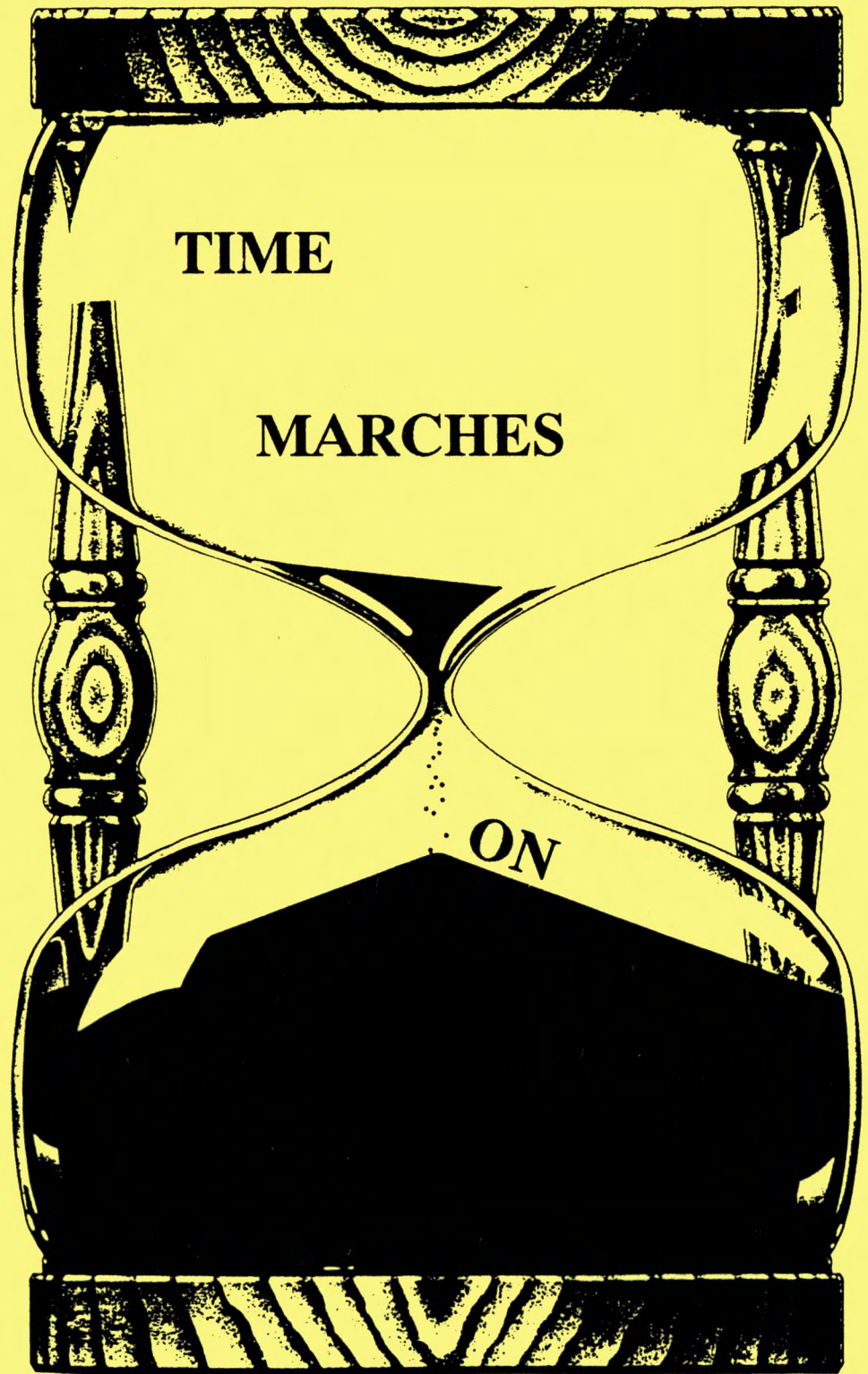


BAKER

June 1988  
Volume 29 Number 4  
ISSN 0381-6028

**BCTLA**

# THE BOOKMARK



**Q. WHY DID ONE ALBERTA  
LIBRARIAN RECENTLY  
SPEND OVER \$7000.00  
AT BOOK WAREHOUSE?**

- a) irresistible prices
- b) huge selection in all subject areas
- c) huge selection in all age categories
- d) many titles unavailable elsewhere
- e) broad selection of attractive books  
to increase library use
- f) helpful staff
- g) pleasant working surroundings
- h) invoicing/payment flexibility
- i) enjoys visiting Vancouver
- j) hands-on evaluation and selection  
from over 10,000 titles

**A. ALL OF THE ABOVE!**

**Book  
Warehouse**

BOOKS AT IRRESISTIBLE PRICES

632 W. Broadway,  
Vancouver

No. 3 Rd., at Cook  
Richmond (London Drugs Mall)

**OPEN 10 am - 10 pm 7 DAYS A WEEK**

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# IN CIRCULATION

by **BARB HALL**, BCTLA President

As I write this last column, I remember how nervous I was trying to write a message for the first "In Circulation" column two years ago. Well, the panic level I felt then has certainly not changed as I now sit at my computer dashing off this farewell message. I just received a frantic telephone call from Trish on the Saturday morning of June paste-up — Yours truly had forgotten to include this column on the disk that contained other articles for this issue! Thank goodness I've finally come into the computer age and can compose and edit on my MacIntosh!

These past few months have been filled with political activity as the new school legislation is in place and many districts are sitting at the bargaining table negotiating as unions for the first time. I hope our members are taking an active part locally as working and learning conditions and professional development clauses can now be included in contracts. This is your chance to use some of Ken Adsett's Working and Learning Conditions statistics at the bargaining table.

Unionization has, however, posed some membership problems for PSA's as the BCTF looks at its role in supporting local unions. PSA Council and PDAC have worked hard to come up with a reasonable compromise on PSA membership in this new climate. The membership policy passed at the BCTF AGM in March allows for associate and affiliate membership in our PSA and a separate subscription fee to our journal. A more detailed outline of the new membership policy will appear in the next issue.

We have continued to place an emphasis on professional development this year with the procurement of two grants from the BCTF. A special grant of \$2500 will fund a follow-up publication to Fuel For Change. The publication will look into strategies for developing effective library resource centre programs, include the role of the teacher-librarian as change agent and explore peer coaching models as a component of in-service education. Patricia Shields will be approaching members to help in the writing of this publication over the next few months. A community outreach grant of \$1000 will fund a publicity package for School Library Week. The Victoria Chapter are currently working on this project and hope to have it completed by next fall. Work is also continuing on the Science-Fiction / Fantasy bibliography with the

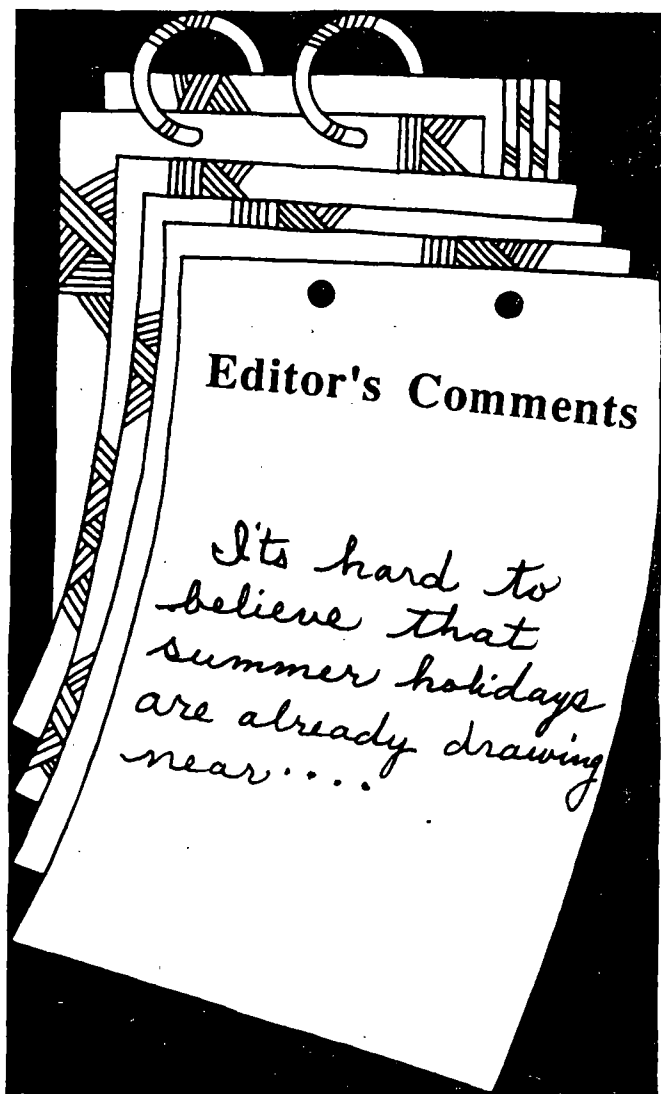
Terrace Chapter coordinating the project. I hope that all the members who are assisting in the project have mailed their reviews to Terrace as we are still hoping for a Fall publication, although it may be *late* Fall.

The April conference held at Harrison Hot Springs was a huge success. Fraser Valley Chapters organized the conference around the theme, "Getting on Line." Several workshops and displays on automation and computer technology reflected this theme, while other sessions on cooperatively planned units, story boxes, critical thinking skills, French Immersion, censorship, and the writing process rounded out the program. The post conference seminar on automation by Jane Beaumont provided an exciting conclusion to the conference. An isolated environment and the chance to relax in the hot pool created an added dimension to an already stimulating session. Congratulations to the Hope, Chilliwack, Abbotsford, Langley and Surrey Chapters of the BCTLA for a job well done!

And now, I hope you will join me in saying farewell to those members who are stepping down from positions on the Executive Board. We will all miss Liz's sage advice, Steve's financial wizardry, Trish's worried frown and Pat's quiet smile. We give a big welcome to the new people who have committed their time to working for you in the 1988-89 year. I turn over the President's gavel to Diana Poole with some relief and look forward to working with Gail Schutz, Patricia Finlay and Robyn Smart. I hand over this column to Diana with some regret as I will no longer have an avenue to preach the gospel to teacher-librarians in the province. I also leave the Presidency without a solution to one of the most pressing political problems we still face — a Ministerial policy statement on school libraries! What a challenge for your new Executive Board!

I would like to thank the dedicated teacher-librarians in this province who have managed to establish local district library policies and who have raised the level of awareness of the teacher-librarian's role in each school by their continued daily commitment to cooperative planning and teaching programs. We have all survived in a rather ugly political climate and have somehow managed to maintain services and even found the courage to develop new programs in the process. I salute each and every one of you!

And finally, I thank the entire membership for their patience and support of the past years! I will always treasure the professional relationships and personal friendships I have experienced as your President.



It's hard to believe that summer holidays are already drawing near. This is the last issue for the 1987-88 school season and my last issue as Senior Editor. I'll be remaining on the Editorial Board and Liz Austrom will be taking a turn as Senior Editor for 1988-89. My thanks to all of you who contributed to these last four issues and to the Editorial Board for their continuing support and commitment!

This issue is coming to you in a new format (two separate parts) due to the nature of the contents this month. Our theme is "Time Marches On" and we have decided to publish the calendar which is included in this issue under separate cover to provide for your convenience in putting it to use.

Just a reminder that The Bookmark Editorial Board has already met to start planning the new issues for next year (1988-89). We have four new members joining the Editorial Board and lots of exciting ideas for the four issues next year culminating in our 50th anniversary issue. Plan now to contribute to the September issue on communication skills as the deadline for sending copy to the Editors is July 18th. Look for the page advertising the themes for all four of next year's issues and choose one in which you can make a contribution. The Bookmark is only as good as you make it. I know it's going to continue to be terrific in 1987-88 with your support.

I hope you all have a relaxing and wonderful summer holiday. You deserve it!

*Trish*

# CHRISTMAS AROUND THE WORLD

by Debbie Hartley, Teacher-Librarian, Hart Highlands Elementary, School District #57 (Prince George).

## Grades:

-5-7 work best, but this unit may be modified/adapted to be used with any grade level/learning level.

## Objectives:

- to develop an understanding of the way Christmas is celebrated in other cultures.
- to apply the skills of locating, acquiring and organizing information into a written report (one page).
- to produce appropriate illustrations.

## Product:

A big book

## Procedures:

1. Each child researches how Christmas is celebrated in the country of his/her heritage.
2. Facts are written into cohesive sentences, then paragraphs.
3. In addition, the student states which traditions have been carried over into his/her Canadian home and which ones he/she would wish to include in future Christmases.
4. For students who are not Christian, their culture usually has a compatible winter celebration which is researched and included in the book. i.e., Chanukah.
5. The final copy is written on white cartridge paper (12" x 18") and appropriately illustrated. Students are encouraged to include a border and a title in block letters as well as their own name. All colouring should be done in felt pens or pencil crayons.
6. Include a front and back cover, title page, dedication, table of contents and bibliography. Get each page laminated and then have the book coil-bound.

## Additional notes:

Begin this project (working cooperatively with a classroom teacher, of course!) around the middle of November and it should be completed just in time for Christmas.

In future, keep the Big Book in the library for all to enjoy.

## Selected Bibliography:

Barth, Edna. Holly, Reindeer and Coloured Lights. New York: Seabury Press, 1971.

Batchelor, Mary. Our Family Christmas Book. Nashville, USA: Abingdon, 1984.

Cuyler, Margery. The All-Around Christmas Book. New York: 1982.

Dobler, Lavinia. Customs and Holidays Around the World. Boston: Little & Brown, 1953.

Fenner, Phyllis. Feasts and Frolics. New York: Knopf, 1975.

Gaer, Joseph. Holidays Around the World. Boston: Little & Brown, 1953.

Giblin, James. The Truth About Santa Claus. New York: Crowell, 1985.

Ickis, Marguerite. The Book of Festivals and Holidays the World Over. New York: Dodd, 1970.

Nickerson, Betty. Celebrate the Sun. Toronto: McLelland & Stewart, 1969.

Patterson, Lillie. Christmas Feasts and Festivals. Illinois: Garrard, 1968.

Pearson, N.F. The Stories of Our Christmas Customs. England: Willis & Hepworth, 1964.

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Stevens, Patricia Bunning. Merry Christmas: A History of the Holiday. McMillan, 1979.





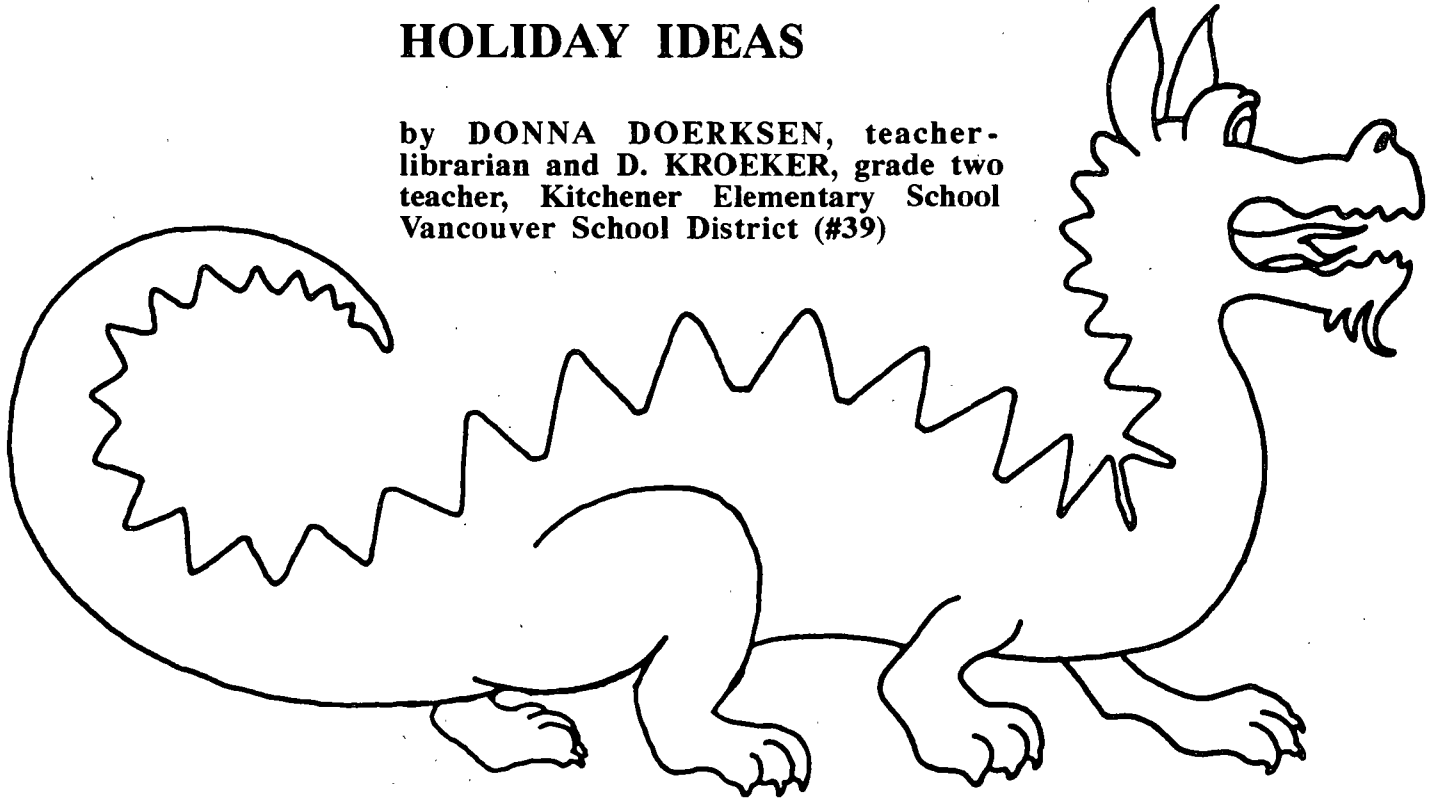
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- Andersen, Hans Christian. The Little Matchgirl. New York: Putnam, 1987.
- Anglund, Joan Walsh. Christmas is Here! New York: Random House, 1986.
- Bemelmans, Ludwig. Madeline's Christmas. New York: Viking Kestrel, 1984.
- Berger, Barbara Helen. The Donkey's Dream. Toronto: General, 1985.
- Bird, Malcolm, and Alan Dart. The Christmas Handbook. Toronto: Allen, 1986.
- Blackwood, Alan. New Year. Sussex, England: Wayland, 1985.
- Brett, Jan. (illus.) The Twelve Days of Christmas. Toronto: McLelland and Stewart, 1986.
- De Paola, Tomi. Merry Christmas, Srega Nona. New York: Harcourt, 1986.
- Haywood, Carolyn. How the Reindeer Saved Santa. New York: Morrow, 1986.
- Herriot, James. The Christmas Day Kitten. London: Joseph, 1986.
- Holabird, Katherine. Angelina's Christmas. New York: Clarkson Potter, 1985.
- Kalman, Bobbie. We celebrate New Year. Toronto: Crabtree, 1985.
- Kalman, Bobbie, and Lisa Smith. We celebrate Christmas. Toronto: Crabtree, 1985.
- Laurence, Margaret. Christmas Birthday Story. Toronto: McLelland, 1980.
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- Menotti, Gian Carlo. Amahl and the Night Visitors. New York: William Morrow, 1986.
- Parish, Peggy. Merry Christmas Amelia Bedelia. New York: Greenwillow Books, 1986.
- Pienkowski, Jan. Christmas, the King James Version. Toronto: Heinemann, 1984.
- Roche, P.K. At Christmas Be Merry. Toronto: Viking-Canada, 1986.
- Speare, Jean. A Candle for Christmas. Vancouver: Douglas & McIntyre, 1986.
- Stock, Catherine. Sampson, the Christmas Cat. New York: Putnam, 1984.
- Wells, Rosemary. Max's Christmas. Toronto: Fitzhenry & Whiteside, 1986.

Hazel Starling, teacher-librarian,  
Upper Lynn Elementary,  
North Vancouver.

# HOLIDAY IDEAS

by DONNA DOERKSEN, teacher-librarian and D. KROEKER, grade two teacher, Kitchener Elementary School Vancouver School District (#39)



**TOPIC:** Chinese New Year.

**TIME:** 1 week.

## 1. Literature:

Before the following activities were introduced, many Chinese stories were told and read. Examples include:

- The Story of Ping.
- Chin Chiang and the Dragon's Dance.
- Six Chinese Brothers.
- When Panada Came to my House.
- and stories from Cricket Magazine, the March 1988 issue.

## 2. Calligraphy:

Students:

- looked at examples of Chinese characters.
- learned to say, "Gung hey fat choy."
- practised characters in the air, on desk tops with their fingers, then on scrap paper with paintbrushes.
- printed a Chinese greeting and animals of the zodiac with black paint on red banners.
- hung their banners around the school and the library resource centre.

## 3. Zodiac:

Copies of the eastern zodiac were distributed, and students:

- noted their zodiac animal and characteristics.
- found out the zodiac signs of family members and friends.

## 4. Visit to the Chinese Cultural Centre:

- The cost is \$1.00 per student, and bookings should be made fairly well in advance. Telephone George Quon at 687-0729.
- The visit includes a 1 hour presentation with a host and a slide-tape show, followed by a tour of the art exhibition and flower show, then a visit to the Dr. Sun Yat-Sen garden.

## 5. Shopping:

Each student was given 50¢ to spend individually or to buy a more expensive item in cooperation with other students. Many chose small souvenirs or sampled novel food items.

## 6. Fortune-Writing:

- The class defined what a "fortune" is, then brainstormed several fortunes.
- In partners, students orally created 10 or more fortunes.
- Students then individually created 10 fortunes.
- Students chose their favourite fortune, and had it proofread by another student.
- Favourite fortunes were typed up and cut out.

## 7. Fortune Cookies:

- In small groups, students made their own fortune cookies, inserting their typed fortunes in the cookies.
- The recipe that was used appears in Let's Celebrate by Caroline Parry.  
(*hint: Use a teflon coated cookie sheet*)



## DANS LE VENT . . . .

## UNITES FRANÇAIS

The following teacher-prepared units are a few of those available from:

Education Unlimited  
13555 King George Highway  
Surrey, BC V3T 2V1

- La Parade des Trèfles (grades 1-2)
- La Magie de Noël (1)
- L'Halloween (2-3)
- Les Merveilles de l'Hiver (2-3)
- A Toi Pour Toujours Ma Valentine! (3)
- Célébrons le Printemps (2-3)
- Les Surprises de Pâques (2-3)
- Les Aventures de l'été (2)
- Carnaval un Festival de Joie (2)
- Le Carnaval de Québec Festival (3)

Write for a complete list of titles and prices. Like any commercially prepared units, these require adaptation to the particular resources available in the library resource centre, and to the needs and learning styles of students. The learning objectives that are established through team planning by the teacher and the teacher-librarian should determine how these materials are used in a resource-based unit.

## NOËL AUTOUR DU MONDE

Par **CAROLINE WILSON** et **PASCAL DE ROTROU**, professeurs, et **CELINA MAU**, bibliothécaire-enseignant, L'École Bilingue, Vancouver School District (#39)

MATIÈRE(S): Sciences Humaines, Langue française  
(vocabulaire)

NIVEAU: 1ère année

BUT: Comprendre les différentes façons pour fêter Noël autour du monde.

### HABILETÉS DE RECHERCHE:

1. Reconnaître les 13 mots de Noël.
2. Dessiner ces mots qui montrent leur caractéristique.
3. Écrire ces mots sur la ligne donnée.
4. Classifier tous ces mots en ordre alphabétique.

### ACTIVITÉS:

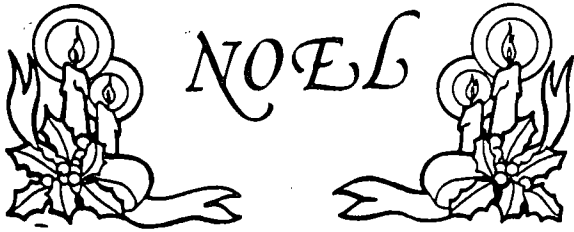
1. Faire la connaissance les 13 mots de Noël.
2. Voir les différents films qui montrent aux élèves Noël autour du monde entier.
3. Préparer un livret — Dictionnaire de Noël.

### RESSOURCES:

- Le conte de Noël de Dickens. Moreland-Latchford, 197?.
- La légende de l'arbe de Noël. Moreland-Latchford, 197?.
- Légendes de Noël des pays étrangers. Moreland-Latchford, 1976.  
(trousse de 5 film fixes et 5 cassettes)  
Contenu: L'Allemagne, L'Italie, L'Irlande, Le Mexique, et La Syrie.
- Le Noël de la famille Martin. Moreland-Latchford, 197?.
- La veille de Noël. Moreland-Latchford, 197?.

### EVALUATION:

1. Discussion en classe des film fixes.
2. Livret — Dictionnaire de Noël.



NOËL

Cc Cc

la couronne



Je m'appelle \_\_\_\_\_

Aa Aa

les anges



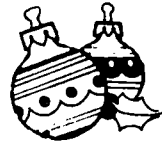
Dd Dd

les décorations



Bb Bb

les boules



Ss Ss

le sapin



Cc Cc

la cloche



Pp Pp

le Père Noël



# LE NOUVEL AN CHINOIS

Par **PASCAL DE ROTROU** et **CAROLINE WILSON**, professeurs, et **CELINA MAU**, bibliothécaire-enseignant, L'Ecole Bilingue, Vancouver School District (#39)

**MATIERE(S):** Sciences Humaines; Arts Plastiques

**NIVEAU:** 1ère année

**BUT:** Comprendre et apprécier la vie quotidienne chinoise en étudiant l'art, la culture et les coutumes.

**CONTENU:** Examiner les ressemblances et les différences entre les familles pour ce qui est des points suivants: les coutumes, les traditions, la nourriture, et le loisir.

## HABILETES:

1. Ecouter pour saisir les intentions de la personne qui parle.
2. S'exprimer dans les situations différentes à titre d'animateur.
3. Communiquer en phrases complètes avec un vocabulaire approprié.
4. Participer aux discussions en classe et à la bibliothèque.

