belonged!

THE BOOKMARK

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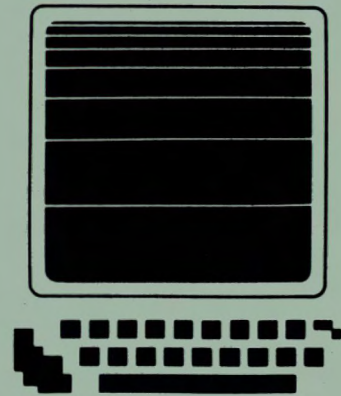
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BCTLA REVIEWS



F Butler, Elvie L.
Remember the world fair with the Greenfield crowd ; illustrated
by Charlene Kamachi. -- E.L. Butler, 1986. -- 52 p. : ill. --
ISBN 0-9692646-0-7.

Expo 86 (Vancouver) - Fiction // Animals - Fiction.

A book about a world fair two months after it closes is as useful as tinsel two weeks after Christmas or a jack-o'-lantern two days after Hallowe'en. Since my first reaction to this book, received the last school week in December, was total rejection, it was put aside for reconsideration in the new year. It still seems to have no use in British Columbia school libraries. It might be useful as a souvenir, but most visitors probably have their souvenirs already.

Many of the pavilions, such as Ontario, Russia and the Yukon are described. Some events, such as the Musical Ride, are mentioned. "Canada", a concrete poem shaped like the sails of Canada Place, is well done. Even in black and white, the illustrations capture the flavor of the fair, leading to a wish for a book worthy of the talents of the artist.

In reaching for an audience from "5 to 95", the author reaches none. Expo was exciting, confusing, crowded and fun. By introducing the Greenfield Crowd, an anthropomorphic mess of weasels, owls, groundhogs and space athletes from the Andromeda Galaxy, in implausible activities like a slalom race down Highway 86, the result has been total confusion. The tips for dressing like Princess Diana and the instructions for becoming a prince are in bad taste.

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

F Vancouver short stories / edited by Carole Gerson. --
University of British Columbia Press, 1985. -- 166 p. --
ISBN 0-7748-0228-6. -- \$9.50(pbk.).

Short stories, Canadian - British Columbia // Vancouver -
Fiction.

This interesting collection of short stories is attractive, well bound for a paperback, and well edited. The colorful cover features the Birk's clock corner at Granville and Georgia with happy, casually dressed people and no rain!

The short stories in this collection were "chosen because they highlight facets of the city's social history and literary development." Fortunately they are also the work of many well known authors from a variety of time periods: Pauline Johnson, Bertrand Sinclair, Emily Carr, Audrey Thomas, Gabriel Szohner, Frances Duncan and Sky Lee. The stories are arranged chronologically by the date of first publication, giving an historical context which is made more interesting by the missing pieces.

Stylistically, the range runs from Pauline Johnson's romantic imagery in "The Two Sisters" to Kevin Roberts' "A Nice Cold Beer", which is stark, modern, and so sparing with words it is as if the author had to telegraph the story in and pay for each word. The contrasting styles could be used most effectively by teachers and teacher-librarians who wish to examine the development of the form of the short story or the way in which style matches the culture of the period. The introduction by the compiler, Carole Gerson, provides a succinct rationale for the selection and some commentary on the stories which will be of interest both to general readers and to those studying specific stories.

Of the 21 stories included, only 6 were familiar to this reviewer, an avid short story reader. In addition, one of the stories, "1941-1942", is really an excerpt from Joy Kogawa's Obasan. Together the stories tie in nicely to a "whole" which is not to be found elsewhere. The Vancouver theme succeeds well. Now if someone would only do the same for Vernon, Kamloops, Powell River, et al!

Recommended for Grades 10 and up. Reading level varies greatly from selection to selection.

Liz Austrom, Coordinator of Curriculum Resources, School District #39 (Vancouver).

330.9711 After Bennett : a new politics for British Columbia / edited by Warren Magnusson [and others]. -- New Star, 1986. -- 429 p. -- ISBN 0-919573-63-0. -- ISBN 0-919573-62-2(pbk.) -- \$5.95(pbk.).

British Columbia - Economic policy // British Columbia - Economic conditions // British Columbia - Politics and government - 1972- .

The editors have another winner with this sequel to New Reality (New Star Books, 1984). It is a collection of essays by a number of notable scholars in various fields. The contributors examine the existing social, political and economic institutions and provide alternatives which allow for greater democratization as well as decentralization of government. The writing style is accessible and yet also scholarly. Divided into two main sections, "Economy" and "Ideology, Politics and the State", the essays cover a wide range of topics including: Economic Revival, Institutional Change, Resources and Development, Government, Culture and Society, and Political and Social Movements.

The essays provide great insight into government policy and its effects on the economy and society in general. The purpose of the book is clearly to awaken readers to the fact that their destiny could be in their own hands if only they became politically involved. The book does not present a partisan view of the political process, and the election of the NDP is not seen as a panacea to the ills which beset the BC economy.

It should provoke discussion and debate in political science classrooms at the secondary and post-secondary levels. I commend the publisher for this work along with others like it: The House that Jack Built (1980), New Reality (1984) and Pattison: Portrait of a Capitalist Superstar (1986). All are raising the consciousness of readers across the province while also erasing some of the political apathy which is so damaging to any democracy.

A bibliography and notes on the contributors is appended. The Fry readability level is Grade 10.

