

March, 1988  
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**BCTLA**

# THE BOOKMARK

FOOD, FITNESS,  
SPORTS AND  
HEALTH



# BOOKS WHAT'S NEW?

In the past few weeks, we have received:

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- the entire remaining inventory of  
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# IN CIRCULATION

by **BARB HALL**, BCLTA President

With 1988, comes a new year and time to work on those resolutions to plan new programs. One of the articles in this issue may even be an inspiration! We certainly must thank our editorial board for continuing to supply the fuel to keep our engines tuned. How about adding your fire to the fire by forwarding articles to Trish for future issues? Make one issue a local chapter project-- others would enjoy reading about the exciting things that teacher-librarians are doing in the Kootenays, The Okanagan, The Central Interior or on Vancouver Island.

Have you marked April 15-18 on your calendar? The BCLTA Conference "Getting on Line; School Libraries in the Future" begins Friday, April 15 with a wine and cheese reception in my suite at the Harrison Hot Springs. I look forward to sharing some time with each one of you. A registration package should have arrived in the mail by now. Have you applied to your local professional development sources for funding to attend?

Preliminary planning is already underway for a joint British Columbia Librarians Conference in 1990. Our close liaison with BCLA, thanks to Lynn Shoop, has triggered this kind of cooperative endeavor. Many of the chapter councilors should have received a complimentary copy of YAACS from Barb Dean and the Young Adult and Children's Services Section of BCLA. Please share this publication with your membership. I understand a special subscription rate for non-BCLA members will be forthcoming - watch for the news in The Bookmark.

The CLA annual conference takes place in Halifax this year on June 16-20. If you are interested in looking at the program or finding a registration form, consult the February issue of the Canadian Library Journal.

The Science Fiction/Fantasy booktalking project is well underway but the Terrace chapter are still looking for more teacher-librarians to review titles. Any volunteers? Contact Eila George in Terrace -- let's make this publication as internationally well known as Young Relationships.



At present, we are applying for special grant money and community outreach grant money from the BCTF for more projects. We hope to follow-up Fuel For Change with another document on the librarian's role as a change agent in education and produce a promotional package for School Library Week. If these grants are issued, the search will be on individuals or groups of members interested in working on such projects. Be aware that you may be approached at the conference! The BCLTA really believes in the concept of teachers working for teachers!

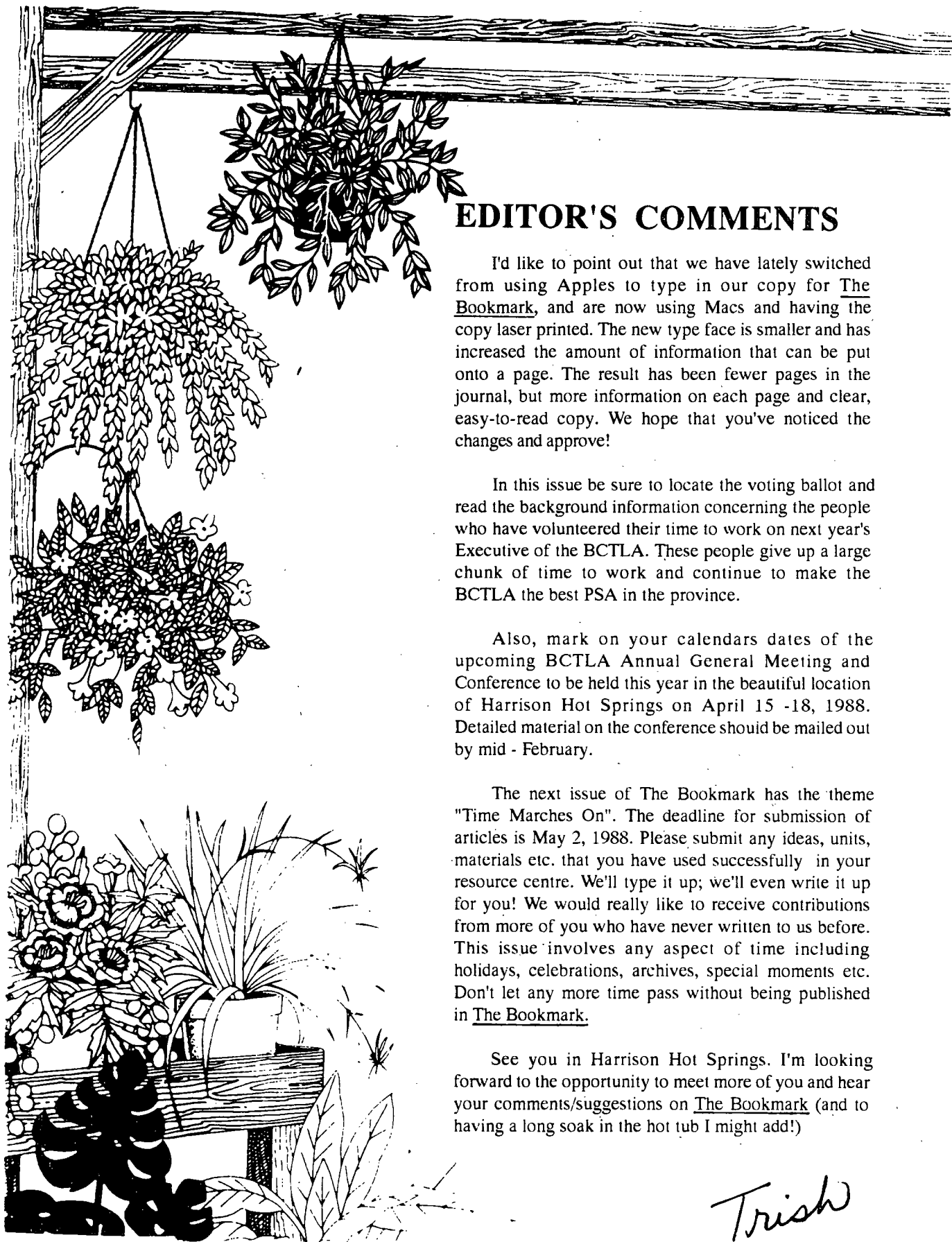
Political action is another area that your Executive Board continues to promote. We do hope that the BCLTA presentation to the Sullivan Commission on Education sparks additional interest in a provincial policy statement. A special thank you to local chapters like Vancouver who made individual presentations and to other chapters like Prince George who wrote letters to the Commission. A specific example of action through constant letter writing was pointed out by Diana Poole at the January Executive Board meeting. The senate of the University of Victoria has agreed to include Graduate Diploma students in their graduation ceremonies!

As this is the time for student teachers to appear in your school, please play your part by encouraging them to plan cooperative lessons with you. Be aware that Simon Fraser students may not have had much orientation to the role of school libraries. This is your chance to promote cooperative planning and teaching concepts with future colleagues.

More political action! Are you aware of the repercussions that will be felt by the recommendations the BCTF Task Force on Membership intend placing before the Annual General Meeting? Affiliate members of the BCTF may have no voting rights or cannot run for office in any PSA under these recommendations. Teacher-librarians who find themselves in management positions since January must join the PSA before June 1988 or 90 days after receiving such an appointment...and on... Lobby your AGM representatives to agitate for a more open door policy on PSA membership!

The last pages of this issue feature the candidates running for positions on the Executive Board. Election time is now...fill out the ballot attached today and get it off to Eleanor Walker, the nominations chairperson. I am delighted to see the interest of so many members in working for you provincially. May the best man (person?) win!!!

Handwritten signature of Barb Hall.



## EDITOR'S COMMENTS

I'd like to point out that we have lately switched from using Apples to type in our copy for The Bookmark, and are now using Macs and having the copy laser printed. The new type face is smaller and has increased the amount of information that can be put onto a page. The result has been fewer pages in the journal, but more information on each page and clear, easy-to-read copy. We hope that you've noticed the changes and approve!

In this issue be sure to locate the voting ballot and read the background information concerning the people who have volunteered their time to work on next year's Executive of the BCTLA. These people give up a large chunk of time to work and continue to make the BCTLA the best PSA in the province.

Also, mark on your calendars dates of the upcoming BCTLA Annual General Meeting and Conference to be held this year in the beautiful location of Harrison Hot Springs on April 15 -18, 1988. Detailed material on the conference should be mailed out by mid - February.

The next issue of The Bookmark has the theme "Time Marches On". The deadline for submission of articles is May 2, 1988. Please submit any ideas, units, materials etc. that you have used successfully in your resource centre. We'll type it up; we'll even write it up for you! We would really like to receive contributions from more of you who have never written to us before. This issue involves any aspect of time including holidays, celebrations, archives, special moments etc. Don't let any more time pass without being published in The Bookmark.

See you in Harrison Hot Springs. I'm looking forward to the opportunity to meet more of you and hear your comments/suggestions on The Bookmark (and to having a long soak in the hot tub I might add!)

*Trish*

# LETTERS TO THE EDITOR

from INGE WILLIAMS - A response to Mr. Harold Berson's review of Spotlight on Jewish Canadians by Williams and Neaman.

by Inge Williams

As one of the authors of Spotlight on Jewish Canadians, I did not feel that the review done by Mr. Berson reflected upon the major points developed in this Teachers' Guide. It seemed to be more from a personal, Jewish outlook - and yet the book was soundly designed to foster cross-cultural communication and to generate appreciation for living in a multicultural society - not just for Jewish people. But we were very aware of being sensitive to a correct culture statement and, therefore, the manuscript was read by a wide range of Jewish people. The Curriculum Coordinator of Talmud Torah, a Jewish school, was involved throughout the project.

Evelyn Neaman did her Master's thesis on the implementation of this book into four classrooms as one cultural study. The teachers felt the activities were suitable for the students and the students enjoyed as they learned. The results showed a significant increase in students' pride in their own heritage as a result of the unit. On all aspects of evaluation by students and teachers, the unit was deemed "successful".

Specific points I would like to make are:

1. Mr. Berson talks about his ethnic background and heritage as a Jew - the history in Europe and the holocaust. We specifically focus on Jewish Canadians and how they contribute as a distinct identity while living and participating within the larger community in Canada.
2. The philosophy in Spotlight on Jewish Canadians was strongly one that believes "students need knowledge of, application for, and skills relating to, an understanding of the many cultural heritages surrounding them in their everyday lives" (p. 12). The Jewish culture was chosen because B.C. has a significantly large Jewish population (as does Canada in general). It was intended to be only one example of the many cultures to be studied by elementary school children. Unit I (pp. 31-45), Exploring History and Heritage, introduces students to their own ethnicity in preparation for the study of the Jewish culture. "Understanding the concept of culture is the key to understanding any ethnic group." (p. 12).

3. The book is a Teacher's Guide in an integrated subject approach using B.C. curriculum skills. It also uses an inquiry method: to ensure that students ask questions themselves from many different resources so that a biased view is not tolerated.

4. "The exotic and the unique" were not focused e.g., the Holocaust was not mentioned. The activities planned use the Jewish community to show the similarities - the people, the stores, the language, dances, food - and to relate the history to current activities to British Columbia in the here and now.

I would hope people might realize that this review was very limited. To be reviewed on what we did would be "fair comment", but not for what we specifically did not intend to do.

Many teachers and librarians have used this book and found it very useful as a guide. I hope you might give it a look.



From WENDY THIEL, Teacher-librarian,  
Prince George, B.C.

I am a teacher-librarian at an elementary school doing a feasibility study on automating the library. I would like to know of any British Columbia elementary schools that have automated, are in the process of automating or seriously considering it. I am interested in learning what kind of hardware and software you are using and establishing some lines of communication.

Please contact:

Wendy Thiel,  
Foothills Elementary School,  
4375 Eaglenest Crescent,  
Prince George, B.C. V2M 4Y5  
Telephone 562-2862

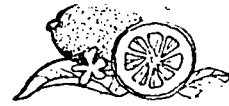
from CHUCK HEATH, teacher-librarian,  
Ridgeway Elementary, North Vancouver  
School District (# 44)

Ah, what a relief - for weeks last fall I had on my *to do* list, contact someone re a brief from teacher-librarians to the Royal Commission - still another political action issue that merited my attention but did not get it.

As I browsed through the last issue of The Bookmark during Christmas break - lo, and behold, a comprehensive submission did appear. Hats off to Liz Austrom who must have expended an enormous amount of time and energy to write it.

A big thank-you from one teacher-librarian. Once again the value of belonging to a group like the BCTLA is proven.

## LETTERS



From **SUSAN TICKSON**, Assistant Director, Professional Development, BCTF.

Dear Barb:

Thank you for forwarding your report to the Royal Commission to me--I have given copies to Elsie, Alan and Tom Hutchinson (Tom co-ordinates federation responses to the commission).

The brief is impressive, well researched and documented, a strong voice advocating for teacher-librarians. Congratulations! Let's hope your voice and those of others submitting to the commission is listened to!

From **ELSIE McMURPHY**, President, BCTF.

Dear Barb:

Thank you very much for forwarding a copy of the British Columbia Teacher-Librarians' Association's brief to the Royal Commission on Education.

As is usual for a BCTLA production, it is thorough, comprehensive and well-researched.

Your continuing efforts on behalf of your colleagues, particularly teacher-librarians, are most appreciated.



Letter from Michel F. Gélinas, Réalisateur-Coordonnateur INIMINIMAGIMO, CBC to a French Immersion teacher at Ecole Anne Hébert, Vancouver in reply to a letter praising Iniminimagimo and asking about availability of videocassettes of the programs. Letters from teachers and other educators, particularly in French immersion settings, might be useful to the CBC and result in better French language materials becoming available to the school system.

Cher monsieur,

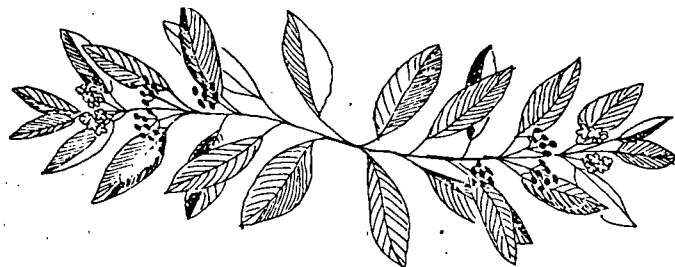
Nous vous remercions de votre charmante lettre de novembre dernier. A la même occasion, nous vous prions d'excuser le retard qu nous avons mis à vous répondre: la production d'Iniminimagimo est très exigeante et le courrier abondant.

Nous sommes heureux des commentaires que vous nous avez apportés: ils rejoignent l'esprit dans lequel notre série a vu le jour. Si sentiment de produire une émission qui sera agréable et utile sous-tend l'idée générale, il est d'autant plus remarquable qu'elle nous amène des commentaires comme les vôtres.

Si vous le jugez utile, sachez que nous avons comme projet de mettre la série complète sur videocassettes. Ceux ou celles de votre communauté qui veulent utiliser ces cassettes, n'auront qu'en faire la demande par écrit, comme vous l'avez fait: ceci aidera considérablement à la concrétisation de notre projet. Il est difficile dans le contexte actuel de défendre un tel projet, sans un appui comme celui que vous nous apportez.

Soyez certain que nous continuerons à produire notre série en gardant en tête des réactions comme celles que vous nous avez fait connaître: c'est là notre plus grande source d'inspiration.

Recevez, cher monsieur, l'expression de mes meilleurs sentiments.



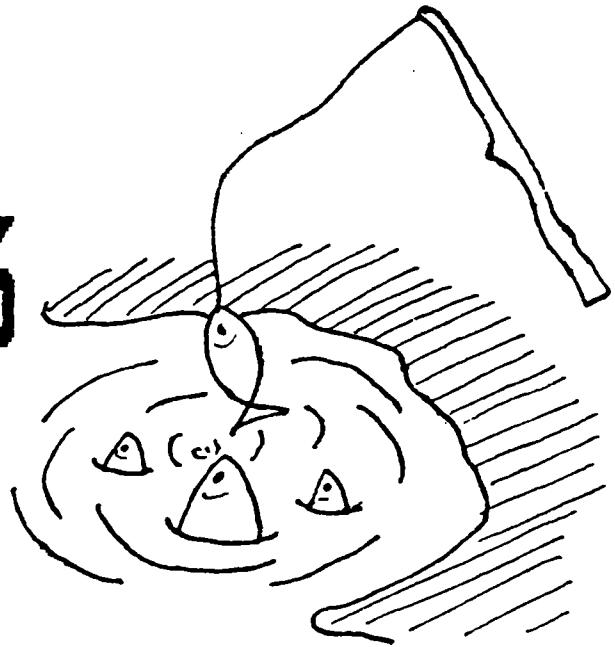
**FRASER VALLEY CHAPTERS, BCTLA**

INVITE YOU TO THE BCTLA ANNUAL  
GENERAL MEETING & CONFERENCE

# "GETTING ON LINE"

SCHOOL LIBRARIES & THE FUTURE

**HARRISON  
HOT SPRINGS  
RESORT**



**APRIL 15, 16, 17 1988**

**POST CONFERENCE WORKSHOP**

"MICROCOMPUTER SYSTEMS FOR SCHOOL LIBRARIES"  
WITH JANE BEAUMONT. MON. APRIL 18, 9:00-4:00

# NEW FAMILY LIFE PROGRAM - A NEW FOCUS FOR SECONDARY SCHOOL LIBRARIES

by **JIM CROOK**, teacher-librarian, West Vancouver Secondary School, West Vancouver District (#45)

The implementation in the current school year of the Ministry mandated family life education curriculum is already beginning to create opportunities for secondary school teacher-librarians. Teachers have for many years suggested and requested that such a program be created and ably taught in the schools of the province. A cynic might suggest that the AIDS epidemic sweeping the world might have something to do with the government's sudden new interest in human sexuality. But regardless of its origin, the program is here and does create a number of exciting possibilities for school libraries.

Fortunately and wisely, the Ministry has provided an adequate core of materials for the teaching of the program, especially a set of instructive, well-produced videotapes which can be used to introduce each of the themes which comprise the program. The program titles: Changes, The Miracle of Life, What's the Attraction, Dating Game, Getting Ready, Taking Chances, Equal though Different, and AIDS: What Everyone Needs to Know, It Won't Happen to Me, Planning Families: the Methods, Teen Mother, and AIDS: the new Epidemic give a fair indication of the content of the course. As well, the curriculum guide is comprehensive, giving sufficient guidance yet allowing the creative teacher sufficient leeway to modify his or her approach to the material while still teaching the content.

Teacher-librarians should be prepared for much higher demands on materials about human sexuality, both for cooperatively planned and taught lessons, and by students who will likely begin to feel more open about discussing human sexuality and to be more willing to borrow books on the subject. (The library in my school has what we call "books with legs," a number of books with straightforward information about every aspect of sexuality which never circulate officially but are found almost daily in various nooks and crannies where eager readers but reluctant borrowers have left them.)

There is a great deal of excellent material already available and more is appearing regularly in periodicals. While teachers may bemoan the insertion of yet another piece of curriculum to be taught, there may emerge a new generation with far more insight and understanding of themselves that we had as youngsters. Let's get ready for them now.



Jog

through

a book

# SELLING HIKING IN BRITISH COLUMBIA

PE 12, Marketing 11, or Graphic Communication 11



by **DIANNE DRISCOLL**, teacher-librarian,  
**JEANNIE CAMPBELL**, and **ANNE  
HENDERSON**, teachers, Centennial  
School, Coquitlam District (#43)

students who thought PE 12 classes did not belong in the library. Many of these students were already feeling quite sorry for themselves because they were not going hiking. Samples of a variety of promotional brochures were shown and discussed. Deadlines, and standards were established. The brochure would be evaluated by the teachers.

## A. UNIT BACKGROUND

Time: 15 minute introduction in class, 1 block in the library.

Product: a promotional brochure.

## B. PROCESS OF PLANNING

### 1. Initiation:

This assignment began as a defense mechanism to save myself from the many PE 12 students who were not going on a three day hiking trip. In the past, PE teachers, with my cooperation, assigned - quite frankly - absolutely boring report format assignments which left the "stay-at-homes" cold and disgruntled.

### 2. Objectives: Knowledge & Skill

The student will gain knowledge about one aspect of hiking in BC; will present this knowledge in an interesting, creative manner, will review or learn the skills needed to use magazine indexes to get magazine articles on a specific topic; and will select relevant information from a variety of sources.

### 3. Preparation & Teaching Responsibilities

The teachers introduced the assignment the day before because they would be in the hills when the students came into the library. (This was most definitely a departure from usual practise.) The introduction had to motivate reluctant

The teacher-librarian collected a wide variety of pamphlets, books, reference materials and A/V materials. These resources were placed on reserve and circulated on "overnight loan". The teacher-librarian prepared the assignment. At the beginning of the library period the teacher-librarian quickly showed students the reserved materials and reviewed the use of magazine indexes with the few students who needed help. Since by now the lucky teachers were tramping down isolated slopes enjoying the solitude of the great outdoors along with 200 teenagers, the students worked on their own in the library. Students were required to spend one period in the library, and then finish the brochure on their own time. The library offered to display the final product.

## C. ASSIGNMENT: SELLING HIKING IN BC

CONGRATULATIONS! You have just been hired as the Public Relations Director for Hiking BC (a non-profit society).

Your first assignment is to produce a series of brochures which will promote different aspects of hiking for British Columbians.

Your FIRST brochure is to be presented to the board next Monday. Remember, you are on probation. Your job may depend on this brochure. Your budget is generous - color, graphics, and photos can be used to "sell" your message. Photos must be xeroxed, not clipped. Keep it short and snappy.

You have already held a "brainstorming" session with your

staff. You came up with these ideas which can be added to, amended, or ignored.

- HIKING IN TIBET (or some other area or foreign country)
- HIKING IN THE LOWER MAINLAND (or some other area of BC)
- SHOE SENSE FOR HIKERS
- HIKING IN STYLE (new clothing, equipment)
- TAKE A HIKE FOR HEALTH (how hiking makes you healthier)
- TRY THIS TRAIL (describe a specific trail)
- WHAT TO DO BEFORE HELP COMES (first aid)
- RATHER SAFE THAN SORRY (how to prepare for a safe hike)
- NUTRITION FOR HIKERS (menus, cooking methods, nutritional values of food)

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Centennial School Library has placed a lot of books on reserve for you. Encyclopedias may also offer some help. Magazines will probably be the most up-to-date and useful.

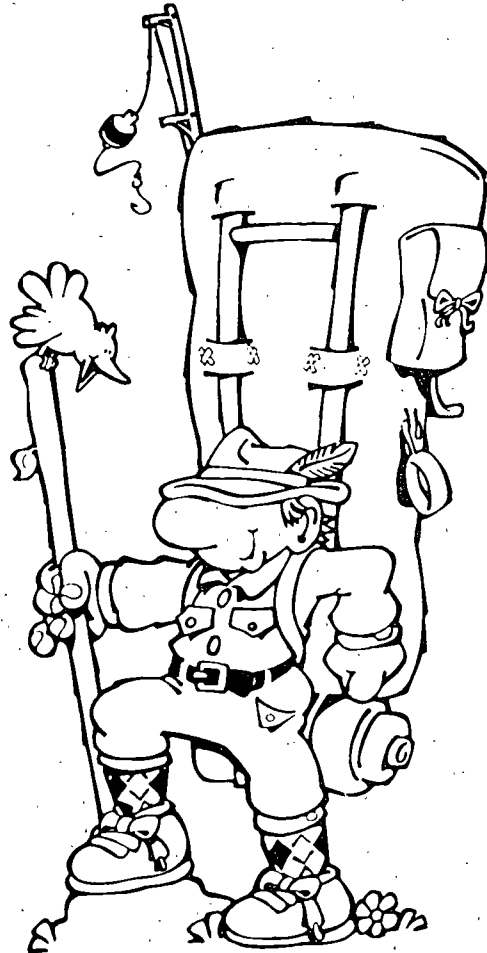
Try these key words in magazine indexes:

HIKING  
FOOTWEAR  
BACKPACKS AND BACKPACKING  
TRAILS  
ATHLETES - NUTRITION  
FIRST AID

---

#### D. EVALUATION & REVISION OF THE ASSIGNMENT

Little revision was required. Students enjoyed this assignment much more than our previous requests for those old hackneyed reports - no surprise to us. Some brochures were very creative indeed.



On your marks - get set - Read!

# NOISE-INDUCED HEARING LOSS IN TODAY'S YOUTH AN OVERVIEW

by LILLY DICKSON RN, Health Consultant

Hearing is the most sensitive of our senses. The hearing range of the human ear far exceeds the percentage of spectrum seen by the eye. Hearing, in combination with speech, allows us to exchange ideas and learn. Modern telecommunications such as radio and TV, have further increased the importance of hearing.

Yet the ear has had difficulty adapting to our noisy, modern environment, as it is easily damaged by loud noises. Noise pollution has become one of our most serious environmental problems. To combat noise pollution, public education of its hazards is urgently needed.

At birth we have approximately 40,000 highly sensitive hair cells. These cells cannot be regenerated and once they are destroyed, hearing loss is non-reversible. Some hair cells die off with normal aging. However, excessive noise is accelerating the rate of hair cell damage, leaving school age children with permanent disabilities.

The most common causes of hearing damage outside of the work environment are motorcycles, snowmobiles, lawnmowers, gun shots and pop music. Repeated exposure to levels of noise above 85 dB causes permanent hearing loss. Snowmobiles register about 129 dB at full throttle, making deafness the Canadian North's largest health problem. Closer to home, rock concerts elicit sounds up to 120 dB while sounds from guns and fire-crackers reach over 140 dB. A single exposure at 140 dB can cause permanent hearing loss.

Perception of sound levels is altered during prolonged exposure. For example; a person wearing a portable stereo head-set in a noisy area, will crank the volume to damaging levels, (up to 100 dB) yet will be unaware of the high volumes until the outside noise stops. The Workers' Compensation Board of Canada recommends that the volume of a portable stereo not exceed the level of 2. Unfortunately, school children are rarely educated on music's damaging effects.

The number of young people exhibiting noise-induced hearing loss is staggering. One study by the University of Tennessee, tested the hearing of 4700

students, from elementary school to college. Deficits were progressive from grade six upward. By first year college, 34.8% of the students had hearing losses equivalent to the average 65 year old (average loss of 15 dB at 2,000 Hz). Affected students had histories of exposure to rock bands, motorcycles, and other "recreational noises."

Noise-induced hearing loss first occurs at frequencies higher than normal speech, then gradually spreads to include all ranges. Unfortunately, by the time a person becomes aware of a hearing impairment (through inability to understand conversations) a large percentage of their hearing is lost. This "Neuro-Sensory" hearing damage is **not** medically repairable and hearing aids are marginally effective.

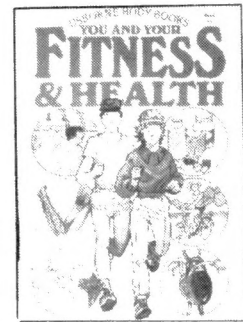
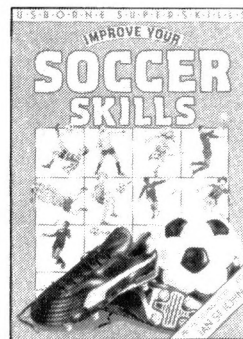
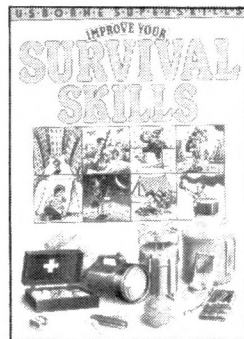
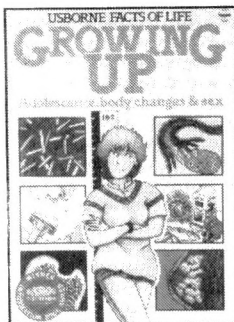
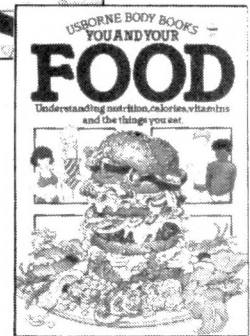
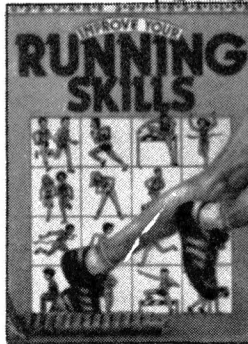
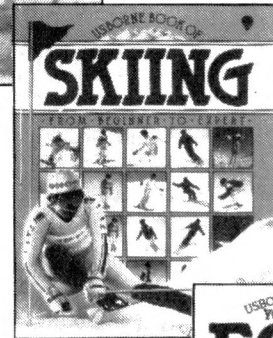
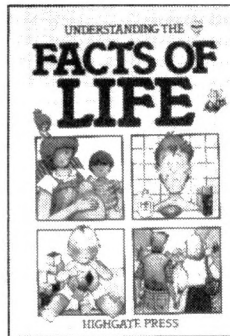
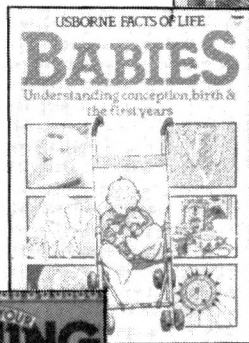
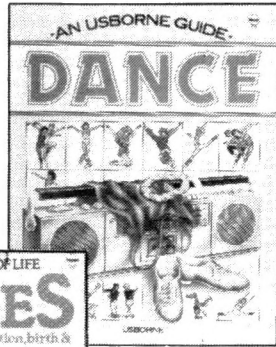
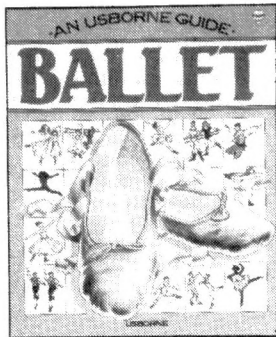
Presently, no hearing tests are done in Vancouver schools after the third grade. Detecting hearing losses and preventing further damage through education is the only way to save the hearing of our next generation. We must teach our youth to protect their hearing through common sense and hearing protection.

A pair of safety ear plugs cost 40 cents and reduces the noise levels by 20 to 30 dB. Normal conversation can still be heard while wearing ear plugs as they mainly cut out the damaging higher frequencies.

It would be unfortunate, if through ignorance, our children find themselves in a silent world, unable to communicate verbally. Often taken for granted, hearing is necessary for exchange of ideas and social interaction. Let us protect this delicate sense and listen to the sounds of music forever.



# USBORNE BOOKS WILL KEEP YOU FIT



For Further information please contact

FRANKLIN  
**Watts**  
OF CANADA

20 TORBAY ROAD  
MARKHAM, ONTARIO L3R 1G6  
(416) 474-0333

# MAKING PROFITS FROM THE FITNESS CRAZE: A COMPANY STUDY AND MARKET ANALYSIS - Economics 12

by **DIANNE DRISCOLL**, teacher-librarian,  
**RICH CHAMBERS** and **STEVE  
FUKUII**, teachers, Centennial School,  
Coquitlam District (#43)

## A. UNIT BACKGROUND

Time: Two library blocks for introduction and research (1 hour, 15 minutes each), 1 classroom block for presentations.

Product: Group written summaries and 3 - 5 minute oral reports presented to the class.

## B. PROCESS OF PLANNING

### 1. Initiation

Rich and Steve have become expert library assignment initiators. We have cooperatively planned several assignments over the years; and I would like to think that this assignment grew, in part, from strategies we developed together. They were specifically looking for topics to develop their students understanding of a company study and market analysis. They wanted to create an assignment which would have topics of high interest to 16-18 year olds. It was also essential that there be a variety of current materials at appropriate levels so each student could experience success.

### 2. Objectives: Knowledge & Skill

The students will complete a company study and market analysis; will practice their skills in locating materials in magazine and newspaper indexes; will practice note taking, outlining, and presentation skills.

### 3. Preparation & Teaching Responsibilities

My responsibilities were very easy with this assignment. I offered suggestions for topics, I assisted students while they worked in the library, and I oohed and aahed over the successful final products.

Together, the teachers spent considerable time checking Reader's Guide, Canadian Magazine Index, and Canadian News Index to insure that materials would be available on all the topics suggested to the students. They pulled articles and checked their quality and reading/comprehension levels.

This assignment was designed to enhance and evaluate the students' knowledge of the elements of company studies and market analysis which had been worked on in earlier lessons. Each teacher introduced the assignment to his class, worked closely with students in the library, and evaluated the products.

## C. ASSIGNMENT

MAKING A PROFIT FROM THE FITNESS  
CRAZE: A COMPANY STUDY AND MARKET  
ANALYSIS: Economics 12

### YOU WILL:

1. GATHER INFORMATION FROM A VARIETY OF SOURCES, MOSTLY USING MAGAZINE AND NEWSPAPER INDEXES
2. HAND IN A WRITTEN SUMMARY FROM YOUR NOTES.
3. PRESENT A BRIEF (3 - 5 MIN.) ORAL REPORT TO THE CLASS.

We will discuss marks, deadlines, and strategies in class.

Many companies have made enormous profits because of our desire to be as fit as possible. In groups of 3 - 4 you are to do a detailed study of one of these companies. We know Centennial School Library has materials on the following companies.

- Ocean Pacific Sunwear, Inc.
- Ralph Lauren - POLO
- Reebok
- Nike
- Nordica
- Jane Fonda, Inc.
- Original New York Seltzer
- Sony
- Diet Center
- Weight Watcher, Inc.
- TSN (or ESPN)
- Honda
- General Nutrition Centers, Inc
- Fitness World

- Club Med
- Whistler, BC
- General Foods
- Kelloggs, Inc.

If you choose to report on a different company, please show us what materials you have successfully collected about that company. HINT: magazine indexes will help you find a company. Look up an industry - health clubs, health resorts, textile industry, sports equipment industry, ski equipment, etc. Often "see also" references will refer to specific companies. For example "see also" references after the subject heading Clothing industry in the 1985 RG refer you to 40 different companies. We are sure you could pick out most of the ones who manufacture sportswear. Also, the many articles listed under the subject heading Clothing and dress - Sports clothes will offer many leads.

You will do a detailed analysis based on the following points:

- a. A historical perspective outlining the company's origins.
- b. The company's present situation detailing their successes and failures. Highlight how the "fitness craze" is being exploited.
- c. A description of the market structure in which the company operates.

- d. Identification of the main competitors in the market.
- e. A discussion about the importance of Product Differentiation and Non Price Competition to your company.
- f. Identification of the target market aimed for by each company.
- g. An outline of any future plans and/or goals of your company.

#### D. EVALUATION & REVISION OF THE ASSIGNMENT

If this assignment is given next semester, the company list should be revised to reflect new materials. Some companies were much harder to research than others, and this should be taken into consideration if chosen by weaker students.

Rich, Steve, and I attribute the success of this assignment to the high interest of the students and the availability of materials. Over and over we were amazed with the quality of work handed in by students - especially the work of students who usually handed in "D" or "C" assignments.

Marketing 11 and Consumer Education 12 could use this assignment with slight modifications.

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# NUTRITION: FREE MATERIALS

by HAZEL STARLING, teacher-librarian, Upper Lynn Elementary, North Vancouver School District (#44).

An issue of The Bookmark dealing with nutrition and fitness seemed to require a list of sources of free material. The following is as complete a list as could be compiled from local sources.