## ACTIVITES:

1. Discussion de l'astrologie chinoise selon la philosophie taoïste.
2. Présentation de diapositives et d'objets pour fêter le festival.
3. Visite le marché aux fleurs au Centre Culturel Chinois.
4. Construction d'un dragon-papier.
5. Cuit des petits pains — "Fortune Cookies."
6. Création des éventails.
7. Fabrication des papiers rouges ou guirlandes avec "proverbe porte-bonheur."

## EVALUATION:

1. Les projets d'arts plastiques.
2. Les biscuits chinois.

## PLAN DE LECON # 1:

**SUJET:** Astrologie chinoise selon la philosophie taoïste.

**DUREE:** 30 minutes.

**LIEU:** à la classe.

**ACTIVITES:** Le professeur discute avec la classe les 12 différents signes astrologiques et leur symbolisme selon la philosophie taoïste.

**EVALUATION:** Discussion en classe.

## PLAN DE LECON # 2:

**SUJET:** Présentation de diapositives et d'objets sur la préparation du festival.

**DUREE:** 2 périodes de 45 minutes.

**LIEU:** à la bibliothèque.

## CONTENU DE LA PRESENTATION:

1. Le ménage et la décoration de la maison.
2. La visite au marché aux fleurs au Centre Culturel Chinois.
3. Les achats: des nouveaux vêtements, des boîtes de sucreries spéciales.
4. La nourriture pour le festival.
5. Les coutumes et les traditions pour visiter les familles et les amis.
6. La visite au temple Bouddha.

**ACTIVITES:** L'élève étudie les traditions et les coutumes du Nouvel An chinois en regardant des diapositives et manipulant des objets d'arts et la boîte de sucreries spéciales.

**EVALUATION:** Discussion avec la classe.

## PLAN DE LECON # 3:

**SUJET:** Visite au Centre Culturel Chinois.

**DUREE:** 2 heures (aller et retour).

**LIEU:** Le Centre Culturel Chinois à Vancouver.

### ACTIVITES:

1. Visite au gymnase où se trouve:
  - a) le Bateau-Dragon.
  - b) des fleurs et des plantes spéciales.
  - c) le costume et les instruments de la danse de lion.
  - d) le papier rouge ou le guirlande avec "proverbe porte-bonheur."

\* Role d'un bibliothécaire-enseignant: Il/elle explique le symbolisme de chaque centre d'activités.
2. Visite au Jardin Dr. Sun Yat-Sen.

\* Le bibliothécaire-enseignant raconte la légende de la danse du lion au Nouvel An Chinois.

EVALUATION: Discussion avec la classe.

### PLAN DE LECON # 4:

SUJET: Construction d'un dragon-papier.

DUREE: 2 à 3 heures.

LIEU: à la classe.

ACTIVITES: L'élève construit un dragon-papier.  
(Pour les instructions, veuillez-vous consulter le livre de la collection "Le Trefle.")

### RESSOURCES:

Le Pliage. Collection Le Trefle Créations manuelles éducatives. Editions Granger Frères Ltée., 1973.

EVALUATION: Le dragon-papier construit par l'élève.

### PLAN DE LECON # 5:

SUJET: Cuire des petits pains, "Fortune Cookies."

DUREE: 30 minutes.

LIEU: dans la cuisine.

ACTIVITES: L'élève prépare des petits pains. (Pour la recette de "Fortune Cookies", veuillez-vous consulter à la page 86 du livre Better Homes and Gardens Oriental Cookbook. (Meredith Corporation, 1977))

EVALUATION: Des petits pains — "Fortune Cookies."

### PLAN DE LECON # 6:

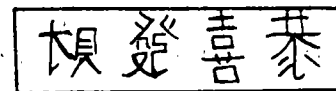
SUJET: Création des éventails.

DUREE: 2 heures.

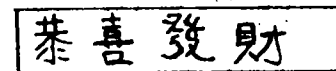
LIEU: à la classe.

### ACTIVITES:

1. L'élève choisit un patron des caractères chinois, des animaux asiatique, des fleurs chinois.
2. L'élève trace fortement ce patron à l'envers du papier avec un crayon.



3. L'élève colorie ce patron à l'endroit avec un crayon.



4. L'élève plie ce papier plusieurs fois avec l'aide du professeur.



5. Le professeur agrafe le bas du papier.
6. L'élève décore la partie agrafée avec du ruban rouge.

EVALUATION: l'éventail fait par l'élève.

### PLAN DE LECON # 7:

SUJET: Création du papier rouge ou la guirlande.

DUREE: 30 minutes.

LIEU: à la classe.

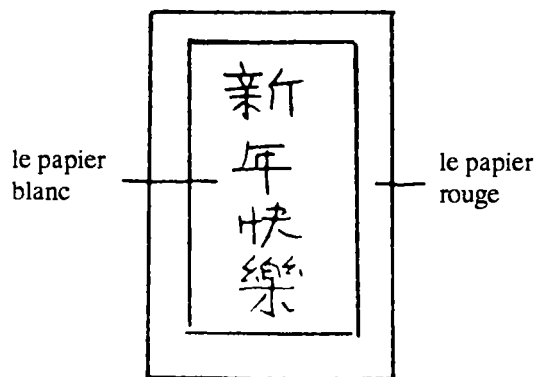
ACTIVITES:

1. L'élève choisit un "proverbe porte-bonheur."

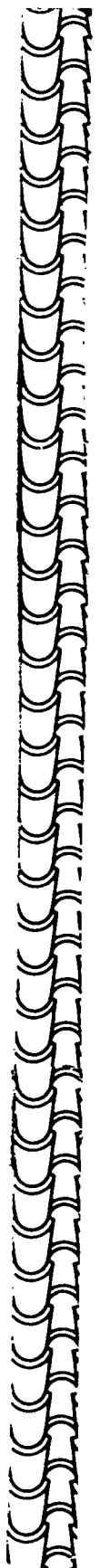
2. L'élève trace fortement les caractères du proverbe à l'envers avec un crayon.

3. L'élève colore ce proverbe à l'endroit avec un crayon.

4. L'élève colle ce papier avec le proverbe sur un papier rouge.



EVALUATION: la guirlande faite par l'élève.



# SPRING READING PROGRAM FOR GRADE 2

by **LEILA GUEST**, elementary district teacher-librarian, School District # (Nanaimo)

Goal: to increase the amount of independent pleasure reading done by Grade 2's.

## Planning

1. Teacher-librarian will have a parent-volunteer prepare a bulletin board as shown. Volunteer will also prepare a supply of coloured paper flower petals.
2. Teacher and teacher-librarian will together choose a supply of books at appropriate reading levels. These will be placed in both the classroom and a special location in the library.
3. Teacher-librarian will arrange for bookmarks and certificates.

## Program

Children will be encouraged to read these books during school and at home in order to earn a "petal" to be added to the flower garden. Each child will do an informal oral book report to either the teacher, the teacher-librarian, or the class. (The child's name and the book title will be printed on the petal.)

The child will be expected to know the author, title, main characters, setting, and problem/conflict for a fiction book, or the author, title and three interesting facts from a non-fiction book.

Children earning eight petals (1 flower) will be awarded a bookmark. A total of five flowers (40 books) earns a certificate.

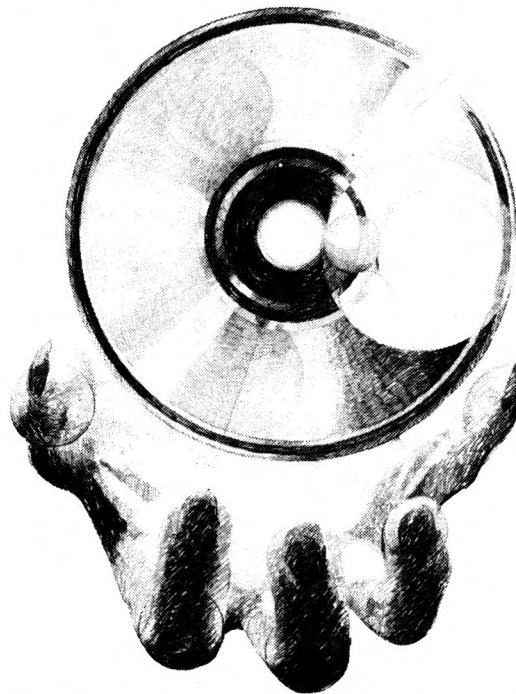


## The library of the future is within your grasp.

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# USING A WORD PROCESSOR TO WRITE A PERSONAL RESUME

## A Co-operative Unit for Consumer Education

by **THOMAS JOHN POPE**, teacher-librarian, Como Lake Junior Secondary, and **TWYLLA GENEST**, District employment advisor, School District #43 (Coquitlam).

In spring a young man's fancy lightly turns to thoughts of... employment! (sorry, Alfred)

The goal of this unit was to have each student prepare an accurate and professional-looking personal resume; the unit was easy to plan and teach, and it proved to be extremely popular with students. Although resume writing is best taught in spring in time to make applications for summer jobs and autumn school and training programs, the value of a well prepared resume is evergreen.

After this unit was taught to two classes, there were so many requests from other students to do resumes that the library now offers resume writing on a "drop-in" basis to anybody. Two teachers have taken advantage of the service. Users are given the template file on disk, the reference card and a sample finished resume; in general they need little extra help.

If you want to add a service which has broad appeal, consider resume writing, either with classes or individuals; it generates good-will and costs little in effort or time.

### A. UNIT BACKGROUND

**Time requirements:** 1 lesson in classroom and 1-2 lessons on a computer, either in the library or computer lab (each student will need between one and two hours to complete a resume, depending on experience with a word processor).

**Product:** A resume which can be included with applications for employment and to educational programs. Students are encouraged to make a copy of the resume on their own word processor data disk so that it can be updated in the future.

### B. PROCESS OF PLANNING

#### 1. Initiation

The project was developed to enhance a Consumer Education unit which prepares regular program students for work experience. The unit, based on Coquitlam School District's The Key to Your Future: Career Development Program is taught by the district's Work Experience Advisor.

#### 2. Objectives

The student will:

- learn the elements of a resume
- learn how best to present personal information to prospective employers, and others.
- extend knowledge of basic word processing skills.

### 3. Activities

- the teacher presents a lesson on resumes: how they are organized and what information is included.
  - the teacher-librarian presents information on word processing, with emphasis on formatting.
  - the teacher and teacher-librarian together assist students in planning and keying in their resumes.
- Students use a word processor template (outline) file on disk and a printed reference card during the writing of the resume.

The AppleWorks word processor was used to create the following sample template, but any word processor, and various formats, can be used. Any standard reference on resume writing will provide several formats. The AppleWorks formatting/printing options are included as a guide.

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#### REFERENCE CARD

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### CREATING A RESUME

I Create your resume file from the AppleWorks Main Menu, as follows:

- 1 Add files to the Desktop / from The current disk. File title is "Resume"
- 2 Press **Apple N** (to give your resume a name)
- 3 Press **Apple Y** (to remove the old name - "Resume")
- 4 Type your name, as follows: JaneSmith, and Press RETURN, and Press ESCape

II Enter information

Examine the printed sample so that you will know what your resume should look like when it is finished.

There are 2 cursors in AppleWorks: **Insert**: a flashing line (|) to add letters, and **Overstrike**: a flashing solid block (█) to replace old letters with new ones. Switch from one cursor to the other with **APPLE E**.

When starting each section, use the Overstrike cursor (flashing solid block) until you have replaced all the "\*advice words" and then switch to the Insert cursor (flashing line).

When moving the cursor from one section of the resume to another, use the **ARROW** keys - *do not* use the **RETURN** key.

- 1 **PERSONAL INFORMATION**. Use TAB to move to the \*, which is the place to begin entering your Name, Address, etc.
- 2 **EMPLOYMENT HISTORY**. List most recent jobs first. Use the Overstrike cursor to complete dates and to replace "\*present employer" and "\*job title/description", etc. In the job title/description section, don't use RETURN at the end of lines; AppleWorks will calculate ends of lines for you.
- 3 **EDUCATION**. List most recent school first. Use the Overstrike cursor to complete dates and to replace "\*present school" and "\*description of achievement(s)", etc. In the description of achievements section, don't use RETURN at the end of lines; AppleWorks will calculate ends of lines for you.
- 4 **ADDITIONAL INTERESTS....**
- 5 **REFERENCES**. Include an address and, if possible, a telephone number for each referee listed.

III Proof-read your resume carefully on screen and Save it to disk.

IV Print your resume

- 1 Press Apple P
- 2 When you see "Print From? Beginning", Press RETURN
- 3 When you see "ImageWriter", Press RETURN
- 4 When you see "How many copies? 1", Press RETURN

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ON DISK TEMPLATE

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-----Chars per Inch: 8 chars  
-----Centered

**RESUME**

-----Unjustified  
-----Chars per Inch: 10 chars

**PERSONAL INFORMATION:**

-----Left Margin: 1.5 inches  
-----Indent: 20 chars  
Name \*  
Address \*  
Telephone \*  
Contact \*  
Health \*

-----Indent: 0 chars  
-----Left Margin: 1.0 inches

**EMPLOYMENT HISTORY:**

-----Indent: 20 chars  
-----Left Margin: 1.5 inches  
198x - Present \*present employer

-----Indent: 0 chars  
-----Left Margin: 3.5 inches  
\*job title/description

-----Left Margin: 1.5 inches  
19xx-19xx \*previous employer

-----Indent: 0 chars  
-----Left Margin: 3.5 inches  
\*job title/description

-----Left Margin: 1.0 inches

**EDUCATION:**

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19xx - 19xx

\*present school

-----Indent: 0 chars  
-----Left Margin: 3.5 inches

\*description of achievements

-----Indent: 20 chars  
-----Left Margin: 1.5 inches  
19xx - 19xx

\*previous school

-----Indent: 0 chars  
-----Left Margin: 3.5 inches

\*description of achievement(s)

-----Left Margin: 1.0 inches

**ADDITIONAL INTERESTS  
and ACTIVITIES:**

-----Left Margin: 3.5 inches

\*description

-----Left Margin: 1.0 inches

**REFERENCES:**

-----Left Margin: 3.5 inches

\*name, etc. of referee(s)

-----Left Margin: 1.0 inches



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# MULTICULTURAL DAY

by ADELLA KRALL, elementary district  
teacher-librarian, School District #68  
(Nanaimo)

Multicultural Day in our school was a particularly outstanding one because we used the expertise of parents and people in our community.

A teacher-librarian is asked to provide a variety of resources, one of the most valuable of which is the first-hand experiences of people. Teach a unit on the planets with textbook and film, but see if you can find someone with a powerful telescope to let the children actually see the moons of Jupiter. To facilitate access to individuals, keep a card file of resource people, e.g. RCMP will give a dog-handling demonstration, the Japanese-Canadian Society will come to your school and prepare sushi, etc.

This file was the basis for our first Multicultural Day. We invited sufficient people to fill the 18 rooms available, and divided our school into 18 teams of students from Kindergarten to Grade 7, captained by a Grade 7 student. These groupings give children a "team" feeling, as well as allowing every guest an "equalized" audience in terms of ages and abilities. Each guest made two presentations.

## Proposed schedule:

- 9:00 - 9:15 Welcome guests.  
Students gather in gym to form teams.
- 9:15 - 9:50 First session.
- 9:55 - 10:30 Second session.
- 10:30 - 10:55 Recess. Coffee and social time for guests.
- 11:05 - 11:35 Assembly. Special entertainment by students and recognition of guests.

## Organization:

1. Establish a "resource person file".
  - a) Parents. Canvass students to find a rich mosaic of cultures and experiences. Try to find people who have lived, travelled extensively or worked in another country.
  - b) Local multicultural or ethnic societies.
  - c) Staff members, exchange teachers, students.
  - d) Friends.
2. Make a phone list to establish a roster of guests. From this list call the prospective guests and explain that they are asked to make a presentation of about 30 minutes and suggest that they may use slides or

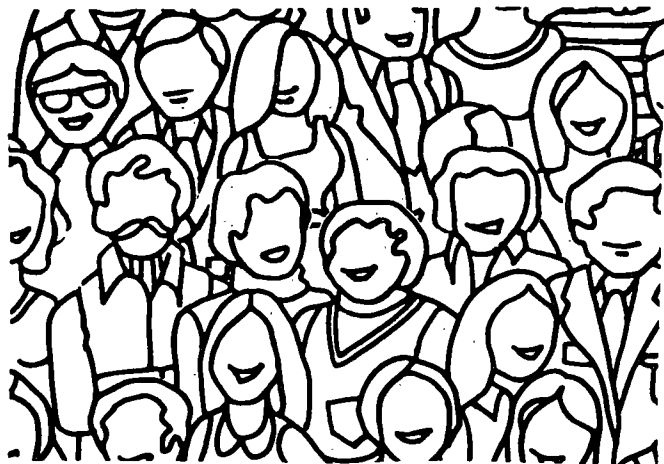
pictures, bring articles or food from another country, talk about the holidays and customs of the country, teach a song or dance, or a few words of the language, show some art or handicraft, or whatever may give students a greater understanding of their country. Many guests did almost all of the suggested activities! They are sharing something close to their hearts and they do a superb job.

3. Once you have reached the appropriate number of confirmed guests make up a chart to establish requirements.
4. Enlist staff's help in preparing each classroom or area with an identifying sign on the door: country, flag, guest's name, and a map of the world with the country shaded or coloured in.

We put team numbers on "stick-on" labels for each student and a special name tag noting country for each guest. Staff may plan to host a lunch or purchase a small gift or certificate recognizing the guest's contribution.

## Procedure: (one day ahead)

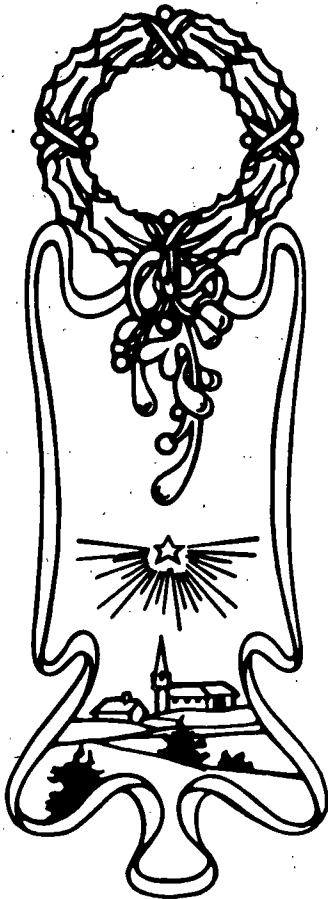
- Visit each area with your list, checking off requirements: projectors, display space, table, record player, etc.
- Make copies of this chart to give to staff members acting as chaperones.
- Post one copy in or near the front office of the school so that you know where everyone is in case of emergency.
- Post a list of the teams for the same purpose.
- Ask team captains to thank guest speaker at the end of each session.



## Conclusion:

At recess guests meet with one another and the staff; afterwards students return to normal class groupings for an assembly. This year because it was the day after Chinese New Year, Chinese students in our school performed the Lion Dance. Everyone sang "We Are the World"; "It's a Small World"; and "Let There Be Peace on Earth". Two highland dancers performed a Scottish dance, and a student violinist played.

We take on a great responsibility when we invite people to come and speak at our schools. Therefore, it is important to be ready for them by preparing the students for their visit, by preparing school facilities for their presentations, and by making them feel special from the moment they cross the school threshold. Each class wrote a letter or letters thanking the guests. More than one of our guests wrote us thanking us for having them! Nice feeling! I know this day, in our school, was special because of the tremendous co-operation of our staff.



# LANGUAGE ACQUISITION ACTIVITIES FOR HOLIDAY LITERATURE FOR PRI- MARY GRADE STUDENTS

by BARBARA STOOKE TROWBRIDGE, 4th  
year education student, University of British  
Columbia

This annotated bibliography represents a wide selection of available holiday literature published between 1980 and 1987 suitable for primary students. For celebrations such as Easter and Mother's Day, the quality of the literature available is not as high as that found for Christmas or Halloween. Those listed, however, still warrant consideration for the classroom. In searching for appropriate selections for Father's Day, I became aware of a lack of books which convey the emotions and relationships between children and fathers which are not focussed on separation, divorce, or death. The books selected were evaluated according to their literary value, emphasizing quality as good read-alouds, and their suitability to assist in language development.

## CHRISTMAS

Barber, Lois. The Twelve Days of Christmas North. Illus. by Carl Chaplin. Terrace: Northern Times Press, 1984.

A northern B.C. version of the traditional Christmas carol done in beautiful lithographs makes this carol more meaningful to students. Suggested uses: choral reading or as a basis for the creation of a class version.

Brown, Marc. Arthur's Christmas. Boston: Little, Brown and Company, 1984.

Arthur has difficulty selecting a special gift for Santa Claus despite his family's suggestions. He decides to prepare what he feels are Santa's favorite foods. Suggested uses: stimulate discussion about the value of receiving versus giving of gifts.

De Paola, Tomie. The Friendly Beasts: An Old English Christmas Carol. New York: G.P. Putnam and Sons, 1981.

Verses of the song are incorporated into a beautifully illustrated text showing carolers on their way to visit baby Jesus. Animals bestow their gifts on the infant. Suggested uses: choral reading and creation of a mural.

De Paola, Tomie. The Legend of Old Befana. San Diego: Harcourt Brace, Jovanovich, 1980.

The story of an old crotchety woman, preoccupied with house cleaning, who refuses to help three kings search for the Baby King. Befana then spends the day of Epiphany running across the sky leaving gifts for all the children as she is unsure which is the Baby King of Bethlehem. Suggested uses: compare and contrast this variant with others such as Babushka - An Old Russian Folktale by Charles Mikolaycak; Baboushka and the Three Kings by Ruth Robbins; and others by Anne Rockwell and Ilse Pilume.

Grantshev, Ivan. The Christmas Train. Toronto: McClelland and Stewart, 1984.

A suspenseful story of a little girl who saves an oncoming passenger train from a rock slide by setting her Christmas tree on fire as a warning. Suggested uses: re-tell the story using the illustrations or build a diorama of the setting.

Ichikawa, Satomi. Merry Christmas. Text by Robina Becles Willson. New York: Philomel Books, 1983.

Illustrated non-fiction book presenting Christmas traditions, carols, legends, and recipes from seventeen countries. Suggested uses: sections can be read aloud and suitable research source for older primary students.

Livingston, Myra John. Christmas Poems. Illus. by Trina Schart Hyman. New York: Holiday House, 1984.

Beautifully illustrated selection of traditional and original Christmas poems for young children. Suggested uses: choral reading and stimulus for creative writing.

Prelutsky, Jack. It's Christmas. Illus. by Marylin Hafner. New York: Greenwillow Books, 1981

Easy to read poems about subjects which appeal to children: making a Christmas list, being sick for Christmas, or receiving underwear from an auntie. Suggested uses: choral reading or as frames for poetry writing.

Speare, Jean. A Candle for Christmas. Illus. by Ann Blades. Vancouver: Douglas & McIntyre, 1986.

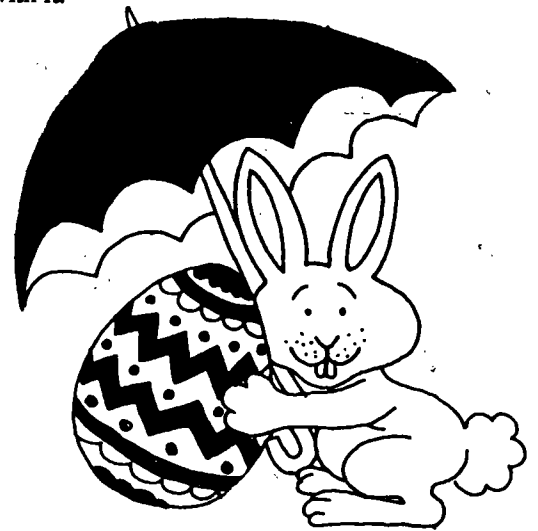
A truly B.C. Christmas story about a young boy awaiting the return of his parents from his uncle's ranch on Christmas Eve. A lighted candle which he places on the window sill helps guide his parents through a blizzard. The illustrations enhance the story as they convey the past way of life in rural communities. Suggested uses: re-tell the story using a time line, identify the different elements of a story, or discuss rural versus urban life.

Spier, Peter. Peter Spier's Christmas! New York: Doubleday and Company, 1983.

A wordless picture book which captures the excitement and anticipation of a family as they prepare for Christmas. Suggested uses: in small groups or with overhead projector have students create text to accompany the illustrations.

Van Allsburt, Chris. The Polar Express. Boston: Houghton Mifflin Company, 1985.

1986 Caldecott Award winner. A moving story of a young boy who visits Santa Claus at the North Pole. He is chosen to receive the first gift of Christmas, but loses it while returning home. Suggested uses: special read-aloud which evokes strong personal feelings. May not want to use other extension activities with it.



## EASTER

Friedrich, Priscilla and Otto Friedrich. The Easter Bunny That Overslept. Illus. by Adrienne Adams. New York: Lothrop, Lee and Shepard Books, 1983

Delightfully re-illustrated version of a 1957 book about an Easter bunny who oversleeps and tries to deliver the eggs on other holidays. Finally with Santa's help, he gets back on the right schedule. Suggested uses: compare with illustrations of original text or use as a stimulus for creative writing.

Kroll, Steven. The Big Bunny and the Easter Eggs. Illus. by Janet Stevens. New York: Holiday House, 1982

A humorous tale about a very large Easter bunny who, because of illness, is unable to deliver his eggs. With the help of his friends he attempts to deliver them in daylight without being seen. Suggested uses: use illustrations or plot line to re-tell the story.

Kroll, Steven. The Big Bunny and the Magic Show. Illus. by Janet Stevens. New York: Scholastic, Inc., 1987.

Wilbur, tired of his Easter job, takes a job with a magician. His friends frantically try to lure him back to his old job in time to deliver Easter eggs. Suggested uses: re-tell the story using puppets or write other stories about Wilbur and his friends.