Kenard A Knutson, Teacher-librarian, Dr. D.A. Perley Elementary School, School District #12 (Grand Forks).

331.88 Green, Jim.
Against the tide : the story of the Canadian Seamen's Union.
-- Progress, 1986. -- 324 p. : ill. -- ISBN 0-919396-49-6.

Canadian Seamen's Union - History // Labor unions - Canada - History.

This fine history of the short-lived Canadian Seamen's Union is written with an obvious affection for those men who played a role in the story together with respect for the goals of trade unions in a hostile

environment. The detail included is remarkable and owes much to the ability of Green to call on veteran members of the union for their experiences. This oral history component is strengthened by reference to many newspaper reports and a number of books and government reports.

In retrospect, unionization of seamen can be seen as one of the most difficult occupations. The nature of the industry mitigates against success. Certain parts of the industry, for example, the purely domestic carriers, may offer opportunity; but international shipping, notorious for flags of convenience and the use of cheap labor from undeveloped countries, represent a challenge to even the most avid of union organizers. The Canadian Seamen's Union can thus be seen as fighting a losing battle from the beginning, and it is to Green's credit that the battle is shown to have been a courageous one.

The book is well produced, containing some interesting photographs and an index together with comprehensive reference notes. Any senior secondary school seeking material on the development of trade unions in Canada should consider the purchase of this very fine book.

John Crawford, Teacher-librarian, Blanshard School, School District #61 (Greater Victoria).

333.95 Leach, Barry.
Waterfowl on a Pacific estuary: a natural history of man and waterfowl on the Lower Fraser River / written and illustrated by Barry Leach. -- British Columbia Provincial Museum, 1982.
-- 211 p. : ill., maps. -- ISBN 0-7718-8335-8.

Water birds // Birds - Protection // Fraser River estuary // Estuarian ecology.

Using an historical and ecological perspective, Barry Leach poses questions about the value of waterfowl. He provides geological and archaeological perspectives of the Fraser River. We also gain insight into our role as disturber as well as enhancer of the environment.

Part 2 assesses both the historic status and the present status of various waterfowl species in the Fraser Valley. This section is backed by an extensive review of the literature. Part 3 describes interesting places for waterfowl in the Fraser Valley and explains some exciting enhancement projects. Part 4 discusses waterfowl problems such as leadshot, oil, power lines and predators.

This book is required reading for serious birders, yet interesting enough for laymen.

Reading level - Senior Secondary+. Recommended: Senior Secondary Libraries, Public Libraries, Post-secondary Libraries.

Jim Duncan, Media Librarian, East Kootenay Community College.

346.71105 Wong, Steven G.

Wills for British Columbia : how to make your own will. -- 11th ed. -- International Self-Counsel, 1986. -- 95 p. : ill. ISBN 0-88908-180-8. -- \$6.50(pbk.).

Wills.

This concise and clearly written manual covers all the important details regarding the mechanics of making a valid will. A question/answer format is often employed. The layout is clear and easy to follow from the table of contents to the glossary. It even includes a helpful probate checklist.

Although this topic is included in the Consumer Education syllabus the booklet would be of greater use to the teacher than to the students, as very few students will make wills in high school. Nevertheless, I have found students to be most interested in the topic.

From personal experience I would like to suggest that two things are not covered in enough depth. Firstly, one should ponder deeply the impact of every word in a will, especially how it will help in carrying out the intent of the maker and how it will affect loved ones. Sloppy or rushed thinking and careless words may accomplish the stated desire, but with immeasurable and probably unnecessary hurt to survivors. Secondly, the power of an executor is and has to be immense. For that reason, an executor is granted great discretion in concluding an estate; if one's thoughts are not clearly stated, the intentions may never be realized.

This booklet is recommended for teachers of this topic and for secondary school libraries.

D.K. McRae, Social Studies teacher, G.P. Vanier Senior Secondary, School District #71 (Courtenay).

371.97 Indian education in Canada, volume 1 : the legacy / edited by Jean Barman, Yvonne Hebert, and Don McCaskell. -- University of British Columbia Press, 1986. -- 172 p. -- ISBN 0-7748-0243-X.

Indians of North America - Canada - Education - History.

In 1972 the federal government adopted a policy which would eventually give Indians control of Indian education. This is the first of two books intended to deal with Indian education in Canada. It is edited by an historian from UBC, a professor of education from the University of Calgary, and a chairman of native studies from Trent University. The eight essays were written by contributors with equally impressive credentials.

Volume 1: The Legacy deals with the history. It contains an introductory survey by the editors which establishes the basic premise of European education for natives - to "civilize" them and thereby eliminate their

culture. The essays then "focus on specific geographic areas and periods" from the Micmac and seventeenth century New France through residential schools in BC in 1970. Some essays analyze, some are case studies, and some are position statements. All are well documented.

No attempt is made to hide the "activist stance" taken: the book argues for Indian control of Indian education. The essays demonstrate, among other things, how missionary and governmental education sought to coerce cultural and cognitive assimilation through the weakening of symbolic literacy of native peoples, alienation from the old way of life, and disruption of traditional and ancestral sociocultural patterns. At the same time, equal opportunities to participate in the "white" culture were absent. The essays argue that the long-lasting sense of alienation and frustration felt by many Indians towards Canadian society today is, in part, a product of the educational system to which they were subjected.

The level of scholarship, the vocabulary, and the sentence structure make it obvious that the intended audience for this book is not the elementary or secondary student. Therefore, teacher-librarians would not be advised to purchase this book for the general collection. But it is a book that has a place in schools and/or systems with native students. It will assist administrators, teachers and school personnel to better understand a much neglected group of people. Recommended for professional collections.