## 1. School Nurse

The most important source of free information for teacher-librarians is undoubtedly the school nurse. Each school nurse has connections with the local health department and provincial health agencies, and can advise which agencies distribute free information. She will have information concerning hospitals or medical clinics that provide information and counselling.

Further sources of free information concerning Nutrition are:-

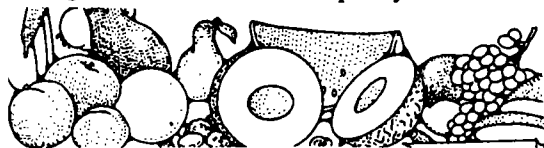
2. B.C. Dairy Foundation,  
3236 Beta Avenue,  
Burnaby, B.C. V5G 4K4.  
Telephone: 294-3775

The Foundation generally gives out information only through the medium of the free workshops they regularly provide for teachers and teacher-librarians. The workshops and literature are excellent and well-worth attending. The Foundation does offer two other items for adults, entitled:

- a. The Calcium Calculator
- b. Osteoporosis

3. B.C. Sugar Refining Company,  
Box 2150,  
Vancouver, B.C. V6B 3V2.

The company sends out a group of excellent pamphlets and two small books. Emphasis is on nutrition and fitness as related to sugars; all are of excellent quality.



4. B.C. Turkey Marketing Board,  
Ste. 218 - 17704 - 56th Avenue  
Surrey, BC, V3S 1C7.  
Telephone 574-7447

Attention: Miss Susan Hehan.

The Board has available a poster and turkey cookbook as well as a video concerning turkey raising. The video may be borrowed by contacting the Board office.

N.B. The B.C. Chicken Marketing Board has only a chicken cookbook. Contact at 576-2855, if interested.

5. B.C. Vegetable Marketing Board,  
Ste. 212 - 17704 - 56th Avenue,  
Surrey, BC, V3S 1C7.  
Telephone, 576-8241

The Vegetable Marketing Board will provide two posters and a folder of pamphlets and fact sheets, all of excellent quality.

6. Health and Welfare Canada  
Health and Promotion Directorate,  
#425-750 Cambie Street,  
Vancouver, BC, V6B 4V5.  
Telephone: 666-7111

The Directorate provides extensive Nutrition and Fitness information. They should be contacted for specific requirements.

7. Safeway Stores,  
Public Relations,  
Telephone: 576-8291

Safeway has extensive nutrition literature that is freely available in all Safeway Stores, under what they call the SNAP program. Pamphlets are published weekly, booklets twice monthly.

## Fitness Information

B.C. sources were difficult to trace, except for Health and Welfare, Canada. Sources suggested were:

1. Fitness and Amateur Sport Canada,  
Confederation Building, Room 274,  
Ottawa, Ontario, K1A 0A6.
2. Mr. Tony Casey,  
Fitness Branch,  
Ministry of Health,  
1515 Blanshard Street,  
Victoria, B.C.

# **DID YOU KNOW THAT? Facts on Nutrition and Fitness**

by **LILLY DICKSON, RN**, Health Consultant

## **DID YOU KNOW THAT..... SCHOOL CHILDREN'S STANDARD OF FITNESS IS LOWER THAN 20 YEARS AGO!**

Although society is overall more health conscious, this consciousness does not extend to the school system. Budget cuts have increased emphasis on academic subjects and decreased emphasis on Physical Education.

- A study in California shows that one in two fourth graders exhibit at least one major risk factor of heart disease and stroke, including high blood pressure, high cholesterol and obesity.

- In 1987 in Vancouver high schools, only one female in four and one male in three could pass the minimum aerobic fitness test.

- In Vancouver, physical education is an elective course for grades 11 and 12. Only one male in three and one female in ten is taking the course.

- In Vancouver high schools, one female student in three is a cigarette smoker, making physical activity increasingly difficult and therefore less attractive.

- A Study in Quebec showed that when 5 hours weekly was dedicated to physical activity, the students' academic grades improved due to increased attention span and better learning capabilities.

Less emphasis on physical education sends a message to the students that physical fitness is unimportant. When questioned about their views, Vancouver students claim that physical education is "too difficult" or "stupid and boring".

## **CARBOHYDRATES ARE NOT FATTENING!**

With so many Canadians "battling the bulge," carbohydrates have been accused of packing on the pounds. Potatoes, rice and pasta are stricken off the list of foods to eat when dieting. The truth is that eating more carbohydrates would not only help us lose weight, but improve our overall health.

Carbohydrates are the body's main source of energy. They are found in large quantities in fruits, vegetables, grains, breads, pasta and in smaller quantities in dairy products. Sugar is also a carbohydrate although not a desirable one. The average Canadian diet contains only 30% carbohydrates. A healthy diet should contain at least 65% carbohydrates. (Mostly from natural foods of course.) When the body is deprived of its main energy source, hunger and snacking between meals is the result.

Complex "Carbos" are easily burned and contain large amounts of vitamins, minerals and fiber (which also helps control weight) A diet high in carbohydrates is also desirable for increasing physical performance in athletics. Vegetarians usually have few weight problems as they eat more carbohydrates than meat eaters.

However, beware of those spreads and sauces that are often added to carbohydrate dishes as they contain large quantities of fat. Fortunately, many tasty sauces are lower in calories and fat and enhance the flavour of potatoes, rice or pasta.

## **SUGGESTIONS:**

- Eat 3-4 carbohydrate serving with every meal and 1-2 servings for between meal snacks (one carbohydrate serving = approximately 60-80 calories)

- Cut down on sauces, spreads and other condiments that are high in fat

## **NOT ALL VEGETABLE OILS ARE "HEALTHY!"**

In fact, many vegetable oils such as palm and coconut oil contribute to clogged arteries and circulatory disease. Also, the process of hydrogenation or partial hydrogenation alter oils to such an extent that, when ingested, they mutilate body tissues. Hydrogenated oils have been linked to accelerated aging and increased incidence of cancer. Examples of hydrogenated oils include margarine, most processed foods, fried snack foods such as potato chips, cheesies etc, artificial creamers, and most pre-packaged baked goodies.

## **SUGGESTIONS:**

- Read the label! If it says hydrogenated or partially-hydrogenated oils, palm or coconut oil, then don't eat it.

- Oils, nuts and seeds should be kept fresh by storing in the fridge.

## **CANADIANS EAT TWICE AS MUCH FAT THAN IS HEALTHY!**

A healthy diet should obtain 20% of its total calories from fats. The average Canadian obtains over 40% of total calories from fats. The body is unable to utilize such large quantities of fat and ends up depositing the excess on our organs, in our arteries, and on our tummies and hips. Everyone knows that butter, mayonnaise and whipping cream contain a lot of fat. However, there are many "hidden fats" in our diet, bumping up our fat intake to unhealthy levels.

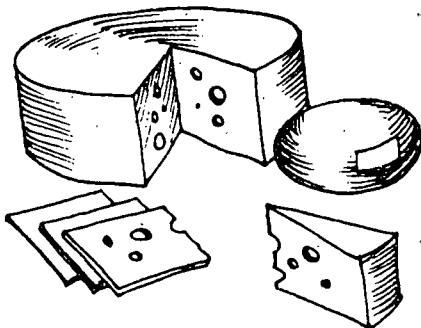
**A few examples of hidden fats:**

- 40% of the calories in most hard cheeses, crackers, baked goods, nuts and lean beef are fat
- 30% of the calories in french fries are fat
- 40-50% of the calories in chocolate, luncheon meats, salami and hot dogs are fats
- 30% of the calories in a glass of 4% (whole) are fat
- 50% of the calories in a "Big Mac" are fat.

Although we all need some fats in our diet, fats contain concentrated calories and should be eaten in moderation. Fats from vegetable sources such as nuts, seeds and grains are cholesterol free and are much better for you than animal fats such as those found in meat and dairy products.

**SUGGESTIONS:**

- Know where the "Hidden fats" in your diet come from
- Eat low fat (1% or skim) dairy products including milk, yogurt, cottage cheese, and cheese. Eat less ice cream and whipping cream.
- Eat meat in small amounts. Try to centre meals around fresh fruits and vegetables and vegetable proteins as they are lower in fat.
- Reduce intake of baked goods and chocolate.



**2/3 OF NORTH AMERICA TEENAGERS ARE DEFICIENT IN ZINC!**

Zinc is an essential mineral nutrient. The recommended dietary allowance is only 15 mg daily, yet deficiencies are rampant. Zinc is necessary for energy metabolism, proper functioning of the immune system, development of the reproductive organs, healing of wounds and healthy hair and nails. Zinc was once plentiful in fresh vegetables. However, like many other minerals, Zinc has been severely depleted in the soil due to incomplete chemical fertilization. Good sources of zinc include protein sources, whole grains, pumpkin seeds and brewers yeast.

**OVER 25% OF NORTH AMERICANS CANNOT DIGEST MILK!**

Although milk is always encouraged as a "healthy food," it is not good for everyone. One in four North American adults lose their ability to digest milk, leading to a "milk intolerance".

A food intolerance can lead to a wide variety of symptoms such as stuffiness, irritability, inability to concentrate, acne, eczema, poor digestion and repeated respiratory infections. (to name a few) Food intolerances can be left undetected for years while causing considerable stress on the body's immune system. Interestingly, it is often the foods that we crave the most that we are sensitive to.

Testing for a milk intolerance is easy. Simply cut out all dairy products for two weeks, while remaining off all antihistamines. Careful reading of labels is necessary to ensure that the diet remains absolutely dairy free during this period. Symptoms may disappear over the two week trial. At the end of the two weeks, a "challenge" is taken, consisting of two glasses of milk in the morning. Nothing else should then be eaten for three hours. An insensitivity to milk will usually cause symptoms to reappear within three hours. If this is the case, then milk products should either be eliminated from the diet or eaten only occasionally. If your symptoms don't change during this trial then the problem may either be another food allergy or some other health problem. If other food intolerances are suspected, then they can be tested in a similar manner.

**NB** Asthmatics or those with respiratory problems should initiate food challenges only in the presence of medical supervision.

**NOT ALL CHEMICAL FOOD ADDITIVES ARE SAFE!**

There are at least 63,000 food additives in common use today. Most have very little to do with nutrition and are used to enhance either the appearance or flavour of the product or to speed preparation.

Some additives, particularly artificial colour, cause hyperactivity and decreased learning ability in children. Others, such as nitrites (found in smoked meats) form cancer causing substances in the body.

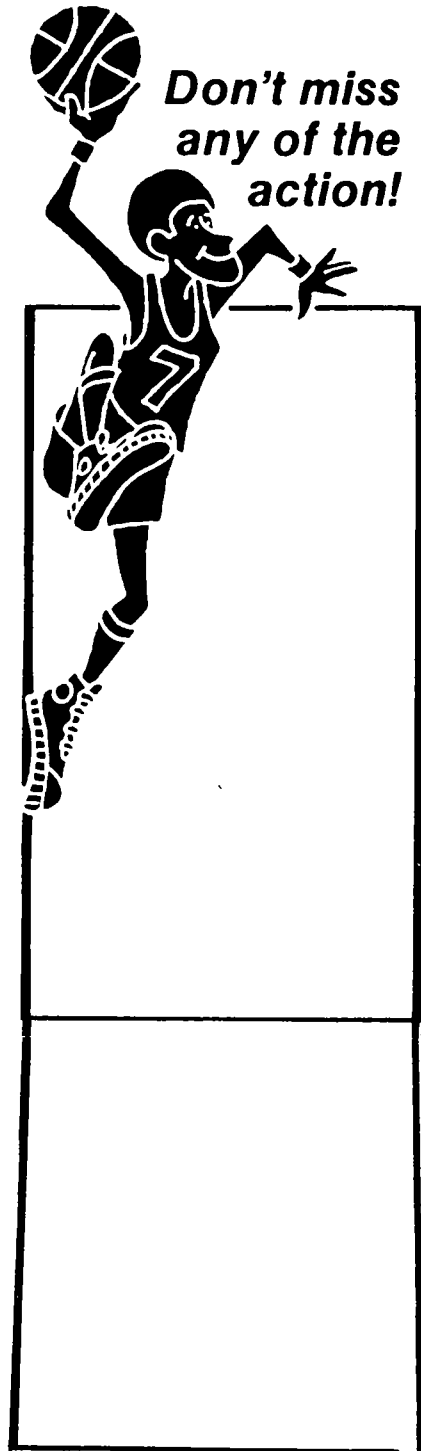
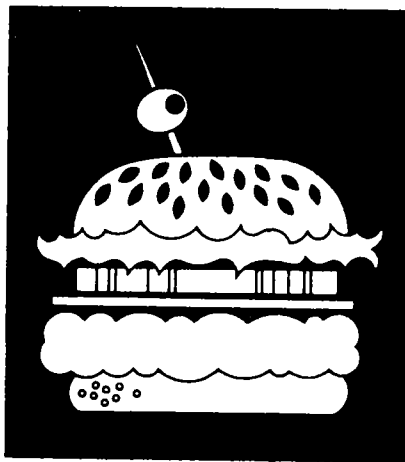
It is often left up to the food companies to prove the safety of their products. Additive testing is a great expense so tests are often poorly executed or results falsified. Safety is determined by the effects on rats (whose life span is about 2 years) so long-term effects and accumulated effects of additives are not tested at all. One independent study showed that although one food additive was not harmful to rats but when three additives were given in combination, all the animals died.

The far-reaching effects of chemical foods is yet to be uncovered.

**SUGGESTIONS:**

- Replace prepared or highly processed foods with more natural foods
- Don't assume that the government is effectively controlling the use of toxic additives.
- Read the label; the word "natural" is simply the latest marketing ploy.
- If you can't pronounce it (the additive) then it may be best to avoid it.

*Lilly Dickson is a Registered Nurse, Kinesiologist and Nutritional Consultant practicing in the city of Vancouver.*



# NUTRITION: NO- NON- SENSE NUTRITION PACKAGE

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

## INTRODUCTION

The food and nutrition 9/10 teacher wanted an assignment for teens to accompany the in-class nutrition unit. Current issues of interest to teens, such as acne, crash diets, fast foods, etc. were included in the package.

## GENERAL DESCRIPTION

This is a four period "stations" assignment for Food and Nutrition 9/10 students. Students are reminded of information skills previously learned such as word identification, skimming and scanning for key words, use of indexes and tables of contents, and locating information from charts and audio-visual software. Two main purposes of the project are to:

1. locate information on nutrients and how they affect teenagers.
2. use a variety of resources to discover the link between diet, exercise and a healthy lifestyle.

## PROCESS

1. The teacher introduces and discusses the purpose of the assignment.
2. The teacher-librarian reinforces the skills required and demonstrates a few stations (microfiche, AV, magazine).
3. The students are to use pencil only.
4. The students submit their question and answer booklets at the end of each period.
5. The teacher and the teacher-librarian share the marking.
6. Follow-up can be done by discussing the answers after marking has been done.

## SAMPLE QUESTIONS

1. What do the fashion and film industries have to do with anorexia nervosa?
2. Describe the sequence of events which occurs with the use of diet pills.
3. How do changing lifestyles affect food choices and food preparation?

## CONCLUSION

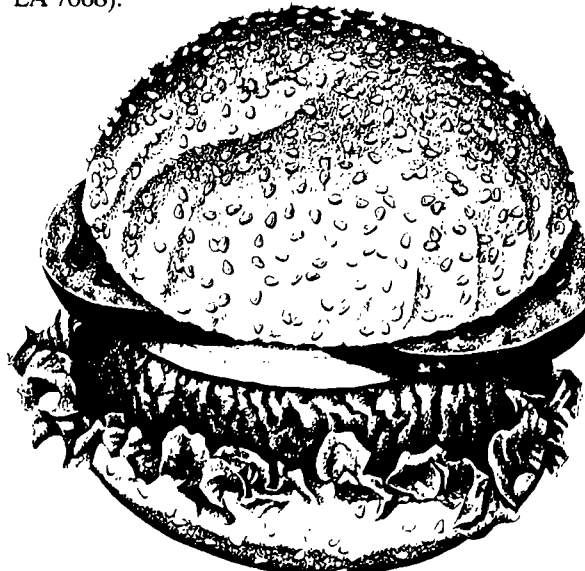
Although stations assignments take considerable amount of time and effort to prepare, students enjoy using them and usually find a few stations that correspond to their learning style, e.g. hands-on, visual, verbal. Students can be encouraged to work cooperatively with a partner(s) or independently (with a penalty for sharing answers). To discourage individuals or groups from sharing answers, several sets of questions for each station can be made up using the same materials. For this assignment we designed 3 sets.

## REVISION

Some materials will fall apart and new editions of some books will make it necessary to revise questions. To facilitate upgrading putting the unit on a word processor would be a definite asset!

## OTHER APPLICATIONS

A similar assignment for Foods 11 & 12 was designed which features food additives. This stations assignment is available as a BCTF Lesson Aid (Code LA 7068).



# FOODS AND NUTRITION 12

## DIET IN DISEASE

### RESEARCH ASSIGNMENT

Teacher: Mimi McCallum, Foods and Nutrition 12 teacher  
Teacher-librarian: Willa Walsh, Matthew McNair Senior Secondary, Richmond

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This assignment incorporates a variety of learning experiences and includes three methods of presentation by the students--an oral report, a written research essay using correct bibliographic format, and a creative presentation--in this case, an appropriate dish.

Major Objective: To help the students see the relationship between what people eat and their general health.

Supporting Statement: To increase the students' awareness of the influence that certain nutrients can have on the course of a disease or health problem.

Content Goals:

1. To demonstrate which nutrients are related to specific diseases and which nutrients can correct or ameliorate a health problem.
2. To help students learn to produce menus and recipes that are appetizing and interesting, and which are appropriate for specific health problems.

Research Goals:

1. To familiarize students with specialized encyclopedias, books, and current pamphlet files on diet and disease.
2. To review correct bibliographic format including the use of endnotes. The endnotes are used for the sources of the recipes and the bibliography includes all sources consulted.

#### Curriculum Entry

##### Point:

Learning Outcomes: Foods and Nutrition 12 (Senior Secondary Level)

B.C. Ministry of Education, Science and Technology.  
Home Economics Curriculum Guide (8 - 12) 1979.

#### NUTRITION:

3. Learn the essential food nutrients and their importance to good health
  - a. sources
  - b. function
  - c. energy produced by carbohydrates, protein and fat
  - d. recognize animal and vegetable fats
  - e. identify water soluble and fat soluble vitamins
  - f. digestion and absorption
11. Learn the causes and treatment of some deficiency diseases.
12. Know how to prepare special diets (e.g. old age, overweight, underweight).

The Assignment:

Choose a health problem (e.g. obesity, anorexia nervosa, bulimia, eczema, acne, anaemia, old age, high cholesterol, or high blood pressure, etc.) or a disease (e.g. phenylketonuria, cancer, celiac, ulcers, hepatitis, scurvy, hypoglycemia, hyperglycemia, heart attack, stroke, atherosclerosis, osteoporosis, diabetes, etc.)

Report: Length : 1,000 to 1,500 words.

1. Define the health problem or disease.
2. Describe a minimum of five common symptoms.
3. Describe at least two most common causes.
4. Describe the diet which should be followed to alleviate the symptoms of this health problem or disease, i.e. what foods and nutrients should be of special concern.
5. Write a day's menu in proper format.
6. Write out all the recipes for the menu included.
7. Bibliography and Endnotes.

Oral Presentation:

1. Give a 10 to 15 minute presentation to the class on the health problem or disease you have chosen.
2. Use audio-visual materials if possible.
3. Introduce your dish and explain why you chose this recipe.

Dish:

Prepare a dish for everyone to taste after your oral presentation.

---

Time Frame:

Four to five periods of 75 minutes in length each.

Sequence of Learning:

1. The classroom teacher introduces the concept and the research assignment.
2. The learning assistance teacher or the teacher-librarian reviews proper bibliographic format and the students practice some entries using the guide booklet How to Prepare a Term Essay. This booklet was prepared by a team of teachers and is the school's accepted format for research essays.
3. The class comes to the Resource Centre and is introduced to specialized encyclopedias and the extensive vertical file holdings. The entry points such as indexes, cross-references, and the rolodex subject headings for the pamphlet files are discussed. Students are assisted in choosing a disease or health problem. They skim articles looking for symptoms, causes, and diet tie-ins.

4. The next step in the research process expands the student's information on the diet tie-ins. A study carrel is set aside and four major sources are reserved for IN LIBRARY USE ONLY. This provides all students with equal opportunity to use these essential reference books. They provide detailed information on the nutrients and chemicals which influence various illnesses. More capable students are encouraged to use the Goodhart source. Books on nutrition can also be consulted at this point and they circulate in the regular manner.
5. The third step in the research process is to locate appropriate menus and recipes for the chosen condition or disease. Many specialized cook books fill this need along with general cook books which have appropriate recipes. Recipes must include the nutrients necessary for improving the illness or they must avoid detrimental nutrients or substances.
6. The classroom teacher reviews the proper written format for menus and recipes. The students then choose one of the recipes to prepare as the end product of their oral presentation.

## FOODS AND NUTRITION 12

### LIBRARY RESOURCES/RESEARCH STRATEGIES

#### Step One:

#### Medical Encyclopedias

- |                      |  |
|----------------------|--|
| REF<br>610-3<br>MAR  | <u>The Marshall Cavendish Illustrated Encyclopedia of Family Health, 1983.</u> |
| REF<br>610<br>FIS    | <u>Fishbein's Illustrated Medical and Health Encyclopedia</u>                  |
| REF<br>610<br>INT    | <u>International Family Health Encyclopedia</u>                                |
| REF<br>301.03<br>FAM | <u>Family Life and Health Encyclopedia</u>                                     |

#### Step Two:

#### ON RESERVE REFERENCE BOOKS (FOR DIET TIE-INS)

Consult these after you have chosen and found information on the disease.

- |              |  |
|--------------|--|
| REF<br>615   | <u>Goodhart, Robert S. Modern Nutrition in Health and Disease.</u>                     |
| 613<br>MIL   | <u>Miller, B.F. The Family Book of Preventative Medicine.</u>                          |
| 616<br>BET   | <u>Better Homes and Gardens Family Medical Guide.</u>                                  |
| 641.1<br>ESM | <u>Esminger, A.H. et al. Foods and Nutrition Enclopedia, 2 vols. Britannica, 1983.</u> |

Step Three:

BOOKS AND PAMPHLET FILES

LIBRARY NUMBERS: 600 TECHNOLOGY (APPLIED SCIENCES)

- 610's Medical Sciences
- 616 Diseases
- 640 Home Economics
- 641.1 Nutrition
- 641.5 Food, Drink - menus, recipes, etc.

Use the indexes on the cabinets for the vertical files and in the books on NUTRITION.

Some headings to look under are:  
DISEASE, DIET, NUTRITION, HEART DISEASE, DIABETES, CANCER, DIET IN DISEASE, etc.

Students'  
Presentations  
and  
Evaluations

1. The students are allotted 10 to 15 minutes to present their disease topic and show the diet implications. They are encouraged to use diagrams, transparencies, etc. Both the teacher and the teacher-librarian use oral presentation evaluation sheets for marking, OR the class can evaluate their peers using a simplified evaluation form.
2. The dish is presented and tasted by the class and the two teachers. It is marked on its taste, appropriateness, and appearance.
3. The written report is marked using the report evaluation sheet. The teacher marks the contents, the menu, and the recipes. The teacher-librarian marks the bibliography and the endnotes.

WRITTEN REPORT EVALUATION FORM

|  |          |
|--|----------|
| Health problem or disease (definition) | 5        |
| Symptoms                               | 10       |
| Causes                                 | 10       |
| Diet Implications/Other problems       | 10       |
| Menu                                   | 10       |
| Recipes                                | 10       |
| Bibliography                           | 5        |
| Endnotes                               | 5        |
| Title page or Extra                    | 5        |
| <hr/>                                  |          |
| Total                                  | 70 marks |

### Suggestions and Constraints

In the first run-through of this major assignment a video camera was available and the oral reports were taped for presentation at the school's Open House night. Students enjoyed this as it helped them to relax and gave them a chance to redo parts of their oral presentation. Everyone is a "closet actor" at heart!

One of the weaknesses in the assignment was that the reading level of some of the materials is very high and the students are often not academic and therefore may experience reading difficulties. Some students chose diseases with vague diet implications and found resources hard to find. Another weakness was that some evaluation procedures had to be readjusted for conditions which had fewer symptoms and diet tie-ins.

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### DIET IN DISEASE

#### SELECTIVE BIBLIOGRAPHY

Books on many diseases are not included as special subject encyclopedias were used for the disease syndromes, and books were only consulted if adequate descriptions were lacking in the encyclopedias.

- 
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- \*Palmer, R.L. Anorexia Nervosa: a Guide for Sufferers and their Families. Harmondsworth: Penguin Books, 1980.
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- \*Simon, Nissa. Don't Worry, You're Normal: A Teenager's Guide to Self-Health. New York: Thomas Y. Crowell, 1982.
- Thibaudeau, Geraldine. Diabetic Cookbook. Agincourt: Gage, 1975.
- \*West, Betty M. Diabetic Menus, Meals and Recipes. Garden City: Doubleday, 1959.
- Wholesome Diet. Alexandria: Time-Life Books, 1981.

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\*Denotes books currently in print (Books in Print, 1986/87) (Canadian Books in Print, 1985).

# THE SIGNIFICANCE OF INTERNATIONAL COOKERY: A Cooperatively Planned Unit

by **THORIE WHYTE**, home economics teacher, and **YOSKYL WEBB**, teacher-librarian, Sutherland Secondary School, North Vancouver District (#44)

This is a teacher-initiated unit which utilizes a standardized district planning model.

## 1. Objectives (Goals):

The student will:

Develop an understanding of other cultures.

Have an increased awareness of the impact of climate and geography on nutrition standards.

Use a section of the library pertaining to Home Economics.

Select, prepare and present a recipe from a country different from Canada.

## 2. Skills:

Finding information using indexes (card catalogue, Reader's Guide and National Geographic)

Skimming and scanning.

Note-taking and report preparation.

## 3. Resources (Available/Needed):

Preselected list of books. (Macdonald series, encyclopedias, Time-Life series, atlases, etc)

Picture file to assist in oral presentation.

Ethnic cook books.

Community restaurants.

Oven ware background.

Filmstrip: Cook Your Way Around the World.

## 4. Activities:

Preparation of a written report.

Preparation and delivery of a one-minute oral presentation.

Selection, preparation of one recipe typical of the country chosen, with sufficient samples for each member of the class.

## 5. Evaluation:

Written report: content and preparation.

Oral presentation.

Sampling of food.

Student development: enthusiasm for sampling and willingness to try foreign food.

## A. PROCESS OF PLANNING.

1. The Home Economics teacher decides to assign an independent study project to each student in the grade 8 class, utilizing the topic "International Foods"

2. The teacher and teacher-librarian meet to plan the approach; time allocation, method of reviewing information retrieval techniques with students.

3. The teacher and teacher-librarian review library materials available and generate a bibliography of books from which students may choose a specific country to study. Ability levels of students are identified when generating this list.

4. The teacher and teacher-librarian set up a time line involving library; teacher-librarian time, and library time is booked.

5. The teacher introduces the assignment; the teacher-librarian introduces the activities in the library /resource centre.

6. The students work with the teacher-librarian in the library resource centre on information retrieval techniques; the teacher works with the students on writing techniques and content.

7. The students may borrow materials on an overnight loan basis upon completion of scheduled in-library time.

## B. ACTUAL PLAN

### Period one:

The teacher introduces the project and distributes the assignment and bibliography. The following are discussed:

-type of assignment.

-date due: amount of students' own time that will be necessary.

-difference between "recipe" and "menu".

-expectations for use of materials and standard of work, etc.

-view the filmstrip Cook your way around the world

-students choose the country on which they wish to do their report.

### Period two

The class assembles in the library and the teacher-librarian discusses:

- library materials
- card catalogue
- encyclopedias
- cook book series

### Period three

The whole class assembles in the library to complete the gathering of information for the written report. (Last of the two planned library sessions.) The recipe to be made at home is also chosen.

Students sign up for one of two presentation days (half class per day based on 24 students.) A time lapse of about one week is allowed for students to complete written report, plan their oral report and prepare their product for sampling. This also allows time for shopping for the recipe, etc. Ideally the student will do the shopping or at least accompany the grocery purchaser.

### Periods four and five

Presentations: the food is presented buffet style. Oral presentations are given by the students and the class samples the recipes.

#### **Student evaluation:**

1. Written report (10)  
content, assignment headings, presentation, spelling, grammar and neatness.
2. Oral presentation (10)  
highlights considered of interest to class. (substance) length: 1-2 minutes
3. Practical (10)  
tasting product with sufficient samples for each class member.  
appearance, presentation of recipe.  
choice of product.  
representative of country.  
sample that students will want to and/or willingly sample (student acceptability)

#### **Primary Resources:**

-Macdonald Educational series of the following countries:

- Belgium
- Brazil
- Caribbean
- China
- Eastern Europe
- France
- Great Britain

- Greece
- India
- Israel
- Italy
- Japan
- Mexico
- Middle East
- Netherlands
- Scandinavia
- Soviet Union
- Spain
- United States
- West Germany

The series has a colourful section devoted to Food and Cooking.

-International cookery books.

## **INTERNATIONAL FOOD PROJECT**

### **1. WRITTEN WORK - 1 page - single spaced**

- a) Introduction to country - 2 sentences.
- b) List of foods grown in the country.
- c) Staple foods (a list) eaten by people of the country.
- d) List religious or other special holidays and any foods that are especially associated with the special day
- e) One (1) complete meal menu for 1 day - written out.

### **2. PRACTICAL WORK**

Choose one recipe that represents the typical foods eaten in the chosen country.

- (a) Write out a copy of this recipe (ingredients and method) to be prepared at home.
- (b) This product will then be brought to school on the day of your presentation, to be shared with the class. (Recipe should be big enough for each student to have a small sample.

### **3. ORAL PRESENTATION**

On the day of your presentation, you will tell the class a little bit about your country by choosing items of interest from your one page written report. You will do this by listing the points you want to tell the class on a recipe card or separate sheet of paper, which will be handed in along with your written report on presentation day.

# EASY-READS "FIT" IN THE SECONDARY SCHOOL

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

Easy-reads have their place in the primary library shelves. Their multi-coloured images and simple, striking words delight those who are just beginning to enjoy language and ideas. How, then, can I justify Chin Chiang and Mousekin in the secondary environment, where my sophisticated seniors would never readily pick up a book with a hole in it, munched by a Hungry Caterpillar, or feel the embossed web of The Very Busy Spider? Or would they?

My enthusiasm and joy for our best of quality easy-reads led me to scheme ways of introducing them to the secondary shelves.

**Art at all grades:** Our Art students are constantly seeking inspirational images from fantasy to collage. Frederick the Mouse, Have You Seen Birds? and Snow White can well supply those shafts to the inner eye which translate into personal image and interpretation. Our Art teachers are delighted with the availability of such images, and our art displays are highly commended.

**English 8:** Myths and legends become alive when our grade eights study from books such as Opie's Nursery Rhymes and Steel's English Fairy Tales; books which they have not too long ago shared in primary school. Is grade eight really very far away from grade one? I have seen a grade eight student chirrup with delight on being handed Mother Goose, self-silencing with realisation that it might not be quite right to show such joy in high school (May we never cease to delight in our childhood friends!)

**Drama at all grades:** Our Drama students write and act out simple actions to perfect their theatre techniques. We have given seniors Humpty-Dumpty and Three Blind Mice and seen them developed into high drama.

**Family Management 11/12:** On one unit on pre-schoolers and day-care, and how children learn, our senior students are introduced to the best of easy-reads. With graphic example, we try to re-install in our students the sense of wonder, laughter and rhythm to be

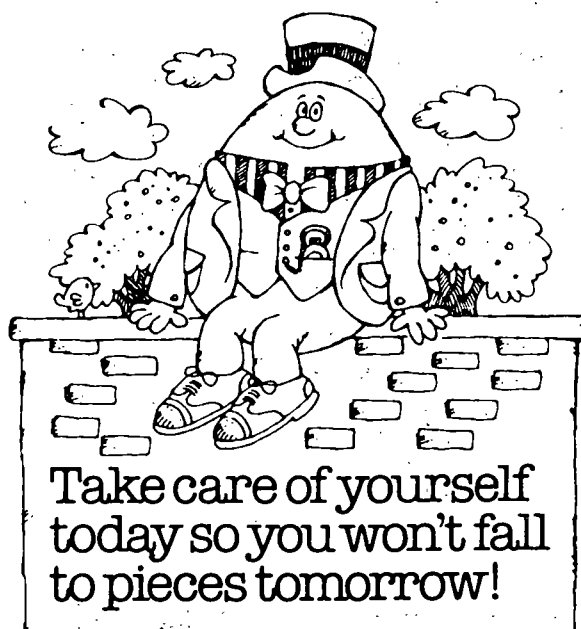
found in repetitive books like Where Are You Going, Little Mouse?, Aesop's Fables, Snow White and Rumpelstiltskin.

The Family Management teacher and the teacher-librarian gathered together easy-reads from home and public library and "book-talked" them to our Family Management 11/12 class in the Library.

We outlined the purpose of booksharing; that is, that it builds good relationships; it helps to extend vocabulary and language; it enriches experience by interactive, not passive, viewing; it extends the child's image; and makes books become friends for life.

We demonstrated some different types of books: board, cloth, activity (lacing, buttoning) and books.  
good illustrations.  
good language, poetry, joy in words.  
nursery rhymes, fables, background to language, violence and death within acceptable bounds.  
good clear print, recognition of symbols.  
good ethics, morals, GOOD triumphs.  
video tie-ins, such as Wind in the Willows, Winnie-the-Pooh.

We suggested to our students, when they had the opportunity to work with small children that they should find a comfortable chair in a quiet, warm corner with good lighting, choose a friendly book and read it to and with the child sitting close - create a quiet sharing time on a one-to-one basis.  
How better could I justify having easy-reads in a secondary library!



# PREMIER'S SPORTS AWARD: MORE KIDS MOTIVATED THAN EVER BEFORE

"Fitness survey indicates drop in youth fitness.."1

"..the news on fitness is not good.."2

"Only 1 out of 18 youths is considered active..."3

Not a day goes by when a teaching professional is not confronted with statements declaring that fitness levels are dropping dramatically as youth move into adolescence or that youth in Canada are less fit than the "Swedes". In the midst of these negative facts and figures we would like to congratulate the teachers of this province because according to **The Premier's Sport Award Program** there are : **MORE KIDS MOTIVATED THAN EVER BEFORE!**

**PARTICIPATION** in the Premier's Sport Awards basic skill learning program is soaring. Last year was our best year ever, with an all-time time high of 200,000 participants, 800 registered schools and 2,000 registered teachers. And we have only just begun! There has been a tremendous interest and growth in soccer, gymnastics, volleyball and basketball programs.

Orienteering has also generated more interest as teachers discover its unique quality of combining fun, fitness and intellectual challenge. Schools are taking advantage of the free crests and the children are enjoying the colourful woven crests which recognize and reward their participation and achievements.

By definition, **The Premier's Sport Awards Program** is a flexible activity program designed to help teachers, coaches and instructors, teach children ages **eight to thirteen**, their basic sport skills. It is on a non-competitive, individual skill mastery system developed for nine different sports.