Stevenson, James. The Great Big Especially Beautiful Easter Egg. New York: Greenwillow Books, 1983

In comic strip format, Grandpa tells of his adventuresome search for the most enormous Easter egg in the Frammistan Mountains. Surprisingly the egg is found in the yard by the grandchildren. Suggested uses: create a comic strip story.

### FATHER'S DAY

Quinlan, Patricia. My Dad Takes Care of Me. Illus. by Vlasta van Kampen. Toronto: Annick Press, 1987.

A story, written by a Canadian author, of a father who stays home caring for his son after the plant he worked in was closed. Initially, the son is ashamed of his father, but comes to realize how fortunate he is to have his father at home. Suggested uses: discuss types of activities children enjoy sharing with their fathers.

Yolen, Jane. Owl Moon. Illus. by John Schoenherr. New York: Philomel Books, 1987.

A gentle poetic story about a girl and father who go owling one winter night. Soft watercolour illustrations help convey the special companionship shared on this trek in search of the Great Horned Owl. Suggested uses: a special read-aloud enjoyed for the fluid language and the feelings conveyed, and as a stimulant for creative writing.



### HALLOWE'EN

Brewton, John; Lorraine Blackburn; and George M. Blackburn III. In the Witches' Kitchen - Poems for Halloween. Illus. by Harriett Barton. New York: Thomas Y. Crowell, 1980

Forty-six Hallowe'en poems by poets such as David McCord and Shel Silverstein. Suggested uses: choral reading or use as stimulus for dramatization for art.

Brown, Marc. Arthur's Halloween. Boston: Atlantic Monthly Press Book, 1982.

Fast moving plot and excellent characterization enhance the story about Arthur who must save his little sister from the witch's house. Suggested uses: predict outcomes by reading the story up to the point at which Arthur sees the light under the door, or write different endings to the story.

Bunting, Eve. Scary Scary Halloween. Illus. by Jan Brett. New York: Clarion Books, 1986.

Vivid, iridescent illustrations and repetitive rhymes enhance this exciting story about a goblin, a ghost, a witch and a devil who parade past green eyes peering out from under a house. Suggested uses: choral reading, or stimulus for creative writing incorporating the author's style.

Carlson, Natalie Savage. Spooky Night. Illus. by Andre Glass. New York: Lothrop, Lee and Shepard Books, 1982.

The language and illustrations enhance the spooky feelings in this story. A cat is adopted by a family, and on Halloween is temporarily lured back to become a witch's cat. Suggested uses: brainstorm words to describe the different moods and movements of a cat.

Gibbons, Gail. Halloween. New York: Holiday House Books, 1984.

Non-fiction book which explains the origins, traditions and present day methods of celebrating Halloween. Suggested uses: discuss past versus present methods of celebrating Halloween.

Kroll, Steven. The Biggest Pumpkin Ever. Illus. by Jeni Bassett. New York: Holiday House, 1984.

Unknowingly, two mice help a pumpkin grow to be enormous. An opportunity arises for real conflict when they discover that they are both caring for the same pumpkin, but are able to find a good solution. Suggested uses: read up to the point at which the mice discover each other. Have the children discuss different ways the conflict could be resolved, or write different endings for the story.

Maestro, Guilio. Halloween Howls - Riddles That Are a Scream. New York: E.P. Dutton, 1983.

"How can you tell if a ghost is lying?" is just one of approximately sixty Halloween riddles in this brightly illustrated book. Suggested uses: create a class book of Halloween riddles and jokes.

Martin, Bill and John Archambault. The Ghost-Eye Tree. Illus. by Ted Rand. New York: Holt, Rinehart and Winston, 1985.

Dramatic illustrations and haunting language make this story about a sister and brother's walk at night to collect milk from the barn an appropriate story for Halloween. Suggested uses: brainstorm emotions evoked in the story or record the story sequence on a plot line.

### MOTHER'S DAY

Bunting, Eve. The Mother's Day Mice. Illus. by Jan Brett. New York: Clarion Books Ticknor and Fields, 1986.

A story about three mice who set off early in the morning to find gifts for their mother. The youngest mouse is unable to get his gift and is distressed until he thinks of the best gift of all. Suggested uses: discuss the different components of the story or dramatize the story using puppets.

Kroll, Steven. Happy Mother's Day. Illus. by Marilyn Hafner. New York: Holiday House, 1985.

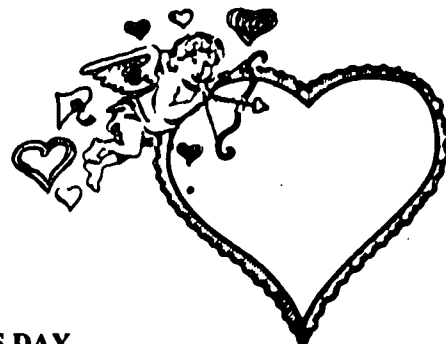
In this fast-moving plot a mother arrives home to be greeted with one surprise after another. Clues lead her from gift to gift. Suggested uses: discuss appropriate Mother's Day gifts and their meanings. Students could make booklets with IOU's for chores, or write clues for their mother to follow to find a gift.

Wells, Rosemary. Hazel's Amazing Mother. New York: Dial Books, 1985.

A magical story which explores the relationship of a young child who wants an adventure away from home, yet still is in need of help from a loving mother. Suggested uses: discuss the roles of mothers or re-tell the story using own illustrations.

Zolotow, Charlotte. Say It! Illus. by James Stevenson. New York: Greenwillow Books, 1980.

Soft fall colours enhance this warm, gentle story conveying the special times a child and mother can share and how love is all around them. Suggested uses: a special read-aloud enjoyed for the fluid language and feelings conveyed, and to stimulate poetry writing.



### VALENTINE'S DAY

Brown, Marc. Arthur's Valentine. Boston: Little, Brown and Company, 1980.

Arthur tries to determine whether his secret admirer is Fern, or Buster playing a joke, or Francine who is always teasing him. He hopes it is Ellen, the new girl. Suggested uses: create and give anonymous valentines to others such as the principal, the music teacher, or the librarian.

Bunting, Eve. The Valentine Bears. New York: Houghton Mifflin and Company, 1983.

Warm, loving feelings are conveyed in this story about two bears who awaken to share Valentine's Day together. Suggested uses: discuss the meaning of Valentine's Day or use to stimulate creative writing.

Carlson, Nancy. The Mysterious Valentine. Minneapolis: Carolrhoda Books, Inc., 1985.

Louanne receives a big valentine but is unable to identify which of her friends is the secret admirer. Through the illustrations the reader is left to infer who the sender was. Suggested uses: use with kindergarten students to discuss the components of a story.

Gibbons, Gail. Valentine's Day. New York: Holiday House, 1986.

Another non-fiction book by Gibbons which explains the origin of Valentine's Day, how it is celebrated and why it is a special day for love and friendship. Suggested uses: discuss the historical importance of Valentine's Day or use to stimulate further research.

Prelutsky, Jack. It's Valentine's Day. Illus. by Yossi Abolafia. New York: Greenwillow Books, 1983.

Easy to read poems which are fun to listen to yet convey the emotions children feel such as, "I Got Only One Valentine." Suggested uses: discuss the negative and positive emotions associated with giving and not receiving Valentine cards.

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Nomination deadline for the 1989 award is December 31, 1988.



# CANADIAN SCHOOL LIBRARY ASSOCIATION



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## CANEBSCO SCHOOL LIBRARY

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The Canadian School Library Association is pleased offer the CANEBSCO School Library Media Periodical Award annually.

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Application forms and further information are available from:

Dianne Oberg  
Canadian School Library Association  
Department of Elementary Education  
Faculty of Education  
University of Alberta  
Edmonton, Alberta  
T6G 2G5

Deadline for applications is December 31, 1988.



# CANADIAN SCHOOL LIBRARY ASSOCIATION



*A Division of the Canadian Library Association*

## GROLIER AWARD FOR RESEARCH IN SCHOOL LIBRARIANSHIP IN CANADA

The Canadian School Library Association is pleased to announce that Grolier Education Associates will again provide a grant or grants totalling \$1000 to support theoretical and applied research which advances the field of school librarianship.

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

**Eligibility:** All personal members of CLA, except current members of the Award Committee, are eligible for the grant with preference given to those whose first Division choice is CSLA.

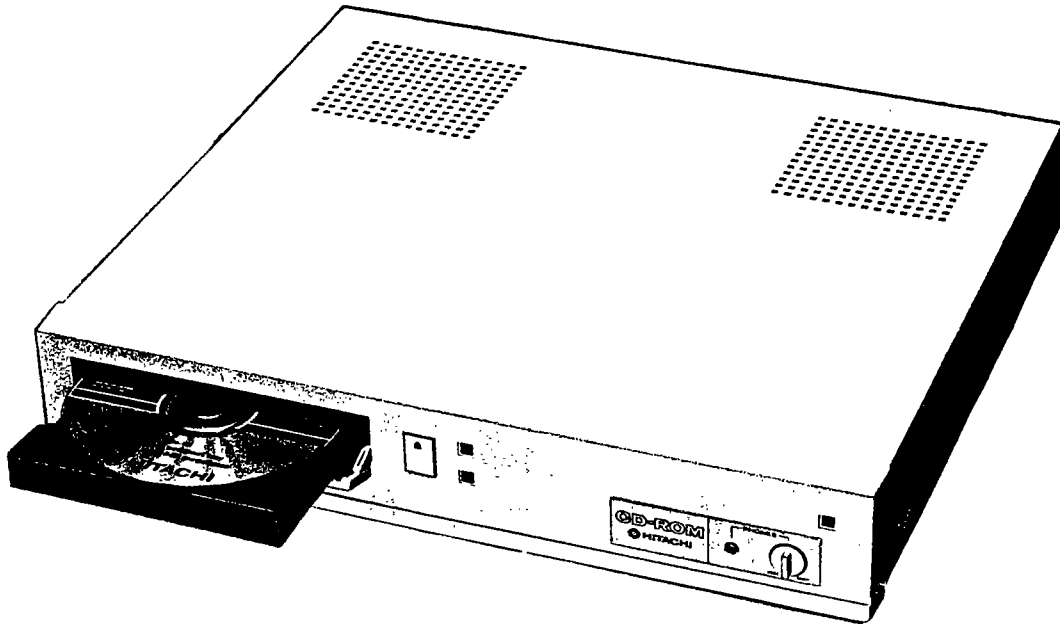
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## **\*\*\*BCTLA RECOGNIZES EXCELLENCE\*\*\***

### **THE SOCIAL STUDIES DEPARTMENT AT TEMPLETON SECONDARY SCHOOL Vancouver School District (#39)**

The students at Templeton Secondary School, located on the east side of Vancouver, are producing work which uses symbols to synthesize their interpretation and understanding of such abstract concepts as imperialism, revolution, and industrialization. They are making judgments about land use in BC, hypothesizing the results of current environmental policies, and establishing priorities for future use of people and resources. These accomplishments are being achieved through a series of cooperatively planned and taught units which use the learning resources of the Library Resource Centre, and integrate research skills with Social Studies content. These higher level skills have been developed because of a concerted and consistent progression of skills taught jointly by the teacher-librarians and the teachers of the Social Studies Department of Templeton Secondary.

The members of the Social Studies Department have exemplified cooperative planning and teaching. Individually, they have made the Library Resource Centre an important element in their teaching programs. Collectively, they have shared their expertise, activities, strategies and units among themselves, with teachers within the school and, through publications and workshops, with teachers and teacher-librarians in British Columbia, Canada and internationally.

In the 1987-88 school year, two resource-based activities have been emphasized. The first employs cooperative learning strategies and is based on the Grade 10 history unit "Opening the West." It involves every student, each one working as part of a group of four, in answering specific and individual questions on one of five aspects of western expansion: people, economy, culture, Confederation and life. Using the answers derived from preselected materials from the Library Resource Centre collection, each student in the group helps present the material to the class in a way that employs something visual. This assignment was devised through the combined efforts of the teacher and Templeton's teacher-librarians, Wendy Shaw and Deborah Simmons. The subject content was determined by the teacher, while the presentation resulted from discussion between teacher and teacher-librarian. The students are assisted by teacher and teacher-librarians while in the Resource Centre locating answers to their questions. Their visual presentation is in the classroom, followed by other content material related to their presentation.

The second activity completed this school year is the revision of a project which was field tested earlier. This work is based on the Grade 9 unit dealing with the Industrial Revolution. In addition to introducing information related to the content area, this work reinforces the critical thinking skills of evaluating data in order to draw conclusions and reach generalizations. It gives students practice in seeing cause and effect and in drawing conclusions from evidence. This activity revolves around gathering data from Resource Centre materials and using that data as evidence in order to establish conclusions and generalizations. Working closely with the teacher, eight areas of change were identified: Commerce, Personal Life, Transportation, Medicine, Science, Military, Technology and Communication. The teacher identified the objectives and areas of content, and questions were created by the teacher-librarians. The revision process involved teacher and teacher-librarians working together, making changes to questions and format in order to assist students in reaching the objectives.

In addition to the work currently under development — a unit on Urban Studies and one on Wars — the following list of completed resource-based units of study reflects the breadth of the Social Studies Department's

commitment to cooperative planning and multi-sensory teaching strategies:

## **GRADE 8**

Grade-wide units:

Stations: Renaissance

Middle Ages in India, China and Japan

Notetaking

Encyclopedia Evaluation

Skimming and Scanning

Individual units:

Auction of Renaissance Ideas

## **GRADE 9**

Grade-wide units:

Industrial Revolution

Individual units:

Posters Illustrating Immigration to Canada

Revolutionary Poster

## **GRADE 10**

Grade-wide units:

British Columbia's Economic Geography

Physical Regions of Canada

Opening the West

Individual units:

Creating a Newspaper for a Specific Event/Time

## **GRADE 11**

Grade-wide units:

Project Development for the Third World

Individual units:

War in Developing Countries

The work of Templeton's Social Studies Department has been recognized by decision-makers. The Vancouver School District has acknowledged and supported the value and cooperative nature of these units by supplying money and substitutes for both teacher and teacher-librarians. The development of the units on the Industrial Revolution and on the Physical Regions of Canada have been supported in this way. In the 1987 Accreditation booklet of Templeton Secondary, the external team recognized the benefits to students of the library resource centre program and commended the Social Studies Department for "The quality and scope of instructional units cooperatively planned with library staff."

In addition, the work of the Social Studies Department of Templeton Secondary School has been reported in a number of publications and has been the subject of a number of workshops. This publicity has encouraged others to draw on the experiences and units of this fine team of teachers. The following list cites only the publications:

"Critical Thinking and the Industrial Revolution." Horizon. British Columbia Social Studies Association (forthcoming).

Social Studies Skills Manual, Grades 8-9. Vancouver School Board, 1988.

"A Stations Approach to Learning." Emergency Librarian, (January/February 1987) p. 15.

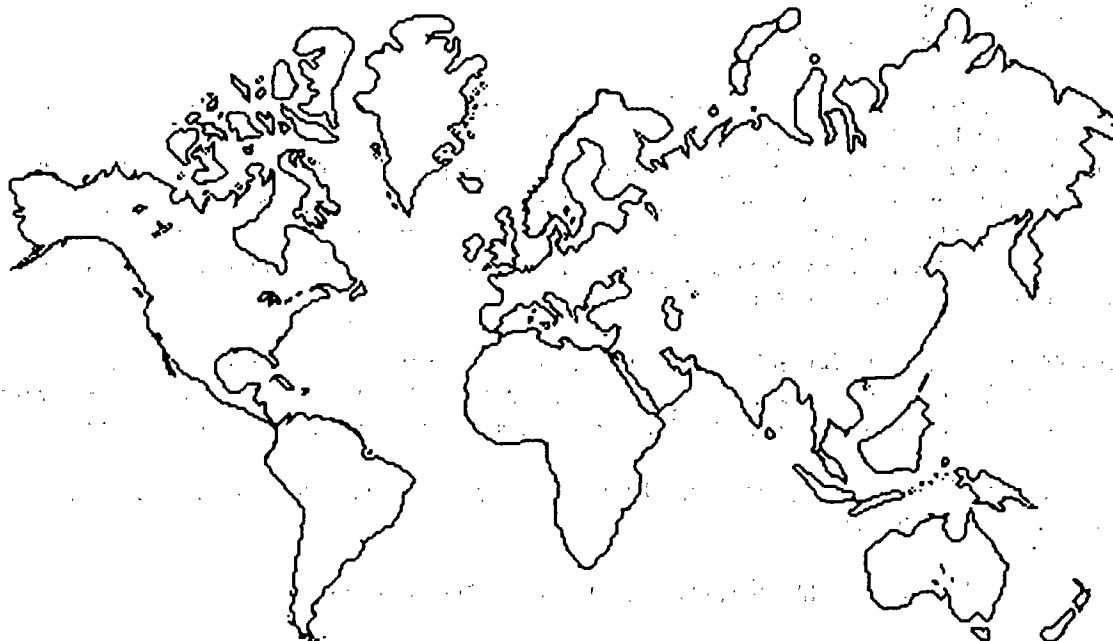
"A Visual Introduction to the Physical Regions of Canada / SS 10." in Fuel For Change: Cooperative Program Planning and Teaching. British Columbia Teacher-Librarians' Association, 1986.

"Middle Ages in China, India and Japan / SS 8." with Anne von Meyenfeldt and Glenys Galloway. The Bookmark, vol. 26, nos. 4 & 5 (May 1985) pp. 53-65.

To a great extent, the skills program in the Templeton Library Resource Centre has come about through the involvement of the Social Studies Department. The commitment to skills as well as to content, the unity of purpose and philosophy, and the willingness to give time to develop activities that build on and expand skills and understandings are exceptional. Each teacher in the department has made contributions, but the sum of the department's impact is greater than the work of the individuals. They model what a department should be, and inspire other teachers in the school, teachers new to the department, and student teachers. Resource-based units, cooperatively planned and taught, are commonplace at Templeton. This has come about largely due to the willingness and commitment of the following teachers:

**Helen Ferguson**  
**Glenys Galloway**  
**Tom Grant, Department Head**  
**Gerry Kuniss**  
**Bill Magee**  
**Sharon Tanabe**

**The British Columbia Teacher-Librarians' Association is proud to recognize the contribution that these teachers have made to resource-based learning.**



# THE SCHOOL'S ROLE IN GLOBAL EDUCATION

A Conference sponsored by BCTF and CIDA held March 4 and 5, 1988.

Reported by YOSKYL WEBB, teacher-librarian, Sutherland Secondary School, School District #44 (North Vancouver)

The conference was attended by representatives of the PSA s of BCTF (Chuck Heath and Yoskyl Webb for BCTLA), CIDA, the universities, BCSTA, Ministry of Education, and the BCTF among others. Relevant material was displayed by the NGO s - non-governmental organizations, such as CUSO, OXFAM and VIDEA.

The two-day conference was divided into two main parts. The first morning was spent orienting us to the concept of the global citizen. Ambassador Alan Beesley, the keynote speaker and expert on international law, spoke optimistically about the future in terms of conflict resolution and negotiation on commonly-owned environments, such as Antarctica and the seabed. He cited Canada's active role as a negotiator in international affairs as an important feature of our educational focus. He suggested we call upon retired diplomats as classroom speakers, and exhorted us to expand our classrooms from local to global thought by discussing global issues with our students. We should develop an attitude of concern amongst our students and teach them communication skills, so that they be not timid but active in global matters. He quoted Lester B. Pearson as the theme of his speech:

"Everything I learned during the war confirmed and strengthened my view as a Canadian that our foreign policy must not be timid or fearful of commitments, but activist in accepting international responsibilities. International co-operation for peace is the most important aspect of national policy. I have never wavered in this belief, even though I have learned from experience how agonizingly difficult it is to convert conviction into reality."

Ruth Goberman of CIDA painted a picture of the 21st century in terms of urban population, desertification, economic disparities, industrial base and human activity. She cited change and re-orientation of thinking, but did not preach doom, but rather a picture of hope and challenge, as long as we recognise that the citizen of the next century would have to have a global

awareness that was missing in this century. CIDA is embarking on a three-year strategy to help develop this awareness in education.

Moyra Tooke of The Common Heritage, Ottawa, defined global education as a structured educating of students to make a difference to long-range attitudes for the 21st century. It was the duty of educators to organize this complex world to make it intelligible to students; to impart information, knowledge, skills and values which will equip this year's kindergarten class upon graduation in the year 2000 with the ability to nurture our planet through the next century and beyond.

Walter Werner of UBC and Carmen Kuczma both spoke of the educator's role in preparation for the 21st century.

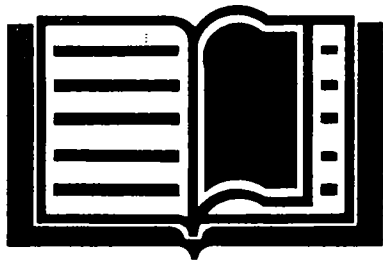
Small group discussion comprised the second main part of the conference, and collations were made on our concept of the attributes of the global citizen to produce a summation:

"a thinking individual, capable of making independent decisions based upon analysis and reason.. creative, self-motivated, sense of self-worth.. sound interpersonal skills.. understands the rights and responsibilities of self and others."

The second day was occupied largely in group discussion on global education and the school curriculum, and what should be implemented within a three year time-line. It was generally agreed that new directions within the curriculum were not really necessary, but rather an awareness should be built into all disciplines.

The correlation of all group discussions on how this awareness should be implemented will be published before September, 1988.

The conference was valuable in terms of stimulation to think formally about the global citizen of the 21st century, and of interaction with colleagues who have already considered the concept. The group was positive and forward-thinking.



## LEARNING RESOURCES

by **ROBIN SYME**, manager of the Curriculum Development Branch, Ministry of Education and **CYNTHIA MCARTHUR**, Curriculum Development Branch, Ministry of Education

Since 1981 the Curriculum Development Branch has adopted a systematic process for the selection of learning resources to support new curricula. This process assists curriculum committees in identifying usage. The selection process has been designed to ensure that key questions and criteria are attended to across subject areas and grade levels.

Step one in the process is the request for submissions of resources from publishers. A mailing registry is maintained at the Branch, and continually updated to include any publisher interested in providing school materials. Publishers receive an outline of the draft curriculum and a letter indicating the type of resources needed.

Recently, a new step has been introduced. The Language Arts and Business Education Committees have requested "information only" copies of materials. This will allow them to preview new materials and to be aware of resources under development at an earlier stage of the curriculum development cycle.

Branch staff make "information only" items available at the Ministry for committee perusal; submitted materials are mailed to committee members. Prior to receiving any items the committee will have met with the curriculum coordinator and with the coordinator of learning resources at the Branch to determine selection criteria (step two). An evaluation form or "first cut" instrument is drawn up. This instrument is used to evaluate every resource submitted. Resources which match the curriculum and appear appropriate for the intended audience are "shortlisted" for further consideration.

Step three in the process is the detailed analysis of the most promising resources. This is a dual process. The curriculum committee will do comparative evaluations of materials focusing on curriculum match, depth of topic coverage, currency of issues, and a variety of other criteria elaborated from the "first cut" instrument. At the same time, the resources are analyzed by the Branch.

The analysts are teachers specifically trained to use standard formats and vocabulary and to provide comprehensive descriptions of materials. It is noteworthy that the analyses are done without information about the curriculum and are descriptive rather than evaluative in emphasis. The intent is to provide a committee with comprehensive and objective information for use as a basis for evaluation.

Analyses are done from three different perspectives by three different trained teacher analysts. They address the instructional design of a material, its readability, and social considerations (those elements which reflect the social, economic, political and philosophic contexts of learning).

The Instructional design analysis is called a C.E.I.M.A. (Canadian Exchange of Instructional Materials Analysis). This acronym refers to the fact that British Columbia shares these analyses with two partner provinces, Alberta and Manitoba. C.E.I.M.A. analysis is based on four constructs: intents (goals and objectives), contents, methodology, and evaluation.

Within these constructs the analysis provides such information as why material was developed, the amount of teacher preparation required, how adaptable or flexible the program is for teachers and students and whether or not the program does what it states or implies that it does. It also provides information about how complete the program is given the components identified as essential and/or supplemental. C.E.I.M.A. analysis was developed out of a need for a more descriptive analysis than the American E.P.I.E. format with which some teachers are familiar. Essentially, C.E.I.M.A. tells you how well-designed the resource is and how internally consistent it is.

The instructional design information is particularly useful in a comparative context where decisions are to be made regarding the number of program choices to be offered or where programs to support the complete curriculum have to be selected by identifying several different resources from a variety of publishers.

Readability is a product of the interaction of a material with its reader. Nevertheless, committees must select materials for broad general groupings of students at varied grade levels. The readability analysis assists in this selection by describing the organization of the text and providing descriptive comments regarding a number of textual elements. This analysis considers such features as print size, page layout, placement of visuals, and use of headings and other organizers. It describes not only the type of illustrations but their role and effectiveness in the presentation of information. While the readability analysis does incorporate the computation of a readability formula, this computation is not a major element of the analysis. It does direct the analyst's attention to stylistic factors such as sentence length and word length.

Widely ranging scores may indicate that several authors have participated in writing a text. These issues are examined more closely by the analyst as he or she reviews the material. Text structure and style are considerations as are the demands made of the student for independent and guided reading and for the completion of exercises and activities. Information is provided about the sophistication of ideas, and concepts as well as the background information expectations in the reader. Vocabulary, both technical and non-technical, is discussed. All these considerations are summarized in terms of the material's suitability to the intended audience and usage.