Debra Simmons, Teacher-librarian, Templeton Secondary School, School District #39 (Vancouver).

597 Lamb, Andy.
Coastal fishes of the Pacific Northwest / by Andy Lamb and Phil Edgell. -- Harbour, 1986. -- 224 p. : ill. -- ISBN 0-920080-75-8.
-- \$12.95(PBK.).

Fishes - Northwest Coast of North America - Identification.

Andy Lamb and Phil Edgell are biologists and accomplished divers who are respected in both diving and biological circles. Their book invites browsing from the front cover to the index.

The table of contents clearly indicates the fishes covered. Fish are grouped by family or related species. Though it is a paperback, the sewn binding will withstand the kind of use it will likely receive on field trips or shore hikes. The first 47 pages are color photographs. It would be more convenient if these were beside each entry but costs probably prevented that. The cost is less than expected for a book of this detail and number of color photographs.

Each family of coastal fish is introduced on one page with an illustration and general biological and ecological information. The introduction to each family is easy to read and easy to understand. One page is then devoted to each species in the family: 174 species are covered. A line drawing with some shading points out unique and identifying features. Scientific and

common names are given and are followed by maximum recorded size and distribution. The average adult size is information which has been omitted. Information about sports fishing, diving, commercial fishing, seashore hiking, and use as food make this book a necessity for any seashore field trips or hikes.

This book, pocket-sized, written in understandable English, and well illustrated is valuable as a field guide for biology classes as well as amateur naturalists.

M. Dale Lauber, Teacher-librarian, Mountain Secondary School, School District #35 (Langley).

597.5 Green, David M.

The amphibians of British Columbia / by David M. Green and R. Wayne Campbell ; illustrated by Keith Taylor and Brigitta M. Van Der Raay. -- British Columbia Provincial Museum, 1984. -- 101 p. : ill., maps. -- ISBN 0-7718-8427-3.

Amphibians.

Amphibians of British Columbia is the 45th handbook of the Provincial Museum's guides to BC's flora and fauna. This book is an updated version of the original one which was published in 1943.

The first part deals with general information about amphibians. The second part deals with salamanders; and describes distinguishing features, habits, breeding, and range of the eight species found in the province. The third section gives the same type of information for frogs and toads.

This book is highly recommended for any high school or middle school. It is well written and well organized. The black and white illustrations are clearly labelled and informative. There is a table of contents, a glossary and a helpful list at the back of the book called "Useful References" which provides further readings on this topic.

Lesley Krainer, Teacher-librarian, Westview School, School District #52 (Prince Rupert).

607 Anderson, Robert.

The Expo story / Robert Anderson and Eleanor Wachtel. -- Harbour, 1986. -- 258 p. : ill., map. -- ISBN 0-922080-81-2. -- \$8.95(pbk.).

Expo 86 (Vancouver).

Each essay in this collection is devoted to a particular facet of Expo 86's pre-opening day developments. The wide variety of topics include a survey

of previous international expositions, a biography of Jim Pattison, and a summary of negotiations leading to the fixing of a "fair wage" for non-union construction workers. The essays are generally well written in what is often an erudite manner, with thoughtful analysis and adequate resource references. If the overall tone could be described in one word, that word would probably be "sceptical".

There were some advantages to preparing this collection before Expo. In the first place, the freshness of the material was unimpaired; secondly, the opinions expressed were not influenced by the subsequent success or failure of Expo; and thirdly, the topics chosen were those which appeared to be of contemporary importance rather than those which surfaced after the event. There are also disadvantages. The two main ones are the lack of objectivity often apparent in current commentary, and the likelihood that topics which seemed important at the time may seem less so in retrospect. What is an advantage in one respect might be a disadvantage in another.

There are a number of photographs and cartoons to support the arguments, and these are quite well reproduced. The book is remarkably error-proof.

It is recommended for use in senior secondary school libraries.

John D. Crawford, Teacher-librarian, Blanshard School, School District #61 (Greater Victoria).

612 Wright, R.H..
A nose is for smelling ; illustrated by Barbara Hodgson. -- Douglas & McIntyre, 1983. -- 76 p. : ill. -- ISBN 0-88894-337-7. -- \$6.95.

Smell // Nose.

A Nose is for Smelling is an attractive little paperback with a deceptively non-textbook, easy-to-read appearance. Each of the 13 short chapters has headings which are illustrated with entertaining black and white cartoon-like drawings. As well, there are drawings throughout the book numbered in a scientific way so that the author can better explain experiments and present statistics.

The reader is bombarded with facts on the sense of smell from beginning to end, and the vocabulary is advanced even for middle school students.

My two Grade 7 classes were eager to read the book when they saw it, but they quickly lost interest and not one student finished it.

I do not recommend this book except, perhaps, as a teacher reference. It could be helpful to science teachers for experiments or to particular students presenting a Science Fair exhibit.

Marilyn Clements, Teacher, Courtenay Junior School, School District #71 (Courtenay).

613.2 Katz, Alice.
Conquering compulsive eating : a complete self-help guide. --
International Self-Counsel, 1896. -- 79 p. -- ISBN 0-88908-
637-0. -- \$5.95.

Reducing - Psychological aspects.

Katz, an American psychotherapist with a bachelor's degree in counselling, has specialized in treating people with eating disorders for the past seven years.