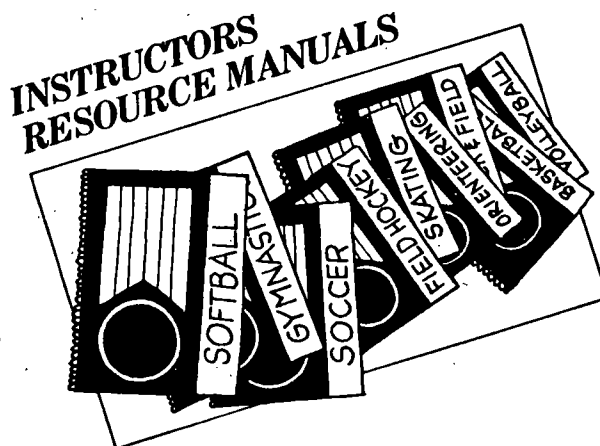
- \*ORIENTEERING
- \*GYMNASTICS
- \*VOLLEYBALL
- \*BASKETBALL
- \*FIELD HOCKEY
- \*SOCCER
- \*TRACK AND FIELD
- \*ICE SKATING
- \*SOFTBALL

The Program is comprised of three components:

1. **Resource Manuals:** packaged in a "cook-book" style approach which contain detailed lesson plans, skills challenges, record sheets and Award Application Forms.
2. **Skill Posters:** graphic illustrations of children performing sport specific skills.
3. **Motivational Crests:** based on a six level skill mastery system.

In addition to the skill level crests we also offer three special crests - the **Instructor**, the **Merit** and the **NEW Peer Tutor** crest. The instructor crests are for those instructing the program. The merit crests are for those children who have not quite reached the first skill level and yet their efforts are worth recognizing. The Peer Tutor crests acknowledge those participants who are achieving superior results in the Premier's Sport Awards Program and are willingly extending their reach to help their peers improve their basic sport skills. The Peer Tutor crest has its own unique design to complement the skill level crests.

The Premier's Sport Awards Program is the perfect complement to the new federal initiative: **Quality, Daily Physical Education**. The Program's resources are designed for the **generalist** teacher and they provide not only a series of progressive skill development lesson plans, but also a fitness component, supplementary drills and numerous activities. It's a complete activity package.



The popularity of the Premier's Sport Awards Program within British Columbia has prompted us to share our program with other provinces and territories. It is quite an exciting venture and so far the response has been positive.

The Premier's Sport Awards Program is here for you. The resource materials are flexible in order to accommodate both the children's needs as well as your own personal program's needs.

Premier Sports is on the move and we welcome you to join us. To become involved simply:

1. Contact our office and enquire about the free registration and information package.
2. Complete a registration form and return it to our office.
3. Receive a Challenge Kit as a registered instructor.
4. Introduce the Program to your students and begin your instructional unit.
5. Conduct the Challenge Test.
6. Complete the Awards Application Form and mail it to us.
7. Your awards are sent first class mail the same day your application is received!

So... let's set aside those weary statistics and start feeling good about the positive influence we can have on motivating children to be physically active.

Bryna, Jennifer, Kay and Wilf

Premier's Sport Awards Program  
1200 Hornby Street,  
Vancouver, B.C. V6Z 2E2  
604-681-2468

- 1 CAHPER, March/April, 1987.
- 2 CAHPER, QDPE, 1987.
- 3 Canadian Symposium on Youth Fitness, 1985.



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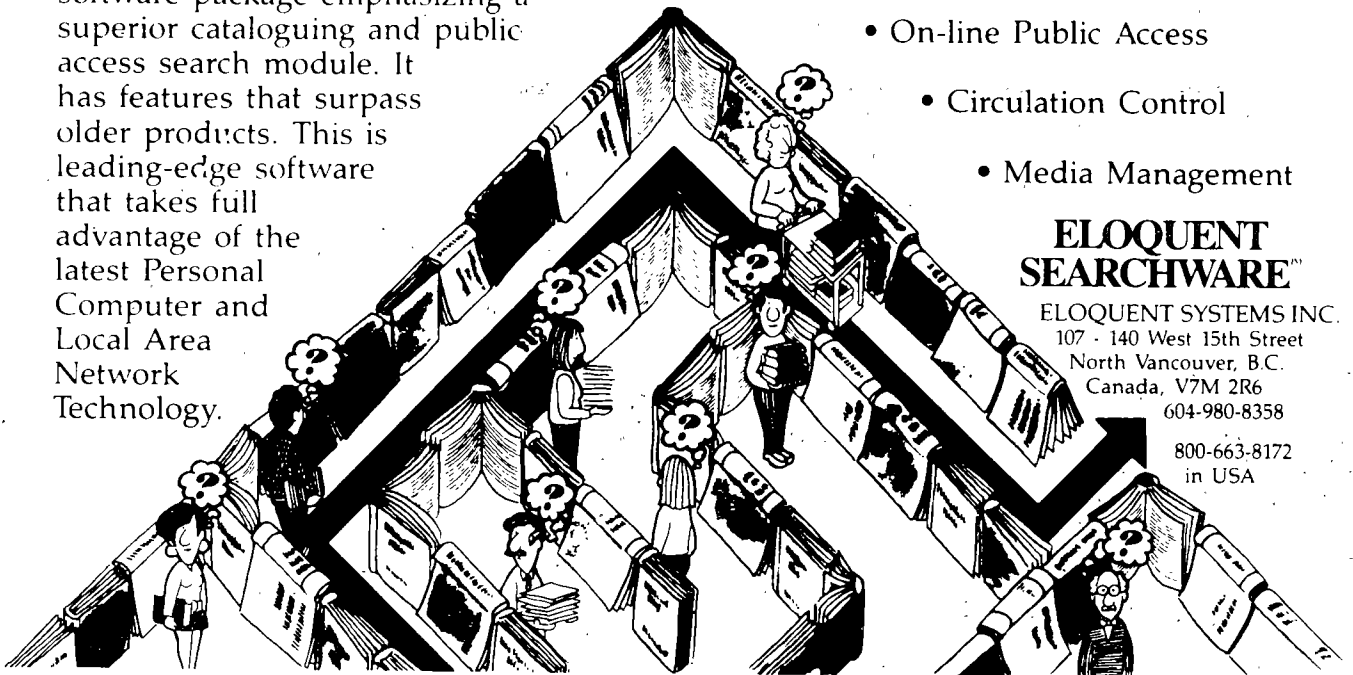
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# LIBRARY COMPUTER AUTOMATION PROJECT

by **MARGARET MANNING**, teacher-librarian  
Black Mountain Elementary School and **DON  
RAMPONE**, teacher-librarian, Raymer  
Elementary, Central Okanagan District (#39)

Several years ago, with the introduction of computers in our schools, we began looking for ways to make the computer work for us. We started using word processing, data base and spread sheet programmes in our libraries to make the administration of our facilities more efficient. For two years we used computer programmes to generate card sets for the card catalogue and label sets for the circulation cards. This was a temporary measure as we were looking at the computer as some day being the "card catalogue" and circulation control, not just producing the cards and labels. During these two years we began our search:

1. Could we find a microcomputer system that would suit the needs of a school library?
2. What jobs could the computer do and not do for us?
3. How could our administrative jobs be more efficient, therefore providing extra service to our patrons.
4. What time savings could be generated by a computer system?
5. How could we convert our existing card catalogue to a computerized one?
6. How could we find the funding for the hardware and for the clerical time to conduct the conversion?
7. What recommendations could we make to other schools within the district?

## EVALUATION

### 1. System for our needs:

Searches were made of commercial programmes designed for both school and public libraries. Information was gathered and arrangements were made to have three of the systems demonstrated to us. These three systems appeared to meet all the needs of our school libraries:

- 1.1 Mac the Librarian - Castlegar Computers (Apple)
- 1.2 Gen Cat - Eloquent Systems (IBM)
- 1.3 Mandarin - Alberta Book (IBM)

A fourth system, Ocelot, was being tried by the Vernon School District. Considerations for selection included cost of

the system, expandability and versatility, service availability and reputation of the dealer. The Mandarin system, distributed by Alberta Book was independently chosen by the three pilot schools.

### 2. Jobs / Functions:

Two main areas for computerization were identified:

- 2.1 The card catalogue (index)
- 2.2 Circulation control (loans, returns, holds, overdues, reserves, fines)

Some difference of opinion exists as to the main reason for computerization. Circulation systems (bar coding and light scanners) have been around for several years. These programmes could operate on existing Apple //e computers. Card catalogue systems, however, need the more complex hard disk systems that did not operate on our computers. These same card catalogue systems would also take care of the circulation procedure as a bonus.

### 3. Efficiency:

#### 3.1 Card Catalogue

Our total collection is now accessible by the simple use of single-word searches. Any word in any position can be searched for with almost instant success. This includes authors, titles, subjects, subtitles, illustrators, publishers, copyright year, series, and any other fields as desired. These searches allow for many different points of view to be accommodated. More complex searches can be conducted using And/OR strategies. Printed bibliographies can be very quickly prepared with no extra work. New materials can now be prepared for circulation within minutes of acquisition.

#### 3.2 Circulation

In times of increased demand for resources coupled with a decreased ability to supply these resources we need to make more efficient use of existing materials. The barcoding and subsequent use of optical scanners allow for efficient and accurate control of our resources. Instant retrieval of loans, overdues, fines and borrower information is now available with no extra work.

### 4. Time-saving:

- 4.1 No preparation of card and label sets.
- 4.2 No filing of cards in a card catalogue
- 4.3 No filing of borrowers' cards
- 4.4 No carding of returned books
- 4.5 Easy bibliography preparation
- 4.6 Quick and easy inventory procedures
- 4.7 Better and easier circulation control, e.g. overdues, student transfers, reservations and holds.

## 5. Conversion:

Three methods of conversion were considered:

5.1 Commercial conversion services.

5.2 Laser disk conversion (Library of Congress)

5.3 Manual conversion.

We chose the laser disk conversion process. With the purchase of a CD ROM player and the Bibliofile Laser disk set we were able to access approximately three million titles catalogued by the Library of Congress. By down-loading these into our system we were able to catalogue 65 - 70% of our collection. The remainder were catalogued manually.

## 6. Funding:

### 6.1 Proposal (for each school)

Hardware: IBM - AT type computer, 20 megabyte hard disk drive, printer, light pen.

\$4500

Software: programme, training and updates to the programme.

\$2500

Clerical time: 400 hours at approximately \$10/hour (Based on three minutes per item for a collection of 8000 titles. \$4000

Supplies: Barcode labels @ \$40/1000.  
\$500

An application was made to the 1986-1987 Funds for Excellence programme to fund 6 schools to try the conversion. Slightly less than one-half that funding was granted to us. By requiring each pilot school to provide 100 hours of clerical time we were able to do pilot projects in one secondary and two elementary schools.

6.2 Expenditures: The only change to our proposal was that \$1500 was taken from the clerical budget to purchase a CD-ROM laser disk player to speed up the conversion process.

## 7. Recommendations:

7.1 Mandarin system - A well-organized training program immediately prior to installation is a must. Training on the IBM system should be mandatory. A toll free number for troubleshooting is absolutely necessary. The speed of an "AT - type" computer is especially important with this system. The software does accomplish what it claims, however it could be more user friendly. The documentation must be made available before the start of a conversion project.

7.2 Card catalogue and circulation functions - Computerization is not recommended if circulation control is the only job to be made more efficient because the same amount of work could produce an on-line catalogue. Such a catalogue is highly recommended.

7.3 Efficiency - To allow for multi-users of our system a minimum of three terminals should be provided. Two terminals could be used for card catalogue access and one for input and circulation control.

7.4 Time saving - The time saved performing technical tasks must be spent maintaining the system and training and assisting users.

7.5 Conversion - There must be a trained teacher-librarian with some computer knowledge available before, during and after the installation. For our systems, at least one hundred hours per library of teacher-librarian time was devoted to getting the system up and running. Bibliofile (the CD-ROM system) should be used as it allows for complete MARC records. An in-district contact person with expertise in hardware and software systems should be available during the conversion process. Converting during the summer is highly recommended.

7.6 Funding - There should be some additional funding made available for the acquisition of extra terminals once the system is operational. A printer is necessary, but it need not have a wide carriage. If possible the clerical assistant in the school should be involved in the conversion process from its inception. Clerical funding for this project should be based on three minutes per item to be converted. Commercially produced barcodes should be purchased as the quality is superior to what can be produced in house. These should be tested with the software and hardware chosen.

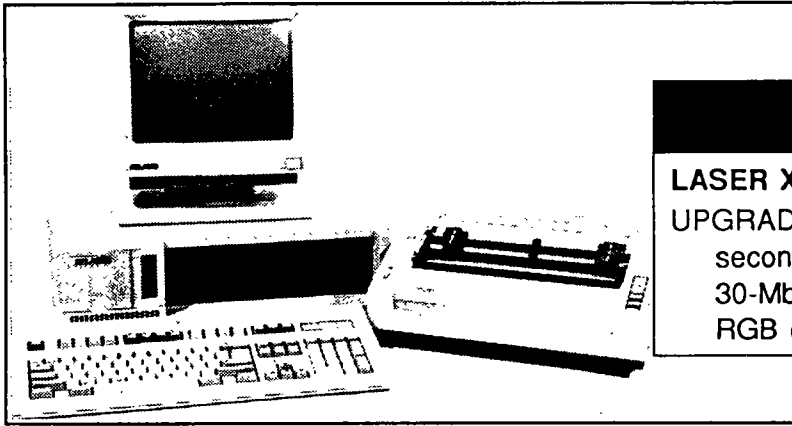
## SUMMARY

All schools would benefit from conversion to a computerized library catalogue and circulation system.



# Computer Choice

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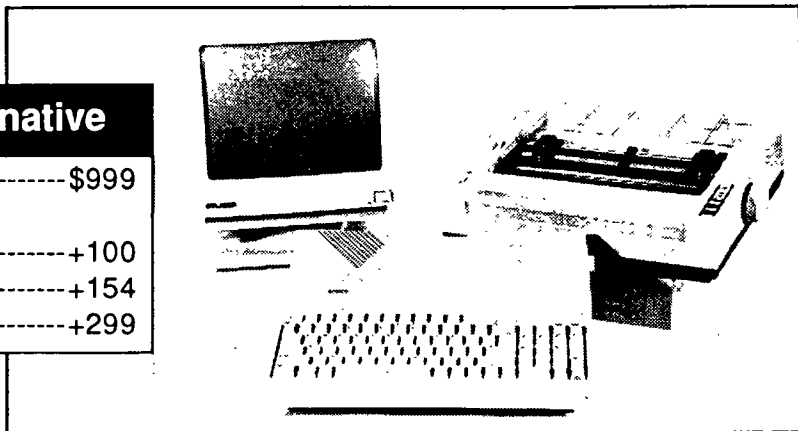
|                          |      |
|--------------------------|------|
| second floppy drive----- | +158 |
| 30-Mb hard drive-----    | +554 |
| RGB color-----           | +299 |

### The Apple IIc/IIe/IIgs Alternative

LASER 128, monitor & printer-----\$999

#### UPGRADES:

|                          |      |
|--------------------------|------|
| 128EX-----               | +100 |
| second floppy drive----- | +154 |
| RGB color-----           | +299 |



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## COMING IN SPRING!

# ONCE UPON A TIME: ILLUSTRATIONS FROM CANADIAN CHILDREN'S BOOKS

**Once Upon A Time** is an exhibition which will reveal and document through original art and supportive programming the significant role that contemporary children's illustrations play in Canadian art, culture, literature and education.

Art in children's books has functions beyond the obvious one of illustrating the story. It introduces the artist's vision and version of life to the reader as it raises and enlarges children's consciousness to art. It provides an important element in the process of developing artistic discernment. In conjunction with the written text, illustrations create and provide the foundation for a child's visual education. Illustrations become an extension into language and a world of imagination.

Memorable book art for young readers not only records the story but elaborates on it as well. The consumation of the two art forms function in harmony to create a world that the artist visualizes from the storyteller's concepts. Artists relate children's life experiences through their pictures.

It is important that children and adults recognize and become acquainted early with the company of Canadian artists whose skills are developed in response to a Canadian milieu. The picture-book is often a reflection of a country's literature for children. It reflects in simplified forms native themes and concerns. The picture-book is a condensed literary and artistic genre, its concentration of form and content portrays in bold relief the concerns of a nation.

The exhibition will be a selected survey from 1980 to the present of approximately 25 contemporary Canadian artists/illustrators of children's books and their current works. In addition, the exhibition will have on display historical children's books from the Arckly Rare Book Collection at UBC.

Although all these artists share the ability to authenticate the written word through illustration, each has his own sensibilities and style.

The mediums and techniques used by the artists are as varied as the themes and subject matters they explore. Ken Nutt's controlled pencil drawings create the roly-poly cat named Zoom who travels to far off places. Barabara Reid's textured landscapes produced from



plasticine show us the warm and primal affinity we as humans have for new-born animals. Stephane Poulin's style of fine art painting leads us through the distinct urban setting of Montreal. Marie-Louise Gay's outrageous cartoons dazzle our imaginations and Takasima's subtle washes reminds us of a dramatic period in Canadian history.

Canadian illustrators have been producing quality work since 1859 when Amelia Frances Howard-Gibbons created the first Canadian picture book. In 1971, an illustration award was established in her honor followed in 1979 by the Canadian Council illustration award and the ongoing excellent work of the Children's Centre. There has never been an exhibition of contemporary Canadian illustrators in Vancouver or in fact in Canada - **Once Upon a Time** will help give the long-awaited public recognition to these artists.

The recent revival of Canadian children's books parallels the overall resurgence of indigenous publishing. **Once Upon A Time** will seek not only to represent the illustrator but also the publishing houses who have seen the need and helped develop both a national and international audience for an indigenous art and product.

Through balanced programming and exhibitions such as this, the Vancouver Art Gallery continues to contribute to the ongoing dialogue between children, family, community and cultural institution. This exhibition will provide an aesthetic, social and literary reference point and frame work for future community and family oriented exhibitions and programmes.

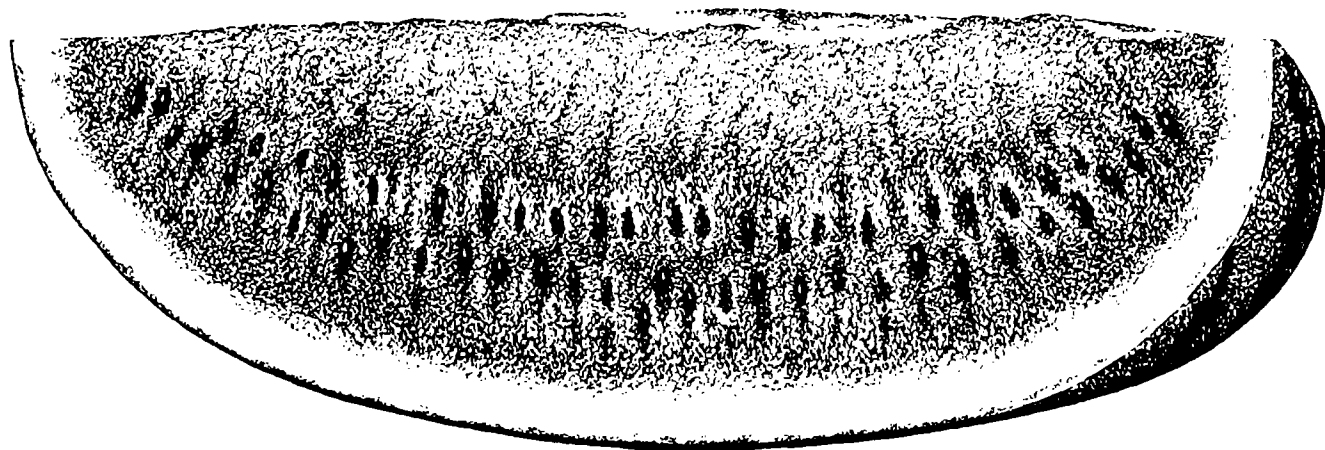
**Once Upon A Time** will be an exhibition that will reaffirm the Vancouver Art Gallery's policy of exhibiting works of Canadian artists with an appeal and accessibility of a wide audience.

The exhibition will be accompanied by a catalogue for both adults and children.

## ONCE UPON A TIME: ILLUSTRATORS, BOOKS AND PUBLISHERS.

1. Warabe Aska, Illustrator  
Aska, Warabe, Who Hides in the Park. Montreal: Tundra Books, 1986.
2. Philippe Beha, Illustrator  
Book or illustration yet to be decided but will be in exhibition.
3. John Bianchi, Illustrator  
Levchik, Helen. The Dingles. Vancouver: Greenwood, Douglas & McIntyre, 1985.
4. Ann Blades, Illustrator  
Alderson, Sue Ann. Ida and the Wool Smugglers. Vancouver: Douglas & McIntyre, 1987.
5. Elizabeth Cleaver, Illustrator.  
Cleaver, Elizabeth. The Enchanted Caribou. Toronto: Oxford, 1985.  
  
Cleaver, Elizabeth. ABC. Toronto: Oxford, 1984.  
  
Retold by Toye, William. The Mountain Goats of Temlaham. Toronto: Oxford, 1969.  
  
Retold by Toye, William. How Summer Came to Canada. Toronto: Oxford, 1969.
6. Lindee Climo, Illustrator  
Climo, Lindee. Chester's Barn. Montreal: Tundra, 1982.
7. Victor Gad, Illustrator  
Wynne-Jones, Tim. Mischief City. Vancouver: Greenwood, Douglas & McIntyre, 1986.
8. Laszlo Gal, Illustrator  
Retold by Maloney, Margaret Crawford. Hans Christian Andersen's The Little Mermaid. Toronto: Methuen, Children's Books, 1983.  
  
Collins, Megan. The Willow Maiden. Vancouver: Greenwood, Douglas & McIntyre, 1985.
9. Marie-Louise Gay, Illustrator  
Lee, Dennis. Lizzy's Lion. Toronto: Stoddart, 1984.
10. Ted Harrison, Illustrator  
Service, Robert W. The Cremation of Sam McGee. Toronto: Kids Can Press, 1986.
11. Dayal Kaur Khalsa, Illustrator  
Kaur, Khalsa, Dayal. I Want a Dog. Montreal: Tundra, 1987.
12. Maryann Kovalski, Illustrator  
Kovalski, Maryann. Brenda and Edward. Toronto: Kids Can Press, 1984.
13. William Kurelek, Illustrator.  
Kurelek, William, A Northern Nativity. Montreal: Tundra, 1976.  
  
Kurelek, William. A Prairie Boy's Summer. Montreal: Tundra, 1975.  
  
Kurelek, William. A Prairie Boy's Winter. Montreal: Tundra, 1973.

14. Kim La Fave, Illustrator  
Retold by Carole Spray. The Mare's Egg. Scarborough, Ontario: Camden, 1987.  
  
Saltman, Judith. Goldie and the Sea. Vancouver: Groundwood, Douglas & McIntyre, 1987.
15. Robin Baird Lewis, Illustrator  
Stinson, Kathy. Red is Best. Toronto: Annick Press, 1982.
16. Michael Martchenko, Illustrator  
Morgan, Allen. Matthew and the Midnight Money Van. Toronto: Annick Press, 1987.
17. Robin Muller, Illustrator  
Muller, Robin. The Sorcerer's Apprentice. Toronto: Kids Can Press, 1985.
18. Ken Nutt, Illustrator  
Wynne-Jones, Tim. Zoom Away. Vancouver: Groundwood, Douglas & McIntyre, 1985.
19. Catharine O'Neill, Illustrator  
O'Neill, Catharine. Mrs. Dunphy's Dog. Markham, Ontario: Viking, 1987.
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Patkau, Karen. Ringtail. Toronto: Oxford, 1987.
21. Richard Pelham, Illustrator  
Finnigan, Joan. Look! The Land is Growing Giants. Montreal: Tundra, 1987.
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Poulin, Stephane. Can You Catch Josephine? Montreal: Tundra, 1987.
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# CANADIAN LITERATURE IN THE CLASSROOM: Random thoughts and an informal bibliography.

by M. LITCH,  
Doctoral candidate, studying Canadian children's literature.  
Nanaimo School District (#68)

My experience has been that children very much like the idea of "owning" authors. I make a point of telling as much as possible about authors in Canada. Frequently children have lived or travelled where the author lives (or writes). Further, the characters, settings and situations are Canadian - in some interesting and indefinable way this touches the hearts of the Canadian child.

The most successful authors with grades 6 and 7 have been: Brian Doyle, Monica Hughes, W. W. Katz, Jean Little, Janet Lunn, O. R. Melling and S. Martel. Middle grades read Doyle, Hughes, Montgomery and Korman.

The most popular "Easy" is Robert Munsch. This is partly because I am a great fan and read Munsch to kindergarten through grade 7, and to parents' groups!

I use Stott's ideas about "reading" illustrations and read picture books to every grade. I make a point of using and teaching vocabulary of bibliography, illustrators and part of book (especially dedications) to all grades - kindergarten to seven.

The result is a further sense of ownership and pride; the child's ability to discriminate is enhanced. For example, a parent tells me that when she reads to her 6 year old, the child insists on knowing who the illustrator is before starting.

Another parent tells me that her kindergarten child pointed out to her how well the colors of the end papers matched the illustrations - using this vocabulary!

I overhear students recommending Jean Little and Janet Lunn and O.R. Melling and S. Martel. They discuss the differences between these authors; they compare them and talk about characters; where the authors are from, and speak knowingly about which are these authors' newest releases.

All of this gives children a sense of possession - of being a part of books - of being in control because they know something before they even read. Further, when they have had an opportunity to meet authors, students are motivated to read and try different genres.

One of the most significant things about Canadian children's literature is that it has, to a large extent, avoided the American "problem novel" syndrome. For the most part, our authors are pursuing universal themes and are creating rich, textured literature, readable by all age levels. Many of my teachers and parents read Melling, Lunn, Little, Martel and Hughes. Canadian children's literature is distinctive in that it explores the mystical, probes the mysterious and cyclical nature of life, and thus examines the maturing process.

In my opinion, O.R. Melling is head and shoulders above the others. In time, I think we shall see she is a touchstone for this period in our literature.

Canadian children's literature has more to offer - and we owe it to our students to be sure they partake of their own cultural riches.

I have had success with all these authors and titles - this list is only a beginning.

Andrews, Jan. Very last first time. Toronto: Greenwood, 1985. (E)

Alderson, Sue Ann. The Not impossible summer. Toronto: Clarke, Irwin, 1983. (E)

Alderson, Sue Ann. Bonnie McSmithers is at it again! Edmonton: Tree Frog Press, 1979. (E)

Blades, Ann. Mary of Mile 18. Montreal: Tundra, 1971, also A Boy of Tache,

Clark, Joan, The Hand of Robin Squires. Ontario: Penguin, 1977.

Cleaver, Elizabeth. An ABC. Toronto: Oxford, 1984. (E)

Collura, M.E. Winners. Saskatoon: Western Producer Prairie Books, 1984.

Doyle, Up to low. Vancouver, Greenwood, 1982.

Doyle, Brian. You can pick me up at Peggy's Cove. Vancouver: Greenwood, 1979.

Doyle, Brian. Hey Dad! Vancouver, Douglas & McIntyre, 1978.

- Doyle, Brian. Angel Square. Vancouver: Greenwood, 1984.
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- Halvorson, Marilyn. Cowboys don't cry. Toronto: Irwin, 1984.
- Harrison, Ted. A Northern alphabet. Montreal: Tundra, 1982.
- Hill, Douglas. Deathwing over Veynas.
- Hughes, Monica. The Keeper of the Isis light. London: Hamish Hamilton, 1980.
- Hughes, Monica. Beckoning lights. Edmonton: LeBel, 1982.
- Hughes, Monica. The Guardian of Isis.
- Hughes, Monica. Earthdark.
- Hughes, Monica. The Tomorrow city. London: Magnet, 1982.
- Hughes, Monica. Devil on my back. New York: Atheneum, 1984
- Hughes, Monica. Blaine's way. Toronto: Irwin, 1986.
- Hunter, Bernice Thurman. That scatterbrain Booky. Ontario: Scholastic, 1981
- Houston, James. Frozen fire. New York: Puffin, 1977.
- Hudons, Jan. Sweetgrass. Edmonton, Tree Frog, 1984.
- Katz, Welwyn Wilton. Witchery Hill. Vancouver: Greenwood, 1984.(?)
- Korman, Gordon. This can't be happening at Macdonald Hall! New York: Scholastic, 1978., also The war with Mr. Wizzle. I want to go home
- Lee, Dennis. Alligator pie. Toronto: Macmillan, 1984.
- Little, Jean. Mama's going to buy you a mockingbird. New York: Puffin, 1984.
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- Little, Jean. Home from afar.
- Little, Jean. Different dragons. Markham, Ontario: Viking Vestral, 1986.
- Lunn, Janet. Shadow in Hawthorn Bay. Toronto: Lester & Orpen Dennys, 1986.
- Mackay, Claire. Exit Barney McGee. Ontario: Scholastic, 1979.
- Mackay, Claire. The Minerva program. Vancouver: Lorimer, 1984.
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- McNeil, Florence. All kinds of magic. Vancouver: Greenwood, 1984
- Martel, Suzanne. The King's daughter. Vancouver: Greenwood, 1980.
- Martel, Suzanne. City under ground. Vancouver, Greenwood, 1982.
- Melling, O.R. Druid's tune. Toronto: Penguin, 1983.
- Melling, O.R. The Singing stone. Markham, Ontario: Viking Vestral, 1986.
- Montgomery, L.M. Anne of Green Gables. Toronto: Seal, 1908.
- Montgomery, L.M. Emily of New Moon. Toronto: McClelland, 1985.
- Munsch, Robert. David's father. Toronto: Annick, 1985. also Love you forever. Thomas' snow suit.(E)
- Nichols, Ruth. A Walk out of the world. New York: Harcourt, Brace and World, 1969.
- Richards, Jack. Johann's gift to Christmas. Vancouver: Douglas, 1972. (E)
- Smucker, Barbara. Underground to Canada. Toronto: Clarke, Irwin, 1977.
- Smucker, Barbara. White mist. Toronto: Irwin, 1985.
- Smucker, Barbara. Amish adventure. Toronto: Penguin, 1984.
- Speare, Jean. A Candle for Christmas. Vancouver: Douglas & McIntyre, 1986. (E)

Stinson, Kathy. Red is best. Toronto: Annick, 1982. (E)

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Wallace, Ian. Chin Chiang and the dragon's dance. Vancouver: Douglas & McIntyre, 1985. (E)

Walsh, Ann. Your time, my time. Victoria: Porcepic, 1984.

Wilson, Eric. The Kootenay kidnapper. Toronto: Totem, 1983.


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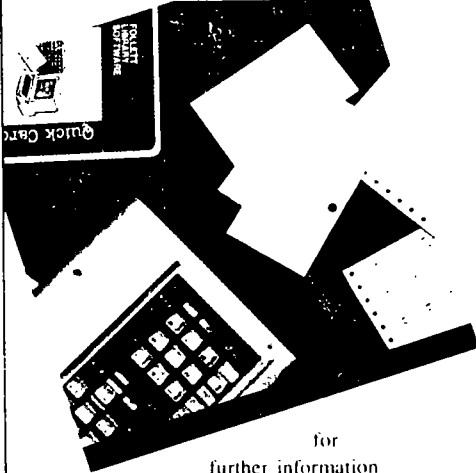
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# SUCCESSFUL LOBBYING TECHNIQUES

by MARY J. LEMESSURIER, Ministry of  
Culture for the Government of Alberta, 1979  
-1986

(Reprinted with permission from Canadian Library  
Journal, August, 1987)

In her book Yes We Can! How to Organise Citizen Action, Elizabeth Amer states: "Lobbying is an activity I can't recommend for citizen action groups. It works best when both parties are equally powerful. Citizen groups are organised primarily because they do not have sufficient power to influence the course of events.

In the United States, the term "lobbying" has taken on an almost sinister meaning. It conjures up the image of slick, smooth, fast-talking types who contract out their services, put on gala cocktail parties, and lavish gifts on legislators.

In Canada, large interest groups pay regular visits to legislators whom they hope to influence. In many cases, large corporations will act on their own, outside of these interest groups, to discuss matters of concern. Which organization has more influence - the Consumers' Association of Canada or Imperial Oil Limited?

It is useful to consider these diverse opinions. Lobbying may be only as effective as you think it will be.

## WHAT IS LOBBYING?

Based on the traditional right of an aggrieved citizen to petition the monarch, lobbying has its roots in the early history of both England and the United States. Individuals representing a certain interest would wait in the lobbies of Parliament or the Senate and buttonhole the legislators as they left in order to give their arguments as to how voting should take place.

John Fisher in his book Money Isn't Everything offers the following definition of lobbying: "A lobby is a well organized, ongoing series of communications with all levels of government. Its aim is to persuade governments to start new policies, change existing ones, or increase government support (including dollars) for a program or group. This is called 'influencing' government."

I would like to emphasize some of these words: well organized; ongoing; communications; influencing; persuade. Keep these words in mind.

To look at it in more concise terms, a dictum of old for librarians is "the right book to the right reader at the right time." A dictum for trustees might be "the right information to the right legislator at the right time."

Lobbying is interaction with politicians to secure specific objectives at an appropriate point in the legislative, policy-making, or budget process. It is not advocacy - the deliberate, sustained effort to raise awareness on a topic - and it is not public relations, the promotion of the group itself.

## PLAYERS

The lobby group: Any organization, regardless of its size, is only as strong as its members are willing to make it. Well-organized leadership is important, but an active and informed membership is vital. The most articulate and committed leader is powerless if the membership is apathetic; therefore it is important to build a strong and knowledgeable support base.

The bureaucrats: Senior civil servants are a powerful force and should not be underestimated. They have historical information at their fingertips; they have the resources to obtain further information; and they have the ear of their minister.

Civil servants also have a vested interest in maintaining any successful program (some would say any program!) and are usually well-disposed towards any group that can help them do this. There is a modicum of truth in the statement from one of the "Yes, Minister" television episodes that the Department of Agriculture exists to lobby government on behalf of farmers. The client may also be the master.

**Politicians are usually interested in what the media has to say about them, and if you can obtain some favourable press for them it can only help their cause.**

The media: Newspapers, radio and television stations all like a good story. Libraries are not usually hot news, but if a controversial matter comes along, do contact the media. Elimination of services or censorship issues always make a good news story and, if treated wisely, can provide a powerful lever on government. Remember that politicians are usually interested in what the media have to say about them, and if you can obtain some favourable press for them it can only help your cause

**The politician:** It has been said that you have to be crazy to be a minister in a government department, which, if true, leads to interesting speculation on why people are elected. However, politicians aren't crazy - just very, very busy ordinary people. They try to balance many conflicting interests and to do a good job for the people they represent. Never assume they have the complete - or correct - facts. Don't overestimate the power of facts alone. Political considerations will win out over facts if the issue is "hot" in the community.

#### WHAT DO POLITICIANS LOOK FOR?

**Awareness:** Are you aware of politicians' concerns and past activities? Can you direct your comments or presentation to these interests? Can you quote past statements of politicians? Can you demonstrate your knowledge of pressures affecting the politicians' decision?