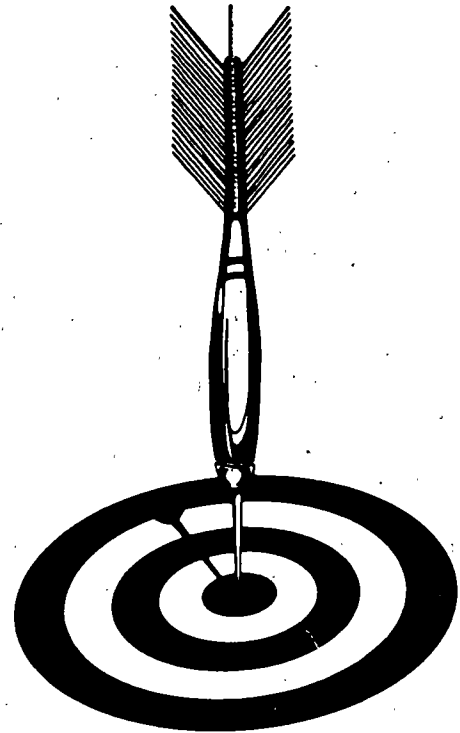
The social considerations analysis focuses on issues or topics which are potentially sensitive. Analysts are trained to describe instances of balance and imbalance in presentation of ideas related to topics such as belief systems, environmental issues, and violence. Language usage is discussed in relation to point of view, tone, and the maturity of the intended audience. Analysts are instructed to cite any potential concerns. The significance of the citations is left to the committee to determine when considered in relation to curriculum intent and context of usage. The social considerations analysis requires that the entire text be read. This does not necessarily occur at any other stage in the selection process.

The importance of the descriptive information from the analyses and the assessment of the features described as being either strengths or weaknesses will depend on the specific final selection criteria as determined by the committee. These criteria are derived from such concerns as needs assessment data, achievement results, committee experience, and current theory and research about students at that level in the given subject area. Their recommendations may suggest one appropriate resource, designate several alternatives or identify components which cumulatively serve to fill a resource need.

In this regard the analyses have proven useful for several reasons:

- \* they identify key characteristics of materials in a consistent manner.
- \* the structure they provide facilitates comparative analysis in terms of pre-determined criteria.
- \* the descriptive nature of the analyses leaves the evaluation of resources to the committee but provides information of a technical nature which assists in this evaluation.
- \* The analyses provide useful documentation on resources in relation to the rationale for the selections made.

Text selection and analysis procedures used by the Branch have proven valuable as part of the materials selection as well as the developmental process. While the general student audience is targeted most frequently, it has become increasingly feasible to modify or tailor materials to the needs of the British Columbia curriculum and context. The selection process used by the Curriculum Branch cannot address the individual and specific needs identified at the classroom level; this has to remain a teacher responsibility.



**ON  
TARGET**

# RICHMOND TEACHER-LIBRARIANS' PRESENTATION TO THE ROYAL COMMISSION ON EDUCATION

by GAYLE MILLIKEN, MARION TOPPING, PAT WALACH, WILLA WALSH, MILLIE ZAHARIK and ISABEL LINCKE, School District #39 (Richmond).

In the last 5-10 years, teacher-librarians have, on their own initiative, implemented a concept called cooperative planning and teaching. This means that teachers and teacher-librarians cooperate to plan and implement units of study as teaching partners. The units integrate the skills necessary to locate, evaluate, organize and present information from a variety of resources. Through this planning and cooperative teaching, students develop, master, and extend research and study skills in different subject contents and at varying levels of difficulty. Students are assisted in becoming informed decision-makers and life-long learners. Due to the changing needs of our society and the changing curriculum expectations, teacher-librarians are redefining their role and their areas of responsibility.

There are four major areas of responsibility that support the cooperative teaching and planning concept.

**1. TEACH AND WORK WITH STUDENTS AND THEIR NEEDS.** To teach and work with students and their needs, a teacher-librarian must be competent in teaching and classroom experience, be familiar with instructional strategies and learning styles, access student needs and interests and provide suitable resources, and motivate learners to locate, analyze and evaluate information.

**2. PROVIDE SUPPORT FOR TEACHERS** by alerting both teachers and students to the full range of available resources, by being aware of what is being taught, by helping assess individual student progress, and by being a facilitator and coordinator of school learning programs.

**3. BE CONSIDERED AN EQUAL TEACHING PARTNER** through cooperative planning and teaching. The teacher and the teacher-librarian are partners to accomplish identified learning objectives through appropriate resources and strategies. Both partners determine students' needs and skills. Preplanning is the key to successful programs.

**4. SELECT RESOURCES BASED ON NEED.** Curriculum documents have little impact unless they are put into use. The teacher-librarian is the link between the curriculum and the student and teacher. Together, the teacher and the teacher-librarian preview, evaluate and select learning resources for the instructional programs in the school.

In order to allow us to fulfil this new role of the teacher-librarian, four needs must be addressed. Our first need for qualified staff. All persons appointed to be responsible for the operation of school resource centres should be qualified in the area of librarianship and education. Teacher-librarians must have classroom experience of at least 2-3 years. This will provide the opportunity for curriculum development through co-operative planning and teaching using a flexible timetable.

Auxiliary support personnel such as library technicians and aides should be appointed on a paid basis to provide technical and clerical assistance under the direct supervision of the teacher-librarian.

**RECOMMENDATION:** We recommend the following provision of library staff as outlined in the 1978 Ministry guideline.

PUPILS	TEACHER-LIBRARIANS	LIBRARY AIDES
101-400	0.5 - 1.0	0.5 - 1.0
401-700	1.0 - 1.5	1.0 - 1.5
701-1000	1.5 - 2.0	1.5 - 2.0

Our next needs are for adequate resources and budgeting. In keeping with the philosophical goals of resource based learning, the resource centre has a clear need to have up to date information available for research purposes. The information explosion has vastly increased the amount of information and the speed with which information changes, thus putting great stress on all libraries to keep up with the pace. Also, the new school curriculum guides are emphasizing research in their subject areas - adding more demands for a well stocked resource centre. Curriculum guides in Science from K-12 incorporate research reporting in the course content and specifically state that research skills are considered part of the curriculum. Obviously, resource materials must be available in order to fulfil this educational goal. However, British Columbia's libraries are just emerging from a time of severe restraint in which school resource centre budgets were decimated. For some years now, library budgets in some areas of the province have remained below the provincial guidelines for funding established in 1978 - a decade ago! At a time when information is exploding some resource centres are constricting!

Not only is there a great need for budgets to reflect the need for greater resources, but we must also consider the soaring costs of these resources. We offer two examples for your attention: must also consider the soaring costs of these resources. We offer two examples for your attention:

1. This box of books cost \$1,700.00. (A box of books selected from a school library was on hand to demonstrate how few books can be purchased for that amount of money.)
2. The latest edition of the McGraw-Hill Encyclopedia of Science and Technology, an excellent resource for the new Science curriculum, costs \$1,800.00.

**RECOMMENDATION:** Our recommendations, as concerned teacher-librarians in Richmond, are that the Ministry of Education assess the resource needs of school districts, set a standard, and provide a grant for under-funded resource centres so they may provide equal opportunity for learning for students and that the Ministry provide direction to school districts to maintain adequate funds for resource centres, thus helping to meet the informational needs of students facing the 21st century.

Our fourth need is for an adequate physical plant. In this district, the teacher-librarians feel that the ideal resource centre is totally involved in the development, implementation and evaluation of curriculum. At the present time, our school library facilities consist only of a small area or classroom which is not large enough to accommodate more than a few students at a time. As our resource based programs develop and the resource centre's involvement increases in the school's program, so does the need for larger facilities.

The B.C. School Building Manual limits the size of an elementary school library for 360-600 students to 1500 square feet. This size is one and a half times the size of a regular classroom, yet few schools can boast a resource centre of this size - most are little more than single classrooms. These figures were developed ten years ago before computers and much audio-visual equipment was introduced for use in the learning resource centre. However, these figures are still being used throughout the province as maximum allowable space. Facilities must allow for the utilization of human resources and the full range of media, often in two languages, which includes print and audio-visual forms of communication and their accompanying technology.

The resource centre strives to provide a link between the classroom and the outside world. Financial support for improved facilities is essential if teacher-librarians are to keep up to date with changing needs and curricula.

**RECOMMENDATION:** We recommend that the Division of Facilities Services of the Ministry of Education undertake a reassessment of prescribed allowable space as stated in the

B.C. School Building Manual to determine the number of square metres necessary to carry on the wide variety of programs that are being offered as well as to allow for proper storage of and accessibility to all forms of media and audio-visual equipment.

In conclusion, we have two major recommendations. First, that the Ministry of Education establish a committee to plan an evaluation of library resource centre operations as they currently exist in the province. Second, that the Ministry of Education develop a comprehensive policy statement in consultation with the field, on the role of the teacher-librarian and resource based learning in preparing students for today's information age.



# SCHOOL LIBRARY BOOK PURCHASE PLAN

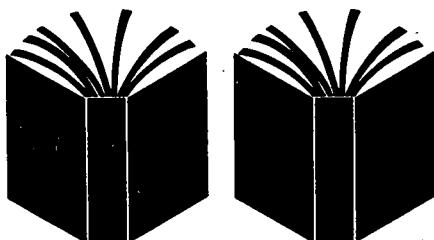
by **BILL SCOTT**, teacher-librarian, School District #32 (Hope).

Each year the Curriculum Development Branch of the Ministry of Education invites British Columbia publishers to submit copies of books they have published within the last three years for consideration to be included in the Library Book Purchase Plan.

Books can only be submitted once to the plan and must be suitable for school libraries. Other selection criteria include curriculum support, appeal to a wide audience and adequate quality to withstand library usage.

Four teacher-librarians from around the province meet to review submissions. Current members of this committee include two secondary librarians, Tiu Noukas and Bill Scott, and two elementary librarians, Mike Morrison and Ray Covell.

As the librarians consider the books submitted, they screen many which were not published for a school audience and which may have marginal suitability due to level of difficulty or other factors. As well, books about specific areas or topics of restricted interest to students and teachers may not be selected due to a lack of general audience appeal. At the same time, the librarians are sensitive to the needs of a variety of curriculum areas and audiences. Some materials, for example, may be recommended for specific educational needs. Not all selections are for students. Some books provide useful background information for teachers in support of various curricula.



After the books have been screened by the librarians, they are read by ministry analysts for readability and social consideration such as sexism, racism, inappropriate language for school use, etc. Final selections are described in an annotated schools circular. Schools then send their orders to the Publications Services Branch of the Ministry which distributes the books to school libraries. Librarians usually receive the circular in April/May and the books are delivered the following fall.

On a personal level, being on the School Library Book Purchase Plan Committee is definitely a worthwhile experience. One gets to spend several days in Victoria (usually three in January and one in March) working with other teacher-librarians, looking at the latest in B.C. publishing. The work is not onerous; for a teacher-librarian used to dealing with a "thousand" things at once, it may even seem easy. It is also interesting to have a chance to visit the Ministry of Education and find out a little about how it works. Finally there is the wide range of fine dining available in Victoria (The Ministry pays all expenses for the Committee, at set rates). Every teacher-librarian can benefit by working on this committee; watch for announcements and apply when the opportunity arises.

**read before  
you write**

**use your  
library**

American Library  
Association

# FROM AN AUTHOR'S PERSPECTIVE

by MARY JANE MUIR, writer and illustrator.

-reprinted with permission from the T-L Network, May 1988, School District #39 (Vancouver).

I was surprised when Linda Rehlinger called me from Qualicum, one Sunday afternoon in January. She explained to me that as a librarian for the Qualicum Elementary Schools, she was trying to organize an author visit for one week of readings in March. Linda was persuasive with answers and arguments to every excuse I could plant in the conversation. She had planned accommodation in a beautiful motel on the water and arranged financing and expenses through a special educational grant for a curriculum writing program. She said she would arrange the itinerary and provide a network of transportation.

So one sunny, blustery Monday in March I found myself loaded down with books, drawings, slides, and a projector, holding a nausea bag in one hand and clinging with the other to a small vessel called the Lasquiti Island Ferry heading for False Bay School to give my first reading of the week. The waves seemed to me to be fifteen feet high and for fifty rollercoaster minutes I strongly regretted the decision to do this thing I'd gotten myself into.

False Bay School was a welcoming place with immediate offerings of herb tea (for ferry nausea) from friendly staff. A 'Welcome Mary Jane' sign covered with drawings of guinea pigs stretched across the kindergarten blackboard. The children were excited and interested about everything I had to offer them. First I talked about the making of "Albert's Old Shoes". Then they watched the slides and asked many questions about writing and drawing and making books. Then we talked about the 'real story' behind "Gynn". I read the story to them and afterwards we talked about pets. In no time at all the time was up.

At lunch the teachers and staff showered us with hospitality. Fresh baked homemade bread and gooseberry jelly were offered along with friendly conversation. The warmth of these people cleared my head of any regret. The ferry ride was worth it. I was glad to be there.

And so the week began. Every morning a teacher or staff person would cheerfully pick me up at the motel and whisk me off to an elementary school in the district. Each of the eight schools I visited had a uniqueness of atmosphere and place. Sunlight streamed in windows, and hallways shone with the art of the children. Most of the classes I spoke to were prepared beforehand if the teachers were able to get a copy of either of my books. It was an interesting surprise to me when

I discovered that the simple story of "Gynn" led different classes into different directions of concentration. Some children had written brief compositions about the proper ways to care for animals and pets. Some classes had spent time imagining a zillion ways to draw guinea pigs. Others were writing stories based on the Gynn story but adding different viewpoints and endings.

The children always greeted me with enthusiasm and interest. I could not help but be inspired by their faces, the questions and the seriousness with which they concern themselves with books and art. I felt privileged to be in their midst.

Linda Rehlinger was true to her word. Everything flowed smoothly and nothing was out of place. Every reading was on time. Everyone who was part of the network of support was always ready with a sandwich or a ride. In five days I gave 20 presentations of about 45 minutes long.

The planning skills and determination of Linda Rehlinger made the experience possible.

I will always be glad she dialed my number on that Sunday afternoon in January.

(Schools visited: False Bay Elementary, Errington Elementary, Nanoose Elementary, Qualicum Beach Elementary, Bowser Elementary, Parksville Elementary, French Creek Elementary, Winchelsea Elementary.)

Books: Gynn written and illustrated by Mary Jane Muir, Scholastic-TAB Publishers

Albert's Old Shoes by Stephen Muir, illustrated by Mary Jane Muir. Scholastic-TAB Publishers.



# LIVING LIBRARY

by Grace Funk, Teacher-Librarian, School District #22 (Vernon)

Are you disturbed because your library organization is never perfected? because you're never quite "caught up"? because your catalog cards are not all filed, never mind your publishers catalogs! because you can't find the picture book some primary teacher has requested, and the plants haven't been watered for a week, and the shelves haven't been read for at least twice that long? Don't be upset! A library has a life of its own. If a library were perfectly in order it would be dead, still, lifeless.

Parkinson's Second (I believe it was the second) Law quite clearly stated that when any kind of an association of things and ideas and people had achieved proper housing and completed organization, it was dead and purposeless. Only when an organization is struggling in the middle of a mess, with typewriters balanced on apple boxes (you can tell how long ago THAT was written) and everybody getting in everybody's way, and doing everybody else's job, and rushing about enthusiastically to get someone to listen to a new idea - which will add to the mess, of course, and is generally in dire need of expansion and tidying, is it successful and growing and happy.

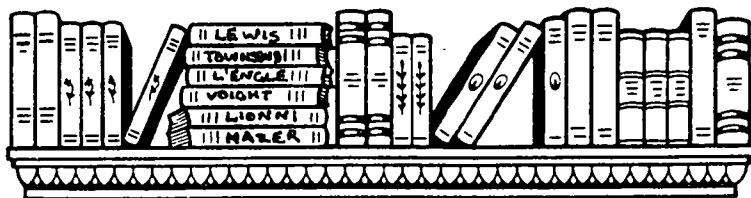
So don't try to keep everything always in its place. (That will only put your library in a strait jacket, and eventually you, too.) Instead, think of a library as a living organism. Consider the parallels. To begin with, a library must be fed, constantly, just the right food to nourish it in all its parts, lest it grow lopsided. Properly fed, it grows steadily. Like an infant, it outgrows its bed (shelves), its accommodations (floor space), and its clothes (catalog). As it grows, it gives off wastes (discards) which must be removed if it is to remain healthy and orderly. Like an infant, it sometimes needs disciplining (I am not referring to the clientele.) A

library needs disciplining (shelf-reading) when it grows mischievous and hides things. A library is not just an amorphous mass of undifferentiated tissue either; like a living creature, it has proper organs: a digestive system (workroom/technical services area where material is digested and made ready for use); a variety of sense organs (circulation systems); a set of fat cells where unused food may be stored (the vertical files); a communications organ (the telephone/modem); rudimentary intelligence (the classification system); and a brain (dare I say the librarian?). A library changes shape as it grows. Sometimes it puts out limbs (branch libraries), or pseudopods (reserve shelves). As it grows older, it reaches out and takes food for itself (review copies of books, publishers' free samples).

Why should it not be so? Modern physics (of "The TAO of PHYSICS") teaches us that "things" are really "events" (and people are events, too), that everything in the universe is totally interconnected, and your library is just as alive as you are. (Are you alive?) I thought this notion was all my own, until I read a quotation from, of all people, Ranganathan. (If you are a librarian you are supposed to know who Ranganathan was.) In Ranganathan's fifth law he says it much better: "A library is a growing organism. A growing organism takes in new matter, casts off old matter, changes in size and takes on new shapes and forms. From sudden and apparently discontinuous changes involved in metamorphoses, it is also subject to a slow continuous change which leads to what is known as 'variation' in biological parlance, and to the evolution of new forms."\*\*\* There, you see, not only is a library alive, it is actually evolving!

So rejoice when the new growth seems all in a muddle. And the next time somebody tells you that your lively library is a disaster area, show him this article.

\*\* S.R. Ranganathan, The Five Laws of Library Science. Asia Publishing House, Bombay, 1963, P.326.



# CANADIAN LIFE - AN ESL RESEARCH PROJECT

by **PAT PARUNGAO**, teacher-librarian  
and **JADZIA PRENOSIL**, teacher,  
Killarney Secondary School,  
School District #39 (Vancouver ).

This assignment for advanced ESL students was designed cooperatively between the English as a Second Language teacher and the teacher-librarian . It takes into consideration a variety of information skills from the ESL Scope and Sequence List. There is a written and oral component to this project.

Every student is given a folder which includes three handouts: a bibliography style sheet, a sheet to write bibliography citations and a note-taking sheet. The folders may be submitted at the end of each period and distributed at the beginning of the next period.

The introductory lesson is done in the classroom. Prior to coming to the library, each student has selected a topic (see student handout). Students may select to research a Canadian Holiday. You may choose to do the same assignment but change the topics to include international festivals and holidays.

## LESSON 1:

1. Go over purpose of each sheet in the folder.
2. Note-taking lesson - it includes guided practice in note-taking and key word identification, using an article on potlatch from Sea and Cedar, overhead transparencies and note-taking sheets. Suggestions as to main ideas and supporting points are elicited from the students.

## LESSON 2:

1. Bibliography lesson - examples for an encyclopedia article and book are done.
2. Review of how to use the card catalog to locate information.
3. Students locate material, take a bibliographic citation and notes.

## LESSON 3, 4 and 5:

1. Students continue taking bibliographic citations and notes.
2. Students must complete note-taking by the beginning of period 6.

## LESSON 6:

1. Lesson on preparation of an outline.

2. Students prepare outlines.

Concluding lessons are done in class with information on how to prepare, practice and deliver a five minute oral presentation. Following the oral presentations, all students participate in asking the speaker questions and completing an evaluation form for each speaker.

## CANADIAN LIFE RESEARCH PROJECT

### I. INTRODUCTION

Many things about Canada are interesting or different from other countries. Learning about your country is one way to feel more at home here.

### II. PURPOSE

To learn more about life in Canada.

To learn how to collect information in note form.

To learn how to organize the information you collect.

### III MATERIALS

In the school library there are many books about Canadian people, holidays, sports and animals. They will be on overnight loan for your use.

### IV. WHAT TO DO:

- (1) Choose ONE of the topics listed below:

#### Canadian Sports

Hockey  
Skiing  
Skating  
Curling  
Lacrosse

#### Canadian Family Tree

West Coast Indians  
Inuit  
Other ethnic groups like:  
Japanese-Canadians  
Ukrainian-Canadians

#### Canadian Holidays

Canada Day  
Christmas  
or another holiday

#### Canadian Animals

Beaver  
Polar bear  
Canada goose  
or another animal

#### Canadian People

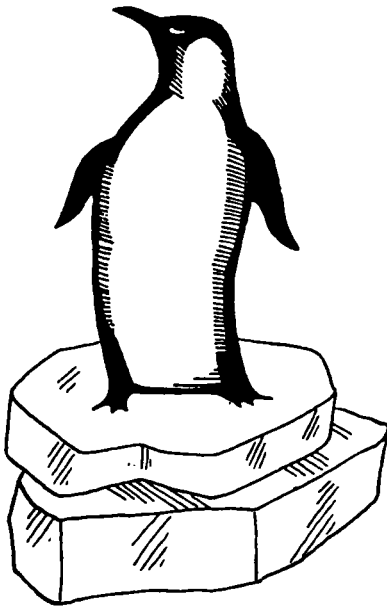
Heroes

Famous men  
Famous women  
Authors  
Sports heroes  
Politicians  
Singers  
Actors/actresses

(2) Take notes on your topic. Use your own words.  
Do not copy word-for-word from the books.

(3) You will have six periods in the library to take notes, make a bibliography and prepare an outline. You will be taught how to do these and will get marks for each.

(4) When you return to the Social Studies classroom you will write a paragraph using your notes and outline to help you. You will get marks for the paragraph.



# FASHION THROUGH THE AGES

by **Heather Miller**, Family studies teacher, **Judy McKnight** and **Linda Knight**, teacher-librarians, Thornlea Secondary School, School District # ( )

"Fashion through the ages" is a learning stations assignment for a grade 11 family studies course. It was planned, implemented, and evaluated by a family studies teacher, Heather Miller, and two teacher-librarians, Judy McKnight and Linda Knight. The students work individually at the stations, then share their work in a co-operative learning setting. After this, they use the same and similar resources to prepare an individual research report on one of the topics introduced at the stations.

## OBJECTIVES:

### - *Knowledge* -

1. Students will gain an overview of the history of fashion, and realize how fashion trends repeat themselves.
2. Students will learn in detail about one aspect of fashion.

### - *Skill* -

1. Students will use the index and table of contents of books to locate information.
2. Students will draw conclusions from factual material.

### - *Attitude* -

1. Students will recognize the diversity of information available for research on fashion.
2. Students will value non-print resources as a source of information for research on fashion.
3. Students will appreciate the interdependence of co-operative learning to accomplish more than one person working alone.

## TEACHER/TEACHER-LIBRARIAN PREPARATION:

The family studies teacher selected the general area of study (an overview of fashion history) and one of the teacher-librarians suggested the use of stations as an appropriate learning strategy to precede the writing of a traditional research report.

The teacher-librarians gathered resources, and in the weeks before the assignment was to begin, all three partners developed the stations. Because most of the questions were open-ended, only one set of questions was considered necessary. The teachers exchanged stations with each other to check the accessibility of the information from a student's point of view.

## METHOD:

Stations were set up in study carrels, and students moved from one to another in random order, as they finished the one they were working on. Questions were printed in booklets, with space for answers, in order to allow the students to use their own work as a resource for the research assignment later. Booklets were collected at the end of each period.

Students spent 2 periods working at the stations, with all three teachers available to help on an individual basis. This, plus the promise of a future sharing time, eliminated the copying of answers.

No one finished all the stations in 2 periods. At the beginning of the next period, the teacher assigned the students to groups, and the students arranged among themselves to complete the stations that no one in the group had done yet. At that time, a period was spent sharing answers among group members, by discussion only (no straight copying from papers). The students knew it was important to have consensus on the answers, as only one booklet from each group would be collected (at random) for marking.

A list of topics, based on the subjects covered at the stations, was distributed, and a period was spent choosing topics and beginning more in-depth research, on an individual basis. The teacher outlined to the students the expectations for the report. Students used the now-familiar resources from the stations, and those from a supplementary list provided by the teacher-librarians.

**EVALUATION:**

The marking of the booklets was shared equally among the three teaching partners. The family studies teacher evaluated the students' work in the library, and the research report.

- work at the stations - 10 each day: 1 for each station up to 5  
5 for effort
- co-operative learning - 10
- booklet mark (each group member gets same mark) - 65
- student evaluation of unit - 5
- 100
- Research report - 50

This method of evaluation emphasized the importance of the learning process in this unit.

\*\*\*\*\*

1. Focus on past and future fashion. New York: McCall Pattern Co. (filmstrip/tape)  
Filmstrip set at frame 70, tape set at counter 183.

Play the filmstrip and tape from here to the end, and answer the following questions:

1. McCalls predicts that clothing will be fashionable and, at the same, time  
\_\_\_\_\_.
2. List an example of these predictions as related to :  
clothing design      jewellery and accessories      fabrics
3. Are these predictions reasonable? Why? Are there any signs that these trends have begun already?  
Give examples.

\*\*\*\*\*

2. Byrd, Penelope. A visual history of costume: the twentieth century. London: Batsford, 1986.  
Check the index/glossary for the EMPIRE LINE style. Examine the dresses referred to. This style of dress was associated with the period of the French Empire under Napoleon (1804-1814). Describe or draw the main features of this style.

Men of the 1900's wore Homburg hats.  
Describe or draw this style.

\*\*\*\*\*

3. Life (Periodical) LIBRARY HAS LATE '60'S AND EARLY '70'S.

Look through some of the Life magazines from the 1960's. Draw or describe examples of 5 of the following:

- skirt shape/length
- men's pants
- neckline
- shoes
- sleeves
- hair style
- fabric

\*\*\*\*\*

4. Sichel, Marion. Costume Reference 10: 1950 to the present day. London: Batsford, 1979.

Read pages 5 and 6 to provide a background to the 1950's, then answer the following:

1. How long is a fashion cycle?
2. What new materials were added in the 1950's?
3. Why was mass production so important?
4. What designs did Mary Quant create?
5. Name two French couturiers who survived.
6. How did some designers remain prominent?

\*\*\*\*\*

5. Brett, K. B. Canada's visual history. Vol. 41. Clothing worn in Canada: Changing fashions in the nineteenth century. National Film Board of Canada, 1979. slides #6, 12, 16, 22, 24 and descriptions.