This Self-Counsel Press Personal Help title has a familiar format consisting of point form discussion and fill-in-the-blank exercises. Topics include "What is compulsive eating?", "Understanding your eating patterns", "Understanding hunger", "Emotions and eating habits", "Body Image", and "Making changes". The author attempts to have the reader discover childhood patterns and emotional and self-image reasons for overeating. She then suggests ways to change those habits or perceptions which are causing overeating.

The bibliography proves that there is a plethora of current publications on eating disorders, dieting and self-development. This book synthesizes many of the theories on being slim without dieting. Increase your self-knowledge, and your body will change. Some of the traditional weight-loss strategies are recommended - eat whole grains, no sugar, eat only at the table, and reward yourself with something other than food.

People with health problems related to compulsive eating will need professional help: people without health problems could work through the book and achieve a better understanding of why they are compulsive eaters. Whether this translates into a change in eating patterns will depend upon the person.

Only high school libraries with a special need for material on eating disorders will want to acquire this title.

Brenda Watson, Teacher-librarian, Dunsmuir Junior Secondary School, School District #63 (Sooke).

642 Vancouver entertains : a menu cookbook for entertaining :
recipes & histories of Vancouver's ethnic communities /
edited by Larissa Hooley & Josephine Robinson. -- Whitecap,
1986. --192 p. : ill. -- ISBN 0-920620-89-2. -- \$14.95(pbk.).

Cookery, International // Menus // Ethnic groups - Vancouver.

Current emphases on race relations and multiculturalism make this book a timely publication. Complete menus and brief histories of 15 different communities are included as a tribute to the multi-ethnic mix of the city.

The recipes sound appealing and the instructions, in both imperial and metric measurements, are easy to follow. Particularly useful is a detailed time plan checklist for the Chinese menu. Unfortunately, for the novice, a time plan checklist like this was not prepared for each menu. An added feature, however, for Vancouver readers is that the ingredients listed are readily accessible in Vancouver stores.

Preceding each menu is a short history of the ethnic group, notes on the menu which may explain the essence (appearance, use of spices), method of serving, and general time plan. A possible weakness is a lack of color illustrations which would enhance the appeal and uniqueness of each menu. The Gourmet Club of the UBC Faculty Women's Club can be credited for selecting these appetizing menus.

The spiral binding is an advantage while working in the kitchen, but may be a problem if students tamper with it. The table of contents and detailed index increase accessibility.

Recommended, especially for schools in Vancouver. Fry readability level: Grade 10.

P. Parungao, P. Beck, R. Kosma, Teachers, Killarney Secondary School, School District #39 (Vancouver).

643 Laturus, Ted.
Floating homes : a houseboat handbook. -- Harbour, 1986.
-- 115 p. : ill. -- ISBN 0-920080-71-5. -- \$16.95(pbk.).

Houseboats // Boat living.

Ted Laturus, a well-known Vancouver journalist who has lived on houseboats for 10 years, has written an excellent book which covers everything a person interested in houseboats would want to know. It begins with a chapter on the history of houseboats on the West Coast. Other chapters include legal matters, insurance, building design and construction, and living problems and pleasures.

This paperback book, written in an easy-to-read style, is factual and easy to understand. There are many entertaining stories and illustrations. A table of contents and index are included.

It would be useful for Housing and Interior Design 12.

Denise F. Johnson, Teacher-librarian, T.E. Scott Elementary School, School District #36 (Surrey).

658.3 Grensing, Lin.

A small business guide to employee selection : finding, interviewing, and hiring the right people. -- International Self-Counsel, 1986. -- 115 p. -- ISBN 0-88908-638-9. -- \$6.95.

Employee selection // Small business.

A Small Business Guide to Employee Selection follows the well tried Self-Counsel formula for self-help books : well organized, low cost, and superficial.

The organization of the book is most evident in the detailed table of contents, which makes it very easy to find information, if it is there. There is no index.

For \$6.95 the owner of a small business who has no experience in hiring people may consider it money well spent. However, the employer needs to be aware that interviewing and selecting employees is a skill requiring training and practice. Many corporations have professionals to do their hiring for them.

Human rights laws are an integral part of the employee selection process, but receive particularly superficial treatment in this book. It is not always clear whether they are referring to American or Canadian law (both are summarized), and there is little reference to provincial law, which governs most hiring. There are examples of outlawed questions, but there are no illustrative cases. The reader is directed to other books in the series.

Employee Selection is not a necessary addition to school libraries,, and its purchase is not recommended.

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

759.11 Aska, Warabe.

Who hides in the park. -- Tundra, 1986. -- 1 v. (unp.) : chiefly ill., map. -- ISBN 0-88776-182-8. -- ISBN 0-88776-186-0(pbk.). -- \$9.95(pbk.). Distributed by Raincoast Books.

Aska, Warabe // Stanley Park in art // Vancouver - Parks.

Fourteen areas of Stanley Park are described in this brightly colored book. Some of the pictures refer to Indian legends while all the illustrations have real and imaginary aspects to them. The text is in English, French and Japanese. A map and a physical description of each scene is provided at the back of the book.

The Japanese-born painter is an established and recognized illustrator living in Toronto. His illustrations are the focal point of the book with a

text supporting them. The accurate depictions of park scenes include an aspect of fantasy referred to in the text. Primary and intermediate grade children will look carefully at the pictures to find the real, legendary and imaginary people and objects. The people represent the racial mix found at Stanley Park on a summer's day. The inclusion of the French text suggests that French immersion schools will want this book. The Japanese text suggests inclusion in a study of other languages and a comparison of languages.