**Commitment:** Facts and statistics are good, but watch the faces of the politicians when they sense your commitment to the topic. Show your commitment in the intensity of your voice, your mannerisms, and your actions. Can you demonstrate "down-home" support through membership in your lobby group or public involvement?

**Courtesy:** Agree upon a time frame when meeting with politicians, and stick to it. Don't go over the allotted time unless invited to do so. Avoid personal attacks, bombast, and a combative stance. Respect the other points of view, listen to them, and try to establish some common ground for action. Always thank politicians.

**Knowledge:** Know the issues and the contexts within which they exist. Be prepared to compromise where you can. Get your facts straight and have data to back them up. Be well organized and present your facts clearly. Leave the politician a short point-form summary of your requests.

**Future orientation:** Know what you will do if your lobbying efforts are successful, or how the granting of your request will improve programs. Have a plan for both full implementation and partial success. Don't waffle about the results and benefits. Don't adopt a backward-looking stance, especially if the past was not too bright.

**Unity:** Make sure politicians clearly know which side you represent. Handle any differences between members of the lobby group before you meet the politicians. If you show hesitancy or lack of solidarity, it will weaken your case. The easiest time for politicians to say no is when the lobbyists show two different objectives.

#### THE GROUNDWORK

**Allow enough time:** The lobbying process always takes longer than you think it will take. The key word is process, not hit and run tactics. Your goal should be to establish a strong, positive, ongoing working relationship with elected officials. See them as collaborators not enemies. Know the political and bureaucratic timetables of government, and know when action has to be taken within these timetables.

**Focus on one or two issues:** Know which issues are most important and avoid the "shopping list" approach. Legislators can usually find one or two items on your list that are either going to be done anyway or can be done with little effort, and they can justly point to these as successful responses to your concerns.

Analyse the issues, their economic and political contexts, and present those with which you will have a reasonable chance of success. As contexts change, analyse again and devise a new plan. Be prepared to answer questions on other issues, but always return to the principal matters.

**Get the facts straight:** The argument that libraries are important to the quality of life has merit, but it is no longer sufficient to command funding. If you believe that public libraries provide essential human services, offer substantial economic benefits, contribute to people's chances of employment, or enhance the basic educational system, you must be able to demonstrate that your claim is valid.

Well-organized and clearly presented facts will aid your presentation more than show-stopping emotion. In this context, you cannot expect support for poor programs or incompetent management. In other words, your library system must have well-run libraries that can be used as examples.

**Have an implementation plan:** Be prepared to outline your implementation plan and fall-back plans. Also, know what you will do if your search for help is unsuccessful. Offer support for reaching the desired objective by indicating that you are willing to share the responsibility for achievement, research, or action.

**Involve other groups:** Organize your own constituency and identify other groups that might be supportive. Identify the primary beneficiaries of your lobbying efforts - librarians and library users generally - and also the secondary beneficiaries - students, teachers, people in the business community, civic leaders, etc. Ally your group with other organizations whose interest may overlap with yours; for example, Chambers of Commerce, local government organizations, school trustees, school superintendents' associations, unions, and municipal councils.

Organizing these elements takes time. One method of doing this is based on pyramid selling or the chain letter. Think of it as a Christmas tree, with the first contact at the top and the presents at the bottom.

Assume that you have identified twenty-five groups that will benefit in some way from your new policy. Each group has probably dozens of members. Get a well-placed and credible person to organize each group. Have that person call or write three persons in the group to outline specific actions being taken and benefits to them and to ask each of those three to call another three, and so on. This simple strategy will allow you to contact 675 people after three steps in the "tree."

Develop a strategy that allows for the unexpected: Carefully plan all details taking into account who, what, where, when, how, why, and for how long. Co-ordination and timing cannot be over-emphasized. Your campaign should have only one leader, but divide labour whenever possible.

Develop a team and make each person feel needed and important. At all costs, avoid back-stabbing in the group. Use well-informed volunteers rather than paid staff as your primary contact with legislators. Attack on many fronts, but always play your strengths.

Use a variety of lobbying methods such as letters, telephone calls, and personal visits. Legislators often hear very little from constituents, and even a few contacts can make a difference. Be brief, avoid form letters, and urge specific action. Develop effective support materials; make them cogent and concise, but don't let them look costly. Be persuasive but not overbearing, lively but not flighty.

A well-orchestrated visit should take less than thirty minutes. Always allow time for questions: you are aiming for a conversation, not a lecture. Be positive rather than negative, and present your information in easily understood terms. Have different strategies - or "levers" - in reserve in case the first one doesn't seem to be working. Sometimes you may need an old friend of the legislator or a business acquaintance to get you in the door.

Be an appreciative winner and a graceful loser: All too often when a lobbying effort is successful the beneficiaries do not even thank the legislators. This is both bad politics and bad manners. Even if you are not successful, send a note of thanks for the politician's consideration; it may well make the difference next time. Remember, winning (or losing) the battle should not be equated with winning (or losing) the war. Always keep in touch with legislators. Put them on mailing lists, invite them to events, and keep them posted on your successes and failures. Politicians are more likely to support

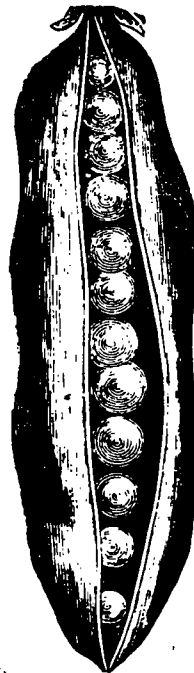
issues about which they are knowledgeable. They keep their positions by being responsive to constituents, but you cannot expect a response from them if you do not provide information regularly.

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Mary J. LeMessurier was minister of culture in Alberta from 1979 to 1986 and is now Alberta's agent general for the United Kingdom and Europe. As minister of culture, she was responsible for public libraries in Alberta. Her article is a revised version of a speech presented at the Nova Scotia WILL program November 7, 1986, and was accepted for publication January 23, 1987.



# REVISITING PERSONALIZING LEARNING

Address given at the University of Victoria, October 23, 1987

by JOHN CHURCH

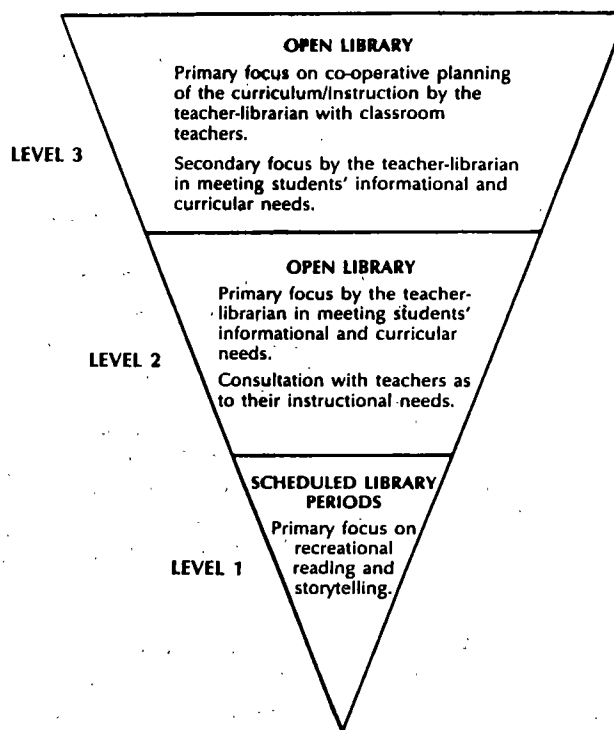
John Church, a retired teacher and BCTF staff member, and former Vancouver School Board trustee, is the author of Personalizing Learning: A Study of School Libraries and Other Educational Resource Centers in British Columbia, published by the Educational Research Institute of B.C. Mr. Church is an honorary life member of the BCTLA.

I thank Don Hamilton for inviting me here today. I thank each of you who have come to the University of Victoria to share with me a revisit to Personalizing Learning. It is not often that an author or a researcher is accorded the opportunity of going back almost 19 years—that is two-thirds of a generation ago—to reconsider, to dream, to cogitate, on what was and what might have been.

I suppose that we are always selfish, never fully satisfied, for the one regret I have today is that in this revisit it will obviously not be possible to reconstruct the visit/interview/observation methodology pursued in the study. Forgive me if I cite the statistics of the study; I visited 154 schools in 40 school districts; I visited 13 schools from Alberta to Ontario; I toured 27 district resource centers; I attended 98 meetings, at 13 of which I spoke. Questionnaires were used extensively. I consulted school trustees and ministry, district and university personnel as well as teachers, teacher-librarians and principals. I encouraged trustees and district officials to visit schools and school libraries with me to participate in the interviews with students, teachers, teacher-librarians, principals, aides, to the end that we could subsequently share and review our observations and impressions. Over 200 books, articles, topics etc. were used in the period of study, February 1 to June 30, 1969.

In hindsight it has become obvious to me that I was much more the salesperson, the evangelist, the huckster on behalf of expanding and extending levels of school library services, much less the disinterested, detached, determined researcher. The vision which I entertained might be diagrammed by this inverted pyramid entitled Levels of Expanding School Library Services.

Levels of Expanding School Library Services



I was anxious to move as many people as quickly as possible up the inverted pyramid from level 1, through level 2 to level 3. On page 24 of the Report I waxed enthusiastic on the need for and the merits of co-operative planning by classroom teachers and teacher-librarians. I wrote:

Librarians and teachers must now start planning together. It will be a long, slow process, marked by broken advances as the two groups begin to realize and appreciate their interdependence. The first stage along this path is the simple one of notification: for example, the teacher notifies the librarian that certain pupil assignments, which will require the resources of the Center, are to be given. The librarian also begins the practice of notifying teachers when new media arrive. Later each group passes through various stages of consultation until a time is reached when all course work, not just assignments, are planned together.

A little later I said:

Moreover, both teacher and librarian will know the purpose of each assignment. Is the pupil to spend time in searching for data? If so, how much? Or is the librarian to make data instantaneously available to the pupil?

I concluded my description of co-operative planning with these words:

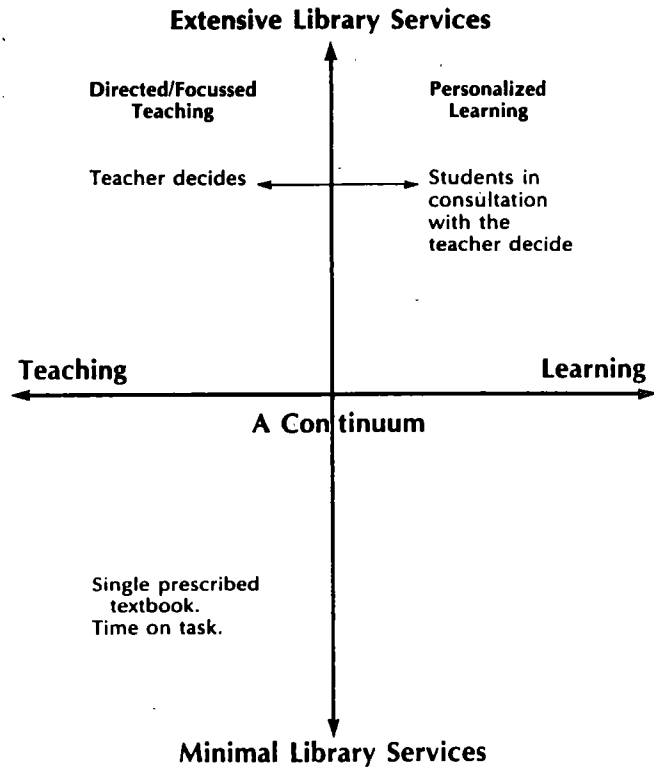
The librarian must now possess a host of new competencies. These include an increased knowledge of psychology and of learning theory, of the principles of curriculum design and of the purpose, place, strengths, and weaknesses of each of the new media. This kind of background is a prerequisite if the librarian is, in future, to perform his myriad assignments effectively.

I have the feeling that it was comparatively easy to un-schedule the library, to expand the resources from a fiction orientation to include curricular support items—both print and non-print—and to introduce gerbils, a little carpeting, a few pillows and some easy chairs, and even in a few school libraries to hang up a sign announcing, "Talking is Permitted." In other words, it was generally accepted that it would be a good thing to move from stage 1 to stage 2 on the road to personalizing learning. I would like to think that the two demonstration school library projects—Harwood in Vernon and Lord Selkirk in Vancouver—inspired the thousands of visitors to try to move up the inverted pyramid.

I have the distinct impression that it was extremely difficult for schools to continue the advance from stage 2 to stage 3, that co-operative planning by the teacher-librarian with classroom teachers never really became very common. I want to spend a little time in examining many reasons why we have become stalled at stage 2, if not in some cases retreated to stage 1.

In the first place, I believe I am partly to blame. At the two demonstration school library project sites, I became very enthusiastic about the teacher-librarians working with students one-to-one or in small groups. This made it very difficult to promote and encourage detailed co-operative planning. In one sense, I was taking the easy route; to promote and encourage detailed planning is to trespass on the deeply rooted mores and practices of teachers who have been trained and educated to work in splendid isolation from other teachers. Now I sense that I underestimated the strength of the belief system. There are enough jokes and comments about teachers who want to preserve their own precious and valuable stencils free from being mixed with other teachers' "stuff". Just remember how difficult it was to envision, design, implement and sustain viable team teaching units. And so while I must accept much blame, the teachers and teacher-librarians and principals at the two demonstration schools had made a commitment. In fairness to them, it might well have been a commitment whose goal was unattainable in four years, given the resources—human and material—that were available to them.

In the third place, the two demonstration projects' termination in 1975 coincided with the full blooming of the back-to-basics movement—in Vancouver it was called GEM—genuine education movement. It emphasized the importance of discipline, competition and examinations for students, with teachers focussing on the so-called basics, drills and exercises. Personalizing Learning was not a good thing; focussed and/or directed teaching—perhaps symbolized in Madeline Hunter's Instructional Theory into Practice—was.



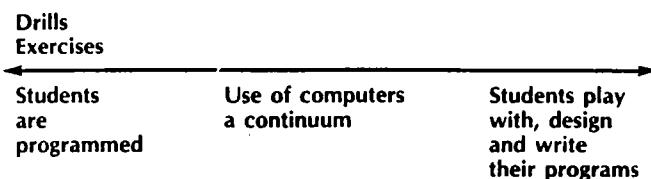
It was also important to emphasize the textbook. And so in B.C. the Ministry of Education came forward with the core curriculum, the Provincial Learning Assessment Program, and the single prescribed or authorized textbook. CRAP, the credit allocation plan, provided so little money to schools that even if they wanted to select alternative prescribed textbooks it was virtually impossible to do so.

As the seventies waned and the eighties waxed, other mitigating factors against personalizing learning appeared. These included the re-imposition in many school districts of across-the-grade examinations, the introduction of compulsory provincial grade 12 examinations, imposed on all grade 12 students for the first time since 1937, and the cutbacks to spending. All these provincial centralizations and control mechanisms made it increasingly difficult for teachers to promote and encourage personalizing learning.

Today there are, I believe, at least three other inhibiting factors. One is the teacher effectiveness movement. I certainly support this movement, though I regret that it is largely taking place without, I believe, the active participation of teacher-librarians. Who could quarrel with this description of the practice?

Teachers engage in frequent, continuous and increasingly concrete and precise talk about teaching practice (as distinct from teacher characteristics and failings, the social lives of teachers, the foibles, and the unfortunate demands of society on the school.) By such talk, teachers build up a shared language adequate for the complexity of teaching, and capable of distinguishing one practice and its virtue from another.... Teachers and administrators frequently observe each other teaching and provide each other with (if potentially frightening) evaluations of their teaching. Only such observation and feedback can provide shared referents for the shared language of teaching and both demand and provide the precision and concreteness which makes the talk about teaching useful.

A second factor is what I would call the limited and inappropriate use of computers. More money must be provided to ensure extended and equal access by students to computers and computers should be used to liberate, not to control students.



Rather than using computers for drill and exercise purposes—the computer programming the students, students should be given opportunities to play with, and to design and build their own programs—that is, students programming the computer. Would it help to alter the purpose if computers were placed in expanded resource centers rather than in classrooms and classroom labs?

Let me emphasize the need for students to have extended and equal access to computers. The provincial government has financially reneged here. In Vancouver, 2% of the computers found in schools have been paid for by the

provincial government, 35% by the school board, and 63% by schools' fundraising activities. Some schools in affluent areas have a moderate number of computers; other schools closer to where the food bank lines form have few computers. In short, inadequate public financing and forced reliance on privatization initiatives create inequalities in students' access to computers. And this same observation applies to any and all audio-visual and print materials.

The third and most serious factor is the reduction in the level of library service in many schools. Greatly decimated library budgets have in some cases reduced, if not eliminated, additions to the existing collection. In other cases, added to obsolescence has been the ultimate insult—the removal of the teacher-librarian and/or aide, or the reduction in time served as teacher-librarian. In other schools, scheduled library periods have re-surfaced to provide needed planning time for classroom teachers.

As a brief aside, let me cite a few statistics of cut-backs in Vancouver school library services between 1982 and the present. In 1982 the school library materials budget was \$1.7 million, but from 1984 to 1986 this figure was \$1.2 million, a loss half a million dollars a year. In 1986-87 the budget only increased to \$1.45 million. Moreover it is important to remember that during the period since 1982, inflation has added about 35% to the cost of books. The total reduction in school costs between 1982 and 1984 was \$15.2 million.

In 1987-88, the budget for school library materials has been increased by approximately 14% to a total of about \$1.6 million, still short of the 1982 amount of \$1.7 million, and far short of the purchasing power of the 1982 funding.

Between 1982 and 1984, 148 teaching positions and 246 staff assistant positions disappeared, but officially no teacher-librarian or library staff assistant positions were lost. In reality, however, significant losses did occur. In elementary schools, 168 part-time supervision aides who worked in school libraries between recess and noon hour have been lost. In secondary schools, a second staff assistant who has been legally required to acquire an industrial first aid certificate has come from the library and has meant a part-time loss from the secondary school library.

In 1987-88, supervision aides have been restored in elementary school annexes.

While one might argue that the direct frontal losses in the provision of school library services in Vancouver have been minimal, one can legitimately state that there have been irreparable losses: teachers' attitudes have been

affected and technological improvements have not been implemented. No automation has occurred, for example, during a time when \$2 million has been given to the Vancouver Public Library Federation for that purpose. A maintenance school library service may have been preserved, but an exciting advancement, an enthusiastic improvement, and an exhilarating extension in the quality of services has been denied. The finger in the dike's stress point has temporarily stopped flooding, but as water pressures have relentlessly built up, the strengthening and reinforcing of the foundations of the dike has been shamefully, systematically and sadly neglected.

Having emphasized several negative macro educational trends during the last decade, I do want to note important micro benefits in specific schools. Where the teacher-librarian has been on staff for some time and has conscientiously built the picture and pamphlet files with free materials which meet specific needs, interests and strengths of the teachers, benefits have accrued. The files have become highly focussed, particularly in the last few years with little turnover in staff. Teachers and teacher-librarians have become increasingly innovative and flexible as they have learned to do more with less, that is with fewer materials. They have in fact frequently persisted in personalizing learning with fewer materials. Sources of free materials include, as you know, ministries and departments of governments, unions, chambers of commerce, embassies and high commissions in Ottawa, teacher and other interest groups' conferences, conventions, seminars, etc.

Even more significant, where a close working relationship exists between classroom teachers and the teacher-librarian, there have been many important teaching units co-operatively developed. I have seen these units in school libraries, and the true value of their being housed in the school library is that they become a resource available to any teacher, and perhaps indirectly to students; they do not remain the private preserve of their authors.

Even more public have been the co-operatively developed teaching units published in The Bookmark. The June 1987 issue, for example, contains the following richly assorted smorgasbord of units:

Les Pingouins; Contes de Fées; The Middle Ages in Asia; The Medieval Myth—A Writing Assignment; Middle Ages, Renaissance, Far East; The Evolution of Landforms; A Summer Cruise; Graphics and Illustrating; Books that Made a Difference; Books and More Books.

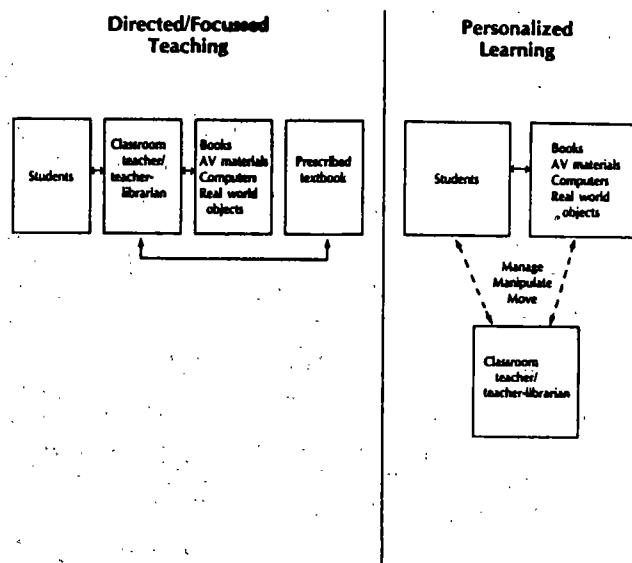
In short, I salute those teacher-librarians who are in

the vanguard of promoting community, not privatization, in the development, control and use of teaching resources and materials.

There are, however, limits to the benefits of stability of school staffs. Recent provincial and local early retirement incentive programs indicate that we may have passed stability on the road to ossification and so I do not want to suggest that a highly focussed specific picture-pamphlet file of free materials and a rich and widely assorted bank of co-operatively developed teaching units constitute an acceptable alternative to an adequate school library budget.

The most interesting question to pose might be: what would school libraries be like today if there had been neither the Personalizing Learning report nor the two demonstration School Library Projects? Has there not been good school library practice that has persisted that we sometimes lose sight of because of our genuine concern regarding conservative macro educational practices and budgetary cutbacks?

Today, seventeen years after the publication of Personalizing Learning, in spite of all the roadblocks erected to stop or to discourage personalizing learning, I remain an unrepentant advocate of personalizing learning.



The liberating function of education is more important than the socialization function, essential as is this latter purpose in an increasingly dangerous world. Students become more independent and interdependent by learning to manipulate and manage real world objects in their immedi-

ate environment, rather than being kept in a state of dependence on the classroom teacher with the quality of their learning being measured by their time on task as determined solely by the classroom teacher depending on a particular exercise in the single prescribed textbook. Students learn more easily when they are active, not passive, when a multi-sensory approach is available.

There have been some encouraging educational developments since 1970 when Personalizing Learning was published. However my belief is that we have lost much more than we have gained.

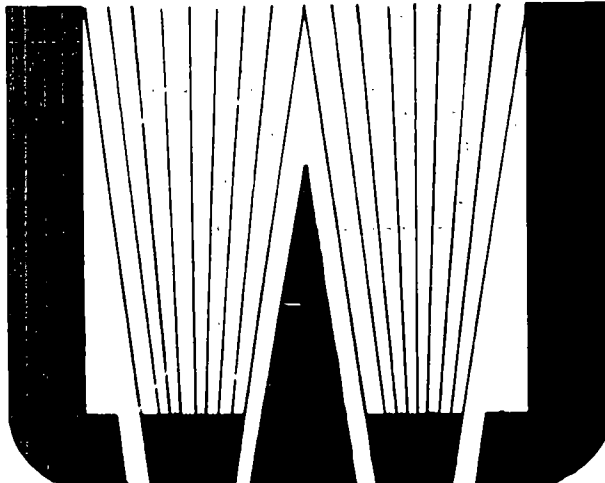
I do, however, want to end on a moderately positive note. If you subscribe to the belief that one of the reasons for the intensity of conservatism in the period since 1975 is the fact that the key decision-makers in education as well as in other areas of human endeavor were themselves in school during the supremely conservative decade of the 1950's—these decision-makers would now be in their late forties and early fifties—what does the future portend? If there is truth to the

theory which I am propounding, then what should soon begin to happen as those who were flower children in the sixties replace our current group of major decision-makers? If the conservatism and the cutbacks of the last decade have not eliminated the enthusiasm, the optimism, the caring, and the concern of those who were the flower children, then won't a new age of compassion, caring and sharing blossom, and in education won't we begin to return to what would be the equivalent of personalizing learning processes and practices.

Because I have devoted my life to public education, I have learnt to become optimistic and to hope the best for the future.

Today I am a little more optimistic than I was yesterday. Tomorrow I hope, I dare hope, to be a wee bit more optimistic than I am today.

Thank you.



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Faculty of Education

## School Librarianship/ Summer 1988

The following courses will be offered, subject to enrollment, in July and August 1988:

### First Half:

July 4 - 26, 1988

#### LE 433: The School Librarian.

The role of the school librarian, administration of the school library, staffing supervision. (Prerequisite: professional year)

Instructor: Lillian Carefoot, Educational Consultant, Saskatoon Board of Education

#### LE 434: Selecting Learning Materials for School Libraries

The evaluation, selection and acquisition of learning materials in all media formats. (A: Elementary emphasis; B: Secondary emphasis) (Prerequisite: professional year)

Instructor: Sue Easun, Graduate Student, University of California, Berkeley

#### LE 437: Reference Services for School Libraries

The role of reference materials in meeting students' and teachers' needs. (A: Elementary emphasis; B: Secondary emphasis) (Prerequisite: professional year)

Instructor: Donald Rahrck, Vancouver

### Second Half:

July 27 - August 19, 1988

#### LE 432: The Teacher and the School Library

The library as a vital part of the teacher's program, its philosophy and services. For all teachers - elementary and secondary.

Instructor: Gerry Rea, Teacher-Librarian, Brentwood Elementary School, Saanich

#### LE 435: Cataloguing and Classification for School Libraries

The principles and practice of basic classification systems and cataloguing rules applied to the needs of the school library. (Prerequisite: professional year)

Instructor: Robert Park, Cobble Hill, B.C.

### Special Summer Institute: August 18 - 31, 1988

#### LE 438: Problems and Issues in School Librarianship.

Addresses current problems and issues facing school librarianship. (Prerequisite: professional year)

**Specific Topic for this Institute: The Computer in the School Library.** This intensive program will focus on the potential of the microcomputer (Apples, Macintoshes, and IBM's) to assist the teacher-librarian in maintaining and accessing records, creating catalogue records, using online databases for information retrieval, etc. The course will consist of daily lectures and demonstrations and intensive laboratories using all three key computer systems. The problems and issues surrounding the computer in the school, and its effect on the library will be considered. (LE 438 may be repeated for credit in undergraduate programs and in the Diploma in School Librarianship program).

Instructor: Linda Coupal, Teacher-Librarian, Stelly's Secondary School, Saanich

For additional information on any aspect of the Diploma Program and, or Library Education at the University of Victoria, contact:

**Donald Hamilton, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2**

**Telephone: (604) 721-8269**

For Summer Session information, contact:

**Summer Studies, University Extension, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2**

**Telephone: (604) 721-8471**

# UNIVERSITY OF BC SUMMER SESSION

The following courses and times will be offered at summer session.

## TERM I

LIBE 381 - (1.5) The role, philosophy & administration of libraries in elementary and secondary schools; an examination of school library development and staffing patterns. School library design, furnishing and equipment.

10:30 - 1:00 p.m.  
Instructor: Joan Harper  
B.Ed M.A.

LIBE 383 - (1.5) The selection and acquisition of print and non-print materials for school libraries. Emphasis on principles, philosophy, and policies on which these are based and on the roles played by teacher librarians, administration and teachers in the selection process. Censorship as it affects school libraries & how to handle the problem.

1:30 - 4:00 p.m.  
Instructor: Art Forgay  
BA, B.Ed, BLS

LIBE 385 0 (1.5) Introduction to cataloguing and organization of library materials.

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

8:30 - 11:00  
Instructor: Lynn Lightall  
B.A. MLS.

Graduate Course. Term 1 & 2.

LIBE 527 (3.0) Seminar in library Education. Research in the field of School Librarianship.

8:30 - 11  
Instructor: Kenneth Haycock  
B.A. Med. AMLS.

TERM II

LIBR 382 - 1.5 Program development Cooperative planning with teachers. Elements of modern reading, viewing and listening skills. special emphasis on the role of the teacher librarian and the principal the development of the library programs for teachers and students.

10:30 - 1:00  
Instructor: Patricia Shields  
B.Ed. M.Ed.

LIBR 386 - (1.5) Classification and Cataloguing. Principles and practices of bibliographical description and subject analysis on print and non-print materials with emphasis on original cataloguing and classification. (prerequisite: Libe 385).

8:30 - 11:00  
Instructor: Lynn Lightall  
B.A. MLS.

LIBE 384 - (1.5) Selection of Materials (Advanced) Selection criteria applied to specific types of materials; special problems in selection; further discussion on censorship, collection building, publishing and copyright. (prerequisite: Libe 383)

1:30 - 4:00 p.m.  
Instructor: Art. Forgay  
BA, B.Ed, MLS.

I'm including enrolments for this term as well.

Libe 382 - 35

Libe 383 - 40

Libe 386 - 27

Libe 383 - 15 (Prince George)

Total enrolment for this year is 210

For further information about summer session courses on the Library Education Diploma program, please contact Professor Melvyn D. Rainey.

# CHOOSING AN INDEX TO CANADIAN PERIODICALS UPDATE

by **THOMAS JOHN POPE**, teacher  
librarian, Como Lake Junior Secondary  
School, Coquitlam School District (#43)

Since the publication of the original version of this article in March 1987, there have been numerous changes to Canadian Magazine Index and Canadian Periodical Index which made a complete revision of the periodical lists timely. The lists which follow are based on the November 1987 issues of CMI and CPI and suggest that competition has resulted in broader coverage and prompt arrival of indexes.

A few statistics reflect the extent of the changes. Figures for the issues upon which the original lists were based are in parentheses.

Titles indexed in Canadian Magazine Index: 301 (240)

CMI has added 6 titles previously indexed only by CPI, 21 titles which have also been added by CPI, and 49 new titles; it has deleted some titles.

Titles indexed in Canadian Periodical Index: 345(138)

CPI has added 50 titles previously indexed only by CMI, 21 titles which have also been added by CMI, and 218 new titles; it has deleted some titles.

Titles appearing in both indexes: 154 (70)

Titles indexed in CMI only: 119 (170)

Titles indexed in CPI only: 16 (68)

An examination of the lists shows that a large number of titles one assumes are most commonly available in libraries are now included in both indexes. However, it is in the lists of magazines indexed in only one of the publications that librarians may find the answer as to which index to purchase.

To assist librarians looking for indexing to French language periodicals, "Francais" has been added after titles not evidently French (eg., Commerce Canada); "Bilingual", after those which include English and French articles and whose titles are the same in both languages (eg., GEOS); the French title is given after the English title for bilingual magazines with alternate titles (eg., Canadian Composer /

Compositeur canadien), and of course magazines published in a separate French edition are listed under their French titles.

And if budget restrictions leave you with fewer subscriptions to indexed magazines than you might otherwise wish, consider obtaining lists of titles available at local public and university libraries and keeping them with your magazine indexes. If you prepare a single alphabetical list of your subscriptions and those of other libraries, students will be able to check availability when they use the indexes.

As was suggested in the original article you may wish to photocopy these lists and then use a felt-tip highlighter to mark the titles to which you subscribe; this exercise will, I hope, help you to decide which index more fully covers your collection of Canadian magazines.

Titles indexed in both CMI and CPI:

Acadiensis; Alberta Business; Alberta History; Alberta Report (alt. title: Western Report); Alternatives; American Review of Canadian Studies; Antigonish Review; APLA Bulletin. Atlantic Provinces Library Association; Archivaria; Arctic; ArtsAtlantic; Athletics; Atlantic Advocate; Atlantic Business; Atlantic Insight; Atlantis: A Women's Studies Journal; BC Business; BC Outdoors; BC Studies; Beaver; Behind the Headlines; Books for Young People (suppl to Quill and Quire); Books in Canada; Broadside: A Feminist Review; C Magazine; CAHPER/ACSEPL Journal. Bilingual. Canadian Association for Health, Physical Education and Recreation; Camera Canada; Canada and the World; Canada's Mental Health; Canadian Art; Canadian Author & Bookman; Canadian Business; Canadian Children's Literature/Litterature Canadienne pour la Jeunesse; Canadian Churchman; Canadian Collector; Canadian Composer/Compositeur Canadien; Canadian Consumer; Canadian Dimension; Canadian Ethnic Studies/Études Ethniques au Canada; Canadian Fiction Magazine; Canadian Forum; Canadian Geographer/Geographe Canadien; Canadian Geographic; Canadian Heritage; Canadian Historical Association Historical Papers/Société Historique du Canada Communications Historiques; Canadian Historical Review; Canadian Home Economics Journal/Revue Canadienne d'Économie Familiale; Canadian Human Rights Advocate; Canadian Jewish News; Canadian Journal of Criminology/Revue Canadienne de Criminologie; Canadian Journal of Education/Revue Canadienne de l'Éducation; Canadian Journal of Information Science/Revue Canadienne des Sciences de l'Information; Canadian Journal of Philosophy; Canadian Journal of Political and Social Theory/Revue Canadienne du Théorie Politique et Sociale; Canadian Journal of Political Science/Revue Canadienne de Science Politique; Canadian Journal of Public

Health; Canadian Journal on Aging; Canadian Lawyer; Canadian Library Journal; Canadian Literature; Canadian Living; Canadian MoneySaver; Canadian Musician; Canadian Nurse/Infirmière Canadienne; Canadian Parliamentary Review; Canadian Psychology/Psychologie Canadienne; Canadian Public Administration Publique du Canada; Canadian Public Policy/Analyse de Politiques; Canadian Review of Sociology and Anthropology/Revue Canadienne de Sociologie et d'Anthropologie; Canadian Social Trends; Canadian Speeches; Canadian Theatre Review; Canadian West; Canadian Woman Studies/Cahiers de la Femme; Canadian Yachting; Chatelaine; Chickadee; Cinema Canada; City Magazine; CM: Canadian Materials; Coda; Computing Now!; Content; Cross-Canada Writers' Quarterly; Dalhousie Review; Destinations. Globe and Mail; Discovery; Education Canada; Emergency Librarian; Empathic Parenting; Environments; Equinox; Essays on Canadian Writing; Explore; Feliciter; Fiddlehead; Financial Post; Financial Post Moneywise Magazine; Financial Times of Canada; FUSE Magazine; GEOS. Bilingual; Harrowsmith; Healthsharing; Homemakers' Magazine; International Canada (suppl to International Perspectives); International Journal; International Perspectives; Invest Canada; Investor's Digest of Canada; Journal of Canadian Art History/Annales d'Histoire de l'Art Canadien; Journal of Canadian Fiction; Journal of Canadian Studies/Revue d'Etudes Canadiennes; Journal. Addiction Research Foundation; Labour/Le Travail; Maclean's; Manitoba Business; Marketing; Mosaic; Muse; Museum Quarterly; Music Scene; Musk-Ox; National Library News/Nouvelles de la Bibliotheque Nationale; Nature Canada; New Maritimes; NeWest Review; Newfoundland Quarterly; Ontario Craft; Ontario History; Ontario Out Of Doors; Opera Canada; Our Generation; Our Times; Outdoor Canada; Owl Magazine; Pacific Affairs; Parachute; Peace Magazine; Perception. Bilingual; Performing Arts in Canada; Personal Finance (suppl to Financial Times of Canada); Photo Communiqué; Plan Canada; Policy Options Politiques; Polyphony; Prairie Forum; Probe Post; Proceedings and Transactions. Royal Society of Canada/Délibérations et Memoires. Societé Royale du Canada; Protect Yourself; Quarry; Queen's Quarterly; Quill & Quire; Racar: Revue d'Art Canadienne/Canadian Art Review; Reader's Digest (Canadian edition); Report on Business Magazine. Globe and Mail; Resources for Feminist Research/Documentation sur la Recherche Feministe; Review. Imperial Oil; Rotunda; Saskatchewan Business; Saturday Night; School Libraries in Canada; Science and Technology Dimensions (was Science Dimension); Seasons; Small Business; Sound & Vision; Studies in Canadian Literature; Studies in Political Economy; Studio Magazine; Theatre History in Canada/Histoire du Theatre au Canada; ThisMagazine; Today's Health; Toronto Life; Toronto. Globe and Mail; United Church Observer; University of Toronto Quarterly; University of Windsor

Review; Up Here: Life in Canada's North; Urban History Review/Revue d'Histoire Urbaine; Vanguard; Verve; West Coast Review; Western Report (alt title: Alberta Report); Windspeaker; Women and Environments; Your Money.