Women's fashion in the 19th century reflected the decorative role of women. From the materials at this station, give 3 examples that support this statement.

\*\*\*\*\*

6. slides from same resource as station 5: #20, 25.

and

Martin, Linda. The way we wore. New York: Scribner's, 1978.

1. From the chart on pp. 12-13 of the book:  
In what era did children's clothing most restrict movement?  
Compare children's and adult clothing at that time.
2. From the book and the slides:  
Compare children's and adult clothing in the 1800's (2 differences).
3. Give evidence to show that unisex clothing is not new. (2 examples).

\*\*\*\*\*

7. Sichel, Marion. Costume Reference 6: The Victorians. London: Batsford. 1978.

Draw Dundreary whiskers on this face:

What is an Ulster coat?

In the 1870's women wore tea gowns. What made them so comfortable?

\*\*\*\*\*

8. Sichel, Marion. Costume Reference 9: 1939-1950. London: Batsford. 1979.

Describe or define the following items. Check the index or the glossary or both.

- Ascot tie
- Chesterfields
- duffle coat
- Teddy boys
- spats



\*\*\*\*\*

15. Murphy, Brian. The world of weddings. New York: Paddington, 1978.

- p. 42: What is the origin of the ring?
- p. 45: What is a gimmel ring?
- p. 48: What is the origin of the wedding cake?

\*\*\*\*\*

16. Craig, Hazel. Clothing: a comprehensive study. New York: Lippincott, 1968.  
Creeds the Magazine. Fall, 1987.

- In the book, read pages 25, 28-31.
- Describe the dress of Cretan women.
- Compare the Doric and Ionic chitons worn by the Greeks.
- What is the significance of the Roman toga?

In the magazine, find 5 garments which reflect this period of history. Fill in the chart below.

Garment _____	page ____	garment or period it reflects _____

\*\*\*\*\*

17. Gorsline, Douglas. What people wore. New York: Bonanza, 1952.

Answer the following questions from information on p. 4-5.

1. How did the climate of Egypt influence the clothing style
2. What is a kalasiris?
3. Why do you think men and women shaved their heads and wore wigs?
4. Draw 2 Egyptian wigs.
5. During the time from 1580-1530 B.C., what were 5 things the Egyptians did to counteract the earlier simplicity of the clothing?

\*\*\*\*\*

18. Batterberry, Michael. Mirror, mirror. New York: Holt, Rinehart, Winston, 1977.

Compare the Puritans and the Baroque courtiers of the early 1600's.  
Puritans (p.140)                      Baroque (p.143)

- colours they favoured
- role of clothing
- hair
- religion

\*\*\*\*\*

19. American Heritage picture cards: Life in the new nation.

List 5 characteristics of a fashionable lady of the 1800's, from card 4.

Detail 4 elements of education in the 1800's (card 3)

\*\*\*\*\*

20. Black, J. Anderson. A history of fashion. London: Orbis, 1980.

Men's trousers through the ages:

481-752 - p. 49. What was a gonelle?

9th century - p. 56. What were coxalia?

- 11-12th century - p. 60. What class wore trousers?
- 13th century - p. 72. What did men wear on their legs?
- 14th century - p.79. What differences appeared in men's clothing?
- 17th century - p. 127. What were knee-breeches?
- 18th century - p. 166. How did breeches change after the French Revolution?
- 19th century - p. 196. What style survived from that time until today?

\*\*\*\*\*

21. Hill, Margot. The evolution of fashion. London: Batsford, 1968.

Skim pages 198-214 to find out about clothing from 1900-1920. Fill out the following chart from information on those pages:

	1900	1906	1911	1914	1920
- silhouette					
- hats, men					
- accessories, women					

Which time do you like best? Why? Consider colour, decoration, fabric.

\*\*\*\*\*

- 22. Contini, Mila. 5000 years of fashion. New Jersey: Chartwell, 1977.
- Robbins, Trina. Flashback fashion paper dolls. San Francisco: Troubador, 1983.
- "As we were..." Style (periodical) Sept. 1978.

Use the materials at this station to fill in the following chart:

<u>SKIRTS IN THE 1900'S</u>					
	style	length	waistline	trim	fabric
1900					
...					
(each decade indicated on chart)					
...					
1980's (early)					

In the late 1980's, the popular skirt styles are the circular/flared skirt, the tubular skirt, the bubble skirt, the full gathered skirt with crinolines, and the mini skirt. Are any of these really new? Support your answer with specific facts.

\*\*\*\*\*

23. Dorner, Jane. Fashion. New York: Octopus, 1974.

- Who or what were dandies?
- Give 3 examples of their luxuries.
- p.84/85 - What was the Macaroni Club?

- These effeminate men introduced a style to men's clothing that is still carried over today. What was it?

- What group in France rose up at this same time with similar attitudes?

\*\*\*\*\*

24. McDowell, Colin. McDowell's directory of twentieth century fashion. London: Frederick Muller, 1984.

Choose 3 designers, and give three important facts about each. Include such things as who influenced them, what they are famous for, etc.

\*\*\*\*\*

25. Earle, Alice. Two centuries of costume in America 1620-1820. Vermont: Charles E. Tuttle, 1971.

The chapter called "Perukes and Periwigs" deals with \_\_\_\_\_.  
From p. 324, give 3 descriptive details of wigs in the 1600's.  
What was wig powder made of?

\*\*\*\*\*

26. Kit: Terry, Maggy. Feathers and fans. Part 1 - 1600-1830.

Look at slides 3, 7, 9, 11, 12, 13, 14, 16, 18.  
-What did gloves symbolize in the 1600's?  
- How were gloves decorated?  
- When were mittens worn? Why?

\*\*\*\*\*

27. Kit: Terry, Maggy. Feathers and fans. Part 2 - 1840-1976.

Where and when were fans first used?  
What were the fans made of?  
Matching fan, dress, and shoes were popular in the 1890's. Why?  
When was the first throw-away fashion? What was it?

\*\*\*\*\*

28. Old catalogues - Eaton's, Sears, Hudson's Bay  
Recent catalogue - Sears

Make price comparisons of 5 clothing items, between one of the old catalogues and the modern one. Find old and new items as similar as possible.

1            2            3            4            5

ITEM

CATALOG USED (OLD)

PAGE

OLD PRICE

NEW PRICE

PAGE IN NEW CATALOG

## FASHION THROUGH THE AGES: WHAT DID YOU THINK OF THE PROJECT?

### STATIONS:

- The best thing about learning this way is...
- The problem with this stations assignment was...
- The type of resource (books, old magazines, slides, filmstrips, pictures, etc.) I liked using the most was...
- because...
- What I learned about fashion, in general, from doing the stations was...

### SHARING:

- The best thing about being able to work together part of the time is...
- What could have been better about the co-operative part of the unit was...

### RESEARCH:

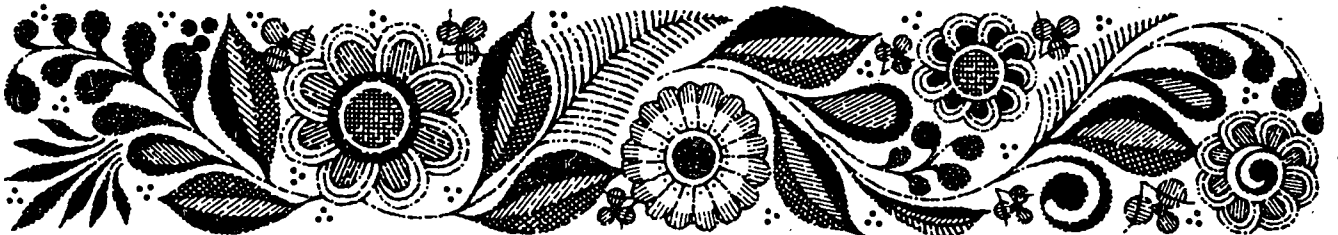
- The advantage of doing the stations just before beginning in-depth research was...
- The difficulty with doing my research report was...

### GENERAL:

- The kind of skills I improved most were.
  - use of index/table of contents/glossary
  - finding information from visual material (slides, pictures, etc)
  - group work
  - drawing conclusions from facts
  - other: \_\_\_\_\_

- I learned the most about fashion from...
  - the stations
  - the research for my report

- The best thing about this whole unit was...
- The things the teachers could improve in this unit for next time are...



# EDITORIAL CARTOONS GRADE 10 SOCIAL STUD- IES

by **BARB HALL**, teacher-librarian and **MIKE  
FERGUSON**, teacher, Duchess Park Secondary  
School, School District # 57(Prince George).

The following assignment is designed to raise the level of student awareness of the current political, economic and social issues facing Canada today. The interpretation of biased reporting and the elements of satire are built into the unit. The student assignment also presents an opportunity for the creative artists in the class to shine.

## Pre-Teaching:

Editorial cartoons, clipped from the local newspaper, are used to promote the discussion of current events in the classroom. Students look at the symbolism, caricature, exaggeration and satire used in a visual presentation of a controversial topic. The cartoonist's message and biased point of view are discussed.

## Student Assignment:

Create an editorial cartoon which expresses your point of view on a current Canadian issue. Try to include a caption that helps the reader receive your message.

## Library Assistance:

The teacher-librarian provides examples of political cartooning in back issues of local newspapers and a variety of materials from the library shelves. The attached bibliography includes some of the materials found most useful by students. Several out of print titles are included which may still appear in older collections.

## Evaluation:

The students really enjoyed this assignment. One of the weakest students in the class came up with an excellent cartoon. He drew a Canadian flag with one corner flying the stars and stripes. An eagle with claws extended hovered over a beaver on top of the flag pole. The caption was "Free Trade?"

## Follow-up:

The same teacher has used political cartooning for several Canadian History projects. Another Social Studies teacher has recently had his Grade 10 students design editorial cartoons depicting the controversial issues surrounding Confederation. Many of the same references noted in the bibliography were used for this assignment.

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# L'EFFET DES DROGUES SUR LE SYSTEME NERVEUX GRADE 8 - SCIENCE

By **BARB HALL**, teacher-librarian and **DENIS BUSSIERES**, teacher, Program Cadre, Duchess Park Secondary School, School District #57 (Prince George).

This assignment was translated from a research project done by several Grade 8 Science classes in English. As the number of resources available in French were few, the students had to do a reasonable amount of translating to complete the assignment. An excellent source in French is free! We used several copies of a French translation of a Health & Welfare Canada publication which even gives the Canadian Law in respect to Drugs.

Ministre de la Santé nationale et du Bien-être social. Les drogues: faits et méfaits. Ministère des Approvisionnements et Services Canada, 1985. (Cat. H39-65/1984F)

The booklet provided the students with the vocabulary necessary to translate material from English sources as well as supplying them with brief notes that complimented the teacher's outline.

Another source of French material was found in articles from French consumer oriented magazines such as Protégez-Vous and Consommateur Canadien and the teen magazine, Vidéo-Pressé.

## Student Assignment:

### PROJET DE RECHERCHE - DROGUES

Voici la façon dont le projet doit être présenté:

1. Le projet doit avoir au minimum 2 pages (double espace).
2. Page titre: doit être fait comme les rapports de lab.
3. A la fin de votre projet inclure une bibliographie.
4. Voici les sous-titres qui doivent apparaître dans votre projet (un paragraphe par section).

**I. Introduction:** deux phrases qui disent ce que vous allez faire.

**II. Décrivez votre catégorie de drogue:**  
-d'où elle vient (son nom)  
-comment elle est faite comment elle est prise  
-est-elle légale?

**III. Les effets physiques de cette drogue:**

- effet à long terme
- effet à court terme

**IV. Les effets psychologiques de cette drogue:**

- effet à long terme
- effet à court terme

**V. Donner un exemple de drogue de cette catégorie et de l'information sur celle-ci.**

**VI. Donner toutes informations supplémentaires sur cette drogue.**

**VII. Conclusion:** Faire le sommaire de ce que vous avez appris. (3 ou 4 phrases)

### Choisir Un De Ces Sujets:

Analgesiques	Narcotiques
Hallucinogènes	Sédatifs et Hypno
Amphétamines	Stimulants
Cannabis	Inhalation de solvant
Nicotine	Tranquillisants
Caféine	

**Pointage:** Ce projet représente 40 points qui sont répartis comme ceci.

**Présentation:** (10) Propreté du travail, ordre, diagramme, page titre.

**Vérité du rapport:** (15) Mettre dans vos propres mots ce que vous avez lu dans les livres.

**Français:** (5) Dans un projet de cette grosseur l'on doit faire attention à son français.

**Effort:** (10) Travail fait à la bibliothèque, silence.



# DICTIONNAIRES FRANÇAISES

By **BARB HALL**, teacher-librarian and **LOUISE MCFARLAND**, teacher, Program Cadre, Duchess Park Secondary School, School District #57 (Prince George).

This unit was adapted from a regular English 8 assignment in order to familiarize the Grade 8 French students with the many specialized French language and subject dictionaries in our reference collection. Questioning skills and cooperative group work are built into the unit.

## Pre-Teaching:

Basic dictionary skills are reviewed in a series of classroom exercises. Vocabulary associated with generating questions is also reviewed by the teacher. The French teacher divides the students into groups of varying ability levels. This type of grouping is carefully planned by the teacher so weaker students can receive help from more capable students.

## Library Assignment: (2-60 minute blocks)

The pre-selected groups are assigned to tables in the library where several specialized French dictionaries have been placed. (See attached bibliography). The teacher-librarian gives the students a short explanation of the type of French reference books they will be using during the assignment using specific examples from each title.

Each student makes up a question sheet and answer key. Students must formulate six questions using a different reference book for each question. They are cautioned not to reveal the name of the reference book used in each question. As the question is made up, students are asked to place the answer to the question on their answer key with the name and page number of the book used. The teacher and teacher-librarian monitor the work done by the students making suggestions where necessary. When completed, the answer keys are collected and the question sheets remain on each table.

The next day, student groups are assigned to another table. The teacher-librarian then explains how each student will make up an answer sheet. Each student then answers the questions listed on the question sheet found on the table. Students are asked to note the reference books placed on this table before attempting to answer the questions. They must read each question carefully and make a decision as to which reference book will provide the best answer.

When the answer sheets are completed, students return their sheets to the designated markers -the students who originally made up the questions. Answer keys are distrib-

uted and students correct the answer sheets.

## Evaluation:

The students enjoy this exercise but the teacher and the teacher-librarian must work together on organizational logistics to make it work effectively. The session on specialized French dictionaries is followed up by a biography assignment in which many of the biographical and historical dictionaries are used.

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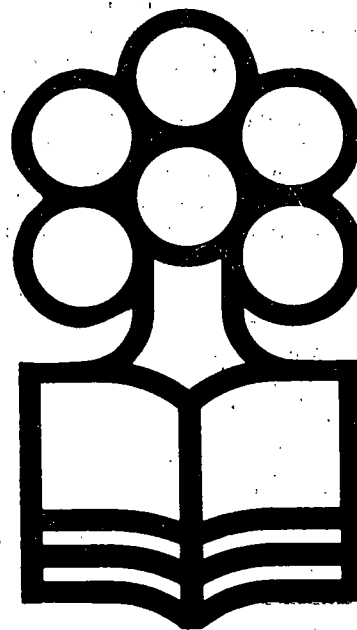
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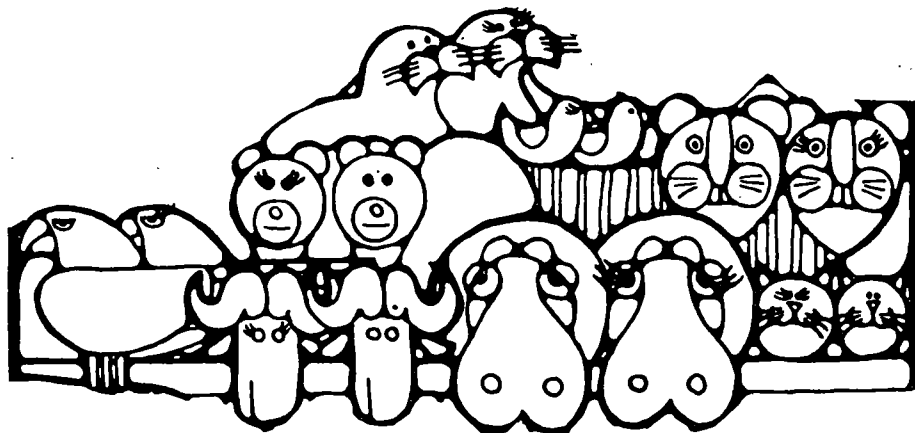
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## FACT OR FICTION? WHAT'S THE DIFFERENCE?

### A COOPERATIVELY PLANNED UNIT FOR GRADE 2

by **MARK ROBERTS**, teacher-librarian  
and **JOANNE WEATHERALL**,  
Grade 2 teacher,  
Roosevelt Park Elementary,  
School District #52 (Prince Rupert).

Primary students often have difficulty distinguishing between non-fiction and fiction materials. A number of activities integrating reading, writing and thinking across the curriculum were designed and taught cooperatively as a mini-unit to develop students' understanding and learning of this concept. The unit used both fiction and non-fiction materials. Alternate literature resources could be used, although the specific titles are pertinent to the concept.

#### Learning Outcomes:

Students will be able to:

1. distinguish between fact and fiction statements.
2. recognize fiction vs. non-fiction materials in the library.
3. participate and contribute to idea generating using group discussion and brainstorming techniques.
4. use independent thinking skills and expressive abilities (speaking and writing).
5. complete assigned activities which contribute to a class product:

#### Resources:

Brown, Margaret Wise. The Important Book.  
Harper, 1949.

Cauley, Lorinda Bryan. The Three Bears.  
Putnam, 1981. 0-399-20794-5 (hardcover)  
0-399-20795-3 (paperback).

Nature's Children Series, Grolier, 1985.

Simon, Seymour. Animal Fact/Animal Fable.  
Crown, 1981. 0-517-53474-6 (hardcover) 0-  
517-53794-X (paperback)

#### Activities

1. Read The Important Book by Margaret Wise Brown aloud to the class. *Discuss* one or several items described in the book as a follow-up activity to encourage recall of details and simple facts. Have students explain similarities they heard and noticed while listening to the book. (The book is predictable; each page begins with 'the important thing about...'). With the class write a group story about an important thing (a skateboard, a candy bar, a bicycle). There are endless possibilities. (I chose to generate a "The important thing about Mrs. Weatherall is ...." As a totally independent outcome of this unit, the class produced a book highlighting the important things about each student in the class. This was a wonderful fact generating writing and reading activity.)

#### Follow-up activity

The children then chose an animal, which they used to complete an "important thing about ..." animals story frame.

#### The Important thing about animals.

The most important thing about a \_\_\_\_\_ is that it is \_\_\_\_\_.

A \_\_\_\_\_ home is \_\_\_\_\_.

A \_\_\_\_\_ eats \_\_\_\_\_.

The \_\_\_\_\_ likes to \_\_\_\_\_.

The \_\_\_\_\_ does not like to \_\_\_\_\_.

A \_\_\_\_\_ has \_\_\_\_\_ and is \_\_\_\_\_ in colour.

But the most important thing about a \_\_\_\_\_ is that it is \_\_\_\_\_.

2. Read Goldilocks and the Three Bears aloud to the class. (The Cauley edition is beautifully illustrated.) After reading the story, create a fact and fiction chart about bears using the children's ideas. Children recognize the difference between fact and fiction quite readily using this story. Written cues and questioning can assist in developing a fact/fiction chart. (see example)

Bears	
Bears can...	Bears don't eat porridge.
Bears are...	This is a story.
Bears eat...	Bears don't live in houses.
Bears have...	Bears don't sleep in beds.

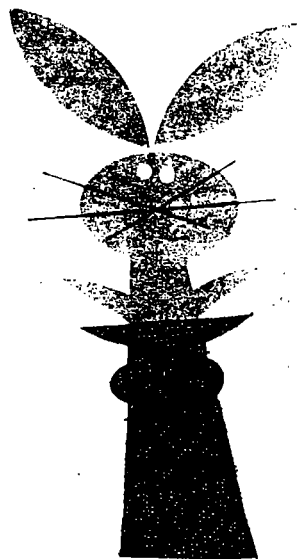
#### Follow-up activity

Discuss the meaning of the words fact and fiction. Develop a good understanding of these terms. Use students as examples to create fact and/or fiction statements. (e.g., Fred is eight years old and has green hair. He lives in a 50 room house with 76 cats, 84 mosquitoes and 3 sisters. Every night for dinner he eats ice cream and potato chips.)

Choose one animal and develop another fact/fiction chart with the class using ideas contributed by the children. Example:

Fact	Fiction
Rabbits can hop.	Rabbits can talk and have lunch at a restaurant.
Rabbits have ears and soft fur.	Rabbits drive cars.
Rabbits live in burrows.	Rabbits watch Bugs Bunny cartoons.

As an independent activity, have children choose their own animal to create a fact/fiction chart. Illustrate and compile the student's chart into a class book.




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Space for student illustration

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#### A Fact Story

Rabbits have ears and soft fur  
 Rabbits live in burrows.  
 Rabbits are animals.  
 Rabbits are cuddly.

3. Read portions of the book Animal Fact/Animal Fable aloud to the class. Students are intrigued by the things that animals can do and are reported to do. The point to emphasize in this activity is the difference between fact and fiction. As an extension or independent activity, students could investigate animal books and locate other unknown oddities both fact and fable.

## ANIMALS OF THE GRASSLANDS

### A Short Resource Centre/Classroom Research Unit For Grade 4

by **ARLIE FREER**, Resource Centre teacher and **STEVE ALDMAN**, teacher, Humber Valley Village.  
 Reprinted from NewSletter: Etobicoke Resource Centre Teachers. No. 82, April, 1988.

#### 1. Setting the Assignment

It is important to provide structured curriculum situations which will give pupils an opportunity to successfully research and present a topic, both cooperatively and independently. This topic might have been assigned in this way: each student is to research a different animal, marks to be derived from accuracy and presentation of material (cover, title page, pictures, written material etc.) While appropriate in some situations, the assignment as given above is equitable. Large quantities of material exist for some animals, very little for others. It generates the situation where anxious parents scour public

libraries looking for "six books on the dik-dik." In addition, students are not taught search and use strategies. The student frequently equates quantity with quality. In this time of budget restraint, it is important that we devise methods for sharing expensive and limited resources.

## 2. Goal setting

The following method was planned by the classroom and resource centre teachers to provide opportunities for cooperative and independent learning, for search and use strategies and for a response which would build in interest and review. In addition, this was designed to be a brief unit involving two-and-one-half hours of resource centre time and an equal amount of classroom time.

## 3. Planning

a) The classroom and resource centre teachers had met, surveyed the material, decided on the skills to be emphasized and the range of topics.

b) Jot notes had been reviewed with the pupils by the classroom teacher. The scope of the unit was explained by the classroom teacher. The resource centre teacher briefly reviewed with pupils indexes in reference books, guide words in encyclopedias, and the subject section of the card catalogue.

## 3. Cooperative Learning:

Students were assigned to heterogeneous groups of six. Each group chose an animal for which there was a large quantity of material, in this case the lion, pronghorn antelope, elephant, giraffe and kangaroo.

- a) One pair from each group was to use the subject section of the card catalogue to locate books on that animal.
- b) Another pair was to locate the encyclopedia entry for the animal.
- c) A third pair was to use reference material on their assigned subject.

All groups needed time to think out alphabetical order and locate appropriate entries.

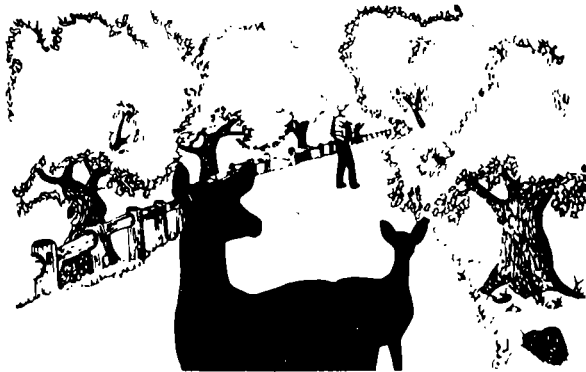
- d) A final report was prepared by each group with each pair contributing information from the information sources they had used. Pupils found that information differed and they had to discover

ways of negotiation and incorporating the differences in their report. It made them aware that knowledge is rarely cast in stone and that information may vary according to the abilities and circumstances of the observer. The pupils had been informed that all members of the group would get the same mark; therefore they had to make sure before they handed in their work that the entire report was carefully edited.

## Independent Research

Each pupil chose an animal to research. The purpose was to produce a card on the location, group, food and description for each animal which could be used in a *Twenty questions* game. Students had to find ways to write about the animal without mentioning its name: "The animal I am researching," "My animal...," "This mystery animal...," etc. A set of information cards was reproduced for each pupil who would then review the information. When the game was played, it provided interest as well as built-in review for the unit.

A list of grassland animals can be readily located in encyclopedia entries (World Book) using the underlined part of the name in cases of two word entries. World Book was used for this unit because it gives direct access to the list of subjects. For the next research topic, two other skills would be emphasized: the use of encyclopedia indexes and thinking of the larger topic in which your particular subject might be found (e.g. ostriches under birds). Because students had had group experience in using other sources (card catalogue to find books, reference books), many chose to supplement their individual research from these sources as well.



## ASK THE EXPERTS

By HAZEL STARLING, teacher-librarian, Upper Lynn Elementary School, North Vancouver District (#44), and YOSKYL WEBB, teacher-librarian, Sutherland Secondary School, North Vancouver District (#44).

**QUESTION:** B. McMorland of Kamloops asks: "How effective is the program *The Battle of the Books*? What is its track record?"

**ANSWER:** *The Battle of the Books* is a reading program designed to motivate students to read a wide variety of books and to recognise the achievement of those who participate. It was first created by the Chicago Public Library during the 1940's and has been adopted all over the States. One of the most formal "battles" is held annually in Alaska

There are seven major steps in organizing the programme, ranging from choosing ten books from which the questions are made up, to purchasing multiple copies for the participating schools, to the actual local competition, leading to the finals. There are certain basic rules concerning numbers of players; time limits; how points may be scored and audience participation. The answer to each question is always the title of one of the books as the questions are always formatted "In what book....?"