This book will interest children and adults of all ages. The reading level is at an upper primary grade. The pictures will involve all ages for many minutes. School and public libraries in the Lower Mainland will definitely need this book in their collections. Libraries throughout the province that have patrons who visit Stanley Park will want a copy. As well as purchasing personal copies, British Columbians may want to give this book as a gift to their visitors. This book encourages the reader to go back to Stanley Park to find the mystery and magic once again.

David Boettcher, Grade 2 teacher, Walter Moberly Elementary School, School District #39 (Vancouver).

797.1 Pratt-Johnson, Betty.
Whitewater trips for kayakers, canoeists and rafters in British Columbia -- Greater Vancouver through Whistler, Okanagan and Thompson River regions. -- Adventure/Pacific Search, 1986. -- 215 p. : ill., maps + poster/roadmap. -- ISBN 0-921009-03-8. -- \$19.95.

White-water canoeing // Rafting (Sports) // Rivers - British Columbia // British Columbia - Description and travel - Guidebooks.

If you have budding kayakers, canoeists or rafters, this guidebook is a must. The clear instructions for each section of each river include information about obstacles at each stage of the river's depth, possible dangers, suitable craft, campgrounds and many other details that will make the trip simpler and more enjoyable.

The book is paperbound, and probably will not take hard wear. It is also the type of book that is best taken with you on each trip, and so might be hard to hang on to in the library.

The author describes the joys of kayaking in the surf of the Skookumchuck rapids on the Sechelt Peninsula. As one who has gone through the rapids, I have some grave doubts about anybody who would go into these rapids at almost any tide in such a small craft. One must admire their bravery.

With the exception of the above comment, recommended.

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

819.09 Dahlie, Hallvard.
Varieties of exile : the Canadian experience. -- University of
British Columbia Press, 1986. -- 216 p. -- ISBN 0-7748-0252-9.

Canadian literature - History and criticism // Exiles in
literature.

Hallvard Dahlie's position as professor in the Department of English at the University of Calgary is apparent not only in his choice of subject, but in his command of language. The book is a "study of the theme of exiles in Canadian literature" and is an understandable, logical and deftly written work. It traces exiles both from the Old World and from Canada - from colonial nineteenth century Canada through the "lost generation" to political refugees of recent history.

The author has a specific experience in mind when discussing exiles. Dahlie examines the works of a number of authors in nine chapters, arranged more-or-less chronologically. He traces the changes in the ideology of exiles from those forced out due to personal, domestic or economic necessity to those who left due to intellectual and artistic compulsions. But all exiles share a common experience of dislocation due to "isolation, remoteness from one's native land and loss of language."

Although more than 80 authors are listed in the index, 16 are singled out for greater study. Not all will be as well known as Malcolm Lowry, Frederick Philip Grove and Catherine Parr Traill.

The book is not intended for a secondary school audience. It would certainly make valuable and enlightening reading for teachers of Canadian literature, but goes far more deeply into a single theme than most secondary courses. Due to its academic focus, I cannot recommend this for purchase for school libraries.

Debra Simmons, Teacher-librarian, Templeton Secondary School, School District #39 (Vancouver).

819.09 Twigg, Alan.
Vancouver and its writers. -- Harbour, 1986. -- 153 p. :
ill., map. -- ISBN 0-920080-77-4. -- \$10.95.

Authors, Canadian - Vancouver // Canadian literature -
Vancouver - History and criticism // Literary landmarks -
Vancouver.

At the height of the trivia craze, Alan Twigg's Vancouver and its Writers is timely. Full of place-oriented details, Twigg's book pinpoints hundreds of fictional locations, biographical abodes and literary haunts. Publishers and little magazines that have begun in Vancouver and continue to publish local material are also included. Most place entries are leads into biographical information about Canadian authors, and the book is well

indexed.

Some of these delights include 2932 West 6th Avenue, the fictional address of the communal house in John Gray's Bedazzled; 3886 West 11th Avenue, the address of Margaret Atwood when she lived in Vancouver between 1964-1965; 945 West 7th Avenue, a three storey commune that between 1968-71 housed J. Michael Yates, John Skapki, Charles Lillard, Eric Forrer, St. John Simmons, Richard Wark, Wayne Stedhing and Andreas Schroeder; 1608 Commercial Drive, Old Europe Restaurant, meeting place for many of Vancouver's East Side writers; 58-60 Powell Street, William Hoffer, antiquarian book seller and collector with an international reputation.

Alan Twigg's most recent book is unique and provided invaluable reference material on the Lower Mainland. It has my recommendation.

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

819.1 Lane, John
What are uncles for? ; illustrated by Silas White and Jeremy Twigg. -- Harbour, 1984. -- 44 p. : ill. -- ISBN 0-920080-76-6.
-- \$4.95(pbk.).

Canadian poetry.

In the foreword of John Lane's book of humorous free verse poetry relating the perceptions and "wisdom" of his four year old nephew, he describes his work as "a kind of insight into the relationship we shared together while we were still both growing."

Poetic discourses range from a discussion of the blood circulating in Uncle Johnny's arms, to Grampa's whistling teeth, to Spiderman, to problems with Michael's little brother, and ending with Michael's humorous revelation about "O Canada - the Hockey Song". The poems tend to "grow on you".