Titles indexed only in CMI:

A La Carte; Anthropologica; Art Post; ArtViews; ATA Magazine; ATA News; Atlantic Report; BC Teacher; Beautiful British Columbia; Bon Appetit; Border Crossings; Briarpatch; Brick; British Columbia Historical News; Business to Business Marketing (suppl to Marketing); Calgary Magazine; Campus Canada; Canadian Aviation; Canadian Boating; Canadian Camping; Canadian Coin News; Canadian Doctor; Canadian Family Physician/Medicin de Famille Canadien; Canadian Geneologist; Canadian Interiors; Canadian Journal of Applied Sport Sciences; Canadian Journal of Native Studies; Canadian Journal of Regional Science; Canadian Journal of Sociology; Canadian Materials. See CM: Canadian Materials; Canadian Numismatic Journal; Canadian Philatelist; Canadian Poetry; Canadian Stamp News; Canadian Vocational Journal; Canadian Workshop; CanadiAntiquer; Cape Breton's Magazine; CAUT Bulletin. Canadian Association of University Teachers; City & Country Home; Computek; Consumer Reports; Contrast; Country Guide; Craftnews; Cycle Canada; Dance in Canada/Danse au Canada; Descant; Dogs in Canada; Edmonton Magazine; Event; Farm & Country; Financial Post Report on the Nation; Flare; Forum. Ontario Secondary School Teacher's Federation; Good Health; Goodlife; Hands Magazine; Heartwood; Hockey News; Horizon Canada; Hot Rod; Humanist in Canada; Hysteria; Images; Influence; InfoWorld; International Fiction Review; Inuktitut; Journal of Canadian Poetry; KAHTOU. Native Communications Society for British Columbia; Learning; Leisure Ways; Manitoba History; Manitoba Teacher; Model Airplane News; Model Railroader; Montreal Magazine; Motor Trend; Multiculturalism Magazine; National Geographic; National Geographic World; New Directions; Newfoundland Studies; Newsweek; Nova Scotia Historical Review; Ontario Business; Ontario Education; Ontario Living; Ottawa Magazine; Ovo Magazine; Parliamentary Government; Pets Magazine; Photo Life; Photovideo; Poetry Canada/Poesie Review; Popular Mechanics; Popular Science; Productivity (Toronto); Psychology Today; Quill and Quire Books for Young People. See Books for Young People; Recreation Canada; Royal Society of Canada. See Proceedings and Transactions; Sailing Canada; Saskatchewan History; School Trustee; Scientific American; Select Homes; Ski Canada; Sports Illustrated; Stereo Video Guide; Sweetgrass; Teacher (Halifax Nova Scotia); Teen Generation; Theatrum: A Theatre Journal; Time (Canadian edi-

tion); Today's Parent; Toronto Life Fashion; Vancouver Magazine; Western Living (Vancouver Edition); Worklife

#### Titles indexed only in CPI:

A+, Le Magazine Affaires; Action Nationale; Actualité; Actualité Économique; Affaires; Alberta Sport Report (suppl to Alberta Report); Argent et Vous; Asia Pacific Business; Assurances. Francais; Atlantic Provinces Book Review; Au Courant. English; Au Courant. Francais; Bank of Canada Review/Revue de la Banque du Canada; Bridges; British Columbia Politics and Policy; Bulletin de la Banque Royale; Business and Finance Report. Bank of Nova Scotia; Business Quarterly; Business Review. Bank of Montreal; CA Magazine; CA Magazine. Francais; Canada's Business Climate. Toronto-Dominion Bank; Canadian; Canadian Aquaculture; Canadian Architect; Canadian Banker; Canadian Baptist; Canadian Business Conditions. Canadian Imperial Bank of Commerce; Canadian Business Law Journal; Canadian Business Review; Canadian Farm Economics; Canadian Journal of Agricultural Economics/Revue Canadienne d'Économie Rurale; Canadian Journal of Economics/Revue Canadienne d'Économique; Canadian Journal of Women and the Law/Revue Juridique 'La Femme et le Droit'; Canadian Labour/Monde Syndical; Canadian Manager; Canadian Medical Association Journal; Canadian Modern Language Review/Revue Canadienne des Langues Vivantes; Canadian Research; Canadian Statistical Review; Canadian Tax Foundation. [Tax papers]; Canadian Tax Journal; Catholic New Times; CGA Magazine. Bilingual; Champion. Bilingual; Chatelaine. Francais; CIPS Review. Canadian Information Processing Society; CMA. Bilingual. Society of Management Accountants of Canada; Commerce Canada. Francais; Communication Information. Francais; Computers in Education; Computing Canada; Conjuncture Canadienne; Consommateur Canadien; Coulicou; Coup de Pouce; CRDI Explore. Francais. Centre de Recherches pour la Développement Internationale; Des Livres et des Jeunes; Dimensions in Health Service; Dimensions Science & Technologie; Documentation et Bibliothèques; Économie Agricole au Canada; Économie. Toronto-Dominion Bank; Economy. Toronto-Dominion Bank; Electronics Times; Electronics Today; enRoute. Bilingual; Entourage. Bilingual; Entrepreneurship Development Review; Études Internationales; Family Health; Femmes d'Action; Filles d'Aujourd'hui; Financial Post 500; Financial Post Investor's Guide; Forces. Bilingual; Foresight Magazine; Forum. Federation of Canadian Municipalities; Forum. Francais. Federation Canadienne des Municipalités; FreshWater; Fusion Magazine; Géographie Physique et Quaternaire. Bilingue; Geriatric Medicine; Health Care; Health News; Health Promotion; Hibou; Hospital Trustee; Idler; IDRC Reports. International Development Research Centre;

InFOEtox. Bilingual; Information North; Informatique & Bureautique; International History Review; Journal of Community Development; Journal of Palliative Care; Last Issue; Lettres Quebecoises; Liaison. Francais; Liberté; Lurelu. Francais; Madame au Foyer; Medecine Moderne du Canada; Metropolitan Toronto Business Journal; Modern Drama; Modern Medicine of Canada; Monde Syndical; Money Digest; New Magazine; New Weekly Magazine; Northern Miner; Northern Miner Magazine; Nouveau Magazine; Nouveau Magazine Hebdomadaire; Nouvelles de la Bibliothèque Nationale; Nuit Blanche; Nursing Quebec. Francais; Occupational Health & Safety Canada; Optimum; Pacific Yachting; Paediatric Medicine; Perspectives in Geriatrics; Philosophy of the Social Sciences; Prairie Journal of Canadian Literature; Presbyterian Record; Profits. Bilingual; Promotion de la Sante; Protegez-vous; Psychiatry in Canada; Quarterly: A Journal of Long Term Care; Quebec Science. Francais; Quebec Yachting. Francais; Rapport sur l'Économie et les Finances. Banque de Nouvelle-Écosse; Rehabilitation Digest; Relations Industrielles/Industrial Relations; Relations. Francais; Report on Business 1000. Globe and Mail; Revue Commerce; Revue d'Histoire de l'Amérique Francais; Revue de l'Université d'Ottawa/University of Ottawa Quarterly; Revue des Affaires. Bank of Montreal; Revue Parlementaire Canadienne; Revue Statistique du Canada; Revue. Compagnie Petroliere Imperiale; Rights and Freedoms/Droits et Libertés. (suppl to Canadian Human Rights Advocate); Royal Bank Letter; Santé Mentale au Canada; Sélections du Readers' Digest; Sentier Chasse-Pêche; Sequences, Revue de Cinema; Temps de Vivre; Tendances Sociales Canadiennes; Toronto Stock Exchange Review; Vancouver Stock Exchange Review; Video Presse; Vie des Arts; Voix & Images; Voyages Plus. Francais; Women's Education des Femmes; Zip: Le Magazine des Jeunes.

**HAVE FUN!**



# BCTLA ARCHIVES

by GORDON STUBBS

At the request of the BCTLA Executive Board, I agreed to take on the duties of Archivist in May 1987. Since May is the month when I celebrate a birthday, it seemed appropriate that numerous boxes, large and small, began to arrive for me to unpack. They contained a great deal of interesting material that has accumulated over the years concerning the BCTLA, following the founding of the organization in 1939. A complete review of all the material will keep me busy in my spare moments at least until my next birthday, but a brief interim report on "the state of the Archives" will perhaps be in order at this time.

The things I received have been sorted and weeded, and arranged in the following manner:

- (1) copies of The Bookmark and its predecessor The Newsletter since the latter began publication in November 1959
- (2) a file of materials such as correspondence, reports, and minutes of meetings, arranged according to year
- (3) a separate file of items that seem to lend themselves more to a subject than a chronological arrangement. These include the Demonstration Library Project, Proposals for a Provincial School Library Coordinator, and articles, papers, etc. on Copyright.

In quantitative terms, after recent pruning, the Archives occupy a space of approximately three cubic meters. The collection houses only one copy of each item, unless there is a particular need to have more than one copy. Its purpose is to be a resource to provide information about the origins of the BCTLA and its development during the half-century of its existence. It gives an overview of BCTLA history, showing the ambitions and objectives of members in the early days, the success of some of their plans and the collapse of others, the controversies, the struggle to improve conditions, and the gradual growth in size and influence of the organization, bringing it to its present point in the late eighties.



In the work that has been done so far on the Archives, I must acknowledge my debt to Glen Pinch and Daphne Buchanan, who with myself form the Committee responsible for decisions on the composition and maintenance of the materials. After a while, when we see more clearly where the gaps and weak spots are, we shall be approaching some individual members, and probably also appealing through these pages for assistance in finding documents we should have that are not here. It is perhaps worth mentioning now that coverage of the period 1939-1959 is noticeably scanty; and the file of the 1971-72 academic year is a very thin one. If you have something you think might make a useful contribution, please get in touch with me at 4830 Osler Street, Vancouver, BC, V6H 2Y2 (phone: 738-0954)



# PROFESSIONAL DEVELOPMENT WORKSHOPS

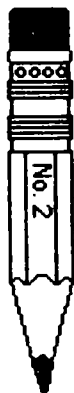


**CONSIDER THE FOLLOWING  
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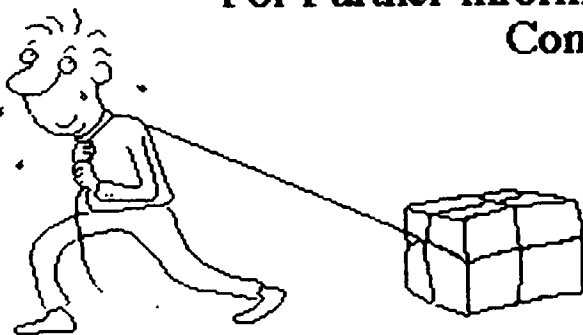


1. Planning and Teaching Together: K - 12
2. Elementary School Library Programs: Primary and/or Elementary
3. Secondary School Library Programs
4. Implementing Change: How to Conduct a workshop using the videos "Fuel for Change"
5. Teaming with the Science Teacher: K - 7 or 8 - 12
6. Developing a School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

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## "FUEL FOR CHANGE" WORKSHOP LEADERS

Eila George (S.D.#88), 4904 Gair Ave.,  
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COMP. 9, R.R.#7, Vernon, BC, V1T 7Z3

Barbara Moore (S.D.#33), 9694 Windsor St.,  
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Walter Driscoll (S.D.#85), Box 114,  
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Candice Morgan (S.D.#69), Box 1712,  
Qualicum Beach, BC, V6R 2T0

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# BRIEF TO THE ROYAL COMMISSION ON EDUCATION

by **PROFESSOR MELVYN D. RAINEY**, Coordinator, Library Education, Diploma Program, UBC

Libraries have always been the informational storehouse of society. Leaders of countries have often spoken of libraries as being the brain bank of the nation. School libraries grew out of that early tradition, however today's school resource centre has changed considerably from school libraries of days gone by. Indeed, today's resource centre has a much greater potential. The potential is linked to the tremendous variety of materials, print, non-print and human resources and the change in the role of the teacher librarian who is now involved in the planning and teaching aspects of the curriculum.

## RECOMMENDATION I

That the Royal Commission on Education recommend to the Ministry of Education the development of a comprehensive policy on the roles of the teacher librarian and the resource centre in the school, such a policy should be developed with the consultation of the British Columbia Teacher Librarians' Association and the Faculties of Education of the three universities.

In the the past 15 years the role of the teacher librarian and the function of the school resource centre have changed considerably. "The library resource centre provides an ideal workplace for students to apply theoretical and abstract concepts learned in the classroom (1982, Ontario Ministry of Education). The concept of resource-based learning refers to using a wide variety of appropriate materials, print, audiovisual and human resources. It is through the resource centre that materials are available. The teacher librarian has become actively involved with classroom teachers in planning, teaching and evaluating units of work. The resource centre has moved away from its peripheral role in education - that of providing information for teachers and students and it now has become a necessary part of the whole process of education. Through changing deployment of human resources, use of computers and its relationship to curriculum development and implementation, the teacher-librarian and resource centres are a key to helping children and young people to collect, organize, process, and

evaluate information. This change in the role of resource centres has been sporadic throughout the province. The impetus for such change has come from the grassroots, but the Ministry of Education has not given any strong support. The ministries of Education in Alberta, Ontario and Saskatchewan have all set out documents on the role of the school resource centre. All three provinces emphasize the partnership which must develop among administrators, teacher-librarians and classroom teachers.

## RECOMMENDATION II

That the Royal Commission on Education recommend to the Ministry of Education that a province-wide implementation of a professional development program be established to assist teachers, administrators and teacher-librarians to develop a better understanding and application of the concepts, teaching strategies and learning strategies of cooperative planning and teaching.

The Canadian School Library Association, in its statement on professional competencies required by teacher-librarians, stresses, in competency 8, the importance of cooperative planning and teaching:

Cooperative program planning and teaching include the ability to participate as a teaching partner in the accomplishment of identified learning objectives through a knowledge of recommended resources and appropriate teaching/learning strategies. (1979, CSLA)

## RECOMMENDATION III

That the Royal Commission on Education recommend to the Ministry of Education that teacher training programs in the province make provisions in their programs for instruction to teachers in training on the role of resource centres, the concepts of cooperative planning and teaching and resource-based learning.

The diplomas in Library Education at the University of British Columbia and the University of Victoria both stress the importance of cooperative planning and teaching, the development and teaching of research and study skills in context with what is being taught in the classroom. These programs, however, reach only those people who are taking specialized training in order to become teacher-librarians. The regular training programs for classroom teachers include little or no training in this regard. Since we are all creatures of habit and tend to teach the way we were taught, teachers who

have had little or no preparation in this area often use resource centres in the same manner they were used years ago.

All too often today's children and young people are locked into archaic instructional practices. As early as 1839 Horace Mann warned that students limited to a text book would "... contract the habit of being content with ignorance." (1979, Davies). In the late 1960's John Goodlad, during his visits to classrooms, observed that "the textbook was the most visible instrument in learning". (1979, Davies). There is still a veneration of the printed word in our teaching styles. Today's students are being short changed because there is a reluctance to embrace the multi-media approach to teaching and learning. Lastly, in spite of the fact that many schools state they have individualized instruction, the Commission on Instructional Technology found that instruction is largely confined to the classroom where the teacher talks and students read their textbooks (1979, Davies). Further the Commission found that the blackboard was still the most popular form of instructional aid. We are on the threshold of the 21st century and in an era where technologically we have the means to make learning more exciting and dynamic than ever before. Students, teachers and teacher-librarians can work together to make life-long learning a reality. If we hope to make life-long learners of students in our schools we must make every attempt to vary our teaching practices.

#### RECOMMENDATION IV

That the Royal Commission on Education recommend the establishment of policy by which the Ministry of Education will ensure that resource centres are staffed by qualified teacher-librarians.

The Diplomas in Education at UBC and University of Victoria offer summer session classes. UBC offers classes during the year in late afternoons so that people who are working during the day can take courses. Classes are offered extra-sessionally at centres throughout the province whenever there is a request from a school district. There are also some elective courses offered through Knowledge Network

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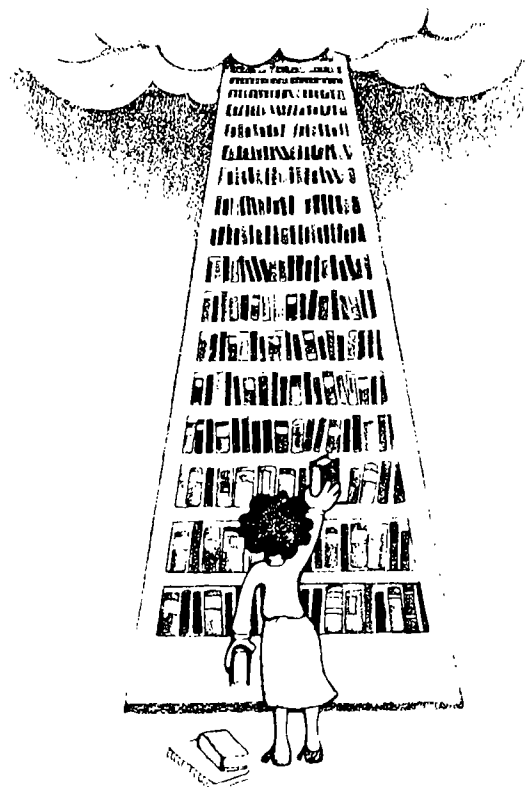
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## The Library is Bigger Than You Think.



## **BRIEF**

**Excerpts from a Brief to the Royal Commission on Education from the Curriculum Laboratory, Faculty of Education, University of British Columbia**

excerpted by **JO-ANNE NASLUND**, librarian,  
Curriculum Laboratory, Faculty of Education,  
University of British Columbia

(Editor's Note: The following excerpts appeared in a submission from the Curriculum Laboratory to the Faculty of Education to aid in preparing the Faculty of Education's brief to the Royal Commission. Some of the characteristics of our educational environment that pertain to library resources and services were outlined. Many of these points were expanded and enlarged in a separate brief from the Curriculum Laboratory to the Royal Commission.)

### **CENTRAL CHARACTERISTICS OF AN IDEAL EDUCATIONAL ENVIRONMENT FOR BRITISH COLUMBIA WITH RESPECT TO LIBRARY RESOURCE CENTRES AND PROGRAMS**

In an age of knowledge intensive industries and services it is imperative that individuals learn to acquire, create, select and use new ideas. A high priority should be placed on:

1. creating quality systems for the delivery and use of curriculum and professional materials by pupils, teachers, administrators, ministry officials, education faculty, and parents.
2. training teachers so that they may adequately prepare pupils to become lifelong learners and competent adult users of information.
3. developing a provincial library resource centre policy in keeping with that recommended in the BCTLA brief to the Royal Commission.

A more detailed discussion of the above points follows.

### **1. CREATION OF QUALITY SYSTEMS FOR THE DELIVERY AND USE OF CURRICULUM**

**MATERIALS BY PUPILS, TEACHERS, ADMINISTRATORS, MINISTRY OFFICIALS, EDUCATION FACULTY AND PARENTS.**

#### **A. Support for Provincial, District and School Library Resource Centres.**

Ideally every child should be able to draw on learning materials precisely appropriate to his/her needs. Future technologies may one day make this possible. At present it is vitally important to support present collections and services and to plan for improvements.

The Ministry of Education has supported and should continue to support distribution of

- a) curriculum guides and media resource guides through Publication Services
- b) audiovisual resources through the Provincial Education Media Centre (PEMC)
- c) curriculum units and district developed materials through the K-12 Clearinghouse for Locally Developed Materials
- d) language learning resources especially those in French via the Modern Language Service and
- e) films and videos in post secondary institutions through the Media Exchange Consortium. Such provincial resource services ensure that school districts and post-secondary institutions throughout B.C. have access to educational resources that are prescribed, recommended, affordable, current and pertinent to the B.C. curricula.

Most larger school districts have instituted District Resource Centres to supply films, videos and expensive software items. Often centralized processing and acquisition services are handled by these centres, and they also act as teacher centres providing curriculum enrichment and inservice training. Depending on the policies set by individual school districts, the quality and nature of district resource centres varies considerably. Funding is necessary to foster the development and maintenance of district resource centres. They serve as invaluable collections of curriculum resources for our children. They provide resources in a cost effective manner and prevent unnecessary duplication of costly educational resources by individual schools within a district.

Between 1960 and 1980 school library resource centres improved greatly and were staffed with a conscientious corps of professional teacher-librarians. The level of support for library resource centre operations demonstrated by individual districts has varied. A comprehensive ministerial policy statement, similar to those of Ontario, Manitoba or Alberta, would do much to enhance the development of library resource centre programs within B.C. schools. Such a policy statement would ensure resource development at the school, district and provincial levels and would have ramifications for the education of preservice teachers.

#### **B. Support for University Collections of Educational Research and Curriculum Materials**

Ideally every teacher in the province should be able to draw upon the lessons taught by educational research and upon collections of current curriculum resources in order to foster professional growth and aid in ongoing curriculum planning and implementation. Support for university education library collections is necessary so that demands from ministry officials, school boards, classroom teachers and parents with respect to education can be met. An information network, similar to that which serves the health sciences, is desperately required.

Requests passed from school districts via a provincial resource centre to university libraries is necessary. Grass roots research is vital to administrators. Continuing education is essential for teachers. The public must have information. The university education libraries obviously have a role to play and require support.

#### **C. Support for Archival Collections of Education Materials**

The development and implementation of curricula necessitate historical review. Changes challenge the core values held by individuals regarding the purposes of education. These beliefs are often not explicit, but must be inferred. Through the examination of primary documents such as curriculum guides, textbooks and ministry and school district archival materials, curriculum planners may benefit. University libraries can do much to assist in preserving valuable educational archival material. A well defined and supported plan to systematize the collection and preservation of such resources is necessary.

## **2. TRAINING TEACHERS SO THAT THEY MAY ADEQUATELY PREPARE PUPILS TO BECOME LIFELONG LEARNERS AND COMPETENT ADULT USERS OF INFORMATION.**

By recognizing the educational role a university education library plays in the training of teachers, the role of teacher-librarians within education libraries moves from that of traditional reference librarian to one of teaching student teachers those skills necessary for extracting and using information from a wide variety of media in planning resource based units of instruction. The teaching dyad of teacher and teacher-librarian is modelled and the education library becomes a learning laboratory for preservice teachers demonstrating in practice cooperative planning and teaching. Such training would prepare teachers to assume responsibility for teaching pupils those skills necessary to use information confidently and competently.

## **3. DEVELOPMENT OF A MINISTERIAL POLICY WITH RESPECT TO LIBRARY RESOURCE CENTRES**

The development of a ministerial policy statement outlining the role of library resource centres in the education of pupils is necessary. Recommendations regarding such a policy are included in the BCTLA brief to the Royal Commission. We strongly support this brief and would urge educators to read it and to make special reference to the titles mentioned in the bibliography.

## **CONCLUSION**

In conclusion, the resource requirements of educators and students within the province must be addressed. It must be recognized that in order to educate children for a world where information is the prime commodity attitudes towards libraries must change. The educational role of resources and resource centre personnel at the university, provincial, district and school level must move from a perspective that views them as simply a useful adjunct to the process of education to one that recognizes how integral they are to education in B.C.

# WESTERN CANADA SCHOOL LIBRARY CONFERENCE

1987 October 25-27

## LITERACY —

### SUMMARY AND SYNTHESIS OF SESSIONS

**LORNE MACRAE, Director**  
**Instructional Programs Department**  
**Calgary Board of Education**

#### SESSION 1: WHAT IS LITERACY?

This session was held on Monday, 1987 October 26. Several small groups were formed and discussion of the questions posed occurred within the groups, followed by sharing between the groups. The same procedure was followed with subsequent sessions. Reactions from all the groups and sessions have been compiled into this document.

##### **Question 1 — How did you learn to read?**

Important elements discerned include the influence of role modeling and the role of the home. It is interesting to note that adults who as children came from literate environments report the influence of "significant others" in their development as a literate individual. Frequently, they report that they are unable to remember how they learned to read but remember a grandparent reading to them, a mother, a father, older brother, etc. They also report that their homes were full of books, magazines, and that active discussion in which they were participants was a family norm. Many individuals who have difficulty with reading remember learning to read in school. This memory is often attached to a memory of phonics.

##### **Question 2 — What do you expect the child/student to be able to do as a literate individual? Describe the characteristics of a literate individual.**

A summary of group input indicates that a literate individual:

- should be able to process information.
- would self select literate activities.
- will personally be able to determine a plan of action for personal change.
- will be able to express ideas.
- will be able to integrate what is heard, learned, and be able to express this clearly.
- will be able to read, write and comprehend.
- will be confident in the ability to use already acquired skills.
- will possess an ability to apply information.
- will be able to make decisions, choices, and effect change.
- will possess critical and analytic skills.
- should be confident and possess a high degree of self-worth and self-esteem.
- should be able to appreciate a variety of literate modes of expression.
- is creative and adaptable.
- is a user and a chooser.
- has the skills to function as one wishes.
- has the ability to use existing technology.
- has well developed communication skills.

- possesses an intention to continue as a lifelong learner.
- will be able to use and interpret information at appropriate levels.

**Question 3 — What are the five most important literacy related skills?**

The most important literacy skills cited by the group include:

- the meaningful reception of communication symbols.
- processing of the symbols.
- awareness of outside forces.
- information solving strategies.
- output of communication, including speaking, reading, writing, listening and viewing.
- decoding / encoding
- analysis / synthesis
- establishing relationships.
- problem-solving.
- transferring skills to other areas of life.

**Question 4 — In your group, develop a definition of literacy.**

It appears that the definitions derived in various groups attempted to include a concept of empowerment. This in the group work became known as the "Austrom Syndrome." Definitions included the following:

- "to be at a stage of application of these skills allowing one to control the skills and use them for one's own purposes."
- "being literate is to be aware of external forces and information that impinge on one's life and to develop processes or strategies for dealing with and / or flourishing with these forces."
- "being literate reflects the ability to use the society's symbols."
- "being literate reflects an ability to achieve personal power (change) by utilizing skills of: critical analysis, reading, writing, speaking, listening and viewing within the context of a particular community or society."

**SESSION 2: WORKING WITH STAKEHOLDERS**

Monday, 1987 October 26.

Each group worked with one identified stakeholder and answered the common questions. The stakeholders included parents, trustees, teachers, principals, superintendents, departments of education, public libraries, and students.

**Question 1 — How accountable are you to the stakeholder?**

All groups agreed that each stakeholder played an important role in the development of policy and the implementation of action plans.

**Question 2 — How much will the stakeholder be affected by my decision?**

The answer varied according to the stakeholder.

**Question 3 — How much risk is there in ignoring the stakeholder?**

The answer varied according to the stakeholder.

**Question 4 — How much right has the stakeholder to direct my action?**

Most groups felt that the stakeholder had no more right than any other interest group but that students need to have the greatest right. However, all groups believed that expectations must be defined in a broader sense and that this broad sense should include a role for the stakeholder.

**Question 5 — As a district administrator you want to directly involve teacher-librarians in school-based literacy development programs. Outline barriers for teacher-librarian involvement and suggest interventions that will assist in their**

**involvement. What resources will you require? Keep in mind the stakeholder that you are considering in your group discussion.**

**GROUP 1 — PARENTS:**

**BARRIERS**

- A lack of understanding about the role of the teacher-librarian.
- Insufficient time.
- Lack of role clarity.
- Financial restraints.
- Lack of expertise and training of the teacher-librarian.
- Job overload.

**INTERVENTIONS**

- Role of the teacher-librarian must be made known.
- Parent volunteers should be utilized.
- Staff development opportunities need to be provided.
- Leadership and direction from senior administration is essential.
- Provincial education authorities need to advocate programs and roles.
- Inter-disciplinary approaches need to be developed.

**RESOURCES**

- Budget.
- Human resources.
- Development of effective coalitions.
- Appropriate materials.
- Intra-agency cooperation, e.g. public library.

**GROUP 2 — TRUSTEES**

**BARRIERS**

- "Here we go again" attitude.
- "Maybe we're right but it would cost."
- "S.O.B." (same old barriers)
- Implementing programs, but staffing with available resources, etc.

**INTERVENTIONS**

- Help trustees to make the connection better than we have been doing.
- Incorporate teacher-librarians in making that connection.
- Create broad-based ownership for literacy issues.

**RESOURCES**

- None cited.

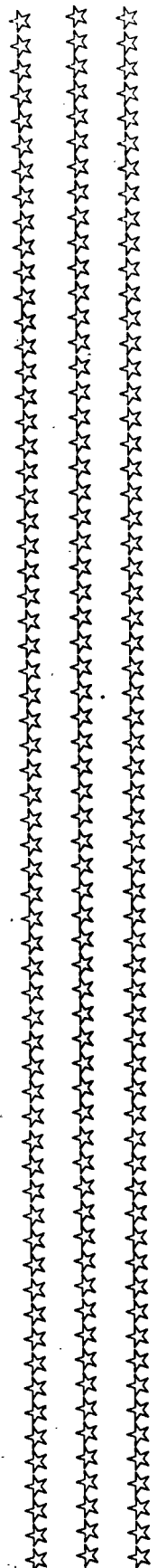
**GROUP 3 — SUPERINTENDENTS**

**BARRIERS**

- No teacher-librarians or insufficient teacher-librarian time.
- Lack of parent participation.
- Lack of broad-based support.
- Lack of resources, print or non-print.
- No staff support.
- No time for inservice.
- Administrative support mixed.
- Goals and priorities of school system do not specifically include literacy.
- Decentralized structure creates inequality due to differing decisions in school sites.
- Negative attitudes toward central office.

**INTERVENTIONS**

- Hiring.
- Redeployment.
- Public relations campaign.



- Develop parent ownership.
- Communication procedures.
- Develop advocacy structures, including: showing teachers how to involve principals, ensuring input in planning process and involvement in goal setting strategies.
- Pilot projects.
- Ongoing communication including objective reporting, celebration and recognition of contributors.

#### RESOURCES

- Money.
- Redeployment of staff.
- Development of skills of the present staff.

### GROUP 4 — TEACHERS

#### BARRIERS

- Time.
- Stretched resources.
- Too little support staff.
- Perceived feeling that kids already are literate.
- Lack of expertise.
- Teacher attitudes.
- Lack of administrative support.

#### INTERVENTIONS

- School / system refocusing on literacy within the context of cooperative program planning and teaching.
- In-service.
- Superintendent leadership.
- Hire a consultant.
- Create an expectation that school-based goals will include literacy.
- Develop a district newsletter which gives recognition to literacy programs, activities and achievements in the schools.
- Ongoing professional day activities.
- Utilize teachers' conventions.
- Refocus coursework in education faculties.

#### RESOURCES

- Parental involvement.
- Lobbying for provincial grants for library / literacy programs.
- Release time for teacher-librarians, etc.
- Volunteers.

### GROUP 5 — PRINCIPALS

#### BARRIERS

- Size of school.
- Agreement on a definition of literacy.
- Consensus on need.
- Dealing with personal concerns, e.g., integrity, self-esteem, dignity.
- Tendency to develop too large a program because the problem appears large.
- Funding.
- Professional expertise.
- Establishing receptive family / home environment.

#### INTERVENTIONS

- Cooperation with other agencies.
- Development and ownership of an appropriate definition.
- A community educational program.

#### RESOURCES

- None cited.

## **SESSION 3: ROLES & RESPONSIBILITIES IN A LITERACY PROGRAM**

Monday, 1987 October 26.

The following is a synthesis and summary of the group discussions.

### **Question 1 — What are the considerations a school should conceptualize when implementing a school-based literacy development program?**

- Clarify the audience before needs assessment.
- Examine belief systems and redefine the school's mission.
- Shift the focus of the school program to what works.
- Indicate the resources needed.
- Consider the expertise of staff and their professional development needs, e.g., training requirements, etc.
- Delineate and clarify the roles of teacher, teacher-librarian, principal, parent, consultants, etc.
- Establish indicators of success, student outcomes, expectations, how evaluation will occur.
- Consider strategies (safety net) for those who can't cope with the change or who fall through the planks during the process.

### **Question 2 — What are the observable indicators of a successful literacy program in a school?**

- Students who exhibit the characteristics of a literate individual.
- Cooperative programs.
- Autonomous, independent, motivated and able learners.
- Responsible students.
- Different strategies (methodologies) in classrooms, including learner-driven activities.
- Large demand for resources, and increased use of a variety of resources.
- No barriers to access to resources.
- Group work.
- Teachers modeling the characteristics of literacy.
- Expanded teacher networks featuring lots of talk.
- Enthusiasm for learning and increased desire to learn.
- Lots of art and student work display; evidence of creativity; lots of fun.
- Positive comments about education.
- Trustees and community aware of literacy goals and able to articulate those goals.
- Open and flexible administration.
- Clear statements of expectations with benchmarks well-defined.
- Graduate follow up.
- Learning styles accommodated within classrooms and library resource centres.
- New technologies used with familiarity and ease.
- Increased involvement of home and parents.
- Teachers and students involved in writing.

### **Question 3 - What is the role of the principal in initiating, developing, implementing and maintaining a successful literacy program?**

- Instructional leader.
- Empowering teachers.
- Initiating and bringing to the attention of staff the literacy question
- Focusing staff attention on literacy issues.
- Providing rewards and positive strokes for literacy programs.
- Providing in-service and growth activities.
- Allocating resources, including money, time and personnel.
- Supporting a super school library program.
- Encouraging parental involvement.
- Fighting for funding and lobbying for resources.

- Being aware of current research in language development.
- Being an advocate at the district level and the community level.
- Facilitating the acquisition of technology in terms of educational needs.
- Being visible.
- Interacting with kids and staff.
- Providing an excellent role model.
- Being a resource linker.
- Being aware of useful and appropriate resources.
- Having a vision for the school and for this particular program.
- Demonstrating an understanding of the program and being able to articulate it when needed.
- Being able to utilize appropriate conflict resolution skills.
- Including literacy incorporation in teacher evaluation.
- Monitoring evaluative programs.