A full account of *The Battle of the Books* is detailed in School Library Journal, January 1988, page 41 in the column entitled "Practically Speaking". The writer, Mona Kerby, librarian of J.B. Little Elementary School in Arlington, Texas is very enthusiastic about the program. In her column, she presents a very positive view; however, criticism has been voiced about the competitiveness of the program and Kerby does note that "We had not adequately prepared our students for losing".

For those librarians wishing to initiate *The Battle of the Books*, Name That Book: Questions and Answers on Outstanding Children's Books by Janet Greeson and Karen Taha. Scarecrow, 1986. 0-8108-1908-2 provides questions on a wide variety of titles. Scarecrow also offers Apple II software that gives over 600 additional questions for grade 4 and up.

"Ask the Experts" would welcome input from any teacher-librarian who has been involved in *The Battle of the Books*.



**QUESTION:** From Barb Smith of North Vancouver: I need a source for large hang-up bags (2' x 3') to store and circulate big books with support materials. Or is there an alternate system?

**ANSWER:** The problem of convenient storage especially for "Big Books" is relevant for many librarians. We have, as yet, found no solution to your hang-up-bag problem. The Bro Dart Supplies catalogue has bags in the A-V section, but the largest is 15" x 20"; not large enough for most Big Books. We will continue to search for a better solution to your problem. Anyone out there have any ideas?

**QUESTION:** D. Buchanan of Vancouver asks: "How do you read the ISBN number?"

**ANSWER:** According to a pamphlet from the Vancouver Public Library, the ISBN number is an International Standard Book Number which provides a unique number for identification of any edition of any book. There are only 10 digits to the number.

For a sample number : 0-7710-6596-5 : the explanation is:-

0 - A group identification number for the country or language. It applies to Canada, the United States, Britain, Australia, and New Zealand; and to books published in English. (French language books published in Canada would have a different number.)

7710 - This is a publisher prefix applying to a certain company. It may have up to six digits in the case of newer companies.

6596 - This is the number for the one specific edition of a particular title. If the book appears in a paperback edition its number would be different. (This section might have only two digits if the previous group has 6 numbers.)

5 - This is a check digit to ensure the accuracy of the ISBN number.

# READING CHECKLIST . . .

compiled by LIZ AUSTROM, district principal - Curriculum Resources Vancouver (S.D. # 39)

It is becoming very clear that it is impossible to include all of the interesting articles and books that I find in the brief confines of this quarterly column. Therefore, I shall waste no time but simply begin.

## ADVOCACY

Trying to persuade the powers-that-be that more funding is necessary is always a problem for teacher-librarians. It is also a problem for public and university librarians. In the shifting sands of today's economic realities, even the most understanding administrator may decide that the library resource centre already has enough materials to "get along" for a while with limited funding. Jennifer Cargill, in "Financial Constraints: Explaining Your Position." (Wilson Library Bulletin, April 1988), looks at the effect of cutbacks on university libraries in the United States, and describes an information process designed to counteract the cuts. A critical component is involving the "user" constituency and the larger community in the problem, so that all will assist in carrying the torch for libraries. The recommended approach is one of thoughtful, thorough and continuing presentation of the facts. Cargill believes that "An educated constituency will be more effective and willing to support the library's needs as well as more understanding of the library's funding constraints."

A second article in the same magazine issue presents ideas for "Marketing the Information Centre." Corilee Christou clearly directs her remarks to public librarians and those in business related libraries. With a little bit of translation, many of these ideas could be used by teacher-librarians. For example, if we think of teachers as an important part of our "client base," then we need to approach them with some of the marketing techniques advocated in this article.

Christou includes the following among her list of reasons for non-use of the Information Centre:

1. Lack of awareness of what the Centre has to offer.
2. Reluctance to bother the information specialist.
3. Inexperience with using the Centre.
4. Uncertainty that they will find what they want.

5. Bad previous experiences with an Information Centre or specialist.

Christou suggests ways to develop an action plan for improvement, and outlines the key components of some action plan tools like brochures, promotional presentations, and product packaging. Each of these can be adapted to school library resource centres.

## AUTOMATION

Is working on a computer addictive? Do you find your interpersonal relationship skills declining as you face that entrancing screen for an ever-increasing number of hours? James LaRue deals with this syndrome in "The Electronic Hermit: Trends in Library Automation," Wilson Library Bulletin, February 1988. He says that there are so many wonderful software programs out there that he can understand why there is a danger of users becoming isolates. He goes on to describe those programs that he would take with him into a mountain retreat, ranging from word processing programs to information databases and CD-ROM. Within his semi-humorous framework, LaRue gives an excellent summary of the current state of the art.

## CD-ROM & STUDENT RESEARCH

"Using High-Tech Tools for Student Research" in the May/June issue of Media & Methods describes how one school district in Massachusetts has used computer technology to implement a grade 7 to 12 research skills continuum. Part of the project involves students using on-line databases and CD-ROM technology. Thomas Platie outlines the project in one school, focuses on the benefits to students and teachers, talks about the amount of training that was necessary, and summarizes the key factors for success. He concludes with the following steps for beginning implementation of such a program:

1. Develop a comprehensive research skills continuum.
2. Prepare modest budget proposals that do not scare away the decision-makers.
3. Plan for teacher-initiated ideas and for a combination of high-tech and traditional research strategies.
4. Evaluate the success of the program.

Much of what Thomas Platie says would be useful reading for anyone who is considering the development of a proposal to be presented to administrators at the

school or district level. The fact that it has been done in another venue provides supportive documentation to such requests.

## CENSORSHIP

"Six Statements/Questions From the Censors" by Ken Donelson (Phi Delta Kappan, November 1987) deals with the most common questions raised about materials in library resource centre collections. In a paraphrased form, these are:

1. Why don't school library collections include the same amount of materials on the conservative side of issues as they do on the liberal side of those same issues?
2. Why don't educators realize how important is a return to educational, moral and patriotic fundamentals, and get rid of materials which are in opposition to those values?
3. Why do teacher-librarians feel a need to provide children with sex books, and don't they realize how harmful these are to children?
4. When will teachers and teacher-librarians realize that selection, editing and censorship all mean the same thing, and why don't they admit they censor materials too? (Donelson says this is probably the most frequently posed question.)
5. When will teachers and teacher-librarians realize how dangerous the secular humanism that they promote is to children?
6. Why won't teachers and teacher-librarians be fair and remove the few books that parents find offensive? After all, they have already removed materials that are offensive to feminists and minority groups.

Donelson gives examples of censorship and outlines his replies to each of these questions. He concludes with a strong defense of intellectual freedom, quoting such diverse defenders as Cardinal Newman and Leon Carnovsky.

This article should be read by any teacher or teacher-librarian who is experiencing difficulties with censorship, who has not yet sorted out the differences between selection and censorship, or who is having difficulty stifling the urge to censor when materials come to the library resource centre which do not live up to his/her own personal code of morality.

## CHANGE THEORY

Chapter 3: "The Teacher's Point of View: Stages of Concern," in Gene and Shirley Hall's Change In

Schools: Facilitating the Process. (State University of New York Press, 1987) is an essential read for anyone who is involved in trying to institute change in schools. At times a little "heavy" reading, it is nonetheless clear and practical. Teacher-librarians who have tried to institute cooperative planning and teaching and who have encountered teacher resistance will find this chapter most illuminating. It will identify reasons why staff have been unwilling to participate, even giving some sample responses and connecting them to a pattern of concern. The chapter suggests incorporating teacher surveys and discussion as part of a change process, but more than that it redirects attention towards the human element of change. Just because we think it is a good idea, doesn't mean others will share our views, nor will they be willing to share the pain and disruption that change so frequently brings. If you find this chapter of the book interesting, you may wish to dip into other chapters as well. I recommend Chapter 8: "What Kind of Change Facilitator Are You? Responder, Manager or Initiator" and Chapter 9: "Principals Do Not Do It Alone: The Consigliere and Other Change Facilitators." It is time that teacher-librarians come to recognize that they must be change facilitators if cooperative planning and teaching is to be a fully implemented model in the school.



## RESEARCH

"Myths About High School Research Projects" will both amuse teachers and stimulate discussion. Robert Perrin's article is available in two sources: the full version in English Journal (November 1987) and a condensed version in The Education Digest (March 1988). The ten myths covered are:

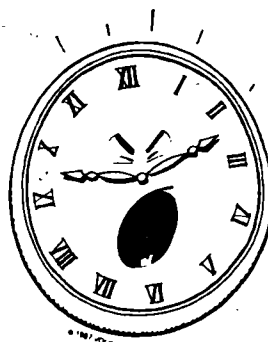
1. Research is suitable only for college-bound students.
2. Research is a senior-year activity.
3. Research work is only for English and social studies classes.
4. Research is a natural activity.
5. Only certain kinds of sources are acceptable.
6. Traditional research methods are the best.
7. Librarians can help students without help from teachers.
8. Teachers can teach research even though they do no research themselves.
9. Research equals the mechanics of documentation.
  - 9a. The most complicated documentary forms are the best.
  - 9b. Latin abbreviations are necessary.
  - 9c. Students need to be introduced to only one documentary form.
10. Topics for research must be highly abstract or abstruse.
11. Any topic is suitable for research.
12. A student's personality must not show through in researched work.
13. Research must lead to writing a long research paper.
14. Researched writing equals college writing.
15. Research must be dull.

Robert Perrin's article is fun, and I would certainly use it to stimulate discussion with teachers, particularly with those who believe in one or more of these myths. Truth in playful disguise is always more palatable. Perrin ends his article with a very serious message: "If we can agree that the overriding purpose of teaching research is to teach methods for finding and sharing ideas and information, then we can reconsider the ways we teach those ends. We can reverse these myths and take practical, direct steps to build a stronger, more positive place for research in the entire curriculum of our schools. If we do that, our students will surely benefit."

## YOUNG ADULT LITERATURE

It is wonderful to find a magazine issue which includes several interesting and thought-provoking articles on a topic. One example is the Spring 1988 issue of Journal of Youth Services in Libraries, which has several articles which look at the genre of the realistic YA or "problem" novel. In "The New Realism Comes of Age," Alleen Pace Nilsen and Ken Donelson express their opinion that the genre has improved tremendously in the twenty years of its existence. They state that Sheila Egoff's negative assessment of the genre has been outdated by the overall quality of recent novels. Citing a variety of novels as examples, they claim that the genre today is more optimistic than in the past, that it presents "a more balanced view of parents", that it offers "broader, less parochial viewpoints", and that it includes "more sophisticated, varied approaches to racism problems." They conclude, "...we see much to celebrate. Instead of being the favored, younger child, this genre is now a grown-up part of the world's family of literature."

In a second article, Richard Peck and Patsy Perritt examine how "British Publishers Enter the Young Adult Age." British authors and publishers have been very slow to create novels in the genre, and the recent impetus to do so seems to have been the commercial success of American novels. While the profit motive will seem to some to be a poor reason for writing YA novels, the result has been many quality novels which express the reality of life in British society. While some of the titles discussed are familiar, this article is a good source of titles which you may not have seen elsewhere. Another interesting facet is the discussion of differences between American and British realistic fiction for young adults.



One of the most common criticisms of the "problem" novel has been the portrayal of parents as utter villains or as so uninvolved in their children's lives as to be guilty of child neglect. Critics say that this view of parents encourages the adolescent to develop negative attitudes towards family ties and relationships, and to regard the breakdown of the family as normal. The third article in Journal of Youth Services in Libraries explores this issue in an article titled "The Portrayal of Parents in Young Adult Fiction: Authors Have Their Say." Joan Atkinson, the author of the article, has interviewed eleven well-known YA writers, asking them to share their rationales for the ways in which they portray parents. The authors include: Kevin Major, Harry Mazer, Norma Fox Mazer, Sue Ellen Bridgers, Robert Cormier, Virginia Hamilton, M.E. Kerr, Zibby Oneal, Richard Peck, Todd Strasser and Julian Thompson. If you are undecided about the worth of YA realistic fiction, then these three articles should help you to clarify your viewpoint. If you value the problem novel, then this article in particular will provide you with additional insight and information that you will want to share with students.

## RESOURCE CENTRE EVALUATION:

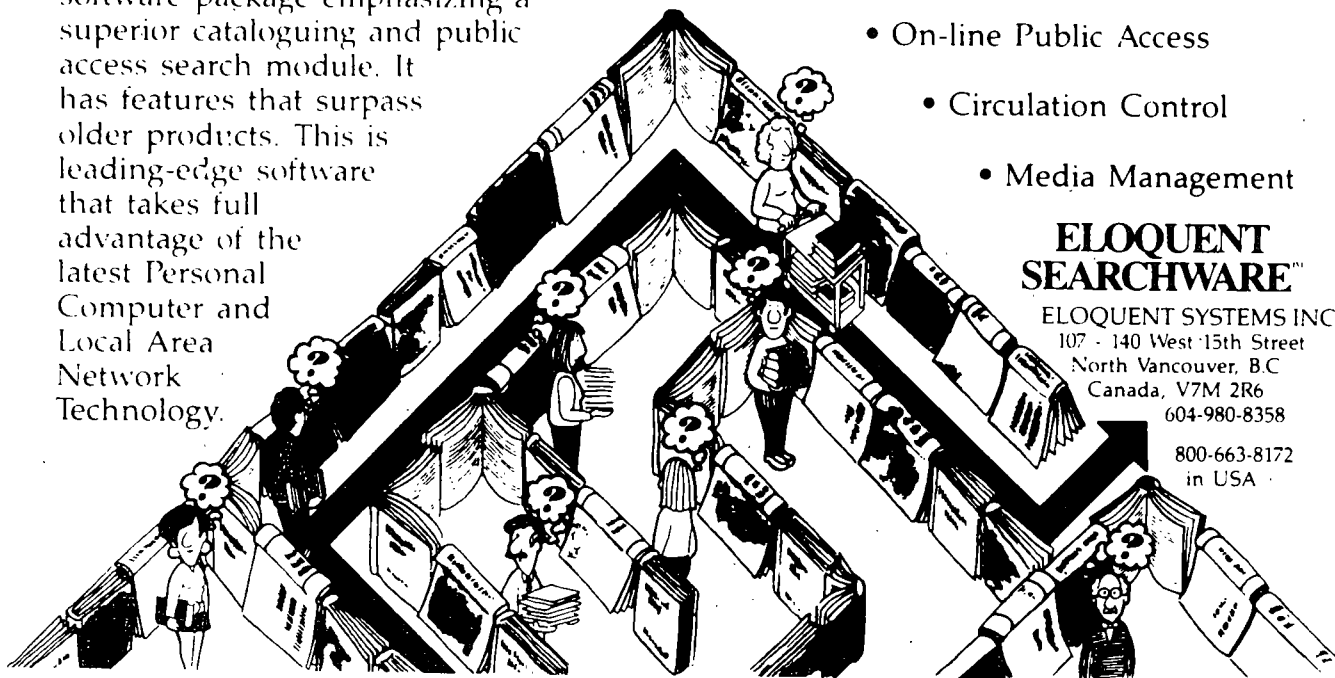
Linda Waddle, in "School Media Matters," Wilson Library Bulletin, September 1987, shares her district's experience in using an evaluation process to promote change. She makes the point that it is "difficult for teachers and administrators to envision what a good school library media program can do for a school if they've never experienced one." It is obvious from the article that she is talking about a district where cooperative planning and teaching have not yet taken hold, but where the teacher-librarians would like to have it happen. The process that she describes very briefly would be useful for districts in similar circumstances to try. Like any other change process, it relies on those who are most concerned developing goals and objectives, then working to effect change.



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Children. She presently lives in Vancouver and works part-time as a general librarian for Burnaby Public Library.



Unlike some of our B.C. authors, Kit was not particularly interested in writing as a child, but she did read a great deal. She especially liked L.M. Montgomery's books (Emily of New Moon was her favourite) and feels that her own writing has been influenced by them. She began writing "seriously" about six years ago while taking her M.A. in children's literature at Simmons College in Boston. The curriculum included a creative writing course which motivated her to take up writing short stories. One of them, "The Boggart", won third prize in the Children's category of the 1984 CBC Literary Competition.

After short stories, she moved on to novels, and says she finds them much easier to write. She does not consciously set out to write for children, but finds she likes writing about 10 - 12-year-olds, possibly because she particularly enjoyed that time in her own life. While The Daring Game is realistic fiction, her second novel, A Handful of Time, is a time-travel fantasy. It concerns a young girl who wishes to escape an unhappy family situation and is able to do so by going back in time with the help of an heirloom pocket watch. It was her own grandmother's watch which inspired Kit to write the story.

For her third novel, Kit decided to try historical fiction. She has just finished the second draft of The Sky is Falling (working title) which is about children sent from Britain to Toronto during World War II. Since she is not able to write full-time, she tries to write from 9:00 until 2:00 each day that she is not working. Like most of our authors, she would love to make writing her full-time occupation, although she says she also very much enjoys author tours and speaking to children about her books.

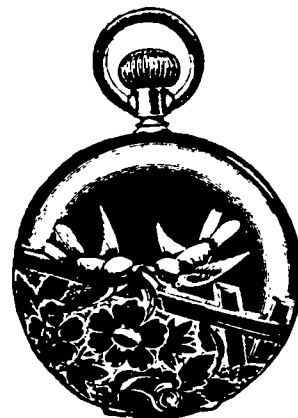
## THE PORTRAIT

### KIT PEARSON

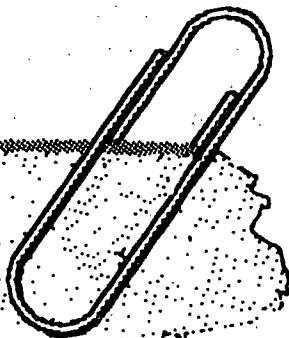
by MERCEDES SMITH, teacher-librarian, J.T. Brown Elementary School, School District #36 (Surrey)

The number of books a writer has published as well as the number of awards he or she has received are two ways we often use to judge an author's success. Kit Pearson has had two books published and has won a major award in the past three years. Her first book, The Daring Game, was published in 1986. It was followed in 1987 by A Handful of Time. Both were published by Penguin Canada. This year her second book has won the Canadian Library Association Book-of-the-Year-for-Children Award.

Kit Pearson was born in Edmonton and grew up there and in B.C. She went to school at Crofton House, and her first book, The Daring Game, is loosely based on her boarding school experience. She returned to Alberta to take her B.A. and then came back here for an M.L.S. at UBC. After that, she worked as a children's librarian in both Ontario and B.C. As well, she has written articles and reviews about children's books and has taught Children's Literature and Writing for



## NOTES AND NEWS



By **DONNA DOERKSEN**, teacher-librarian, Kitchener Elementary, School District #39 (Vancouver).

### ONCE UPON A TIME

The first major exhibition of contemporary Canadian children's book illustrations by 25 Canadian illustrators will take place at Vancouver Art Gallery from May 20 - July 11. Some of the artists represented are: Ian Wallace, Stephane Poulin, Ted Harrison, Ann Blades, Laszlo Gal, Kim La Farie, Barbara Reid, Warabe Aska, John Bianchi, Michele Lemieux, Beverly Cleaver, and William Kurelek. An extensive program of readings, events and activities will be offered.

### 1988 CSLA AWARD WINNERS

Congratulations to Donald Hamilton, University of Victoria, for winning the Margaret B. Scott Award of Merit and to Mel Rainey, UBC, for receiving the Grolier Award for Research in School Librarianship in Canada.

### LITERATURE FOR LIFE

Jon C. Stott will conduct a summer workshop for intermediate and junior secondary teachers in Victoria August 22-25, 1988 (8:00 a.m. - 1:00 p.m. daily). The fee is \$110. Contact: Mary Alford, 2227 Sooke Rd. Victoria, BC, V9B 1W9.

## KALEIDOSCOPE 4

A children's literature conference called *Imagining and Creating: Connections of the Heart and Mind* will be held in Calgary October 20-22, 1988. Many authors and illustrators will attend as speakers. The fee is \$150. Contact: Anita Wiebe, 45 Carnarvon Way, N.W., Calgary, Alberta, T2K 1W5.

## COPYRIGHT CONCERNS

BCTLA has written to Flora MacDonald, Minister of Communications, regarding the implications for education of the proposed changes in the copyright law. The minister's response briefly describes a "collectives" system where a group of copyright owners are "empowered to exercise a particular aspect of copyright, for example, the right to photocopy." They may issue a blanket licence to educators, perhaps to school boards or directly to the province. MacDonald stated that Bill C-54 is the first stage of revision and that the second stage, which will also deal with copyright exceptions desired by educators will be analyzed. She assures us that educators are actively involved in her committee.

## NEW EDITION

ACR2 Decisions and Rule Interpretations, Fifth Edition is now available. ISBN: 88801-237-9. Available from CLA, 200 Elgin Street, Suite 602, Ottawa, Ontario, K2P 1L5.

## BOOKS FOR CHILDREN PROJECT

Edmonton's Nicaraguan Library Support Group is launching a third major fund raising project in an effort to raise \$20,000 to purchase Spanish language children's books for 41 libraries in Nicaragua. Contact: Change for children, % B. Clubb, 1901-11135 - 83rd Ave., Edmonton, Alberta, T6G 2C6.

## SMART PAPERS ACQUIRED

The National Library has acquired the papers of Elizabeth Smart, a complex and controversial Canadian author. (By Grand Central Station I sat down and wept.)

## WATERFRONT CLASSROOM

A new learning resource and field study guide for the Port of Vancouver is now available free of charge. Written by two Vancouver educators, this item is available by contacting Vancouver Port Corporation, 1900-200 Granville Street, Vancouver, BC, V6C 2P9.

## ACCESS LAW RESOURCES

A computer data base of law materials suitable for secondary social studies, business education and consumer education courses has been developed under the Law-Related Education Project at UBC. Any BC teacher who has access to a microcomputer equipped with a modem may obtain a Michigan Terminals System (MTS) account by writing to John Coulthard, Computing Centre, UBC, Vancouver, V6T 1W5.

## BC TEACHERS' DIRECTORY

If you wish to be a part of UBC's MTS "Messagesystem" you can enter the directory without charge. Contact: Dr. Shirley Wong, Faculty of Education, UBC, 2125 Main Mall, Vancouver, BC, V6T 1Z5.

## READARAMA '88

Passports to Communication, the 3rd Rupertsland Regional International Reading Association Conference will be held in Winnipeg August 7-10, 1988. Contact: Annemarie Wiebe, 907-246 Roslyn Rd., Winnipeg, R3L 0H2.

## CURRICULUM AT THE CENTRE

A conference with this title will explore and discuss new perspectives on curriculum, instruction and leadership. Montreal, April 30 - May 3, 1989.

## SCIENCE IN SEATTLE

National Science Teachers' Association Annual Convention will be held in Seattle April 6-9, 1989. BC teachers are invited to attend. Contact: Lon Mandrake, telephone 591-6166 or Susan Slater, telephone 420-3232.

## NATIVE INDIANS COLLECTION

Does yours need updating? Evaluate your collection. Now available: Resource/Reading List 1987: Annotated Bibliography of Resources by and About Native People. ISBN 0-921425-01-5. Price: \$7.00 Contact: Canadian Alliance in Solidarity with the Native Peoples (CASNP) 16 Spadina Road, Toronto, M5R 2S7.



## AWARD

Dr. Ron Jobe of UBC recently received the Frances Russell Award for research in Canadian Children's Literature at the IBBY-Canada annual meeting in Toronto. He has also been appointed a member of the Selection Committee for the NCTE Award for Excellence in Poetry for Children.

## SCHOLARSHIPS

Annual scholarships established by LOMCIRA are available to educators pursuing full- or part-time studies in language education at SFU or UBC. Contact: 685-4448 (SFU) or 228-5111 (UBC).

## MAKE WAVES IN '88

Canadian Council for Exceptional Children Conference will be held in the Vancouver Trade and Convention Centre Oct. 12-15, 1988. Contact: Carol Griffiths, 20202-35th Ave., Langley, BC, V3A 2P8.

## QUOTED IN HANSARD

BCTLA Corresponding Secretary, Diana Poole, wrote to the Minister of Justice to outline BC teacher-librarians' concerns about Bill C-54. Svend Robinson, Justice Critic of the shadow cabinet quoted from the letter in the House of Commons. The letter points out that a great deal of young adult fiction and educational material could become suspect under Bill C-54 and that teacher-librarians could face criminal charges under provisions of the proposed legislation. Robinson stated that he feared attacks on literature such as those launched against some Margaret Laurence novels and feels that this Bill is a dangerous and draconian approach to dealing with pornography.

## JUSTICE MINISTRY RESPONDS

Ray Hnatyshyn, Minister of Justice, responded to Diana Poole's letter regarding concerns about Bill C-54. He defends the legislation and indicates it would be responsibly and reasonably applied. Contact: Diana Poole, 46875 Eric Drive, Chilliwack, BC V2P 3M5.

## SCIENCE FICTION

Look for BCTLA's Fall publication, an annotated guide to science fiction literature. Teacher-librarians from all over the province are currently reviewing books to include in the publication. Thanks to Terrace chapter for taking on this project.

## SULLIVAN COMMISSION BRIEF

The BCTF brief to the Commission was presented in March. Twenty-three recommendations were presented, including a minimum staffing ratio for school libraries.

## CONTINUING CONCERNS

At the Spring Conference of the BCTLA renewed concern was expressed about the program and courses for teacher-librarians offered at U.Vic. It is hoped that the university will hire a full-time teacher-librarian at the curriculum laboratory that serves all Faculty of Education students.

### Students Teacher-Librarians Library Aides

1-100	Staff decision	staff decision
101-400	0.5-1.0	0.5-1.0
401-700	1.0-1.5	1.0-1.5
701-1000	1.5-2.0	1.5-2.0
1000+	2.0-2.5	2.0-2.5

plus 0.5 teacher-librarian and 0.5 aide for each full 400 students above 1000.