Basic line drawings by nine and eleven year old boys illustrate the poems. Words are well spaced on the page. The weakly glued binding will not withstand too many uses. A word omission is noted on page 15.

One of our Grade 2 teachers shared some of the poems with her class. In her opinion the poems have a limited appeal to bright primary children and should be presented by an adult. Uncles, aunts, parents and other friends of children would enjoy taking this book out of the public library.

Readability level - Grade 3/4.

Hilda Mitchell, Teacher-librarian, Springvalley Elementary, School District #23 (Central Okanagan).

819.1 Wayman, Tom.
The face of Jack Munro. -- Harbour, 1986. -- 127 p. --
ISBN 0-920080-59-6. -- \$7.95(pbk.).

Canadian poetry.

How can a collection of poems entitled The Face of Jack Munro fail to catch the public's attention with the IWA strike still so fresh in their minds? The poem that gives this book its title refers, however, to the 1983 Solidarity public sector strike, and it exemplifies Tom Wayman's anger at inequality and his hatred of the exploitation of the workers -- one of the main themes of his work.

Wayman's poetry follows natural speech patterns, and his images are drawn from common place objects. Describing the strike during rainy November in Vancouver in "The Face of Jack Munro", he writes:

Cardboard signs
that hung from our neck with string
were wrapped in clear plastic
down which the water rolled, while we held them
against the gusts of the storm.

His fury erupts when "a man called Jack Munro" entered the strike negotiations and flew to the then premier's home in Kelowna.

And the two men shook hands, because this other man
was also very sick with the cancer.

...And while Jack Munro sat
and stuffed snacks into his fat jowls, the two wallets
commenced negotiations.

An English Literature class could profitably compare Pope's satiric verses with Wayman's. Interesting class discussion could be based on questions such as, "Does the poet control his satire, or does the depth of his feelings cause his poetry to become too shrill?"

The other four sections of the collection contain poems as varied as "Road Songs" (where the "Prairie of Light" is made up of "street lamps, exit signs; buildings on both sides of the bright interstate") to "Salmonwater" and "Paper". Humor and apt commentary on students and teachers shine in poems such as "Students" and "Why you only got B plus". His lines "...The more you understand / about what's occurring around you, / the better prepared you are to deal with difficulties." ("Students") sum up the gist of the message he is trying to convey to his audience.

Perhaps the strongest section in the collection concerns the poems about the worker and the bosses. "These bosses.../ are, by and large / totally useless" ("Bosses").

Wayman's voice is always sincere, and his experiences have the ring of authenticity. Students at the Grade 11 and Grade 12 level at my school

found his poetry accessible and interesting.

Recommended for purchase for senior secondary school libraries.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Greater Victoria).

819.2 Smith, Pat.
The oldest-living. -- Lazara, 1986. -- 55 p. :ill. --
ISBN 0-920999-02-6. -- \$5.95.

Old age - Drama // Canadian drama.

Muriel, the protagonist of this one act play, is an 88 year old woman who becomes the "oldest living" in a small Saskatchewan town. She is honoured in a televised presentation with a \$10,000 cheque. The money will enable Muriel and her 70 year old friend and companion, Meredith, to install a much needed downstairs latrine: her short televised speech will enable Muriel to honour Meredith for her help, her friendship, and her love during the 35 years they have lived together.

It is refreshing to read a play that, while showing the physical frailties of old age, emphasizes the humanity of the old. We are not given a picture of crabby old people, or eccentric but wise grannies. Muriel and Meredith are two ordinary women who have grown old, and who still enjoy reading, bingo (when Muriel is able to get out), and the odd television show. What makes them interesting is their loving relationship and the concern they have for one another's feelings and physical well-being.

The Oldest-Living should be welcomed by drama teachers looking for a short play that ends with a gentle twist.

Recommended for purchase by high schools.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Greater Victoria).

917.11 Lee, Janet.
1987 kid's guide to Vancouver / written by Janet Lee and Rae
Schidlo : with illustrations by Janet Lee. J. Lee, [1986?].
-- 106 p. : ill. -- ISBN 0-9691459-3-4. -- \$8.95(pbk.).

Vancouver - Description - Guides // Amusements.

From the title and illustrations, one would expect a guide written for young children or geared to the very young. However, this is not so. The book is definitely for older "kids". The date book format runs through the 1987 calendar year. Each page is divided vertically with one half featuring

dates and a lot of white space and the other half crammed with Vancouver trivia, interesting bits of information, and some outdoor activities.

Special days are highlighted. Some are whimsical, ("National Nothing Day"), and some recognize a large number of the multicultural groups that make up our society.

The book is full of ideas for places to visit and things to do. As a guide to Vancouver, it could be invaluable to newcomers and even to oldtimers who may want to take another look at the city and environs.

The book has a spiral binding and is indexed for quick reference. It could be useful as a library resource for field trip suggestions, but would be most enjoyable as a personal purchase.

Marjorie Da Costa, Trafalgar Elementary School, Teacher-librarian, School District #39 (Vancouver).

917.11 Obee, Bruce.

The Pacific Rim explorer : the complete guide ; with maps by Janet Barwell-Clarke. -- Whitecap, 1986. -- 185 p. : ill., maps. -- ISBN 0-920620-77-9. -- \$9.95.

Pacific Rim National Park - Guides // Vancouver Island - Description and travel - Guides.