**Question 4 - What is the role of the teacher in implementing a successful literacy program?**

- Individualizing instruction.
- Providing free choice of materials.
- Communicating commitment and enthusiasm.
- Employing varied strategies.
- Acting as a role model for literate behaviours.
- Cooperating with other personnel.
- Using resource-based learning.
- Increasing communication between students.
- Emphasizing skills within the context of curriculum and integrating literacy across the curriculum.
- Demonstrating a commitment to lifelong learning.
- Increasing student opportunity to participate in decision-making.
- Providing support to peers.
- Ritualizing literacy activities.
- Including parents in the classroom.
- Engaging in role clarification with students.

**Question 5 — What is the role of the teacher-librarian in relation to the school literacy program?**

- Being aware of the broad range of resources.
- Assisting to identify and acquire appropriate resources.
- Participating in cooperative sharing of responsibilities and activities.
- Initiating ideas.
- Appreciating and reflecting understanding of learning styles during contacts with students in the school library.
- Being an in-service facilitator, a networker, and a promoter of resources and resource people.
- Being a generalist and having a global knowledge of curriculum.
- Celebrating student achievement.
- Being a good communicator in matters related to literacy achievement.
- Making the library resources easily available to all students.

**Question 6 — What is your role in assisting a school to implement a successful literacy program? What strategies would you use in order to assist the school?**

No attempt was made to summarize this very personal question.

**Question 7 — Given today's discussion, your homework is to create a personal action plan to initiate, implement, maintain, evaluate, etc. a literacy program. You may wish to look ahead to tomorrow's work. The attached form is designed to help you organize your thoughts. Your group leader will facilitate sharing plans.**

Most individuals within the group did an exemplary job of completing their homework assignment. Others did not. There has been no attempt to summarize either group, although the former did better than the latter.

## **SESSION 4: RESEARCH & ITS IMPLICATIONS**

Tuesday, 1987 October 27.

**Question 1 — Modeling a behaviour is a powerful tool that can be used to influence others. What is the role of the . . . in relation to literacy?**

### **TEACHER AS ROLE MODEL**

- Demonstrating empathy with the student's background.
- Modeling the correct use of language.
- Using a variety of techniques in presentations.
- Sharing interests with students (music, skiing, etc.)
- Reading to and with kids; writing with kids.
- Accepting students' choice of television programs and encouraging critical thinking in discussion of the programs.
- Staying up-to-date with contemporary educational issues and research.
- Modeling the teacher as learner.
- Fostering conversation.
- Sharing the interests of children and avoiding the appearance of talking down to them.

### **PRINCIPAL AS ROLE MODEL**

- All the teacher role statements plus . . .
- Modeling educational leadership.
- Knowing curricula.
- Modeling literate behaviours (grammar, spelling, etc) in communications with the public.
- Modeling administrative competencies.

### **TEACHER-LIBRARIAN AS ROLE MODEL**

- Being a good model for other teachers.
- Being a good model for students.
- Using and suggesting a variety of formats and presentations styles.
- Avoiding behaviours that are stereotypical of librarians.
- Displaying interest in students.
- Sponsoring special events that will demonstrate regard for kids and involve them in literacy related experiences.

### **YOU AS ROLE MODEL**

No attempt was made to summarize the statements offered in answer to this question.

**Question 2 — Children encounter what for some is a major learning barrier about year three or year four. This appears to be related to transition from the "learning to read" mode to the "reading to learn" mode.**

### **A. What are some factors in the home / school that contribute to the problem?**

#### **WITHIN THE SCHOOL**

- K-2 questioning levels.
- Phrasing of questions.
- Textbook based questions.
- Heavy emphasis on use of the text.
- Lack of instruction in strategies for dealing with non-textual and reference materials.
- Telling instead of modeling.

#### **IN-HOME**

- Outside interests conflict with school activities and literacy development.

- As students mature, they assume more responsibility before they are realistically independent or ready for them.
- There is a "loss of hope" at this stage with underprivileged children who begin to realize that life will not improve for them.
- This trauma causes students to revert to earlier strategies.

**B. What can the teacher do to minimize this concern?**

- Understand resistance to change and the change process.
- Help children to understand the change.
- Focus on process skills.
- Allow student directed learning.
- Integrate reading skills with project work.
- Model good individual work habits.
- Provide work in small manageable steps.
- Ensure student success by presenting realistic assignments.
- Give opportunity for individual practice.
- Be knowledgeable about child development and base activities upon this knowledge.
- Promote and teach for independence.
- Develop a personal connection with other teachers and students.
- Continue to read aloud to children.
- Stress the language of the subject.

**C. What can a teacher-librarian do to assist children to move smoothly over this barrier?**

- Plan cooperative units with a built-in success factor.
- Build and use strategies in grades 1 to 3 in preparation for grade 4.
- Suggest alternate teaching strategies to teachers.
- Emphasize independence in resource-based activities; utilize a scope and sequence to develop the necessary skills and attitudes in an a planned, sequential fashion.
- Provide suitable materials at suitable reading levels and for all grade levels.
- Deal with small groups for more individualized instruction and help.
- Include mind expanding fun-to-do activities and demonstrate a fun attitude toward learning.

**D. What can a teacher-librarian do to assist teachers to develop strategies and implement action plans to assist students to move smoothly over this barrier?**

- Sponsor teacher-to-teacher talk about teaching and learning.
- Model the expected behaviour.
- Provide resource information.
- Develop cooperatively planned units; assist in the planning, teaching and evaluation of units.
- Advise teachers about interesting new books as these arrive.

**Question 3 — Literacy development occurs when children are significantly engaged in interesting literacy related activities on a daily basis.**

**A. What are some interesting literacy related activities that should / could be part of everyday school life?**

- Journal writing on a daily basis.
- Reading aloud in all grade levels and in all subject areas.
- Independent access to and use of a variety of sources.
- Utilization of mass media in the classroom.
- Author / artist / dramatist / storyteller-in-residence program.
- Book sharing / talking / buddy reading.
- Book promotion . . . author visits, book fairs, celebrations, theme weeks, etc.
- Art projects, for example, bookmarks, posters, etc.
- Celebration of kids' work as authors, producers, etc.

- Teacher modeling of literate behaviours and enthusiasm for reading.
- Uninterrupted Sustained Silent Reading programs.
- Teacher promotion of "related reading" and "read around the . . . topic."
- Network with public libraries and build on their programs.
- Network with old folks homes and playschools.
- Kid talk, for example, dramatization of books and role playing.
- Kids generating book suggestions.
- Using books for problem solving activities.
- Using computers for children's writing.
- Communication through student newspapers.
- Having kids engage in literacy definition activities.
- Examining methods of integrating literacy activities across the curriculum.
- Looking at the program as a whole and determining the literacy gaps that exist. Planning unique ways to close the gaps.

**B. What is the role of the teacher-librarian in sponsoring, providing and evaluating these interesting activities?**

- |                      |                 |
|----------------------|-----------------|
| —to act as a sponsor | —visionary      |
| —facilitator         | —missionary     |
| —initiator           | —nitwit         |
| —inseminator         | —advocate       |
| —torch bearer        | —networker      |
| —inspirer            | —navigator      |
| —reader              | —spokesperson   |
| —model               | —empowerer      |
| —cheerleader         | —enabler        |
| —expander            | —listener       |
| —diverger            | —counselor      |
| —walker on the water | —idea generator |
| —promoter            | —communicator   |
| —organizer           | —planner        |

CAUTION: It must be kept in mind that you cannot be all things to all people and we do not have all the answers. We just pretend we do.

**Question 4 — Adding literacy related materials to the home does not in itself appear to alter patterns of behaviours. Doing "something" with the materials is imperative if literacy development is to be enhanced.**

**A. Identify five practical manageable programs schools could utilize and deliver that would promote change in the home?**

- Preparing and distributing a package for parents with booklists and activities suggested.
- Coordinating a home / school program with a focus on reading.
- Offering presentations on "what to do" at parents' meetings.
- Developing school writing units based on home interviews.
- Developing school writing projects with home editing of the content; school editing of the techniques and style.
- Utilizing family histories with photographs, etc. in the writing process.
- Encouraging talk about favourite family pictures and using this to promote simple writing.
- Developing and circulating a collection of materials about parenting.
- Within this context, encouraging the development of parent discussion groups.

**B. Identify three practical and manageable district level programs that could influence literacy related behaviour and promote change in the district or community level.**

- Establishing task forces, committees, or commissions on literacy.
- Creating and implementing a functional literacy test for students at particular grade levels.

- Examining all curricular levels to ensure aspects of literacy are included and covered.
- Creating an in-service component for parents.
- Sponsoring district level contests or events for parents and children as reading, listening, viewing, and/or speaking partners.
- Encouraging community groups and agencies and businesses to sponsor these contests or events.
- Collaborating with public libraries and booksellers to provide books on parenting for young families.

**Question 5 — The home is a powerfully persuasive agent on the value placed upon literacy and literate behaviours.**

- Because of the small number of groups, this question was not examined.

**Question 6 — The community is a powerful tool in support of literacy.**

**A. What strategies can school districts utilize to involve the community as a partner in literacy development?**

- Development of parental involvement in the goals of schooling as they relate to literacy.
- Discussion within the community of novels and other reading materials used by students.
- Encouraging the Canadian School Library Association and other related groups to investigate the possibility of promotion of reading materials through commercial businesses such as McDonald's, PetroCanada, etc.
- Encouraging businesses and corporations to give away free literacy materials (e.g. Shell)
- Working with the public library and other related groups to promote literacy.

**B. What programs are presently in place in your district that reflect this partnership? What strategies did you or your district use to implement these?**

- Parents' library.
- Identification of high risk children and the development of tutorial programs for them.

NOTE: ALTHOUGH SOME OF THE DISCUSSION HEADINGS WERE NOT DEALT WITH AT THE CONFERENCE DUE TO THE NUMBER OF GROUPS THAT WERE POSSIBLE, ALL HEADINGS ARE INCLUDED IN THIS SUMMARY REPORT IN ORDER TO MAKE IT POSSIBLE FOR THOSE WHO WISH TO ESTABLISH A DISTRICT EXAMINATION OF LITERACY TO UTILIZE THIS MODEL IF THEY WISH TO DO SO.

# THE LITERATURE OF LITERACY

**LORNE MACRAE, Director  
Instructional Programs Department  
Calgary Board of Education**

**(Editor's Note:** The following speech was given at the Western Canada School Library Conference on Monday, 1987 October 26)

**DAVID SUZUKI** in the Fall 1986 Royal Bank Reporter in an article entitled, "Illiteracy: the human costs are staggering," cites the following statistics:

- . . . nearly 5 million Canadian adults read below the Grade 9 level.
- . . . one million Canadians cannot read at all nor write.
- . . . Yet 70% of illiterate Canadian adults live in urban areas . . . near learning facilities.
- . . . 70% of our illiterate adults were born in Canada.
- . . . employers use basic literacy screens to eliminate job candidates
- . . . 60% of illiterate Canadians are chronically unemployed.

In the article, Suzuki comments that "the development of a written language for communication is one of the towering achievements of our species . . . all our dreams, songs, poetry, history, philosophy and science — is accessible to everyone . . . the real tragedy of illiteracy is being excluded from this wonderful, enriching and precious dimension of being human."

Other statistics cited by Suzuki include:

- . . . number of full-time teachers in Canada: 330,000
- . . . population of Prince Edward Island: 123,000
- . . . enrolment at South Point High School in Calcutta: 12,500
- . . . % of Swiss students able to identify Swiss capital: 95%
- . . . % of Quebec students able to identify Canadian capital: 39%
- . . . no. of elementary students in Ontario in immersion programs: 80,000
- . . . no. of students in Russia learning English: 4,000,000
- . . . % Of Canadian teens who receive enjoyment from music: 70%
- . . . % Of Canadian teens who receive enjoyment from school: 15%
- . . . price of 100 paper clips: 55¢
- . . . price U.S. spends yearly per person on illiterate adults: \$.140
- . . . amount Canadian government spends annually per illiterate adult: 50¢

(Statistics from: Statistics Canada, Globe & Mail, Harpers, Toronto Star, Guinness Book of Records.)

Permeating the Suzuki article is a strong belief that literacy can be defined, that it is based on a measure we refer to as a standard, and that the state of being literate offers economic and competitive advantage to the literate adult.

University of Alberta researchers **CHARLES NORMAN** and **GRACE MALICKY** report the following from their work with adult illiterates in an article entitled "Literacy as a Social Phenomenon":

- . . . Adult illiterates:
  - reported they had difficulty in school.
  - often were in special class placements.
  - often repeated grades.
  - assume personal responsibility for their illiteracy. . . missed school, acted up.
- . . . Adult illiterates give the following reasons for wanting to read:

- for self-concept / self-worth
- social goals
- career and job potential
- achieve everyday goals.

. . . When talking about their lives adult illiterates report no or minimal reading in their daily activities . . . either at home or at work.

- . . . As children they lived in a print deprived environment.
- . . . As adults they avoid activities where being able to read or write is essential.
- . . . Adult illiterates have a view of reading as work identification . . . they usually have no comprehension of comprehension!
- . . . Adult illiterates have little confidence in their ability to learn to read.
- . . . Adult illiterates believe the myth that illiterates are dumb and stupid.

Malicky and Norman have used their research findings to extrapolate program methodology for instruction to and for illiterates. They also generalize about the literate culture and their generalizations are frequently found discussed by other authors, researchers, and teachers. These generalizations have implications for parents and schools.

Malicky and Norman state the following:

- . . . Literacy development occurs when children are immersed on a daily basis in a literate culture in which they are considered to be important members.
- . . . Literacy development occurs when children see significant others in their lives engaging in literate activities.
- . . . Literacy development occurs when children take an active role in literacy-related activities.
- . . . Literacy development occurs when children are read to on a daily basis.
- . . . Literacy development occurs when these activities receive support in the school, home and community.

These generalizations tend to be supported in a number of documents. Perhaps the importance of this is not that there appears to be a commonality of necessary experiences, but that there is a common view that literacy activities are not the purview of the school alone! The home is a powerful environment!

In a recent U.S. **National Assessment of Educational Progress Report Card to the Schools** (Fall 1986, NAEPgram # 8) on the topic of writing, the following findings were reported:

- . . . Better readers are better writers.
- . . . Students with reading materials in the home write better than students without them.
- . . . Students who do homework regularly write better than those who do not do homework.

The National Assessment of Educational Progress then makes the following suggestion as one of several to the nation's schools: ". . . encourage reading in the home by all members of the household."

Early in 1987, the N.A.E.P. published Literacy: Profiles of America's Young Adults. In that document, the N.A.E.P. determined that there are three literacy scales by which competence can be defined. Prose literacy refers to competence with text. Document literacy refers to competence with forms. Numeracy refers to competence with number systems.

A growing number of articles stress the importance of the home environment as a determinant in later student success. Many of these focus on preschool activities. Recognizing the parent as the primary catalyst for each child's learning before school, many school boards hope, through a variety of incentives, to enhance each child's opportunity to be a successful and literate learner, to reduce later remediation costs, and to eventually reduce the number of adult illiterates. The Calgary Board of Education's "Books for Babies: A Literacy Development Program for Parents" was designed with all of the above in mind.

**MAC BROWN, SYLVIA WEINBERG and PAMELA CROMER** report success with a shared book experience program in an article entitled "Kindergarten Children Coming To Literacy" published in Educational Leadership (November 1986). Utilizing research findings of others they generated a program that incorporated those findings in their desire to increase children's awareness of literacy, and their competence to become

(eventually) readers and writers.

They used the familiarity of the home setting as a vehicle to build "literacy skills," including familiarity with book handling, vocabulary development, and memorization of rhymes. Children in this program have a warm setting in which to easily and quickly apply newly taught skills when those skills are taught in school, and reading activities in the school replicate the positive warmth of the home reading environment, for example: in school, teachers read to children repeatedly.

In the same issue of Educational Leadership an article entitled "New Parents As Teachers" by **MICHAEL MEYERHOFF and BURTON WHITE** states the following findings from "project Head Start, the Harvard Pre-School Project, and other similar programs:

... the first 3 years of life contribute heavily to lifelong development.

... the role of the parent to significantly impact a child's lifelong development cannot be overlooked."

Parents as partners in the ongoing literacy development of their child is gaining additional focus and recognition. Any school district that only gives lip-service to parental involvement in such development does disservice to children and will find its programs struggle to overcome parental resistance.

**The Early Childhood and Literacy Development Committee of the International Reading Association** prepared a joint statement in 1986 — one that has been accepted by the I.R.A., A.S.C.D., N.C.T.E. and three other organizations. The statement, entitled "Literacy Development and Pre-First Grade," states emphatically that "literacy learning begins in infancy." The statement outlines concerns and strategies. Some of the strategies involve classroom methodology while other aim at increasing parental involvement in the literacy development of their child.

**ELIZABETH SULZBY**, a researcher/educator at the University of Michigan, has discussed her findings about literacy development and the very young in a number of articles and speeches. She refers to the developing speech patterns of young children and their growing ability to encode/decode as emergent literacy. She also talks about literacy rituals — bedtime stories, etc. She has found that young adults who were read to as young children tend to take up this ritual when they become parents even though they may at this particular time be non-readers themselves. However, they connect the ritual to good parenting.

Many articles discuss the problem . . . some aiming at the very young . . . some at the middle school student . . . others at parent education programs. But many articles of the most recent vintage are characterized by an inclusivity in the strategies proposed. No longer is literacy development the exclusive problem of the school.

The American School Board Journal of January 1987 reports the need for school boards to graduate young people "with an appropriate level of literacy to succeed in an increasingly technological and sophisticated society." Fears of not being able to compete in an increasingly complex world are driving much of the desire for change, but the desire for change is based upon a sense of realism rather than on any need to adhere to traditions that do not and will not serve the young well. According to the American School Board Journal and the N.A.E.P., American schools haven't done all that poorly!

... 95% of young adults can read well enough to accomplish most day-to-day tasks.

... 62% read at or above an eleventh grade level.

But, as the article says, ". . . if schools have prepared these young adults to survive in today's world, the NAEP report indicates that the education they received won't help them "flourish." Although 95% of those surveyed could read a simple newspaper article, fewer than 40% could understand a lengthy newspaper articles or editorial and fewer than 10% could interpret a 4-line poem by Emily Dickinson."

Being able to read is not enough . . . there is a need to develop comprehension and interpretation skills!

The N.A.E.P., in its document about literacy, significantly states that the addition of literacy materials to the home is of little value unless use of the materials is stimulated. School systems, social agencies and health care agencies need to form literacy coalitions if change is to occur.

Each of us brings a personal definition to the concept of literacy. The American School Board Journal article suggests to policy makers that literacy isn't just reading. Most articles assume the reader has a view of literacy consistent with the view of the writer. Often reading is considered a generic skill leading to something else while at other times reading is the goal to be achieved. With a clearly understood and contextually-developed definition of literacy it becomes possible to focus upon the problem. This is not to suggest that there is only one solution or answer or one strategy but it does suggest that literacy must be defined with the individual community served kept well in mind.

There is a need to define literacy for our own use. Much of the literature relates literacy to competence which implies achievement. Unless, however, we know what it is we want to achieve and for what purpose competence will be elusive. Because our context differs from that of other community settings our definition must also relate to our context. Without relevance, competence is not only elusive — it is useless!

**JEANNE CHALL** reported in a 1983 award address to the American Educational Research Association that we have made strides in improving basic literacy. Our lower grade children are scoring better generally on reading tests but our higher grade students show no significant improvement. She cites national and commercial initiatives such as Sesame Street with having had an impact not yet felt in the higher grades. She points out the need to have access to a library. She points out a concern for 3rd grade children as they move into 4th grade and away from an oral tradition to a literacy tradition (independent reading), encountering what for many is a barrier of considerable dimension.

She also points out that while we have made gains we still utilize traditional test achievement devices that do not serve the future well. We need a new definition of literacy although it is likely that Chall's definition would have its foundation in a tradition of defined reading achievement rather than reading as a generic skill.

The need for a definition of literacy is complicated by the fact that the word "literacy" has become somewhat generic itself. We now have. . .

- . . . basic literacy
- . . . functional literacy
- . . . initial literacy
- . . . conventional literacy
- . . . visual literacy
- . . . cultural literacy
- . . . computer literacy
- . . . information literacy
- . . . technological literacy
- . . . scientific literacy

**ROBERT PATTISON's** book, On Literacy: The Politics of the Word from Homer to the Age of Rock (Oxford University Press, 1982), attempts to define literacy through an examination of changing needs and perceptions. He dismisses a number of works on literacy as being S.O.W. — same old whine! In that category he includes those that state ". . . that literacy is equivalent to skill in reading and writing. . ." and he offers in its place a concept of comprehension and awareness that he labels consciousness! He believes that literacy cannot be universally defined and universally useful. He believes that language is not static and that rhetoric and reading and writing are technologies or skills that enhance and enable consciousness (feeling) and comprehension. He also hints at the arrogance of Western thought . . . an arrogance that needs to be put aside if our culture is to succeed in a world of changing paradigms. He says: "Literacy is a mechanical ability with the technologies of language coupled with consciousness of language as a force in human affairs." His book challenges conventional thought . . . and this challenge appears to be well-supported in both research and belief.

One also cannot neglect or ignore the politics of literacy. Following World War II literacy programs and campaigns became commonplace. Developed countries tended to rely on the school systems but developing nations had to confront mass illiteracy without an organized educational system. Much of the urgency was based in economic survival. As **PRESIDENT NYERERE OF TANZANIA** said:



# LEARNING AND WORKING CONDITIONS SURVEY: BUDGETS

by Ken Adsett

In my comments on the budget figures presented in the 1987-1988 Learning and Working Conditions Survey report in the last issue of *The Bookmark* (Vol 29, No 2, December 1987) I said it is very difficult to compare school library budgets from one district to another because of the variety of ways in which those budgets are determined. In some districts budgets are uniform throughout. Others are determined at the school level, and still others combine the two modes with a base grant plus a per-pupil amount. In only a few instances was the method used given on the survey form or in accompanying comments. Therefore, little can be done at this stage to make the comparisons more valid or accurate. However, next year's survey will attempt to address this problem so that the budgets can be compared on common factors.

The tables which follow may give some help, however, by showing the range from lowest to highest budget in each district for both elementary and secondary schools. Budgets which are the same for low, high and average are obviously set by the district. Others, one can only assume, are the result of at least some degree of school-based budgeting.

Information from Quesnel, Gulf Islands, Mission and Qualicum, included in these tables, was not received in time for publication in the December issue of *The Bookmark*.

## Explanation of symbols:

- \* Figures are from one school only.
- \*1 One school shows figures much higher than the rest.
- \*2 Average shown in previous report was incorrect.
- \*3 50% or fewer schools responded.
- \*4 Unable to determine from the figures given.
- \*5 One school shows figures much lower than the rest.
- \*6 Figures are for all schools, elementary and secondary.

So, what about budgets?

Apart from the obvious range of budgets from district to district and from school to school within the same district, there seems to me, in looking through the survey response sheets, to be something missing in many instances. It is difficult to pin-point specifically but I get the impression many teacher-librarians do not really know what money they

will have to spend, nor are they sure how to get value for their dollars. In larger urban areas with strong central administrative and professional organizations, systems are in place to take advantage of centralized purchasing and processing and their procedures are well established and well known to all affected employees. But what of the rural, often isolated teacher-librarian? Or the novice? How are they to cope?

I would like to suggest a few general rules and procedures and invite other readers to add their suggestions and comments via letters to our editor.

First, establish the amount of the budget as soon as possible. If you are in a new position: How much has been spent . . . How much is left? Determine, in complete understanding with your principal, exactly what the budget is expected to cover: books? audio-visual software? equipment? furniture? supplies? etc. If you are negotiating a new budget, then go in prepared. Know exactly how many reference books and periodicals you need to maintain or improve service and how much they will cost. Know how many other books and what software you need and be prepared to say why. At the very least, you must be able to make as good a case for library expenditures as is made for basketball equipment, musical instruments, art supplies, and whatever else the school budget must cover.

Having established the amount of the budget, the next consideration is value. Keep a "consideration file" on a continuous basis to avoid the situation of having to spend an entire budget within a few days and with nothing to draw on but a pile of catalogues. Get into the habit of regularly scanning review journals such as *Booklist* and *School Library Journal* for objective reviews.

When the time comes to make out the requisitions and spend the money, make use of suppliers, such as Learning Tree or Baker and Taylor, which offer full or partial processing. This approach not only saves time and money but it gives the card index that professional look. Make local purchases for those items urgently needed and be prepared to process them yourself, but remember that the bigger discounts will usually be obtained from the major suppliers and that your time spent processing is time you cannot spend with your students and teachers.

Computerization of ordering and processing is another whole subject and should not affect the basic procedures outlined above.

ELEMENTARY SCHOOLS

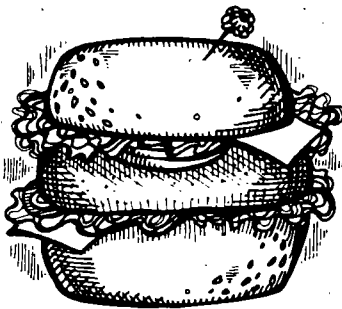
| DISTRICT: | LOW:                       | HIGH: | RANGE:  | AVERAGE:- |         |
|-----------|----------------------------|-------|---------|-----------|---------|
| 1         | Fernie                     | 10.00 | 10.00   | 0.00      | 10.00   |
| 2         | Cranbrook                  | 7.00  | 12.50   | 5.50      | 11.20   |
| 3         | Kimberley                  | 9.00  | 24.00   | 15.00     | 16.34   |
| 4         | Windermere                 | 20.00 | 20.00   | 0.00      | 20.00   |
| 7         | Nelson                     | 12.00 | 20.00   | 8.00      | 14.67   |
| 10        | Arrow Lakes                | 21.10 | 49.25   | 28.15     | 30.77   |
| 11        | Trail                      | 11.00 | 16.00   | 5.00      | 12.29   |
| 12        | Grand Forks                | 25.40 | 25.40   | 0.00      | 25.40   |
| 15/77     | Penticton/Summerland       | 15.50 | 35.25*1 | 19.75     | 17.55   |
| 16        | Keremeos                   | 21.50 | 24.00   | 2.50      | 22.61   |
| 21        | Armstrong                  | 20.00 | 22.70   | 2.70      | 21.23   |
| 22        | Vernon                     | 14.39 | 24.00   | 9.61      | 15.64*2 |
| 23        | Central Okanagan           | 19.62 | 33.76   | 14.14     | 24.07   |
| 24        | Kamloops                   | 11.02 | 15.75   | 4.73      | 13.12   |
| 26        | North Thompson             | 21.00 | 21.00   | 0.00      | 21.00   |
| 27        | Cariboo-Chilcotin          | 19.45 | 19.45   | 0.00      | 19.45   |
| 28        | Quesnel                    | 2.58  | 25.00   | 22.42     | 11.98   |
| 29        | Lillooet                   | 24.70 | 31.00   | 6.30      | 27.56   |
| 30        | South Cariboo              | 22.50 | 32.50   | 10.00     | 27.25*3 |
| 31        | Meritt                     | 12.00 | 14.00   | 2.00      | 12.87   |
| 32        | Hope                       | 12.00 | 13.30   | 1.30      | 12.37   |
| 33        | Chilliwack                 | 10.00 | 22.00   | 12.00     | 14.00   |
| 35        | Langley                    | 3.73  | 28.00   | 24.27     | 11.41   |
| 36        | Surrey                     | 7.00  | 7.00    | 0.00      | 7.00    |
| 37        | Delta                      | 5.70  | 16.15   | 10.45     | 11.85   |
| 38        | Richmond                   | 8.15  | 10.50   | 2.35      | 8.70    |
| 39        | Vancouver                  | 16.00 | 16.00   | 0.00      | 16.00   |
| 41        | Burnaby                    | —     | —       | —         | 7.54    |
| 42        | Maple Ridge - Pitt Meadows | 6.20  | 13.00   | 6.80      | 10.01   |
| 43        | Coquitlam                  | 3.00  | 18.36   | 15.36     | 9.29*3  |
| 44        | North Vancouver            | 15.00 | 15.00   | 0.00      | 15.00   |
| 45        | West Vancouver             | 14.45 | 19.59   | 5.14      | 15.22   |
| 46        | Sunshine Coast             | 26.00 | 26.00   | 0.00      | 26.00   |
| 49        | Central Coast              | 21.00 | 23.50   | 2.50      | 22.25   |
| 50        | Queen Charlotte Is.        | 28.00 | 35.88   | 7.88      | 31.94   |
| 52        | Prince Rupert              | 14.40 | 14.40   | 0.00      | 14.40   |
| 54        | Bulkley Valley             | 22.00 | 22.00   | 0.00      | 22.00   |
| 56        | Nechako                    | 20.00 | 23.00   | 3.00      | 21.50   |
| 57        | Prince George              | 7.50  | 18.00   | 10.50     | 11.15   |
| 59        | Peace River South          | 0.00  | 47.00   | 47.00     | 14.92*2 |
| 60        | Peace River North          | 17.76 | 24.00   | 6.24      | 20.31   |
| 61        | Greater Victoria           | 6.00  | 14.50   | 8.50      | 9.68    |
| 62        | Sooke                      | 12.00 | 12.00   | 0.00      | 12.00   |
| 63        | Saanich                    | 5.00  | 29.00   | 24.00     | *4      |
| 64        | Gulf Islands               | 21.00 | 77.00*1 | 56.00     | 35.50   |
| 65        | Cowichan                   | 8.00  | 12.00   | 4.00      | 10.00   |
| 68        | Nanaimo                    | 10.06 | 10.06   | 0.00      | 10.06   |
| 69        | Qualicum                   | 5.50  | 12.80   | 7.30      | 10.31   |
| 72        | Campbell River             | 15.00 | 15.00   | 0.00      | 15.00   |
| 75        | Mission                    | 16.00 | 20.00   | 4.00      | 18.17*3 |
| 76        | Agassiz-Harrison           | 10.71 | 12.75   | 2.04      | 11.73   |
| 80        | Kitimat                    | 15.00 | 28.00   | 13.00     | 20.33   |
| 81        | Fort Nelson                | 15.22 | 20.00   | 4.78      | 17.11   |
| 84        | Vancouver Island West      | —     | —       | —         | 18.00*  |
| 87        | Stikine                    | —     | —       | —         | —       |
| 88        | Terrace                    | 10.80 | 14.50   | 3.70      | 12.10   |
| 89        | Shuswap                    | 9.00  | 11.90   | 2.90      | 10.00   |

SECONDARY SCHOOLS

|       | DISTRICT:                  | LOW:    | HIGH: | RANGE: | AVERAGE: |
|-------|----------------------------|---------|-------|--------|----------|
| 1     | Fernie                     | 15.00   | 15.00 | 0.00   | 15.00    |
| 2     | Cranbrook                  | 12.50   | 20.00 | 7.50   | 15.17    |
| 3     | Kimberley                  | —       | —     | —      | 22.50*   |
| 4     | Windermere                 | 20.00   | 20.00 | 0.00   | 20.00    |
| 7     | Nelson                     | 15.29   | 24.79 | 9.50   | 19.44    |
| 10    | Arrow Lakes                | 25.98   | 28.75 | 2.77   | 27.36    |
| 11    | Trail                      | 8.00    | 16.43 | 8.43   | 10.83    |
| 12    | Grand Forks                | —       | —     | —      | 24.74*   |
| 15/77 | Penticton/Summerland       | 20.00   | 29.25 | 9.25   | 22.30    |
| 16    | Keremeos                   | —       | —     | —      | 23.40*   |
| 21    | Armstrong                  | —       | —     | —      | 25.00 *  |
| 22    | Vernon                     | 18.57   | 22.57 | 4.00   | 19.05    |
| 23    | Central Okanagan           | 19.70   | 22.40 | 2.70   | 21.40    |
| 24    | Kamloops                   | 10.00*5 | 22.32 | 12.32  | 17.08    |
| 26    | North Thompson             | —       | —     | —      | 24.50*   |
| 27    | Cariboo-Chilcotin          | 19.45   | 19.80 | 0.35   | 19.56    |
| 28    | Quesnel                    | 15.00   | 21.59 | 6.59   | 18.86    |
| 29    | Lillooet                   | —       | —     | —      | 21.70*   |
| 30    | South Cariboo              | 25.50   | 34.00 | 8.50   | 29.75    |
| 31    | Meritt                     | 14.90   | 16.25 | 1.35   | 15.57    |
| 32    | Hope                       | 17.70   | 21.00 | 3.30   | 19.13    |
| 33    | Chilliwack                 | 12.00   | 20.00 | 8.00   | 14.93    |
| 35    | Langley                    | 1.20    | 22.41 | 21.21  | 10.99    |
| 36    | Surrey                     | 11.00   | 11.00 | 0.00   | 11.00    |
| 37    | Delta                      | 10.00   | 16.47 | 6.47   | 13.25    |
| 38    | Richmond                   | 10.00   | 11.38 | 1.38   | 10.66    |
| 39    | Vancouver                  | 24.00   | 24.00 | 0.00   | 24.00    |
| 41    | Burnaby                    | —       | —     | —      | 8.19     |
| 42    | Maple Ridge - Pitt Meadows | 11.00   | 15.00 | 4.00   | 12.38    |
| 43    | Coquitlam                  | 8.00    | 13.50 | 5.50   | 11.00    |
| 44    | North Vancouver            | 17.00   | 17.00 | 0.00   | 17.00    |
| 45    | West Vancouver             | 13.69   | 16.40 | 2.71   | 15.01    |
| 46    | Sunshine Coast             | 32.00   | 32.00 | 0.00   | 32.00    |
| 49    | Central Coast              | —       | —     | —      | 28.00*   |
| 50    | Queen Charlotte Is.        | 26.00   | 43.21 | 17.21  | 34.74    |
| 52    | Prince Rupert              | 24.00   | 24.00 | 0.00   | 24.00    |
| 54    | Bulkley Valley             | 22.00   | 22.00 | 0.00   | 22.00    |
| 56    | Nechako                    | 20.00   | 21.00 | 1.00   | 20.67    |
| 57    | Prince George              | 11.50   | 20.00 | 8.50   | 16.41    |
| 59    | Peace River South          | 1.00    | 19.00 | 18.00  | 13.85    |
| 60    | Peace River North          | 16.00   | 35.00 | 19.00  | 24.06    |
| 61    | Greater Victoria           | 6.00    | 17.00 | 11.00  | 14.32    |
| 62    | Sooke                      | 14.00   | 14.00 | 0.00   | 14.00    |
| 63    | Saanich                    | 0.00    | 13.80 | 13.80  | *4       |
| 64    | Gulf Islands               | 19.88   | 24.33 | 4.45   | 22.11    |
| 65    | Cowichan                   | 18.00   | 18.00 | 0.00   | 18.00    |
| 68    | Nanaimo                    | 10.06   | 10.06 | 0.00   | 10.06    |
| 69    | Qualicum                   | 11.90   | 16.00 | 4.10   | 13.57    |
| 72    | Campbell River             | 15.00   | 17.00 | 2.00   | 15.33    |
| 75    | Mission                    | —       | —     | —      | 20.00*   |
| 76    | Agassiz-Harrison           | —       | —     | —      | 12.22*   |
| 80    | Kitimat                    | —       | —     | —      | 12.60*   |
| 81    | Fort Nelson                | —       | —     | —      | 10.45*   |
| 84    | Vancouver Island West      | 5.00*5  | 31.40 | 26.40  | 17.67    |
| 87    | Stikine                    | 37.00   | 40.00 | 3.00   | 37.91*6  |
| 88    | Terrace                    | 10.00   | 15.00 | 5.00   | 11.60    |
| 89    | Shuswap                    | 9.00    | 10.00 | 1.00   | 9.75     |

**Q:**

What do you get  
when you cross a  
**LIBRARY**  
with a  
**HAMBURGER?**

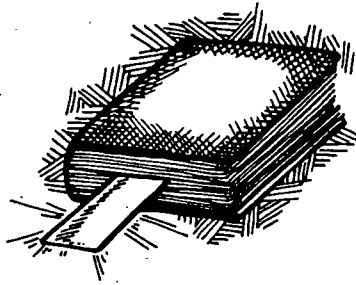


**A:**

food for thought!  
**COME & GET IT.**

*(insert library name  
and info here)*

## THE DIET BOOKMARK



OFFERS THE SAME  
DEPENDABLE PLACEKEEPING  
AS ANY OTHER BOOKMARK  
BUT ADDS NO WEIGHT  
TO YOUR LIBRARY BOOK.