In the section, Access to Education and Curriculum, this statement appeared:

As the information age progresses and as the emphasis in education moves from the acquisition of facts to the use of information, it is more important than ever that libraries be an integral part of each school. Yet support of the library as the school's comprehensive resource centre, staffed by a teacher-librarian and technical library aides, has been weakened during the restraint years.

## JAPAN AND PERU

A new slide-tape set on Japan is now available for ordering. It is produced by Naomi and Eli Wakan whom you may have met at the BCTLA Spring Conference. Materials on Peru are also available: Food, Gold, Andes Mountains, slide-tape sets, and, while it lasts, some interestingly illustrated Peruvian currency. Contact: Pacific-Rim Slide Shows, 917 W. 7th Ave., Suite 201, Vancouver, BC, V5Z 1C4. 732-4751

## BC BOOK PRIZES

B.C. Book Prizes were awarded Friday, May 13. The shortlisted titles for the Sheila A. Egoff Children's Prize were: Mary Razzell's Salmonberry Wine (YA), Nicola Morgan's A Pride of Lions (Easy), and Kit Pearson's A Handful of Time (Intermediate). A Pride of Lions won the award.

Autobiography, Biography and Children's Books. August 22-25, 1988, University of Western Ontario, London. Six core speakers: Jean Little, Kevin Major, Rick Wilks and, from England, Leon Garfield, Jan Mark and Ann Thwaite. \$250. Contact: Prof. Smallbridge, Althouse College, Room 1024, 1137 Western Road, London, ON, N6G 1G6.

## NEW OR RENEW

It's time to renew your membership in Children's Literature Roundtable. \$10.00 for Lower Mainland and \$5.00 for out-of-town members. Serendipity, their newsletter, will provide you with news of coming events, bibliographies, background information on book people, etc. Contact: Dr. W. Sutton, Language Education, Faculty of Education, UBC, 2125 Main Mall, Vancouver, BC, V6T 1Z5. 228-5229 or 228-5788.

## ENGLISH HOUSE SWAP

Two university instructors from England would like to exchange their spacious, comfortable family homes for similar accommodation in the Lower Mainland. Both are located in North Yorkshire, close to York, the Yorkshire Dales (James Herriot country), the Lake District and Scotland. For further information contact Barbara Cooper, SFU, 531-9033 evenings, or 291-4570 Thursdays or Fridays.

## ONE MINUTE MANAGER

An all day workshop based on the principles outlined by Dr. Ken Blanchard will be held July 11, 1988. Contact: Careertrack 1-800-423-3001 (tollfree).

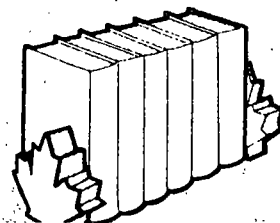
## FANTASY

UBC offers Fantasy for Children and Young People July 5 - August 11 (LIBR 652B) Instructor: Sheila Egoff. For registration information call 228-2404.

## SHARE

The theme for Children's Book Week (Nov 12-19, 1988) is Share our Story.

The focus will be on multicultural books which we can share. The 1988 Festival Kit from The Canadian Children's Book Centre is \$14.95 and can be ordered no. CCBC, 229 College Street, 5th Floor, Toronto, ON, M5T 1R4.



## VISITING AUTHORS

The following authors are slated to tour British Columbia during Children's Book Festival in November, 1988:

Lower Mainland and Vancouver Island - Welwyn Katz, Meir Gottesman.

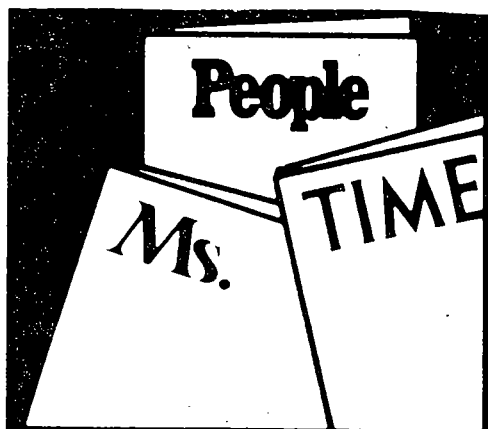
The Interior - Joy Kogawa

To apply for an author reading in your school write to The Canadian Children's Book Centre, 229 College Street, 5th Floor, Toronto, ON, M5T 1R4. The local coordinators are: Lower Mainland - Phyllis Simon, Vancouver KidsBooks; Vancouver Island - Susan Yates, Box 33, Site 58, RR 2, Gabriola Island, VOR 1X0; The Interior - Bev Varty, Kimberley Public Library.

## JOURNALS

Have you seen these journals?

1. WEB-(Wonderfully Exciting Books) coedited by Charlotte Huck. \$10 US for 4 issues. It offers ideas on how to use children's literature in the classroom and each issue provides a theme web. The WEB, Ohio State University, Rm. 200, Ramsayer Hall, 29 W. Woodruff, Columbus, Ohio 43210.
2. The New Advocate is a journal that comes highly recommended by Spring Conference speaker, Jean Jordan. \$27 US. P.O. Box 809, Needham Heights, MA 02194-0006.
3. Emergency Librarian, edited by Carol-Ann Haycock. If you've never seen a copy, see someone in your district who attended the BCTLA Spring Conference. They each received a sample issue in their registration kits. \$40 prepaid. Subscription Department, P.O. Box 46258, Station G, Vancouver, BC, V6R 4G6.
4. Free Materials For Schools and Libraries. It has a new editor and a new look. \$15 prepaid. Subscription Department, P.O. Box 46258, Station G, Vancouver, BC, V6R 4G6.



## FRENCH WINNERS

The winner of the Governor General's Award for the children's French language book went to David Schinkel and Yves Beauchesne for Le Don. The prize for French text illustration was awarded to Darcia Labrosse for Venir au monde (text by Marie-Francine Hébert).

## GLOBAL EDUCATION

SFU is offering a summer institute on Global Education, July 4-August 3, 1988. Ed 486,487: Issues and Problems, Teaching Approaches. There will be a series of free public Lectures on Global Issues in MPX 7610 from 12:30-1:30 p.m. July 6, 11, 13, 18, 20, 25, and 27.

## WINDOWS ON THE WORLD

Provincial Conference on Global Issues at SFU, July 14-15, 1988. 24 workshops providing a focus on curriculum development, content, teaching strategies and integration. Of interest to elementary teachers and secondary social studies teachers. Call 291-4417 for further information.

## CHILDREN'S CHOICE '88

An annual bibliography chosen under the auspices of the IRA/Children's Book Council Joint Committee is now available. Published in the latest issue of Serendipity (Children's Literature Roundtable). An annotated version with complete bibliographic information will be published in the October issue of The Reading Teacher.

## DEVELOPING NATIONS KITS

Kits on Ghana, Trinidad, Tobago, and Sri Lanka have been produced by United Nations Association for use in Grades 4-7 social studies. Kits address history, geography, music and games of each country. Kits include maps, posters and slides. Materials for Indonesia, Pakistan and Mexico are being developed. Available @\$45.00 each from United Nations Resource Centre, 1777 Grant Ave., Winnipeg, Manitoba, R3N 0M9.

## FREE BROCHURE

Becoming a Nation of Readers: The report of the Commission on Reading is the title of a free brochure for parents which reports the Commission's findings. Contact: Becoming a Nation of Readers, P.O. Box 2774, Station A, Champaign, IL 61820-8774 U.S.A.

# SCHOOL LIBRARY WEEK PUBLIC RELATIONS PACKAGE

The Greater Victoria Teacher-Librarians' Association, on behalf of BCTLA, will put together a package of public relations ideas this fall for use during School Library Week. It is hoped that the package might also provide ideas that would be useful in promoting school libraries throughout the year.

We are counting on you, the BCTLA membership, to submit materials and ideas, your own and those of your colleagues too shy to send in their own. At the moment, we hope to include:

- a poster
- "designer" bookmarks
- a booklet of promotional ideas for inside the library
- a booklet of promotional ideas for enticing people into the library
- some sample radio/television spot announcements
- some sample newspaper announcements
- some ideas from you that we haven't even thought of

We hope to have the package assembled, ready for mailing in September to Chapter Councilors. This would allow time for individual members to order additional packages or specific items, such as the poster, before School Library Week. Therefore, it is most important that you send us your items *before June 30!!!*

Please address your submissions to:

Ken Adsett  
Oak Bay Secondary School Library  
2151 Cranmore Road  
Victoria, B.C.  
V8R 1Z2

## TO BCTLA MEMBERS AND ASSOCIATES

Each year we seem to be faced with the difficult problem of finding people to teach Library Education courses at Summer Session and for off campus courses offered through Distance Education which are offered during the year.

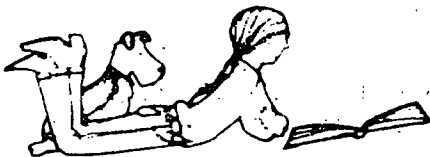
If you are interested in teaching courses for the Department of Language Education (Library) and if you meet the following criteria please feel free to send your name and a brief resume of your teaching interests and experience in the classroom and library to Dr. V. Froese, Head, Department of Language Education, UBC, V6T 1Z5.

The following criteria are required:

- a) University Degree (Masters Level Preferred) \*\*
- b) Experience as a classroom teacher and Teacher-Librarian
- c) Individuals would be required to teach at Summer Session prior to teaching off campus courses through Distance Education.

Prof. M.D. Rainey  
Coordinator,  
Library Diploma Program

\*\* Note: While a Master's degree is preferred, it is not always possible to find candidates with qualifications at that level in which case we must hire people with a Bachelor's Degree.

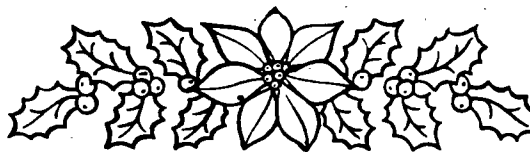


Reading



## PROFESSIONAL READING

Compiled by LINDA DUNBAR,  
Teachers' Professional Library,  
Vancouver, B.C.



## HOLIDAYS

- Allen, G.P. Days To Remember: observances of significance in our multicultural society. Toronto: Ontario Ministry of Culture and Recreation, 1980. 159 p.
- Bannister, Barbara Farley. Library Media Center Activities For Every Month of the School Year. West Nyack, NY: Center for Applied Research in Education, 1986. 1 vol.
- Bauer, Caroline Feller. Celebrations: read-aloud holiday and theme book programs. Bronx, NY: H.W. Wilson, 1985. 1 vol.
- . This Way To Books. Bronx, NY: Wilson, 1983. 363 p.
- Bauman, Toni and Zinkgraf, June. Winter Wonders: hundreds of ideas and activities for the winter season! Carthage, IL: Good Apple, 1978. 236 p.
- Berstein, Bonnie, ed. Day By Day: 300 calendar-related activities, crafts, and bulletin board ideas for the elementary grades. Belmont, CA: Pitman, 1980. 234 p.
- Bowers, Melvyn K. Easy Bulletin Boards, number 2. Metuchen, NJ: Scarecrow Press, 1974. 209 p.
- Burke, Ken and Kranhold, Julie. Big Fearon Bulletin Board Book: project-a-pattern ideas for elementary subject areas. Belmont, CA: Fearon-Pitman, 1978. 314 p.
- Canoles, Marian L. The Creative Copycat. Littleton, CO: Libraries Unlimited, 1982-1988. 3 vols. (illustrated bulletin board ideas for holidays and special events).
- Chase, William D. and Helen M., comps. Chase's Annual Events: special days, weeks & months in 1988. Chicago: Contemporary Books, 1987.
- Cole, Ann and others. A Pumpkin In a Pear Tree: creative ideas for twelve months of holiday fun. Boston, MA: Little, Brown, 1976. 112 p.
- Coplan, Kate and Rosenthal, Constance. Guide to Better Bulletin Boards: time and labor-saving ideas for teachers and librarians. Dobbs Ferry, NY: Oceana Publications, 1970. 232 p.
- "Dates 'n' days" and "Clip art" Classroom. Richmond Hill: Scholastic-Tab Publications. 6/year. (regular features in this magazine for teachers).
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- Flores, Anthony. Instant Borders: cut-out patterns to enhance bulletin boards. Belmont, CA: Pitman Learning, 1979. 81 p.

- Foster, Annie H. and Grierson, Anne. High Days and Holidays in Canada: a collection of holiday facts for Canadian schools. Toronto: Ryerson Press, 1956. 96 p.
- Franklin, Linda Campbell. Library Display Ideas. Jefferson, NC: McFarland & Co., 1980. 230 p.
- Glickstein, Barbra E. Bulletin Board Extravaganzas. Carthage, IL: Good Apple, 1981. 76 p.
- Glover, Susanne and others. A Bulletin Board Book for All Seasons. Carthage, IL: Good Apple, 1980. 58 p.
- Gregory, Ruth W. Anniversaries and Holidays. 4th ed. Chicago: American Library Association, 1983. 262 p.
- Haglund, Elaine J. and Harris, Marcia L. On This Day: a collection of everyday learning events and activities for the media center, library and classroom. Littleton, CO: Libraries Unlimited, 1983. 470 p.
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- Laurain, Lucy L. Display: a handbook of elementary classroom ideas to motivate the creation of bulletin boards. Stevensville, MI: Educational Service, 1975. 188 p.
- Leonard, Charlotte. Tied together: topics and thoughts for introducing children's books. Metuchen, NJ: Scarecrow Press, 1980. 253 p.
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- Newman, Dana. The Early Childhood Teacher's Almanac: activities for every month of the year. West Nyack, NY: Center for Applied Research in Education, 1984. 181 p.
- Parry, Caroline. Let's Celebrate! Canada's special days. Toronto: Kids Can, 1987.
- Peachey, Terry; Atwater, Cheryl; Haselhan, Nancy. There's No Place Like School For the Holidays. Burnaby, BC: Expanducators, 1987. 50 p.
- Polette, Nancy and Hamlin, Marjorie. Celebrating with Books. Metuchen, NJ: Scarecrow Press, 1977. 175 p.

Polon, Linda and Cantwell, Aileen. The Whole Earth Holiday Book.  
Glenview, IL: Scott, Foresman, 1983. 217 p.

Preslan, Kristina. Group Crafts For Teachers and Librarians On  
Limited Budgets. Littleton, CO: Libraries Unlimited, 1980. 105 p.

Something About the Author: facts and pictures about authors and  
illustrators of books for young people. Detroit, MI: Gale  
Research, 1971-1987. 48 vols.

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wood, paper, metal, and glass. New York: Crown, 1978. 344 p.

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and special occurrences throughout the year. Dundee, IL:  
Building Blocks, 1982. 125 p.

Zinkgraf, June and Bauman, Toni. Fall Fantasies: hundreds of ideas  
and activities for the fall season. Carthage, IL: Good Apple,  
1980. 238 p.

----- . Spring Surprises: hundreds of ideas and activities for  
the spring season. Carthage, IL: Good Apple, 1980. 236 p.



# 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.

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, B.C. V8V 1X4.

Those publications which are supplied by the Queen's Printer must be paid for in advance or charged to a Deposit Account. Application forms for the latter will be sent on request by the Queen's Printer, Parliament Buildings, Victoria, British Columbia, V8V 4R6.

The following have been selected from the January, February, and March 1987 listings by Dorothy Robertson, teacher-librarian, Hillside Secondary, School District #45 (West Vancouver).

## BRITISH COLUMBIA PHYSICAL FITNESS AND AMATEUR SPORTS FUND

- Nancy Greene scholarships 1988/89. [1988] 2p.

## LEGISLATIVE ASSEMBLY

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

- Health Act. [Consolidated November 14, 1986] 1988. 36, ii, 27p.

- Municipal Act. [Consolidated November 2, 1987 to include amendments enacted 1987-38-16 to 18 effective January 1, 1988.] 1988. 320, vi p.

- School Act Regulation. [Consolidated January 1, 1988]. 1988. 17p. B.C. Reg. 436/81.

\* Price list for Statutes and Consolidations obtainable from Crown Publications Inc., 546 Yates Street, Victoria, B.C. V8W 1K8

## MINISTRY OF ADVANCED EDUCATION AND JOB TRAINING

- British Columbia private training institutions directory. April 1, 1988. 148, 52p. Price \$5, payable in advance. Make certified cheque or money order payable to Minister of Finance and Corporate Relations.

\* Obtainable from: Ministry of Advanced Education and Job Training, Private Training Institutions, 220, 4946 Canada Way, Burnaby, B.C. V5G 4J6.

- Adult basic literacy curriculum guide and resource book. 1987. vi, 291p. Price \$8.40; catalogue order no. VA0031.

\* Obtainable from: Ministry of Education, Publication Services Branch, 878 Viewfield Road, Victoria, B.C. V9A 5E6

## MINISTRY OF AGRICULTURE AND FISHERIES

- Aquaculture in B.C.: getting started. Revised June, 1987. 24p.

\* Obtainable from: Ministry of Agriculture and Fisheries, Publications Office, Parliament Buildings, Victoria, B.C. V8W 2Z7

## MINISTRY OF ECONOMIC DEVELOPMENT

- British Columbia major projects inventory. December 31, 1987. 33p.

\* Obtainable from: Ministry of Economic Development, Information Services, 750 Pacific Boulevard South, Vancouver, B.C. V6B 5E6

- The future is looking up: British Columbia's aerospace industry. [1988] Leaflet.
- Library resources for business. 1988. [2]p.
- On the shores of tomorrow: British Columbia's marine/subsea industry. [1988] Leaflet.
- Spectacular by design: British Columbia's apparel industry. [1988] Leaflet.
- \* Obtainable from: Ministry of Economic Development, Information Services, 6th Floor, 1405 Douglas Street, Victoria, B.C. V8V 1X4

## **MINISTRY OF EDUCATION**

- Public schools in British Columbia, 1987/88: a complete listing of schools and principals as at September 1987. 1988. [3], 43p.

### **Independent Schools**

- Independent schools, 1987-88. [1987] 62p. Cover title.

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

### **Geological Survey Branch**

- British Columbia mineral exploration review 1987. January, 1988. 74p. Information circular 1988-1. Price \$5.
- The identification of common rocks, by Eileen Van der Flier-Keller and William J. McMillan. Revised, 1987. 17p. Information circular 1987-5. Price \$1.
- \* 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**

- Pollution control guidelines for municipal effluent application to land. Second edition. January, 1983. Reprinted 1988. 26p. Originally issued by Ministry of Environment.
- \* Obtainable from: Ministry of Environment and Parks, Information Services, 1st Floor - 810 Blanchard Street, Victoria, B.C. V8W 3E1.
- The British Columbia provincial park system. January, 1988. Folder.
- Striking the balance: B.C. parks policy. January, 1988. 28p.

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

- Bugaboo Glacier Provincial Park and Alpine Recreation Area. 1988. Folder.
- Cape Scott Provincial Park, 1988. Folder.
- Cathedral Provincial Park. 1988. Folder.
- Cultus Lake Provincial Park. 1988. Folder.
- Elk Lakes Provincial Park and Recreation Area. 1988. Folder.
- Kokanee Creek Provincial Park. 1988. Folder.
- Newcastle Island Provincial Marine Park. 1988. Folder.
- Provincial parks of the Shuswap. 1988. Folder.
- Shuswap Lake Provincial Park. 1988. Folder.
- Top of the World Provincial Park. 1988. Folder.
- Tweedsmuir Provincial Park (North) and Recreation Area. 1988. Folder.
- \* Obtainable from: Ministry of Environment and Parks, Parks and Outdoor Recreation Division, 4000 Seymour Place, Victoria, B.C. V8V 1X5

## MINISTRY OF HEALTH

### Alcohol and Drug Programs Branch

- Directory: substance abuse services in British Columbia. 1988. 116p. Co-published by Kaiser Substance Abuse Foundation.
- \* Obtainable from: Kaiser Substance Abuse Foundation, 1900 - 1500 West Georgia Street, Vancouver, B.C. V6G 2Z8

## MINISTRY OF LABOUR AND CONSUMER SERVICES

- Consumer assistance directory. 1987. 34p. (B.C. consumer education series)
- Consumer guide to credit and debt: your rights and responsibilities. 1987. 20, [3]p. (B.C. consumer education series)

## MINISTRY OF SOCIAL SERVICES AND HOUSING

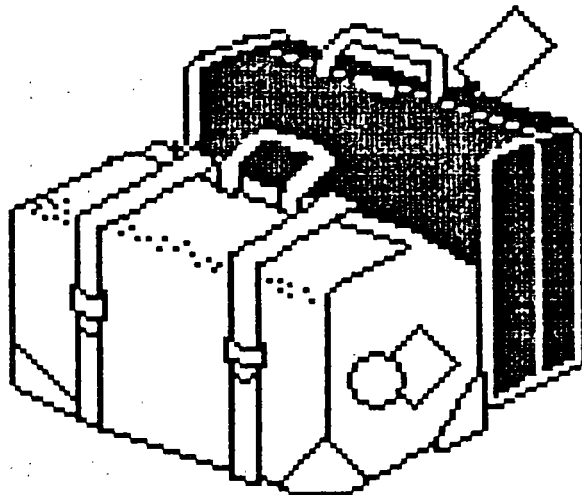
- The helpline for children for child abuse/neglect. 1986. Leaflet.
- Reconnect: services for street kids. 1987. Leaflet.

## MINISTRY OF TOURISM, RECREATION AND CULTURE

- Accommodations. 1988. 95, [6]p.
- Travel guide. 1988. 39p.
- \* Obtainable from: Tourism British Columbia, 1117 Wharf Street, Victoria, B.C. V8W 2Z2
- British Columbia's public libraries: a new approach: the interim report of the New Approaches Ministerial Task Force on Public Libraries. 1987. 10p.
- \* Obtainable from: Acting Director, Library Services Branch, 333 Quebec Street, Victoria, B.C. V8V 1X4
- Road map and parks guide 1988-89. [1088] Folder.
- \* Obtainable from: Tourism British Columbia, 1117 Wharf Street, Victoria, B.C. V8W 2Z2.



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# BCTLA

# REVIEWS



E Montpellier, Paul. Atlas. -- Harbour, 1987. -- unp. : ill. -- ISBN 0-920080-10-3. -- \$10.95.

Geography - Fiction // Imagination - Fiction.

This is not a retelling of the Atlas legend, nor is it a visit to other countries or a depiction of the physical geography of the world. It is an imaginative journey which superficially brushes each of the continents. Atlas is a bubble gum chewing little boy who dreams about the world and has some sort of representative experience on each of the continents. The episodic story holds together fairly well until the last two experiences. For the continent of Europe, we are suddenly introduced to knights in shining armor, and a war horse is contrived out of vegetables. This rather confusing episode is followed by a trip to North America which inexplicably results in Atlas flying through outer space. What a shame to pass up an opportunity to show some of the beautiful places or intriguing animals that are part of our own land. The aim is "to interest children in the world outside their own environment and the pleasure involved in imagination and bubble gum." As I endeavour to discourage my own children from chewing gum, I have some trouble with this part of the aim. The first part of his aim could be better achieved by introducing children to the vast array of well written books that are now available in school and public libraries. The book is successful in addressing the pleasures of the imagination.

Atlas, the only real character in the book, experiences no true conflict or character development. This makes him difficult to identify with, and leaves the literary contrivance of the magic chewing gum as the unifying concept. The resolution simply comes about when the magic is all chewed out.

I would presume that this story is intended to be read aloud and shared with children as the print is too small, and there is too much text per page for the beginning reader. The heavy black outlines in the illustrations lend a coloring book stiltedness.

The book might be useful as a spur for creative writing or as an extremely general introduction to the study of the continents, but I would only give it a cautious recommendation.

Carole Eyles, Teacher-librarian, Fernwood Elementary School, School District #64 (Gulf Islands).

E Muir, Stephen. Albert's old shoes. -- North Winds, 1987. -- 30 p. : ill. -- ISBN 0-590-71378-7.

Shoes - Fiction

Albert the pig hates his tired, scuffed-up, ugly, old, brown shoes. All the other kids were wearing newer running shoes, and they made fun of Albert's old shoes. One day, feeling dejected and angry, he kicks furiously at a soccer ball which had strayed into his path and what happens next amazes everyone, including Albert.

Young children will readily identify with Albert's problem compounded by a parent who does not seem to understand his predicament. The humorous conclusion of the story should help to give young readers another perspective on their concerns with personal appearance.

The wonderful crayon pictures done in muted tones have a lively humorous quality that fully complements this delightful story.

Strongly recommended for Grades K to 3.

Marjorie da Costa, teacher-librarian, Trafalgar School, School District #39 (Vancouver).

F Gourlay, Elizabeth. The celluloid barrette. -- Caitlin, 1987. -- 172 p. -- ISBN 0-920576-17-6.  
\$12.95.

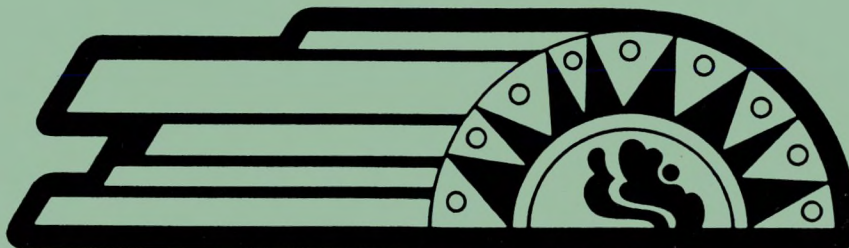
Short stories, Canadian.

This well-bound paperback is a beautifully crafted collection of 13 short stories about girls and women, written by a poet with wonderful sensitivity and observation skills. Although a Vancouverite, Elizabeth Gourlay grew up on the East Coast and her stories embrace all of Canada. Four of the stories concern a character named Marnie, one as a young child, two as a married woman, and one as an older woman who is a writer. The title story is set in Paris. Another is set in a private girls' school. Many are set in small towns. Topics include relationships, love, death, fear and reincarnation.