The attraction of Bruce Obee's book is that it is a potpourri of information which captures the flavor of Pacific Rim, Long Beach, Barkley Sound and the West Coast Trail areas of western Vancouver Island. Obee weaves historical, geographical, climatological, biological and marine data into his romance about poking around the land and the water of the West Coast. He has taken care to highlight information important to people planning a journey to the Pacific Rim for the first time. Road routes, map acquiring information, accommodation information, grades of hikes, gear information, ecological features and West Coast local folk perspectives are emphasized in a balanced and readable source which relates to non-professional explorers' needs.

Reading level - Grade 9+.

Recommended for secondary school, public, and post-secondary libraries.

Jim Duncan, Media Librarian, East Kootenay Community College, Cranbrook.

921 Shrum, Gordon.
Gordon Shrum--an autobiography / with Peter Stursberg ; edited
by Clive Cocking. -- University of British Columbia Press,
1986. -- 158 p. : ill. -- ISBN 0-7748-0230-8. -- \$19.95.

Shrum, Gordon // Educators // British Columbia - Biography.

The autobiography of this influential British Columbian will be more interesting to teachers than it will be to students in the BC school system. I do not recommend it for purchase for school library collections for three reasons. Firstly, the history of British Columbia is not a major area of the Social Studies curriculum. Secondly, I believe that any English assignment which uses biographies of famous persons tends to focus on well-known people in the political or the entertainment fields, and it is the rare high school student who knows the name of Gordon Shrum. And thirdly, in my opinion, an autobiography of an octogenerian by its very nature is biased and, consequently, not a reliable source of information.

A student researching the history of the development of energy or the energy needs of the province, or a student researching the BC post-secondary education system would find much in this book. For, truly, Gordon Shrum did wield considerable influence in both hydro-electric development and education in BC.

The book reads very well and many familiar names come to life. From school days with Lester Pearson, through the development of Acadia Camp, to Robson Square, Shrum was actively involved. The twentieth century is covered from the trenches of Passchendale through W.A.C. Bennett's development of Peace Power to the Political Science and Anthropology Department (PSA) "revolt" at Simon Fraser University.

The man accomplished much. His is a case against mandatory retirement, having directed Peace Power and the building of SFU after 65. His story is also a testimony to the last sentence in his book, "There is nothing wrong with hard work."

Blaine A. Rowe, Department Head of Modern Languages and Program Cadre, Duchess Park Secondary School, School District #57 (Prince George).

970.004 Arima, E.Y.
The West Coast people : the Nootka of Vancouver Island and
Cape Flattery. -- British Columbia Provincial Museum, 1983.
-- 205 p. : ill., map. -- ISBN 0-7718-8356-0.

Nootka Indians // Indians of North America - Northwest,
Pacific.

The most interesting, and possibly most useful, feature of #6 in the BC Provincial Museum Special Publications is its incorporation of the Nootkan language into the text. Vocabulary is highlighted for the student in

heavier type. Also refreshing, are the archival photographs not usually seen in books on this topic. One finds early century pictures of the West Coast peoples at their daily tasks. Close-ups of art pieces, bars of music and diagrams complete the visual appeal.

Information is organized into social divisions such as "Making a Living in the West Coast World". Legends are an integral part of its historical presentation, just as in the life of the Nootka.

In short, the book is an intimate look at a people who enjoyed a highly organized, tradition-based existence for centuries before the white man arrived. I recommend it highly as an enriching and budget-wise purchase for the secondary and upper elementary library shelves.

Murrie Redman, Teacher-librarian, West Sechelt Elementary School, School District #46 (Sunshine Coast).

971.1 Fairley, Jim
The way we are : the story of the old Vancouver courthouse. --
J. Fairley, 1986, c1983. -- 195 p. : ill. -- ISBN 0-9692285-0-3.

Courthouse (Vancouver) - History // Courts - Vancouver //
Vancouver - Public buildings.

Jim Fairley's book is an interesting narrative for the layman, chronicling the history of that magnificent neoclassical structure, the Vancouver Courthouse, which today is the home of the Vancouver Art Gallery.

The author's objectives are threefold: to preserve the stately building in text and photographs, to explain the operation of the courts, and to provide a history of British Columbia's judicial system. Quite an ambitious endeavour for this Vancouver journalist who for more than 20 years was the Province's correspondent at the Vancouver Courthouse!

Fairley succeeds in preserving the building in text and color photographs. However, the reader will be disappointed by the lack of continuity between the chapters. There is no elaborate detail of the history of British Columbia's judicial system, nor is the operation of the courts clearly defined. The book lacks a bibliography thus diminishing further research. The scope of the index is limited and often trivial. However, one positive aspect of the index is the reference to personalities.

Fairley's study adds a new dimension to an otherwise limited selection. Edward Mills' The Early Courthouses of BC (Parks Canada, 1977) is out of print, and Richard Allen's Heritage Vancouver (Josten, 1983) focuses upon the architectural landmarks in Vancouver.

Libraries which collect material on Vancouver will want to purchase this book. This well constructed monograph at \$16.00 is a bargain. It was initiated as a non-profit project and is being sold at the cost of printing. The Way We Are is available at the Vancouver Art Gallery and the

law library.

L.R. Little, Assistant Librarian, Penticton Public Library.

971.1 Kluckner, Michael.
Victoria the way it was ; with paintings by the author. --
Whitecap, 1986. -- 175 p. : ill. -- ISBN 0-920620-48-5. --
\$39.95.

Victoria - History // Victoria - Biography // Victoria -
Description - Views.