CONTAINS NO FAT OR  
OTHER HARMFUL  
INGREDIENTS - MADE  
FROM HEALTHY, NATURAL  
CHOPPED UP TREES.

OVERSIZE OR THICK  
BOOKS WILL THANK YOU  
FOR SWITCHING TO  
THE DIET BOOKMARK!

*(insert library name  
and info here)*

What do these  
things have  
in common?



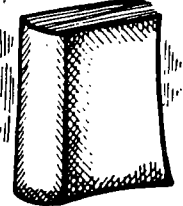
ORANGE JUICE



VITAMINS



CHICKEN SOUP



A GOOD BOOK

They all make you  
feel better. (You  
can get the book  
from our library  
cart).

*(insert library name  
and info here)*

## 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:** How does one respond to a Principal who says, "You will remove this book from your Library," without prior consultation with staff or librarian. (Note - we have taken several routes, but need more ideas.)

**ANSWER:** (1) Ask him or her to justify removal (fill in challenge form? (2) Work for a policy on challenged materials at school board level. (3) Agitate through your teacher-librarian association - be strong! (4) If you think the book should not have been removed, research reviews and send them to the Principal with a request for a time to meet and discuss. Any other suggestions?

**QUESTION:** Our District is proposing to delete central processing as a district service on the grounds that district resource centres offer this service only in large districts. Comments? What services should/could a district resource centre offer. (Bill Scott, Hope)

**ANSWER:** (from Linda Rehlinger, Qualicum) I have a DRC services questionnaire in the mail now to all small and medium sized districts. District central processing is one of the questions on it. Info should be coming in soon.

**QUESTION:** I need a system for reinforcing paperbacks and strengthening the edges of the covers. BroDart advertises several such systems. What are the strengths and weaknesses of such systems? (Barb Smith, North Vancouver)

**ANSWER:** We use 3M Scotch Brand C-27 taping system applicator purchased from BroDart and find it very fast, attractive and effective. The tape cuts quickly and sits easily on the cover while in the book clamp. The only real draw-back is the seam in the tape shows. Has anyone tried any other system?

**QUESTION:** What are some good computer programs/applications for Library use. Who is using

what? What problems?

**ANSWER:** We have 2 Mac SEs in the Library and a Mac Lab of 25 in the school. Our school district has purchased a site licence for Microsoft Works, which is a combination of word processor, database, spreadsheet and communications. This means that we can give each staff member his/her own copy to use on the school computers. We have achieved a measure of standardization this way, and can undertake quite a few library projects and management, such as overdue list, periodical list with prices, annual report, surveys, notices to staff. MacPaint is simple and easy to use for graphics. We have purchased a site licence for CSL Marks for staff classroom management, Works Plus Spell for checking spelling and Red Ryder for communications application, although we also use MSWorks for this. Appleworks is well-used on our Apple IIe as well as Report Card for classroom management. A very useful book for your district resource centre to purchase if you are using Apple II is Media Center Management with An Apple II by Janet Noll Naumer, published by Libraries Unlimited, Inc, P.O. Box 263, Littleton, Colorado 80160-0263.



We are seeking co-operatively planned units on the theme of the next issue HOLIDAYS, so if you have a unit that you think would be of value to the rest of us, please send it to the Editor.



# DANS LE VENT

by **JUDITH REID**, teacher-librarian, École Anne Hébert and **JANET MCKINLAY**, Churchill Secondary School, Vancouver School District (#39)

Thank-you to all teacher-librarians in bilingual resource centres who completed and returned the questionnaire regarding the revision of A Handbook for Bilingual Resource Centres to be published by the Modern Language branch of the Ministry of Education. Your comments will greatly assist the revision committee in its task. Further comments and/or questions may be directed to Janet McCutcheon at the Modern Language Resource Centre in Victoria.

An interesting and fun book for a secondary collection is Lorraine Boisvenue's Astro-cuisine. (Libre Expression, 1985, ISBN 2-89111-261-x, \$14.95) Ms. Boisvenue has combined her interests of cooking and astrology to create a gourmet cookbook with a twist. She discusses each astrological sign in terms of the culinary events in their lives: daily cooking, social occasions, entertaining, the intimate dinner, and plants and vegetables for health. Ms. Boisvenue completes each section with a series of gourmet recipes to tempt the palate.

## ANCIENT GREECE A GRADE 7 EARLY IMMERSION COOPERATIVE UNIT

by **CELINA MAU**, teacher-librarian, and **CONNIE CARVER**, teacher, L'École Bilingue, Vancouver School District #39.

This unit is a centre approach involving 7 centres altogether. Each centre has an instruction card to help students to complete the assignment. It takes 5 one hour periods to complete each centre. An evaluation sheet is attached to indicate skills that we expected students to master upon completion of each centre.

The 7 centres are:

1. Art et Architecture
2. Créer un Film Fixe
3. Dépliant Touristique
4. Nourritures et Vêtements
5. Personnages Célèbres
6. Programme Gutenberg SR
7. Théâtre

Here is Unit 3 as an example of one of the units.

### CENTRE 3 - NOURRITURES ET VETEMENTS

Carte d' instruction - Nourritures

1. Prends la fiche "Nourritures" de l'enveloppe.
2. Remplis la fiche. Corrige ton travail. Demande au professeur de le vérifier.
3. Parmi les livres de recette grecque, choisis une recette que tu aimerais goûter.
4. Traduis cette recette en français selon les exemples donnés sur l'enveloppe "Recette grecque."
5. Corrige ton travail. Demande au professeur de le vérifier.
6. Ecris la copie finale sur une carte d'indexe avec un feutre noir.
7. Prends la carte d' instruction "Vêtements" si tu n'as pas encore fait cette partie du centre.

Carte d' instruction - Vêtements

1. Prends la fiche "Vêtements" de l'enveloppe.
2. Remplis la fiche. Corrige ton travail. Demande au professeur de le vérifier.
3. Parmi les cartes de travail, choisis un vêtement que tu aimerais faire et présenter à notre sorée grecque. Fabrique ce vêtement à la maison si nécessaire.
4. Montre-le à un professeur avant de commencer ton commentaire.
5. Corrige ton travail. Demande à un professeur de le vérifier.
6. Ecris la copie finale sur une petite carte d'indexe de l'enveloppe "Carte d'indexe."
7. Prends la carte d' instruction "Nourritures" si tu n'as pas encore fait cette partie du centre.

**NOURRITURES**

Réponds aux questions suivantes en utilisant les livres Classic Greek cooking, écrit par Daphne Metaxas, et Greek cookbook, écrit par Betty Watson.

**Le Fromage**

1. D'où vient les fetas?

\_\_\_\_\_

\_\_\_\_\_

2. Quels sont les 3 sortes de feta?

\_\_\_\_\_

3. Nomme un plat qui contient le fromage feta

\_\_\_\_\_

**Les Épices**

4. Nomme 4 épices avec lesquelles les Grecs cuisinent beaucoup.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

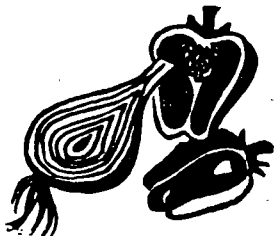
5. Chosis une recette qui contient chaque épice ci-dessus.

**ÉPICES**

**NOM DE RECETTES**

- |          |       |
|----------|-------|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |

Réponds aux questions suivantes en utilisant le livre Greek cooking for the Gods, écrit par Eva Zane.



**LA VIANDE**

6. Pourquoi les Grecs mangent beaucoup de l'agneau?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Nomme 2 façons de préparer l'agneau.

\_\_\_\_\_

\_\_\_\_\_

8. Comment les Grecs utilisent-ils les chèvres?

a.

\_\_\_\_\_

b.

\_\_\_\_\_

**LES FRUITS DE MER**

9. Quels sortes de fruits de mer existent-ils dans les régions grecques?

\_\_\_\_\_

\_\_\_\_\_

10. Quelle est la soupe célèbre qui provient de la Grèce?

\_\_\_\_\_

11. Pourquoi est-ce que cette soupe est maintenant considérée française?

\_\_\_\_\_

\_\_\_\_\_



## LES OLIVES

Réponds aux questions suivantes en utilisant le livre, Cooking the Greek way écrit par Lynne W. Villios.

12. Comment poussent les olives? Expliques-lé en 2 phrases.

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13. Explique la différence entre les olives vertes et noires.

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## VETEMENTS

Réponds aux questions suivantes en utilisant ces livres:

|                 |   |
|-----------------|---|
| Leeming, Joseph | <u>The costume book for parties and plays</u> |
| Sichel, Marion  | <u>Costume of the classical world</u>         |
| Sichel, Marion  | <u>History of children's costume</u>          |
| Sichel, Marion  | <u>History of women's costume</u>             |
| Sichel, Marion  | <u>History of men's costume</u>               |

## LES VETEMENTS

1. Les deux styles de tuniques grecques étaient dorique et ionique

Explique leurs différences en 2 phrases complètes.

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---

---

2. Quel est le mot grecque pour "la tunique"?

---

## LES SOULIERS

3. Quels étaient les 2 groupes de souliers grecques pour les hommes? Décris-les en phrases complètes.

---

---

---

4. Quelle sorte de souliers portaient les femmes grecques?

---

---

## LES BIJOUX

5. Quelle était la raison pour laquelle les hommes grecques ont arrêté de porter les bijoux?

---

6. Après les guerres, quels sortes de bijoux portaient-ils? En nonne trois.

---

---

7. Quelles sortes de bijoux portaient les femmes pour se protéger de mauvais esprits?

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## LE MAQUILLAGE

8. Nomme 3 sortes de maquillages que portaient les femmes grecques?

---

---

9. Pourquoi les femmes aristocratiques portaient-elles le fond de teint blanc?

---

---

10. Comment les courtisanes se maquillaient? Pourquoi?

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---

## FEUILLE D'EVALUATION

### CENTRE D'ACTIVITÉ

#### Nourritures et Vêtements

- trouver les réponses en se servant de la table des matières et de l'index de livres indiqué.
- écrire en bonnes phrases.
- utiliser le bon format en traduisant la recette.
- fabriquer un vêtement grecque
- écrire un bon commentaire en expliquant ton vêtement.
- cuisiner le plat.
- démontrer les habiletés globales.



## FRENCH IMMERSION LIBRARIANS' NETWORK

Many French Immersion Teacher-Librarians have expressed their need to be in touch with others in the same field. Angela Thacker would like to set up something that will facilitate the sharing of ideas, information, and concerns. Teacher-librarians who work in French immersion schools who are interested in such a network are asked to return the completed form to:

Angela Thacker  
Coordinator of Learning Resources  
S.D. #45 (West Vancouver)  
595 Burley Drive  
West Vancouver, BC  
V7T 1Z3

or

Envoy 100 address: A.Thacker

## FRENCH IMMERSION TEACHER LIBRARIANS' NETWORK

Are you interested in hearing more about the Network? \_\_\_\_\_

What particular aspects are you interested in?

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How might you be able to contribute?

---

---

Which programmes at what grades does your school have? (e.g. Late immersion, Grades 6 and 7)

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Are you willing to have your name, address and telephone numbers listed and circulated to others in the Network? \_\_\_\_\_

Comments:

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Name: \_\_\_\_\_

School or office \_\_\_\_\_

School or office telephone number \_\_\_\_\_

Envoy 100 address \_\_\_\_\_

Home telephone number \_\_\_\_\_

Signature \_\_\_\_\_

# PROJET ORAL

## (CAOSEC / Sc. Humaines)

By JUDITH REID, teacher-librarian, and  
ANNIE CASSELLS, teacher (Vancouver, S.D. # 39)

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**Editor's Note:** Only the student worksheets are included here, as they are self-explanatory. Format has been tightened to save space. Lines indicate the end of pages.

---

Choisis **un** des sujets de la liste ci-dessous:

1. **Histoire:** Recherche 5 événements historiques du pays choisi. Explique les causes et les conséquences de chacun.
2. **Art:** Recherche les différentes formes d'art de ce pays (danse, musique, sculpture, poterie, vannerie, ... etcetera).  
Etablis des liens (compare, donne l'origine) entre ces formes d'art et celles d'autres pays.
3. **Tribu:** Décris le mode de vie, les coutumes, les croyances, les langues et l'habitat d'une des tribus de ces pays.
4. **Aspect particulier:** Recherche et explique un aspect particulier — et particulièrement important ou intéressant — de ce pays (colonialisme, racisme, désert, protection des animaux, religion, ... etc.)

Sujet choisi: \_\_\_\_\_

à présenter le: \_\_\_\_\_

---

### Délimiter le Sujet

#### Sujet Général

L'Afrique

Les Oiseaux

Le Transport

L'Astronomie

L'Amérique du Sud

#### Sujet Spécifique

Les jeux africains

La migration des rouges-gorges

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Ressources

Sujet général \_\_\_\_\_

Sujet spécifique \_\_\_\_\_

### A. Livres de référence:

1. Almanachs
2. Annuaire
3. Atlas
4. Dictionnaires
5. Encyclopédies

### B. Livres

### C. Périodiques / Magazines

### D. Matériel audio-visuel

1. Disques
2. Films
3. Films-fixes
4. Images

### E. Autres

1. Entrevues
2. Excursions - Musées, galeries d'art, etc.

---

## Rapports Oraux

### Préparation:

#### 1. Considérer:

- a) le sujet — délimiter le sujet.
- b) l'objectif — renseigner, convaincre, divertir.
- c) l'idée principale.
- d) le matériel de support.
- e) l'introduction.
- f) la conclusion — le résumé.
- g) le plan.

#### 2. Connaître:

- a) le sujet.
- b) l'auditoire — Qui sont les auditeurs?  
— Que savent-ils du sujet?  
— Eviter de "choquer" les auditeurs.
- c) l'orateur — Se connaître soi-même; choisir un sujet qui "colle" à ta personnalité.

# READING CHECKLIST...

compiled by **LIZ AUSTROM,**  
**District Principal —**  
**Curriculum Resources**  
**Vancouver (S.D.#39)**

My first column got off to a somewhat rocky start in the last issue when I inadvertently left out some very important information about one article. I only had three telephone inquiries, so assume that most people had no difficulty in finding it from the information that was given. I promise to be more careful in the future.

My reading over the past few months has been eclectic to say the least! I will try to group articles and books into some logical order but, needless to say, my order may not be your order! I hope the subheadings which will be included in the column from now on will assist you to pick out reading of most interest to you.

## ADVOCACY

"Who Needs an Elementary School Librarian? in Principal (vol. 67 no. 2, November 1987, pp. 37-40) raises the question of how we can ensure that school librarians will not be chopped during a period of fiscal cut-backs. Sherie W. Baldridge and Marsha D. Broadway suggest that some of the research that connects good library practice with improved student achievements and attitude can be used as a support base. While their definitions of the teacher-librarian are not those used in Canada, and many people will disagree with their views on training for teacher-librarianship, the research they cite is interesting. A more complete source of research studies is given each year by Shirley Aaron and Pat Scales in a chapter in School Library Media Annual, which is published by Libraries Unlimited. Teacher-librarians can use many of these studies to support the need for adequate professional staffing at both the elementary and secondary levels.

## LITERACY

Lesley Mandel Morrow provides food for thought in "Promoting Innerscity Children's Recreational Reading." (The Reading Teacher, vol. 41 no. 3, December 1987, pp. 266-274). Starting from the premise that "There are documented correlations between recreational reading and success in school," the author describes in detail one attempt to increase recreational reading through a

summer reading project with 130 innercity children, aged 6 to 10. The "Rainbow Express Project" utilized inviting, partitioned-off classroom library corners with pillows, rugs, stuffed animals, and other items such as a feltboard, headsets with taped stories, videocassette recorder, etc. The program involved a 75 minute Recreational Reading Period scheduled on each of 4 days per week for 8 weeks. "These periods included (1) Quiet Book Reading, (2) a varied schedule of Teacher Directed Literature Activities or Reading Rainbow videos, (3) Free Choice Time, and (4) A Summary of the Day." Morrow's conclusion stresses the need to emphasize voluntary reading as the way to improve students' reading fluency. She emphasizes that educators should rethink their priorities in the way that reading is taught and establish programs that increase the motivation to read, utilize library corners and immediate access to books, and involve interactive activities with books. Those interested in "whole language" will recognize both the references in her bibliography, and the ideas that have found expression in the program. Teacher-librarians who are disturbed by the implication that each classroom should have an independent classroom library must look at alternative ways of serving a growing focus in the school program. If library resource centres do not provide an attractive, welcoming environment, if teacher-librarians do not assist teachers in the task of keeping up-to-date with quality children's literature, if they do not encourage teachers to take small, rotating collections to the classroom for reasonable periods of time, and if they do not cooperatively plan "whole language" units of study with classroom teachers, then the "whole language" movement will be nothing more than another lost opportunity! Food for thought!

Nancy Larrick, in "Illiteracy Starts Too Soon" (Phi Delta Kappan, vol. 69 no. 3, November 1987, pp. 184-189), discusses the trivialization of reading through the use of commercial reading packages. She compares the mechanistic, boring nature of the language in basal-readers with the intriguing, vital language in children's literature. Unhappy with the influence that commercial interests have had in promoting the basal reader approach, with its "only language in print that was never spoken by any human," Larrick castigates the basal-reader series when she says, "These books cover the country like acid rain." Instead, she advocates the use of literature at the primary level to teach reading. Research studies are cited in support of her arguments, and practical examples are given. She quotes Charlotte Hauck, who, when talking of the urgent need to secure the support of administrators and primary teachers for this approach, said, "I have learned the key words to make them listen. You simply say, 'Research now

proves that the more literature children are exposed to and the earlier they are exposed, the better will be their reading scores.' Then you have them."

A different viewpoint on the same topic is expressed by Roger Beard in "Battle of the Books." (Child Education, vol. 64 n0. 11, November 1987, pp. 12-13). He fears that the controversy over basal readers vs. "real books" will lead to extremes. He advocates that teachers "look at the middle ground," but he does not really define what that middle ground is nor does he provide supportive research for his viewpoint. The best advice that he gives teachers is to read some of the many "fine books available for teachers on language and literacy." From this base of knowledge, the ability to understand opposing approaches to reading instruction will be enhanced, and teachers will be better prepared to make instructional decisions related to reading skills and language acquisition.

"Developing the Beginning Reading Process with Picture Books," by Patricia J. Cianciolo (Journal of Youth Services in Libraries, Fall 1987, pp. 47-56) looks at the functions of the picture book in developing the beginning reading process, and the role that picture books play in the transmission of cultural heritage. This is a knowledgeable and literate article written from an enlightened perspective. Experience in "reading" picture books contributes to children's vocabulary development, experiential background, comprehension, mental imagery, motivation to read, reading interests, and understanding of literary conventions. These positive influences of picture books are more likely to happen if the picture book satisfies the basic selection criteria which are outlined in the article.

## SKILLS INSTRUCTION

A wonderful article by Robert Perrin on the research-paper project will both amuse and reinforce teacher-librarians' own beliefs and experiences. "Myths about research" (English Journal, vol.76 no. 7, November 1987, pp. 50-53) squashes the idea that research papers are only for the brightest students, the college bound, and then only at senior levels. Perrin examines fifteen myths, including such gems as: "Research work is only for English and social studies classes", "Only certain kinds of sources are acceptable", "Topics for research work must be highly abstract or abstruse", "A student's personality must not show through in researched work", and "Research must be dull." Under "Librarians can help students without help from teachers" Perrin stresses the need for teachers to contact the library staff,

although he clearly knows nothing about cooperative planning and teaching. Despite this weakness the article could be very useful as a resource reading prior to a discussion with the school staff on the need to develop a scope and sequence of research and study skills.

## STUDENT LEARNING

Motivating the student has always been a critical question for all teachers. Jere Brophy states the case succinctly when he says "Students are more likely to want to learn when they can appreciate the value of classroom activities and when they believe they will succeed if they apply reasonable effort." In his article "Synthesis of Research on Strategies for Motivating Students to Learn" (Educational Leadership, October 1987, pp. 40-48), Brophy analyzes 32 strategies for influencing students. As well as a detailed explanation of each strategy, a chart format listing is given on page 45. This chart could be slipped into a planning folder and produced by the teacher-librarian at appropriate points in the planning session. If student motivation is a problem, this article may provide the answer!

Student Learning Styles and Brain Behaviour: Programs, Instrumentation, Research (National Association of Secondary School Principals, 1982) is a book that I would recommend to anyone who has a minimal knowledge of learning styles and would like to have a quick overview of the concerns and scope of the topic. Some of the articles in this collection are impossible for the novice to read without frustration, but many are so fascinating and intriguing that one ends up searching out the references for further reading in the area. If you haven't analyzed your own learning style, or if you are concerned about whether or not your instructional style matches the learning styles of your students, then this is an excellent title to read.



# MAMA NEVER COOKED LIKE THIS

*Susan Mendelson's First Cookbook*



## THE PORTRAIT SUSAN MENDELSON

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

Aspiring authors are often advised to "Write about what you know best." Susan Mendelson may or may not have received this advice, but there is no doubt that she knows about cooking. When as a young girl she showed an interest in preparing food, she was enthusiastically encouraged. To quote from her introduction to Mama Never Cooked Like This, "Mom was so supportive that she even let us cook full course dinners five-six times a week!"

Susan Mendelson was born in Toronto in 1952. She came to Vancouver in 1971 to finish her studies, but before long she was cooking - catering dinners for opening night parties at the Vancouver East Cultural Centre and selling slices of cheesecake in the lobby at intermission. Not long after that, she began sharing her recipes on CBC Radio's "Three's Company." Then together with her partner, Deborah Roitberg, she opened The Lazy Gourmet, a gourmet take-out and catering shop in Vancouver.

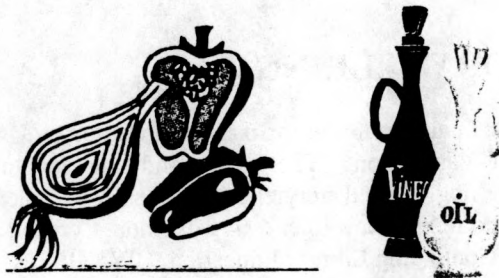
Wanting to share her enthusiasm for cooking, and to demonstrate that it can be much easier than people often believe, she decided to write her first cookbook,

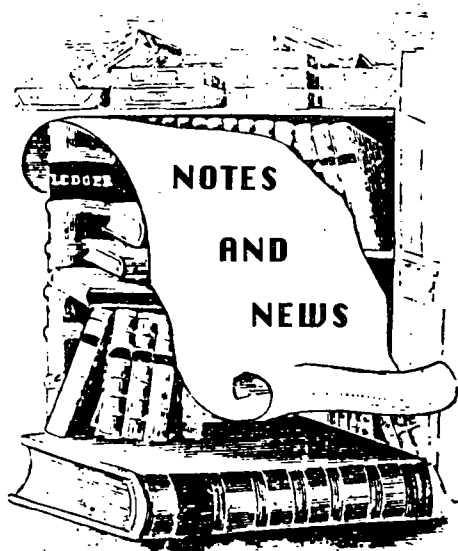
Mama Never Cooked Like This. She chose 159 popular, simple, no-fail recipes and wrote them out with simple, uncomplicated instructions. It was published by Talon Books in 1980.

According to an article in Quill and Quire, she wrote her next cookbook, Let Me in the Kitchen: a Cookbook for First-Timers, based on the same principles as those of her first book: "the use of pure, unprocessed ingredients readily available in season, the notion that cooking is fun and the understanding that no recipe is sacred." When she was planning the book, Mendelson decided that the drawings and design were vital to the finished product. Unlike many fiction authors who submit their manuscript to a publisher without any input in the choice of an illustrator, Mendelson went into partnership with Vancouver designer and illustrator, Carol Sedgewick. The result is a cookbook with step-by-step illustrations for the preparation of the recipes as well as witty accompanying graphics for added entertainment. The recipes were all tested both for taste and for ease of use by 35 eight to twelve year-olds. Both metric and imperial measurements are given. The book was published by Douglas and McIntyre in 1982.

Her subsequent publications include Nuts About Chocolate, published by Douglas and McIntyre in 1983, Fresh Tarts: 95 Fresh Fruit Temptations which was co-authored by Deborah Roitberg and published by Douglas and McIntyre in 1985, and her Expo Cookbook published in 1986 by Whitecap.

Perhaps no one ever told Susan Mendelson what to write about, but with five books published in seven years, there is no doubt that she is another of our successful British Columbia authors. Those of us who enjoy cooking as well as those of us who merely enjoy good food will wait with anticipation for her next culinary work.





by **DONNA DOERKSEN**

## **CHILDREN'S LITERATURE ROUNDTABLE**

Michael Rosen, the Dennis Lee of the British Isles, will be featured at the next meeting to be held March 9, 7:00 p.m., Ponderosa E, University of British Columbia.

Barbara Smucker will make a presentation on March 15.

Beatrice Culleton, the author of In search of April Rain-tree, and Bernalda Wheeler, an illustrator of children's books will be guests of the Roundtable on April 14.

## **AUSTRALIAN EXCHANGE**

Several teacher-librarians in Australia are looking for matches in BC for exchange. A secondary private school teacher-librarian is interested in exchange also. Contact: Jean Peachman, Teacher Exchange Coordinator, Ministry of Education, Parliament Buildings, Victoria, BC, V8M 2M4.

## **STORYTELLING**

Annual storytelling workshop sponsored by University of Washington - "The wonder and magic of story and storytelling." Noted storyteller and poet, Jane Yolen is featured in this May 13 and 14 workshop. Contact: Judith Frey, Continuing Library Education, UW - GSLIS, FM - 30, Seattle, WA, 98195. Telephone (206) 543-1889.

## **U OF A SUMMER SESSION**

University of Alberta summer session dates are July 4 to August 12. Library courses offered are:

### **ED CI 446**

Selection of School Library Materials.

3 credits. First Term (three weeks). John Wright (Faculty of Education)

### **ED CI 547**

Cataloguing and Organization of School Library Materials.

3 credits. Second Term (three weeks). Joy Mc Gregor (Edmonton Public Schools)

### **LIB S 412**

Storytelling. 3 credits. Full Term (six weeks) Sandra Mikalonis (Faculty of Library Science) Pre-Session reading requirements.

For admission information: Special Sessions, Education North, U of A, Edmonton, AB, T6G 2G5. For diploma and masters program information: Dianne Oberg, Dept. of Elementary Education, 550 Education South, U of A, Edmonton, AB, T6G 2G5. Telephone (403) 432-3669.

## **BCLA CONFERENCE**

Power, Politics and People is the theme of the annual conference taking place at Hotel Vancouver, May 11-14, 1988. Contact: David Conn, BCLA, #300-3665 Kingsway, Vancouver, BC, V5R 5W2. Telephone 430-6010.

## **FLABBERGAST**

Flabbergast is a new Canadian magazine published by Youth Science Foundation. Subscription - \$15 for 11 issues. 151 Slater Street, Ste. 904, Ottawa, ON, K1P 5H3.

## **SCIENCE IS**

This popular science activity book is available for \$19.95 payable to The Communication Project, 1189 W. 24th Street, North Vancouver, BC, V7P 2J1.

## MANITOBA MEMAP

Manitoba's MEMAP (Multicultural, Education Materials Animation Project) Committee has produced a resource book with the title An Integrated Multicultural Approach to Literature and Language Study for Secondary Schools. It provides ideas for teachers in the use of multicultural materials in the classroom. Topics such as school systems, being a newcomer, ethnic stereotypes are discussed with suggestions of literature and films that may be used to teach these topics. Sections form the units may be photocopied. Available from: Multicultural Directorate, Minister of State, Government of Canada, 1984.

## SLIC

School Libraries in Canada is now available for one year at \$20.00 for new subscribers. SLIC is the journal of the Canadian School Library Association, a division of the Canadian Library Association. To subscribe, mail your cheque to: John Booth, Editor, SLIC, 88 Queensbury Bay, Winnipeg, Manitoba, R2N 3E9.

## WHOLE LANGUAGE ON TRIAL

The videotape produced by the Lower Mainland Council - International Reading Association is now available from Scholastic (416-883-5300) and will appear in their next catalogue.

## EUROPEAN SEMINARS

Educators from around the world are invited to attend European Seminars for North American Educators this summer in Germany, Switzerland, Holland and Austria. Fees include accommodation, registration and most meals. Information and applications available from Jean Peachman, Ministry of Education, Parliament Buildings, Victoria, V8V 2M4, (604) 356-2454.

## NEW CORE COLLECTIONS

The Calgary Board of Education has revised and updated Core Resources for Collection Development in Elementary School Libraries and Core Resources for Collection Development in Junior High School Libraries. Each contains annotations and purchasing information. They are available for \$75.00 each. For French immersion libraries two selection tools are available for \$30.00 each. Order from: Dorothea Cutts, Calgary Board of Education, 3610 - 9 Street S.E., Calgary, Alberta, T2G 3C5.

## UNIVERSITY OF VICTORIA NEWS

In October BCTLA wrote a letter to University of Victoria's senate expressing concern over their policy not to award certificates and diplomas (eg. diploma in teacher-librarianship) at convocation ceremonies. The senate has now informed us that as of Spring, 1988, they will make these presentations at the regular convocation ceremonies.

## POETRY AWARD

Toronto poet Gwendolyn MacEwen, whose poetry is popular in secondary schools, was named winner, posthumously, of the 1987 Governor General's Award for English language poetry.

## BRITISH COLUMBIA WINNER

Morgan Nyberg of New Westminster has won the Children's Literature (Text) award for Galáhad Schwartz and the Cockroach Army.

## HALIFAX REPORT

For \$18.50 you can receive the proceedings of the International Association of School Librarianship Conference held at Halifax in July, 1986. Order from IASL Secretariat, Box 1486, Kalamazoo, Michigan, 49005.



## DRAGONS AND DREAMS

Along with Wishes and Wolves, Dr. Jon C. Stott will present the workshop Dragons and Dreams, on Monday, March 14, at the Sheraton Villa in Burnaby. Registration \$55/\$65. Children's Literature Services, 8724 - 101 Street, Edmonton, AL, T6E 3Z7.

## AWARD

Barbara Reid, author of Have You Seen Birds? has won the Elizabeth Cleaver Award. No other Canadian illustrator has won as many awards for a single work.

## PRINTS

A series of limited edition prints from Ian Wallace's Chin Chiang and the Dragon's Dance, and The Very Last First Time are now available. Prices range from \$150 to \$230. Contact: Table Rock Prints, 370 Palmerston Blvd. Toronto, ON, M6G 2N6. Telephone (416) 967-0208.

## ANT FARM

The Ant Farm is enclosed in an escape-proof frame with a one-year supply of food. A water feeder and a fold-up magnifying glass are included. Price: about \$40 US, plus shipping and handling from The Sharper Image, P.O. Box 26823, San Francisco, CA, 94126-6823, USA.

## CITIZENSHIP WEEK

The week of April 17 will mark the beginning of Citizenship Week. To aid in planning activities, this guide, available from the Department of the Secretary of State of Canada, provides background information about Citizenship Week, ideas for communities and teachers, and a bibliography of community, government, print and audiovisual resources, sample letters, quotations, the Canadian Charter of Rights and Freedoms, and addresses of Courts of Canadian Citizenship. A poster commemorating the 40th anniversary of Canada's first citizenship act in 1947 is available from any of the citizenship courts: Vancouver 666-2971; Kelowna 763-5322; Prince George 564-2311; Victoria 388-3464; and Surrey 666-8607.

## KALAMAZOO

The International Association of School Librarianship Conference at Western Michigan University, Kalamazoo, MI, USA, July 24 - 30, 1988. The theme is "Great Expectations". For further information: IASL Secretariate, Box 1486, Kalamazoo, MI, 49005.

## ENVOY 100

Angela Thacker of West Vancouver is compiling a list of Envoy 100 addresses of teacher-librarians who use the service. If you would like to be included on the list and receive a copy, contact, by Envoy, A.THACKER.

## RESOLUTION

Peer Conflict Resolution Through Creative Negotiation, a curriculum created for Grade 4 - 6 pupils, is now available. Its intent is to introduce a step-by-step process which encourages children to settle their disputes in non-violent ways. It may be purchased for \$10 per copy. Send order with payment to: Public Education for Peace Society, P.O. Box 2320, New Westminster, BC, V3L 5A5.

## HALIFAX

Canadian School Library Association's annual conference, will be held in conjunction with the CLA conference on June 15 - 21 in Halifax. The theme will be "Libraries in the Information Market Place." Contact: Terry Tomchysym, CLA, 200 Elgin Street, Ottawa, ON, K2P 1L5. Telephone (613) 232-9625.

## INDISPENSABLE

Become a member of the Canadian Children's Book Centre which promotes the reading, writing, and illustrating of Canadian books for children. Individual membership - \$20, Institutional - \$35. 229 College Street, 5th Floor, Toronto, ON, M5T 1R4.

## NATIONAL BOOK FESTIVAL

The tenth anniversary of the Festival will be April 16-23, 1988. For project funding, information, and ideas contact: Allan Safarik, 15097 Victoria Ave., White Rock, BC, V4B 1G4 (604) 536-3523.



## New Releases

Children of War 25 min.

A remarkable film which introduces Canadians to teenagers from war-torn lands and chronicles their personal accounts of what life is like in the absence of basic human rights and a constant fear for one's life.

Canada's First Woman M.P. 12 min.

A classroom version of The Lady From Grey County, a portrait of Agnes MacPhail, social reformer who was elected in 1921 as the first woman to sit in the House of Commons. She fought for political change in the area of prison reform, old age pensions, and farmers co-operatives. She was the first woman ever to sit on an international disarmament committee.

Trouble with the Law. 30 min.  
(video only)

University Law Students act out numerous skits in front of a Junior High audience. The skits deal with common crimes which teenagers often commit. The video does not preach, it simply informs the audience of the nature of the crimes and the perpetrators' rights and responsibilities.