Gourlay writes for adults, but most of these stories would appeal to many young people. They are suitable for senior secondary English classes and particularly for an study of Canadian literature - perhaps a comparison to Alice Munro's short stories. The collection is also a likely choice for recreational reading.

Recommended for senior secondary libraries where short stories are in demand.

Evelyn Hoffman, English Teacher, Mound Baker Senior Secondary School, School District #2 (Cranbrook).



F Hanebury, Derek. Ginger Goodwin : beyond the Forbidden Plateau. -- Pulp Press, 1986. -- 92 p.  
-- ISBN 0-88978-194-X.

Goodwin, Ginger - Fiction // Vancouver Island - History - Fiction

At its best, historical fiction gives an interpretation of a past era, illuminating the dark places by introducing characters and incidents that are plausible and consistent with known fact. Ginger Goodwin does just that.

Set on Vancouver Island's Forbidden Plateau, Derek Hanebury's tale is a fictionalized exploration of the possibilities involving the death of Ginger Goodwin, retold by the personal testimonies of those who lived through this troubled period.

As the vice-president of the BC Federation of Labour, Ginger Goodwin struggled to organize the miners of the province, urging them to lobby for their rights, for safety and for reasonable wages. In 1918 Goodwin initiated a strike in Trail. With the town suffering from the strike, Goodwin was conscripted for combat duty in World War I, but was medically classified unfit for service. Mysteriously, a few weeks later the strike's protagonist was reclassified. Not wanting to be conscripted, Ginger Goodwin fled to Cumberland. Eventually the police located Goodwin, and in the confrontation the labour leader was killed. Although charges of manslaughter were levied, the constables were cleared of any negligence, prompting a strike in Vancouver. To this day, the events surrounding the death of Ginger Goodwin are an enigma.

Hanebury's book is more than an historical fiction. In fact, it is a socio-political analysis of the times when labour was beginning to organize. Students studying Canadian history, particularly the conscription issue and the conflict between labour and management, will find the author's work a refreshing alternative to standard history texts.

Written in a believable unpretentious style, Ginger Goodwin is recommended.

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

F Schwartz, Ellen. Starshine!. -- Polestar, 1987. -- 157 p. : ill. -- ISBN 0-919591-24-8. -- \$6.95.

Family life - Fiction // Spiders - Fiction.

With a delicate touch, Ellen Schwartz incorporates Greek mythology, spider lore, and acceptance of individual differences into this funny, fast-paced story of a Grade 4 girl's efforts to raise money so she can go on a class camping trip. Set in Vancouver, the novel follows Starshine as she and Julie plan their dramatization of the Arachne myth for the school's "Myths Come Alive" contest. In a story that will seem relevant to most BC children, Starshine comes across as a normal little girl, in spite of her "mellowed-out" hippy family and her fascination with spiders.

The novel is rather long for the target Grade 4-5 age group, with print size somewhat smaller than children this age expect. The sentences are short and uncomplicated. The attractive cover shows Star's spiders, her

mother's pottery, and the health food cookies she has trouble selling. Undistinguished black and white illustrations throughout the book, some full page and some half-page, faithfully represent the story.

This novel was test read by three girls in my school (all good readers) -- two in Grade 6 and one in Grade 4. Although all liked it, the most enthusiastic was the girl in Grade 4 who said she read it four times when she was home sick. One of the older girls commented favorably on the play (Starshine and Julie's contest entry) given at the end.

Starshine is recommended for elementary school libraries. It would make a particularly good teacher read-aloud.

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

F Walsh, Ann. Moses, me and murder. -- Pacific Educational Press, 1988. -- 128 p. : ill.  
-- ISBN 0-88865-059-0. -- (n.p.)

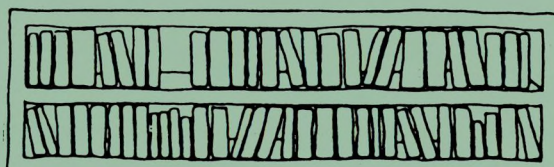
Cariboo Gold Rush - Fiction // Crime - British Columbia - Fiction // British Columbia -  
History - Fiction.

This paperback, set in the time of the Cariboo Gold Rush, will bring this era of British Columbia's history to life for young people in Grades 4 to 7. Actual historical figures and events move smoothly through a fairly suspenseful plot. Given the number of pages, Ann Walsh has done a commendable job of making her 12 or 13 year old protagonist a believable and lively fictional character. He is very much a "reluctant" hero whose fears and doubts are shown as the plot progresses. In the denouement his doubts raise the issue of capital punishment. This ends the novel with a thought provoking issue for young readers to consider.

Most of the other characters in the novel are actual historical figures, the best known being Judge Begbie and the most interesting being Wellington Delaney Moses, a black barber. The author is again successful in developing these characters as real and life-like.

Setting, theme, plot and characters are made even more relevant to young readers at the end with a four page "Historical Note" appendix. An attractive cover and great title should also help to make this book a valued addition to libraries' historical fiction collections.

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



355 Knelman, F.H. America, God and the bomb ; the legacy of Ronald Reagan. -- New Star, 1987. -- 478 p. -- ISBN 0-919573--76-2. ISBN 0-919573-75-4(pbk.). -- \$13.95; \$6.95(pbk.).

Nuclear warfare // Nuclear weapons // World politics - 1985- 1995 // United States - Military policy.

God and the bomb is a portrait of the radical new power alignments in Ronald Reagan's America of the 1980's and of the threat they pose to world peace. Focusing on the "new right", the "born-again religious right", the "military establishment", and the Reagan administration itself, Dr. Knelman explains how these "overlapping spheres of influence and power affect US nuclear arms policy, the relationship between the superpowers and the dynamics of global survival" (advertising blurb). To Knelman, the Reagan administration is a break with the American tradition of democracy, and instead represents a viewpoint that "views the Soviet Union as a permanent adversary with whom no detente is possible" (p. 1). In 447 pages, the book outlines the legacy that Reagan will leave for the future.

The book is a major revision of Reagan, God and the Bomb, published in 1985. One third is new material. Included is a significant amount of Canadian content. Knelman holds a doctorate in physics and engineering and has taught at several universities. For the past year he has been employed by Lawyers for Social Responsibility who have "been examining the feasibility of a legal case to obtain a judgement on the legality of nuclear weapons" (p.4).

America, God and the Bomb has no index; access is by a brief table of contents. The last 30 pages consist of references and a glossary of terms. Reading level on the Fry scale is college.

Some senior secondary social studies teachers may be interested in this title. The dense print and high reading level, combined with the lack of an index, make the information inaccessible to most students.

Not recommended for purchase by schools.

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



372.37            A Question of life -- Teaching edition. -- Pacific Educational Press, 1987. -- 64 p. : ill.  
-- ISBN 0-88865-014-1. -- \$8.00.

Youth - Drug use // Health education.

A Question of Life is a decision-making program for students in upper elementary school. The teaching vehicle is a story about two friendly male and female aliens, their robot pal, and their furry pet, who come to earth. After observing some of our unhealthy habits they seek help from earth children who explain the abuses and the physical effects these abuses have on people. In true media-cartoon style when they get into trouble the children help them. The story line is fast paced and quite amusing. I think students in Grades 4 to 6 will find the stories and characters appealing.

Teachers will find the material accompanying each story useful. The authors are to be commended for providing suggestions to encourage children to take part in decision-making role playing. The discussion guides, questioning techniques and informational sections are excellent. Although I am skeptical of "packaged" educational tools, this one is a winner!

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

428.6            Acosta, Joan. Coast-to-coast reader. -- Douglas & McIntyre, 1987. -- 63 p. :ill. -- ISBN  
0-920841-44-9. -- \$6.95(pbk)

Canada // English as a second language.

The Coast-to-coast Reader is a collection of 52 easy-to-read articles. Organized into three sections: people of Canada; Canada, the country; and daily life in Canada; this resource book presents facts and statistics mixed with the people who make up these facts and statistics. Details include facts about the geographical size of Canada, the nation's parliament buildings, the Bluenose, the major cities of Canada, and the making of maple syrup. Twenty-two Canadians are represented with brief biographical sketches highlighting their unique qualities. Alfreda Nahanee, knitter of Cowichan sweaters; Wladislaw and Alicja Browicki, circus performers; the teenagers from John Oliver Secondary School who designed the "Don't Drink and Drive" bags used in BC Liquor Stores are but a few.

Elementary teachers will find the Coast-to-coast Reader useful to supplement existing social studies materials. As well, students will find this little book a useful beginning reference book. It is an ideal source for the development of reading and thinking skills, and also provides models for a wide range of interesting social studies and language arts projects.

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

784.6            Carfra, Pat. Babes, beasts & birds [sound recording]. -- A&M Records of Canada, 1987. --  
1 cassette : stereo + 1 word sheet.

Lullabies // Songs.

Victoria's Pat Carfra has recorded her third collection of songs containing tunes that should be in every elementary school teacher's bag of tricks - songs like "When cows get up in the morning", "Green frogs", and "The Bear Hunt". A repertoire of Carfra tunes is perfect for impromptu moments.

"Side A: Wide Awake Songs" have an "add-a-verse yourself" feature which allows the class to sing its own composition with musical accompaniment. Some of the songs on "Side B: Dozing Off" are not suitable for school use: like "Baby's Huggle" and "Baby-bye", but they are in the minority. Melodies on both sides are catchy and easy to learn because of the simplicity of accompaniment and of having only one voice to follow. Carfra's voice is pitched in a sing-along range. In her echo songs she makes use of a Grade 1 class so children can sing-along. Two French songs are included.

The lyric sheet includes suggested actions for some of the songs, and also details a history of the songs. Carfra aims to give us "a collection of songs (that) makes trips shorter, days smoother, and memories that last forever", and to this end she is successful.

Babes, beasts & birds deserves to be part of the elementary school library's music collection for both student use and for classroom use.

N. Jeannie Diewold, Teacher-librarian (retired).

796.96 Beardsley, Doug. Country on ice. -- Polestar, 1987. -- 191 p. : ill. -- ISBN 0-919591-22-1. (n.p.)

Hockey // National Characteristics, Canadian.

William Kurelek's illustration on the cover of Country On Ice makes it a very attractive book. It is compact, easy-to-read and is printed on high quality paper. It is well-organized into 16 short chapters that begin with appropriate and entertaining quotations. It contains 22 black and white photographs, but I found it inconvenient flipping to the front of the book to identify each one.

Doug Beardsley writes as a loving fan who grew up living and breathing the game of hockey. His anecdotes about children playing shinny on cold Canadian nights are good: his descriptions of what goes on in a child's head while playing the game are superb.

To his credit, Beardsley also covers the controversial aspects of the game - the money, the women, the violence, the US television market expansion. Despite these issues, he maintains that Canadians continue to love their game.

Personally, I found his viewpoint narrow and annoying, and I did not agree with many of his statements and assumptions regarding Canadians and hockey. In fact, at times, I thought that he must have been writing tongue-in-cheek.

Nevertheless, the book is well-written and the author's love of hockey comes through strongly. This is most evident in the chapter on goal tending which is enjoyable and entertaining because it is so obviously written from first hand experience.

This book would not be suitable for elementary or junior high schools. It would possibly be read by a mature senior secondary student. Overall, I would not recommend it for school libraries.

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

819.09 Ricou, Laurie. Everyday magic : child languages in Canadian literature. -- University of British Columbia Press, 1987. -- 158 p. -- ISBN 0-7748-0277-4.

Canadian literature - History and criticism // Children in literature // Children - language.

In this volume, Laurie Ricou looks at the way Canadian writers have written *through* children rather than *for* children or *about* children. In other words, how have Canadian writers used the language of children and children's modes of perception to achieve various literary effects?

An associate professor in the English Department at UBC, Ricou set out to examine how the features of child language as described by psycholinguists intersect with the written languages which authors use to suggest the ways a child sees the world. Each chapter in the book considers the work of an Canadian author.

In the chapter on Dennis Lee and Bill Bissett, Ricou claims that these two poets are inspired by Lewis Carroll and by A.A. Milne, - the lunatic and the domestic-, but that Lee write poems for children and Bissett uses child language as a strategy in writing poetry for adults. Ricou states that Bissett is the creator of the purest child language in Canadian literature and proceeds to quote form "th tempul firing: fires in th tempul/wind in th tempul/ fires round th tempul/air in th tempul..."

Ricou discusses W.O. Mitchell's Who has seen the wind? in terms of Piaget's theories of the development of language.

There is considerable food for thought for both serious students of Canadian literature and for psycholinguists (who might be interested in this use of their work as an aid to discussing various Canadian writers) in Ricou's connecting mature literary technique and child language. Will practicing teacher-librarians want to use this study? I am doubtful - unless of course, they become "serious students of Canadian literature" during their summers or long winter evenings.

Reading Ricou requires a considerable background in 1) literature and its study, 2) psycholinguists, as well as 3) a thorough knowledge of the works of the authors discussed.

This erudite and scholarly work will be best used in college and university libraries.

The index includes the authors mentioned and the titles of the literary works referred to in the book. There are 11 pages of notes and 3 pages of bibliographical notes, taking the place of an additional reading list.

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

819.1 Downie, Glen. An x-ray of longing. -- Polestar, 1987. -- 95 p. -- ISBN 0-919591-23-X. \$9.95.

Canadian poetry.

Vancouver poet Glen Downie's first book of poems, An X-ray of Longing, gives us perceptions of our modern world expressed in clever, original and evocative imagery. He covers many subjects from everyday life and travel to his work with cancer patients and their families. The medical poems are very strong,

giving a real sense of the humaneness of Downie himself and his compassion for his subject. (I'm sure these particular poems would have all the teenagers saying "Oh, gross!", but they could not help but be touched and made thoughtful.

I suppose that contemporary poets, having worked themselves free of the yoke of form, are not eager to slip back into a mold again, but it would occasionally be satisfying if these talented young writers considered the classical tools of rhyme and rhythm in order to give their work additional dimension and strength.

However, as it stands, this sturdy, attractively printed book would be interesting and accessible to high school students offering them new insights and understanding.

Recommended.

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

819.1 Jankola, Beth. Shadows in the glass. -- Caitlin, 1987. -- 54 p. -- ISBN 0-920576-19-2. -- \$8.95.

Canadian poetry.

Shadows in the glass is the twelfth book of poetry produced by Burnaby writer and graphic artist Beth Jankola. She writes about situations arising from everyday life. Interpersonal relationships is one of her strongest themes.

Many poems hook the reader with a narrative beginning which gradually shifts into a reflective summary. After reading a few of these you find yourself waiting for the "punch lines".

Her use of language relates strongly to the subject and mood of her poems, but generally, her style is characterized by an economical use of words and staccato paced rhythms.

The major drawback of this book is its design. The cover is very simple and rather unimpressive. I felt that the author's creativity as a graphic artist could have been better displayed, and that it might also have been used to complement some of the writing. This would have helped dispel the rather stark appearance of the volume.

High school libraries may wish to acquire this book as an example of locally produced poetry. There is enough interest created by the author's style to outweigh the dull presentation.

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

819.8 Wilson, Ethel. Ethel Wilson : stories, essays, and letters / selected and edited by David Stouck. -- University of British Columbia Press, 1987. -- 260 p. : ill. -- ISBN 0-7748-0290-1. -- \$29.95.

Wilson, Ethel // Canadian literature

Adult / Professional

As the introduction and various places throughout the book point out, this collection of stories, essays and letters by Ethel Wilson was written primarily for the scholar of literature and anyone particularly interested in the life and writings of Ethel Wilson. Through the study of unpublished materials David Stouck was able to throw a totally new light on her writing career and, contrary to her own fancied picture of herself, portrayed her as a woman who worked on writing skills and struggled to achieve compositions acceptable by publishers for 30 years. The stories printed do not represent Wilson at her best; in fact they are - with the exception of one, which is a reprint - stories she deliberately chose not to publish (bless her!). Of the six essays only one was not previously published in some form (written or spoken). Their presence in this volume is justified only by the fact that they show Wilson's ideas about authors, education and the art of writing - the main focus of the study of Wilson's works in this volume. The letters dated from 1944 to 1974, represent a selection only. They depict Wilson at work trying to publish her materials, and her efforts in developing and maintaining a profitable relationship with a great number of people in the publication and writing profession.

This book cannot be recommended for school libraries unless the school offers a highly academic Grade 12 literature course or has a high profile professional library. It was written for scholars - and for them the incompleteness of Wilson's oeuvre may still be tantalizing.

Christine Hendrixson, Teacher-librarian, Maple Drive Junior Secondary School, School District #28 (Quesnel).

819.8008 Journey to the Interior : an anthology of Kootenay women writers. -- Kimberley Writers Group, 1986. -- 78 p. -- ISBN 0-9692763-0-3.

Canadian literature - Collected works // Canadian literature - British Columbia

When I began reading Journey to the Interior I was prepared for the worst. I took as a warning a statement in the foreword by the project coordinator that the book was a "vehicle for expression of talent ... of women in isolated or rural areas." My fears seemed confirmed by the last line of one of the first poems in the anthology which states, "We get desperate in the boondocks." I thought that the anthology of poems and short stories would be morose and desperate and grim. But what a pleasant surprise. Humor, imagination and a fine command of the English language mark these works.

The 26 pieces by 21 writers were culled from submissions by 140 women from a variety of ages and situations in the Kootenay area. Despite the geographic requirement, the works have a variety of locations including Montreal and Saskatchewan. The pieces range in subject matter from loneliness to creativity, from friendship to love, from stark reality to fantasy. They describe the beauty of nature and the happiness that comes from sharing. In other words, this collection is a cross-section of good writing. It is important that these works have helped keep women sane and less desperate, but the collection is good in and of itself for reasons of form and ideas and good old enjoyable reading.

The anthology could be used in creative writing classes, Can Lit (if it still exists), and senior English classes. Many would be fun to read aloud because of their unusual and imaginative endings. Good stuff!

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

921 Shelford, Cyril. From snowshoes to politics. -- Orca, 1987. -- 289 p. : ill. -- ISBN 0-920501-09-5.

Shelford, Cyril // Politicians - British Columbia // British Columbia - Politics and government - Biography.

Former politicians' autobiographies normally devote a good portion of text to the defense of policies and practices carried out while they were in office. Cyril Shelford is no different than most. What is also revealing is that, as with most BC politicians, "partisan politics" is rather common place. Shelford's opposition to the concerns and appeals of teachers, labor, and environmentalists are not unlike his party's own statements.

Shelford, former Social Credit MLA and Minister of Agriculture, has also been a rancher, logger, and guide in an area near Hazelton. His intent in writing this book is a little vague, but if I may quote a 1970's song, "You can do it if you try."

The book, arranged chronologically, covers Shelford's early life in the wilderness, years in the armed services, political life, and life after politics. Those pages dealing with the author's political life are at times uninteresting, and would have been more complete with appendices, footnotes, and bibliographies. Discussions tend to be opinionated rather than factual.

What is noteworthy is the depiction of his early years in the rugged Ootsa Lake region. His reminiscences are brought to us in a very personal and popular writing style. His descriptions of wildlife, trapping, hunting, fishing, social and family life should be shared with elementary age children as well as older students. Although not very long ago, the scene painted seems as remote as ever and should provide an interesting contrast to today's lifestyles.

Of interest to teachers and students of economics are the stated concerns regarding the state of Canadian financial institutions and free trade provided in the final chapter of this work. His photographs throughout the work add to the presentation, particularly those accompanying Chapter One in the book. The reading level, according to Fry, is approximately Grade 9. While there is no bibliography, the book does contain an index of names.

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

921 White, Howard. Spilsbury's coast : pioneer years in the wet West / Howard White, Jim Spilsbury. -- Harbour, 1987. -- 190 p. : ill., maps. -- ISBN 0-920080-57-X. -- \$24.95.

Spilsbury, Jim // Frontier and pioneer life - British Columbia // British Columbia - History.

Anyone who has had anything to do with the waters of British Columbia's Inside Passage in the past 50 years will have some acquaintance with Jim Spilsbury - from those who lived in isolation on floating communities to us urban sailors. Jim Spilsbury not only spoke to us on the radio, transported us in airplanes, but also taught us about local waters in Power Squadron classes.

This autobiography is one of those books that teacher-librarians buy with their hearts and discard from school resource centers later because they are rarely used and rarely circulate. Its weeding makes way for the duller, drier, but more factual histories that students use. This is local history that comes alive with real people doing crazy things, performing perilous deeds and telling the reader about a frontier opening and changing. You see Savory Island, now a summer resort reached by high-speed water taxi from Lund on the mainland, as it was - "100 miles of wilderness from Vancouver" with a tent and a family and a lot of self-sufficiency and independence. Having sailed these waters, I recognize many places that have changed little, but am amazed at how many places have changed so radically in so short a period of time.

Spilsbury's Coast will make a better purchase for public libraries and for school libraries in communities up the coast than for lower mainland schools. Our students are too far removed from their history and geography to see the BC as it appears in the autobiography - as seen through the gossip and impressions of people and places and events.

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

971.1 Forgotten villages of the BC coast / edited by Howard White. -- Harbour, 1987. -- 75 p.  
: ill. -- ISBN 0-920080-40-5.

British Columbia - History, Local // Pacific Coast (B.C.) - History // British Columbia -  
Social life and customs.

It is difficult not to find some pleasure in reading this collection of stories, especially for this reviewer who had the good fortune to see a number of the localities at the end of their prime in the early 1950's. Nostalgia and good memories abound throughout the work. The contributors are generally direct descendants of the first pioneers and settlers, and support the stories of their family with good photographs. Their pictures illustrate scenes of communities, workplaces and homes of the time, most of which no longer exist.

The work may have been more effective if it had included a map of the BC coast, showing the locations of these "lost villages" and some reference should have been made to the new names some of the "lost" locations have adopted. It may also have been helpful to define "lost" - because a number of the locations are thriving communities today. For example, Bella Bella and Bella Coola.

The style and structure of the writing makes it difficult to read even for a nostalgia or history buff. The entire collection might have been presented more effectively orally.

It is an interesting book for members of the general public who are inclined to look more deeply into BC's past, however, in terms of curricular use I can recommend the book only for senior secondary collections in schools where serious programs in BC studies are maintained.

J. Bokor, Teacher-librarian, Sardis Secondary School, School District #33 (Chilliwack).

971.1 Hastings and Main: stories from an inner city neighbourhood/ interviewer and compiler, Laurel Kimberley ; editor, J-Ann Canning-Dew. -- New Star, 1987. -- 158 p. : ill. -- ISBN 0-919573-74-6. ISBN 0-919573-73-8(pbk.). -- \$9.95(pbk.).

Vancouver - Description // Vancouver - Biography // Vancouver - History.

The Downtown East Side may not be a prestigious address, but it is a neighbourhood with character as this excellent collection of interviews with longtime residents demonstrates.

Collected and compiled by Laurel Kimberley for the Carnegie Community Centre Association's Oral History Project, these interviews do not attempt to present a chronological history of the development of a community. Instead we read highly personal accounts of the lives of 20 residents of Vancouver's Downtown East Side. All kinds of backgrounds and a variety of careers are represented - from boat builders to petty thieves, from loggers to artists.

The depression, hard times, World War II - these are the events that shaped the lives and characters of most of these people. Only a few of the younger ones have much to say about the last few decades.

They have visited different places and done different things. Gerry McGeer, the mayor of Vancouver during the 1930's, is remembered by some as a visionary who inspired depression-ridden Vancouver by building the "new" city hall. Others who lived through the same events saw them differently. They saw him as a reactionary foe of the unemployed when he read the Riot Act to a group of hungry relief camp workers at the height of the depression.

As an alternate approach to history this book is very effective. Reading it is like talking to your grandparents or an older neighbour. There is a definite bias, all the facts are not clear, but it has charm and it is somehow very real.

Fry readability - Grade 4. Recommended for all secondary school libraries.

Garth Harkess, Teacher-librarian, Laurie Junior Secondary School, School District #2 (Cranbrook).

971.1 Norton, D.M. Early history of Port Moody. -- Hancock House, 1987. 180 p. : ill., maps. -- ISBN 0-88839-197-8. -- \$12.95.

Port Moody - History // British Columbia - History, Local.

This book, written by a retired Coquitlam teacher-librarian, is divided into two parts. The first is a general history of the Lower Mainland with reference to Port Moody and some of the early influences on its history. The second section relates the history of Port Moody proper from the early pioneers to the first city council.

Well-illustrated, this is a quite detailed history of the early years. However, in places reading is quite difficult going. I would recommend this for libraries in the Lower Mainland, and for any libraries building a collection of local histories.

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

971.1 Reksten, Terry. "More English than the English" : a very social history of Victoria. -- Orca, 1986. 180 p. : ill., maps. -- ISBN 0-92051-03-6. (n.p.)

Victoria - History // Historic sites - Victoria.

Beginning with the building of Fort Victoria by the Hudson's Bay Company, this book discusses the social history of Victoria from 1843 until the outbreak of World War 1. The focus is on the people that have influenced Victoria in some way, and on the Hudson's Bay Company and their heavy involvement in the establishment of this city.

The author provides a series of anecdotes of the men and women who helped build BC's capital city - James Douglas, a fur trader who served as governor of the Colony of Vancouver Island and chose the site which was to become the future city of Victoria; Alfred Waddington, a San Franciscan businessman called a "champion of unpopular causes" and "visionary" who was laughed at for his efforts at campaigning for a transcontinental rail line linking Victoria with Eastern Canada; Emily Carr, Canada's most well-known female artist; and others. This book makes light and interesting reading and provides a flavor of the city during its early years. Indexed and including a guide to about 60 historic points of interest, this book is useful to school libraries because of the concentration on the social history. It does not provide in-depth coverage of historical facts.

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

"BCTLA Reviews" is co-ordinated by Val Hamilton and Penny Haggarty c/o Vancouver School Board Curriculum Resources 2530 East 43rd Avenue Vancouver, BC V5R2Y7 who send materials and reviewing guidelines to reviewers. Reviewers send their completed review to "BCTLA Reviews" editor

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Classification and cataloguing information is provided as a professional service to the British Columbia Teacher-Librarians' Association by the Vancouver School Board Curriculum Resources section.

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