Browsing through Victoria the Way It Was is a very pleasant way to spent a quite afternoon or evening. Prose items, which are more-or-less self contained articles, are intermingled with a good selection of old photographs, maps and the author's watercolor interpretations of early Victoria scenes. The history buff or, for that matter, anyone who has lived in Victoria for any length of time will find both the text and the illustrations fascinating. Many of the articles are anecdotal in nature, but all are very descriptive of the places, events and people of early Victoria. This will make them especially interesting to students in the upper elementary and the secondary grades. The book should be on all Victoria area schools' priority lists. Lower Mainland schools may prefer Vancouver the Way It Was by the same author (Kluckner, Vancouver the Way It Was, Whitecap, 1984 ISBN 0-920620-56-6.)

There is an adequate index, however, the bibliography will serve only as a starting point for the more serious student because several well-known references have been omitted. For example, Pethic, Victoria: the Fort (Mitchell Press, 1968); Smith, The Reminiscences of Doctor John Sebastian Helmcken (UBC Press, 19715) and others on more specific topics.

K.W. Adsett, Teacher-libraraian, Oak Bay Secondary School, School District #61 (Greater Victoria).

971.1 McNamara, Jeannette Beaubien.
Wilderness dream ; glimpses of pioneer life in British Columbia.
--Braemar, 1986. -- 90 p. : ill., maps. -- ISBN 0-919749-12-7.
-- \$10.95(pbk.).

Frontier and pioneer life - British Columbia // Bridge River
Valley (B.C.) - History.

The history of the Beaubien family is particularly revelant to schools in the Bridge River region. With its useful index these memories also might be a solid research tool for Grade 6 to Grade 12 students who are studying pioneer life in British Columbia. The style of the text has a story-telling quality to it that adds a special charm. I particularly enjoyed the

sections on "Bear Stories", "Teachers" and "Eugene Lost".

However, an even greater plus is the photographs. Eugene Beaubien, whose reminiscences form the bulk of the history, was quite an accomplished amateur photographer. The quality of reproduction is excellent, and the photographs themselves are often memorable for their unique special look at pioneer life in British Columbia.

David M. Young, Teacher-librarian, Royal Oak Middle School, School District #63 (Saanich).

971.1 Vancouver past : essays in social history / edited by Robert A.J. McDonald and Jean Barman. -- University of British Columbia Press, 1986. -- 327 p. : ill., maps. -- ISBN 0-7748-0256-1.

Vancouver - Social conditions // Vancouver - History.

Vancouver Past is a special Vancouver centennial issue of the periodical B.C. Studies. The topics of the various essays include: housing, working classes, Chinese business, civic voting patterns, childbirth and hospitalization, education, crime rates, and the mothers' council. In all cases the essays deal with all or part of the period, 1886 - 1960. Gathered in these pages is information difficult or impossible to obtain in standard history books.

Most of the essays are accompanied by illustrations, charts and graphs. The illustrations are usually old photographs. This graphic information adds greatly to the book's appeal and usefulness.

The various contributors, who are identified in the closing pages, are almost all university professors from BC's three universities. The names would be recognized by any history buff as leaders in BC history studies.

As the articles were written by professors for a scholarly periodical, the reading levels are college level on the Fry Scale. Hence all but the most senior students would have some difficulty using this book.

There is no index; access is by the table of contents and table of illustrations, both of which list titles only. There is no access to the many good graphs other than by skimming the book.

This scholarly collection of articles would have limited appeal if it were not for its topic matter. The information it presents on early Vancouver makes the book essential for Vancouver area secondary school libraries and public libraries. School and public libraries in other areas may also wish to purchase a copy if there is interest in Vancouver and BC history. Certainly teachers could use the book.

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

Editor's Note:

Puppcorn Productions' materials may be ordered from:

Puppcorn Productions
3929 Hillcrest Avenue
North Vancouver V7R 4B7 Telephone: 988-6048

Wisdom of the Elders, published by Douglas & McIntyre (\$19.00) and the BC Provincial Museum was reviewed in the last issue of The Bookmark. It is also available from the Publications Service Branch for \$10.00.

"BCTLA Reviews" is co-ordinated by

Val Hamilton and Penny Haggarty
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Vancouver, BC V5R 2Y7

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

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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.

AND NOW...

A FINAL NOTE !

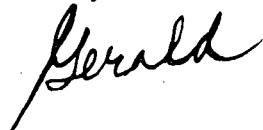
You have another issue of The Bookmark in your hands. The result of many days and hours of labour of your editorial board committee. It is appropriate that Technostress is our theme. Our united feelings toiling for this issue is reflected in the "Technostress is" note below.

Along with this issue comes another blank membership form. Please run off a copy and pass it on to someone who you know is not a member. Our PSA funding depends on the number of members that we have, and if our numbers decline, so does our funding. Show your Bookmark to them and encourage our numbers to grow!

Our next issue is Literacy - "Lest we Forget". Many teacher-librarians have suggested that we reach back to our roots and focus an issue on things that might be considered "the Basics". Can you supply information on French immersion and Cadre library programming, or Library Orientation programs, or storytelling programs... The issue is yours... submit an article to share today! Our deadline is April 15. We will accept articles on disk with a hardcopy supplied - Apple or MacIntosh format. We promise to return the disks! Handwritten or typed submissions are acceptable, too.

You will find a ballot for the election as well. Please vote and support the persons you want to see on the executive.

Be of good cheer, another Bookmark is here! Happy reading, and may all your technostress be relaxed by an article or a techno-dote !



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