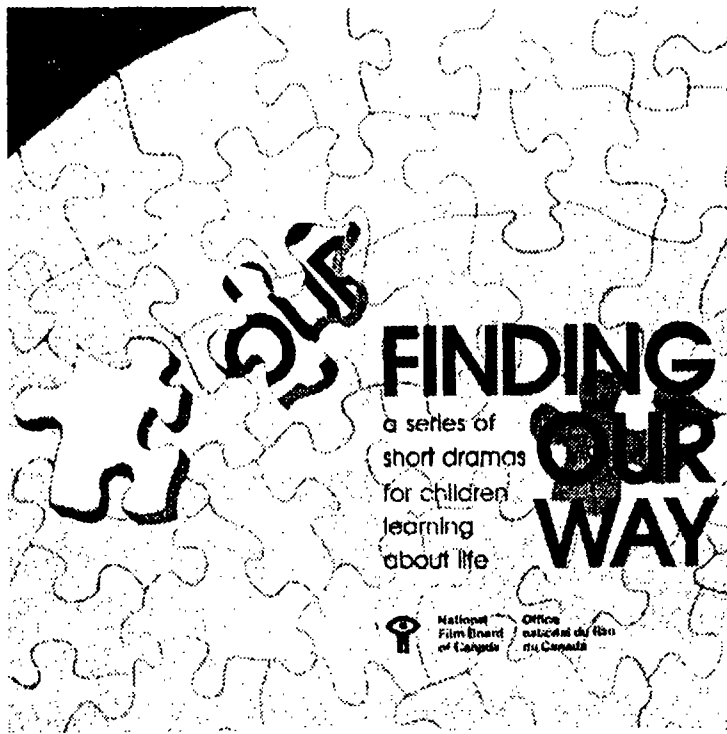
## Watch For

No Way, Not Me. 30 min.

A powerful, thought-provoking new film in which Rosemary Brown, now teaching Women's Studies at S.F.U., outlines the alarming trend towards the feminization of poverty to a large group of high school students. The film traces the development of women in poverty and ends up with a lively dialogue between the students and Ms. Brown. A must for high school students, male and female. This film is being released in early 1988 and is the first of a series.



## Absolute Musts



**FINDING OUR WAY** - a series of six short dramatic films especially designed for classroom use. These lively films deal with family issues often experienced by children. Here are some very useful tools for the teachers to use when discussing these complex societal issues with students.

An introductory video featuring Roy Bonisteel of Man Alive fame is available free of charge from the Education Rep., N.F.B. Vancouver. This 15 minute video gives excerpts from each film and Bonisteel explains the concepts involved. A comprehensive study guide is also available from the N.F.B.

The six titles are:

**THE UMPIRE** (17 min) Family break up. Father separates and the sons cope with separation.

**HAYLEY'S HOME MOVIE** (23 min) Hayley tries to adjust to her father's new girlfriend while carrying on with her favorite project.

**THE HOSPITAL** (18 min) sudden hospitalization for a serious illness leaves perplexing thoughts for a nine year old boy to deal with.

**WHERE'S PETE** (26 min) a seven year old suddenly loses his teenage brother in a tragic accident and tries to come to terms with the crisis.

**DIFFERENCES** (17 min) a young Native Indian girl suddenly finds herself in the care of a white home while her father takes an extensive trip. She is confronted by school mates who are not as accepting as she would like.

**LEFT OUT** (24 min) a young girl suffers the indignity of family unemployment as she is unable to join her classmates for a much desired trip to Quebec City.



## Children's Classics: Animation, Part I

**Little Red Riding Hood** All of the delight, innocence and anticipation have been retained in this retelling of a perennial favorite. (5:36)

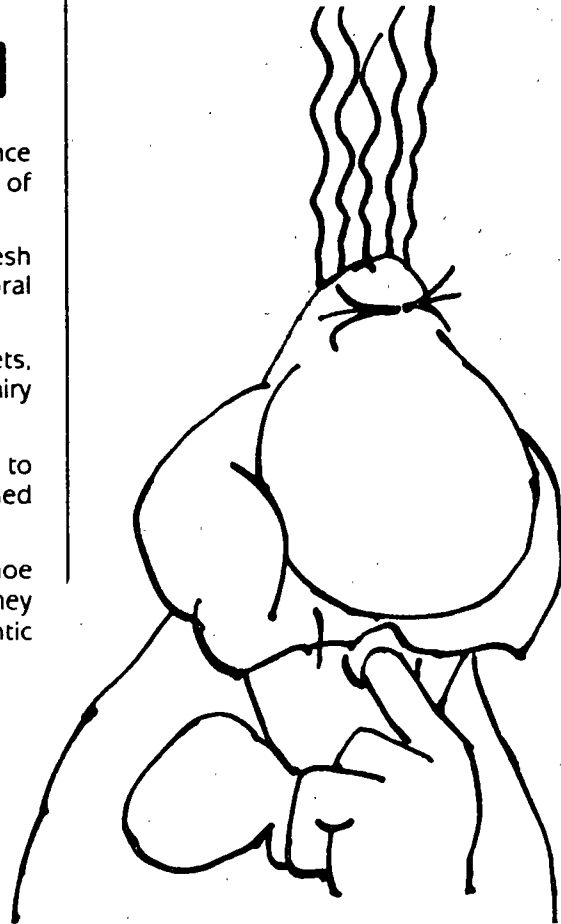
**The Town Mouse and the Country Mouse** The fresh treatment of this fable from Aesop will make its moral a delightful experience for all. (5:25)

**The Steadfast Tin Soldier**, done here with puppets, is one of Hans Christian Andersen's most charming fairy tales. (13:12)

**I Know and Old Lady Who Swallowed a Fly** is set to the strains of the popular nonsense song, performed by Burl Ives. (5:30)

**Paddle to the Sea** follows a hand-carved toy canoe and its tiny passenger through many adventures as they travel from northern Lake Superior to the Atlantic Ocean. (27:57)

57 minutes 40 seconds  
Order number: C 0180 263



# A Short Film Festival

- |   |               |
|---|---------------|
| <b>Log Driver's Waltz</b>   | <b>3 min</b>  |
| A fair damsel's heart flutters for the daring log driver who flies down rapids and turns a mean waltz.  |               |
| <b>Hot Stuff</b>  | <b>9 min</b>  |
| Did the gods slip up when they gave fire to man? The comically told story of fire's origin and history and man's misuse of this gift.                           |               |
| <b>Getting Started</b>  | <b>12 min</b> |
| Eugene is a concert pianist with just two days to practice for a recital. He's also a master at the art of goofing off. A film almost anyone can identify with. |               |
| <b>Blowhard</b>   | <b>10 min</b> |
| An infestation of dragons is turned into a major energy source by an enterprising businessman. However dragons, as it turns out, are non-renewable.             |               |
| <b>The Family That Dwelt Apart</b>  | <b>8 min</b>  |
| A lively tale about a family that never had cause to worry until the world began to worry about them.   |               |
| <b>Lady Fishbourne's Complete Guide to Better Table Manners</b>   | <b>6 min</b>  |
| All one needs to know about table etiquette: how to hold a fork, how to handle a knife, and what to do when a parrot lands on your plate.                       |               |
| <b>Street Musique</b>   | <b>9 min</b>  |
| The music of a group of sidewalk entertainers inspires a film animator's imagination and sense of humor.  |               |

*Canadian Literature*  
**SHORT STORIES I**

**Morning on the Lièvre** (Archibald Lampman) captures the picturesque charm of a misty dawn on the Lièvre River as it was experienced by the poet. (13:00)

**My Financial Career** (Stephen Leacock) is an animated film that brims with the dry wit of a writer who was at his best when poking fun at the pretensions of life. (6:38)

**Cornet at Night** (Sinclair Ross) is the drama of an isolated farm boy who, much to his father's dismay, hires an itinerant musician as a field hand. When the notes of the man's cornet ring through the prairie night, echoing tales of a larger world, all is forgiven. (14:43)

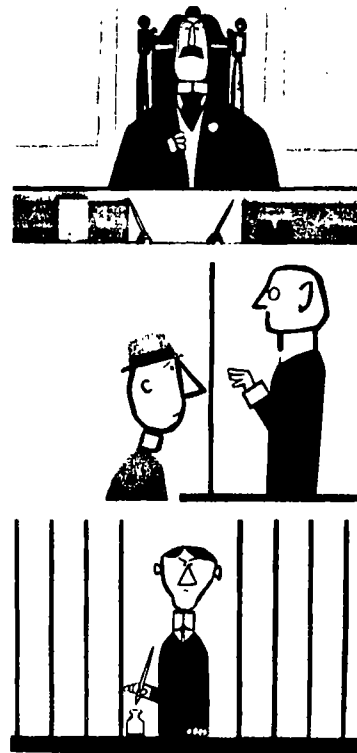
**The Red Kite** (Hugh Hood) is a bittersweet tale about a man who, by the simple act of purchasing a kite, encounters strangers who make him contemplate the very meaning of life. (17:05)

**The Street** (Mordecai Richler), an animated film done in soft washes of color, chronicles the reaction of one family to the lingering illness of a grandmother. (10:12)

**Espolio** (Earle Birney) is an animated short based on a poem inspired by an El Greco painting. A carpenter, who prides himself on his craftsmanship, builds a cross but is reluctant to ponder the rights and wrongs of men dying on crosses. (6:26)

**The Sweater** (Roch Carrier) is the heartwarming tale of a mail-order mix-up and the trauma of a small boy who receives a Maple Leafs sweater instead of the Canadiens one he had ordered. (10:21)

**78 minutes 25 seconds**  
**Order number: C 0180 261**



**COMPILATION VIDEOS FROM N.F.B.**

Some of the most widely noted and accepted short films (animation and live action) have been assembled in compilation videos containing up to seven titles, each for the price of ONE video! Excellent for language arts, creative writing, social studies and just about anything else one can do with creative images. Here are four compilations for your "starter" collection - 25 great titles from Getting Started to My Financial Career.

Write to the N.F.B. Vancouver for a complete list of all their compilation videos and prices.

**FABLES AND FANTASY**

**The Tender Tale of Cinderella Penguin** 10 min  
 The same old story with a twist! It's about a prince, a glass flipper and the search for the right webbed foot.

**Sea Dream** 6 min  
 A small girl escapes the day's frustrations in an underwater fantasy with an octopus who dances and likes baseball.

**Tchou-Tchou** 14 min  
 Children's building blocks form the characters of this delightful tale of a make-believe city, a boy, a girl and an angry dragon.

**The Trout That Stole the Rainbow** 8 min  
 Spectacular colors illuminate this fable about how the rainbow trout got its name.

**Mary of Mile 18** 12 min  
 A little girl just knows that something special is going to happen and the northern lights make the magic come true.

**The Magic Flute** 8 min  
 An abandoned flute creates beauty and magic until it falls into the wrong hands.

113C  
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VHS

FOR ALL

National Film Board of Canada / Office national du film du Canada

# A Short Film Festival



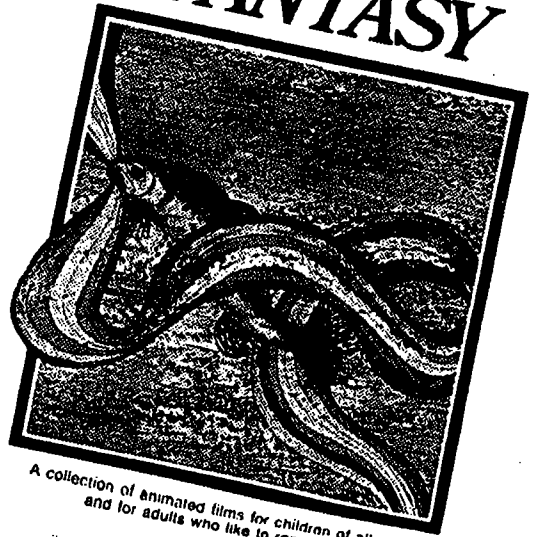
A delightful collection of animated films to entertain the whole family

VHS

FOR CHILDREN

National Film Board of Canada / Office national du film du Canada

# FABLES AND FANTASY



A collection of animated films for children of all ages and for adults who like to remember.

VHS

National Film Board of Canada / Office national du film du Canada



# Canadian Animation SHORT STORIES I

VHS

National Film Board of Canada / Office national du film du Canada

# Children's Classics: Animation, Part 1



Old-time favorites with a new look

# PROFESSIONAL READING

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

## COOKING AND NUTRITION IN THE CLASSROOM

Ackerman, Caroline. Cooking With Kids. Mt. Rainier, MD: Gryphon House, Inc., 1981. 73 p.

emphasizes active participation and nutrition

Ansbaugh, David J.; Ezell, Gene; Goodman, Karen Nash. "Nutrition" and "Techniques for teaching nutrition." Chapters 13 and 14 in their Teaching Today's Health. Columbus, OH : Merrill, 1983. pp. 237-254; 255-273.

chapter 13 provides an overview of the information needed to teach the elements of nutrition; chapter 14 briefly describes activities which reinforce the concepts of nutrition

Beachy, Marlene. Creative Nutrition For Kids : a complete teaching unit for the primary grades. Putnam, IL : Teacher Tested Materials, 1981. 87 p.

creative and practical lessons, recipes, games, activities, etc. to teach nutrition to grades K-3.

Bell, Paul E. Nutrition Curriculum Activities Kit. West Nyack, NY: Center for Applied Research in Education, 1986. 2 volumes.

Level 1 for grades 5-8 and level 2 for grades 9-12 provide ready to use teaching units to develop students' knowledge of basic nutrition concepts and introduce them to diet planning and meal planning and preparation.

Bergdal, Margaret and others, comps. Science Through Nutrition; an integrated program K-7. Vancouver: Program Services, Vancouver School Board, 1987. 68 p.

Bruno, Janet and Dakan, Peggy. Cooking in the Classroom. Belmont, CA : Fearon/Pitman, 1974. 61 p.

inexpensive, simple, "child-tested" recipes to provide enjoyable learning experiences.

Christenberry, Mary Anne and Stevens, Barbara C. Can Piaget Cook? Atlanta, GA: Humanics Limited, 1984. 149 p.

lesson plans to encourage young children to learn, through food experiences, about measuring, chemical changes, how ingredients combine to make something different.

Ferreira, Nancy J. Learning Through Cooking : a cooking program for children two to ten. Palo Alto, CA : R & E Research Associates, 1982. 84 p.

help to set up a cooking program which will offer concepts to stretch children's imaginations and increase their learning while working with food.

Goodwin, Mary T. and Pollen, Gerry. Creative Food Experiences For Children. Revised edition. Washington, DC : Center for Science in the Public Interest, 1980. 256 p.

teacher's resource book for nutrition information, curriculum, and group cooking activities.

Gregorich, Barbara. Eating Right: a food and nutrition activity book. Portland, ME: J. Weston Walch, 1986. 219p.

this worktext can also serve as a teacher resource for activities relating food and nutrition to the student's way of life

Hibner, Dixie and Cromwell, Liz., eds. "Cooking" in Explore and Create. Livonia, MI: Partner Press, 1979. pp.150-211.

one recipe per page - directions for adults only

Irving, Jan and Currie, Robin. Mudluscious: stories and activities featuring food for preschool children. Littleton, CO: Libraries Unlimited, 1986. 259 p.

uses food as a "vehicle" to the appreciation of language and literature

Johnson, Barbara. Cup Cooking : individual child-portion picture recipes. Lake Alfred, FL: Early Educators Press, 1985. 48 p.

single portion recipes which young children can measure, mix and eat themselves.

Lewis, Gail and Shaw, Jean M. Recipes For Learning : exploring the curriculum through cooking. Santa Monica, CA : Goodyear, 1979. 199 p.

uses cooking activities as starting points for teaching basic skills in math, science, art, and language arts.

McAfee, Oralie; Haines, Evelyn W. and Young, Barbara Bullman. Cooking and Eating With Children : a way to learn. Washington, DC : Association for Childhood Education International, 1974. 48 p.

3 authorities share "child tested" recipes and snack suggestions plus techniques and learning ideas.

McClenahan, Pat and Jaqua, Ida. Cool Cooking For Kids : recipes and nutrition for preschoolers. Belmont, CA : Fearon/Pitman, 1976. 170 p.

lesson plans, recipes and enrichment activities for teaching cooking and nutrition.

Marbach, Ellen S.; Plass, Martha O'Connell. Nutrition in a Changing World : a curriculum for preschool. Provo, UT : Brigham Young University Press, 1979. 175 p.

curriculum to allow children aged three through five to experience a wide variety of foods through their senses ... uses poems, stories, songs and plays.

Marbach, Ellen S.; Plass, Martha o'Connell. Nutrition in a Changing World : a curriculum for primary level, grades 1-3. Provo, UT : Brigham Young University Press, 1979. 81 p.

basic four food groups and various nutrients and their value to the body are covered in practical, useful lesson plans ... include poems, stories, songs and plays.

Mix, Stir, Blend ... a pantry of cooking activities and ideas for elementary K-6.  
Oklahoma City : Oklahoma State Department of Education, 1982. 163 p.

for students - a cookbook; for teachers - a collection of activities involving math, science, art, social studies, and language arts.

Nestor, Joanne P. and Glotzer, Judith A., eds. Teaching Nutrition: a review of programs and research. Cambridge, MA: Abt Books, 1981. 301p.

covers "training of food service personnel and teachers, and the state of in-school nutrition education for children through high school age"

O'Connell, Lily Hsu; Rye, James and Bell, Paul E. Nutrition in a Changing World : a curriculum for grade 4; a curriculum for grade 5. Provo, UT : Brigham Young University Press, 1981. 2 Volumes.

each volume, for specific grade level, identifies nutrients, their food sources, and why the nutrients are needed by the body.

Oliver, Shirley Doten and Musgrave, Katherine Ogilvie. Nutrition: a teacher sourcebook of integrated activities. Boston : Allyn and Bacon, 1984. 326 p.

contains essential nutrition information and educational principles, simple and complex food activities tied to key concepts, suggestions of grade levels for activities and the integration of these activities within the total curriculum.

Redick, Sharon Smith. The Physically Handicapped Student in the Regular Home Economics Classroom : a guide for teaching nutrition and foods. Danville, IL : Interstate, 1976. 226 p.

objectives, concepts, generalizations, learning activities, and resources; adaptations of content for 3 handicapping conditions.

Rotatori, Anthony F. and others. Teaching Nutrition, Exercise and Weight Control to the Moderately/Mildly Handicapped. Springfield, IL: Charles C. Thomas, 1985. 187p.

objectives, activities and resources geared to "academically limited" junior and senior high school students

Vancouver School Board, Program Services. Multiculturalism Through Foods. Vancouver : The Board, 1984. 1 volume.

a resource book which provides recipes for use in classrooms in nutrition lessons, multicultural studies, or social studies classes.

Vancouver School Board, Program Services. Nutri-ed: a food preparation guide for the elementary school. Vancouver: The Board, 1982. 1 volume

a manual which includes recipes from a variety of cultures, using many different cooking techniques.

Vancouver School Board, Program Services. Nutri-ed: a nutrition education resource and instructional guide. Vancouver: The Board, 1981. 201 p.

the curriculum manual for a cross-grade nutrition program based on five goals

Veitch, Beverly and Harms, Thelma. Cook and Learn : pictorial single portion recipes : a child's cook book. Menlo Park, CA : Addison-Wesley, 1981. 194 p. Accompanied by Learning From Cooking Experiences : a teacher's guide, by Thelma Harms. 62 p.

single-portion, multicultural recipes presented in well-illustrated sequenced steps.

Wanamaker, Nancy; Hearn, Kristin; Richarz, Sherrill. More Than Graham Crackers: nutrition education and food preparation with young children. Washington, DC: National Association for the Education of Young Children, 1979. 93 p.

recipes designed to develop children's skills and knowledge about food selection and preparation.

Warren, Jean. Super Snacks: seasonal, sugarless snacks for young children. Mt. Rainier, MD: Cryphon House, Inc., 1982. 63 p.

alternative snack suggestions which are easy to prepare, using common ingredients and utensils.

Waxter, Julia B. The Science Cookbook : experiment-recipes that teach science and nutrition. Belmont, CA : Fearon/Pitman, 1981.

28 cooking experiences focus on the basic chemical and physical processes involved in the handling, preservation and preparation of food.

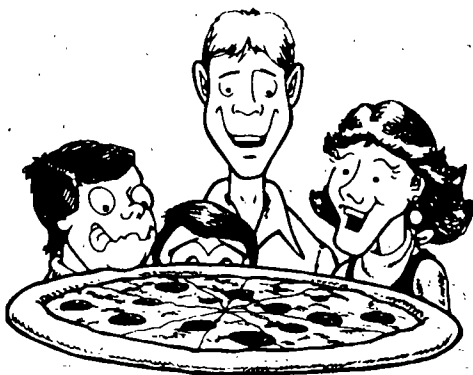
Whitener, Carole B. and Keeling, Marie H. Nutrition Education For Young Children: strategies and activities. Englewood Cliffs, NJ : Prentice-Hall, 1984. 199 p.

"hands-on" learning activities and practical strategies teach positive nutritional habits.



## EATING DISORDERS

- Abraham, Suzanne. Eating Disorders; the facts. Oxford, 1984. 170 p. YA.
- Arenson, Gloria. Binge Eating; how to stop it forever. Rawson Associates, 1984. 245 p. YA.
- Bruch, Hilde. The Golden Cage; the enigma of anorexia nervosa. Random, 1979. YA.
- Claypool, Jane and Nelson, Cheryl Diane. Food Trips and Traps; coping with eating disorders. Watts, 1983. 90 p. Gr. 8 up.
- Erichsen, Ann. Anorexia Nervosa: the broken circle. Faber, 1985. 220 p. YA.
- Hautzig, Deborah. Second Star To the Right. Greenwillow Books, 1981. 151 p. Avon (pbk) Gr. 7 up.
- Heater, Sandra H. Am I Still Visible? a woman's triumph over anorexia nervosa. White Hall Books/Quality Books, 1983. 140 p. YA.
- Josephs, Rebecca. Early Disorder. Farrar, 1980. 186 p. YA.
- Kinoy, Barbara P. and others. When Will We Laugh Again? living and dealing with anorexia nervosa and bulimia. Columbia University Press, 1984. 168 p. YA.
- Lawrence, Marilyn. The Anorexic Experience. Women's Press/Merrimack, 1985. 142 p. YA.
- Landau, Elaine. Why Are They Starving Themselves? understanding anorexia nervosa and bulimia.
- Levenkron, Steven. The Best Little Girl in the World. Contemporary Books, 1978. 196 p. Warner. Gr. 7 up.
- Kessa. Warner, 1986. 247 p. Gr. 6 up.
- Treating and Overcoming Anorexia Nervosa. Scribner, 1982. 205 p. YA.
- Liu, Aimee. Solitaire: a young woman's triumph over anorexia nervosa. Harper, 1979. 215 p. YA.
- McLeod, Sheila. The Art of Starvation. Schocken, 1982. 181 p. YA.
- O'Neill, Cherry Boone. Dear Cherry: questions and answers on eating disorders. Continuum, 1985. 144 p. YA.
- Starving For Attention. Continuum, 1982. 187 p. YA.
- Rumney, Avis. Dying To Please: anorexia nervosa and its cure. McFarland, 1983. 116 p. YA.
- Ruckman, Ivy. The Hunger Scream. Walker, 1983. 188 p. Gr. 7 up.
- Squire, Susan. The Slender Balance: causes and cures for bulimia, anorexia and the weight-loss/weight-gain seesaw. Putnam, 1983. 256 p. YA.
- Stren, P. I Was a 15-year-old Blimp. Harper, 1985. 185 p. Gr. 7 up.
- White, Marlene B. and White, William C. Bulimarexia: the binge/purge cycle. Norton, 1983. 179 p. YA.
- Willey, Margaret. The Bigger Book of Lydia. Harper, 1983. 215 p. Gr. 7 up.



## ELECTIONS 1988 - 1989

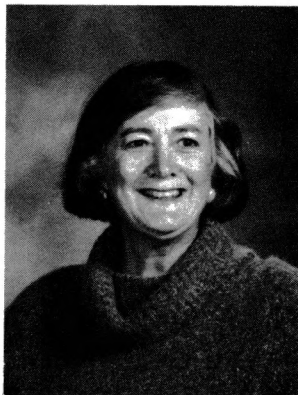
Nominations for the 1988 - 1989 term of office for the Executive Board Members closed on February 1, 1988. The following resumes have been received from the nominees and are printed here to assist voters with their choice. Addresses and phone numbers are provided for those wishing to contact nominees to discuss their positions.

A ballot sheet has been inserted in this issue of The Bookmark. Only active members (those persons who are active, associate, honorary associate, honorary life and affiliate members of the BCTF) are allowed to vote.

Ballots should be marked and sent to Eleanor Walker, Nominations Chairperson, Highway 16 W SS2, Prince George, B.C. V2N 2K6

**BALLOTS MUST BE RECEIVED NO LATER THAN MAY 6th, 1988.**

### **PRESIDENT**



Elected by acclamation.

### **DIANA POOLE**

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

### **PRESENT POSITION**

Teacher-librarian at Chilliwack Senior, Secondary School District #33 (Chilliwack)

### **EXPERIENCE**

- Teacher-librarian, Chilliwack Junior, Chilliwack (1983-86)
- English Teacher, Sardis Secondary, Chilliwack (1981-83)
- English Teacher, Rosedale Junior, Chilliwack (1981)

### **EDUCATIONAL QUALIFICATIONS**

- B.A. (Melbourne) 1961
- M.Ed. (U.B.C.) 1987

### **OFFICES HELD**

- President of Chilliwack District Teacher- Librarians' Association (1984-87)
- Corresponding Secretary of BCTLA (1986-87 and 1987-88)
- Editor of The Thirty-Three, Chilliwack District (1987-88)
- 2nd Vice President, BCTF, Chilliwack District (1986-87)
- Status of Women Contact, BCTF, (1984-85)

### **CONCERNS**

I will continue to support the advocacy role of teacher-librarians in educational matters, the acceptance of quality cooperative program planning as a norm in schools and school districts across the province, and to lobby for a Ministry of Education policy statement in B.C. similar to Ontario's Partners in Action. I would like the opportunity to assume a leadership role in these and other matters pertaining to teacher-librarianship.

## VICE - PRESIDENT



Elected by acclamation.

### **KEN ADSETT**

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

### **PRESENT POSITION**

Teacher-librarian, Oak Bay Secondary School, School District #61 (Victoria) (1982- )

### **EXPERIENCE**

- Teacher, Lake Hill Elementary School, Victoria (1981-82)
- Teacher-librarian, Oak Bay Junior Secondary, Victoria (1972-81)
- Teacher, Oak Bay Junior Secondary, Victoria (1965-72)

### **EDUCATIONAL QUALIFICATIONS**

- B.Ed. Secondary (U.Vic.) 1967
- M.Ed. Curriculum and Instruction (U.of Oregon) 1973

### **OFFICES HELD**

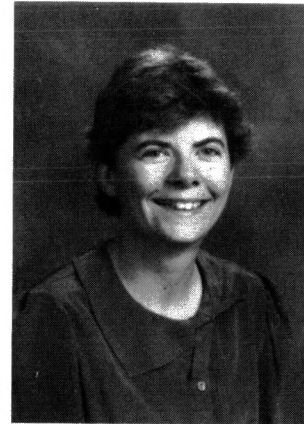
- President, Greater Victoria Teacher-Librarian's Association ( 5 years)
- Secretary, Greater Victoria Teacher-Librarian's Association (1 year)
- Vice-President of BCTLA (1987-88)
- Editor of The Bookmark (1977-79)
- Editor of Added Entry, Newsletter of the Greater Victoria Teacher-Librarian's Association (December 1984 - )

## CONCERNS

I feel our main objective as teacher-librarians should be to maintain a high standard of training and expertise in our field and to apply that expertise every day in our work. By doing so, we will encourage our teaching and administrative colleagues to make more effective and efficient use of school libraries and we will encourage our students to be life-long library users. BCTLA's role, therefore, must be that of an effective coordinating and promotional agency among individual members, local chapters, school boards, administrators, BCTF, and government agencies.

## CORRESPONDING SECRETARY

There are 3 nominations:



### **1. PATRICIA FINLAY**

5649 Carson Street, Burnaby, B.C. V5J 2Z4 Ph. 438-6269

### **PRESENT POSITION**

Teacher-librarian, Forest Grove Elementary, Burnaby School District (1986- )

### **EXPERIENCE**

- Teacher-librarian, Buckingham/Marlborough Elementary School, Burnaby (1980-86)
- Teacher-librarian, Buckingham Elementary School, Burnaby (1978-80)
- Teacher, Blue River Elementary/Junior Secondary, North Thompson (1976-77)

### EDUCATIONAL QUALIFICATIONS

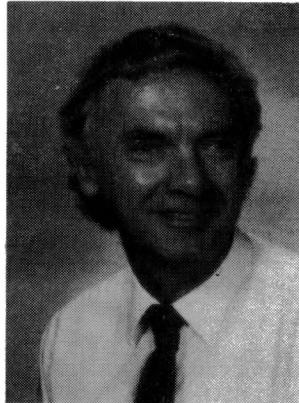
- B.Ed. (S.F.U.) 1977

### OFFICES HELD

- President of Burnaby Teacher-Librarian's Association (1984-86)
- Vice-President of Burnaby Teacher-Librarian's Association (1982-84)
- Staff Representative, BCTF, Burnaby (several years)

### CONCERNS

The role of the teacher-librarian is unique in a school. Not discounting the assistance and understanding of our fellow teachers and administrators, the local chapters of the BCTLA serve as a vital network for our professional growth and mutual support. I have enjoyed serving as vice-president and president of our local chapter. The contributions I was able to make there have been returned many times over. Now I offer my energy and time to the provincial association to help maintain a strong professional voice for teacher-librarians throughout B.C.



### 2. STEVE HARRIS

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

### PRESENT POSITION

Teacher-librarian, G.P. Vanier Secondary, Courtenay (1983-)

### EXPERIENCE

- Teacher-librarian, Airport Elementary School, Courtenay (1974-83)
- Elementary classroom teacher and Junior High Math/Science teacher in Courtenay, Alberta and Victoria, Australia (1961-73)

### EDUCATIONAL QUALIFICATIONS

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

### OFFICES HELD

- Chapter Councilor, BCTLA, Comox District (1978- )
- Chairperson, BCTLA, Comox District (1978-83)
- Treasurer, BCTLA Executive (1985-87)
- Vice-President, BCTF Local, Comox District (1980-81)
- Geographic Representative, BCTF, Comox District (1981-84)

### CONCERNS

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



### 3. RAY WALKER

R.R.#3 Fosberry Dr., Terrace, B.C. V8G 4R6 Ph. 635-4579

### PRESENT POSITION

Teacher-librarian, Skeena Junior Secondary, Terrace (1976-)

### EDUCATIONAL QUALIFICATIONS

- B.A. Political Science (Ohio State) 1966
- B.S. Education (Ohio State) 1970
- 13.5 additional units in School Librarianship and Educational Technology (UBC, U.Vic.) 1979-present
- 3 additional units in Education at University of Calgary

### OFFICES HELD

- Charter member and first President of Terrace and District Teacher-Librarian's Association (1977)
- Continuously active at the local executive level as President, Councilor, Program Director, and currently Secretary Treasurer (1977-88)
- Member of Constitution, Policy and Young Writers' Conference
- BCTF Local: Working/Learning Conditions Chairperson, Bargaining Committee, Social Committee Chairperson, Pro-D Representative and currently Secondary Rep. to our Negotiating Team and Chairperson of the Multicultural Committee
- AGM delegate twice and SGM delegate

### CONCERNS

I believe we need strong representation with the BCTF in regard to sensitizing W/L C and Bargaining divisions to our particular needs which too often are overshadowed by class-size ones. Secondly, I think we need more resources directed to helping teacher-librarians adapt to the profound changes taking place as a result of new information technologies.

## TREASURER

There are 2 nominations

### VINCENZA W. CAMERON

929 Nicholson, St., Victoria, V8X 4B3

### PRESENT POSITION

Teacher-librarian, Mt. Newton Middle School, Saanich School District (#63).

### EXPERIENCE

Grade 5 teacher and teacher librarian at other schools.

### EDUCATIONAL QUALIFICATIONS

B.Ed., working toward French diploma at U.Vic.

### OFFICES HELD

President, Saanich Teacher-Librarians' Association.  
President, Surrey Teacher-Librarians' Association.  
Treasurer, Teacher-Librarians' PSA (1971)  
WLC Chairperson, Saanich Teachers' Association, 1982-84.  
Member, ProD Committee, 1987-88.

### CONCERNS

If elected to office I would actively lobby the membership of the BCTLA, the BCTF, and the Ministry of Education to strongly pursue the implementation of the recommendations made by our present executive to the Royal Commission on Education.

I would also like to plead the cause of the problems encountered in staffing and funding of library resource centres in districts where school based decision making is the norm and there is no one at the district office level to ensure the safeguarding of library resource centre services.

We need to find a way to decrease the wide discrepancy of services being offered in the districts of our province. The Ministry must be encouraged to take a leadership role in establishing guidelines which will not hurt those districts which are presently doing well on their own initiatives, yet insure that all districts maintain certain basic services.

Cooperation among all interested parties is the only way to achieve our goals.



### ROBYN SMART

2451 Huble Place, Prince George, B.C. V2N 3C8 Ph. 562-2711

### **PRESENT POSITION**

Teacher-librarian, Peden Hill School, School District #57, Prince George (1983-)

### **EXPERIENCE**

- Teacher-librarian, Peden Hill Elementary, Prince George (1980-82)
- Teacher-librarian, Buckhorn Elementary, Prince George (1977-Dec.79)
- Teacher, Elementary, Prince George (1970-77)

### **EDUCATIONAL QUALIFICATIONS**

- B.Ed. (U.Vic.) 1974
- Post B.Ed. 5th year Library Education (U.Vic.) 1976
- Currently enrolled in M.Ed. Curriculum & Instruction (UBC) 1987-

### **OFFICES HELD**

- Treasurer, Prince George Teacher-Librarian's Association (1984-86)
- President, Prince George Teacher-Librarian's Association (1986-88)
- Chapter Councilor, BCTLA, Prince George (1986-88)
- BCTF AGM delegate, Prince George (1987,1988)

### **CONCERNS**

The strength of teacher-librarians in B.C. comes from both our local chapters and our provincial association. I've been part of the Prince George chapter executive for the last four years both as treasurer and now as president. I would like to bring this background and commitment to working for teacher-librarians at the provincial level. It is important as the BCTF moves in a new direction that PSA's including the BCTLA be a vital part of our federation. It is also important that as a provincial organization we continue to work toward a provincial library policy (similar to Ontario's Partners in Action) so that the role of teacher-librarians continues to be a significant part of education in this province.

## **RECORDING SECRETARY**

Elected by acclamation.

### **GAIL SCHUTZ**

431 - 4th Street, New Westminster, V3L 2V5, telephone 525-8948

### **PRESENT POSITION**

Teacher-librarian, Frank Hurt Secondary School, Surrey School District (#36)

### **EXPERIENCE**

Teacher-librarian, Semiahmoo Senior Secondary School, Surrey.  
Teacher-librarian, Princess Margaret Senior Secondary School, Surrey.  
Teacher-librarian, Crescent Park Elementary School, Surrey.

### **EDUCATIONAL QUALIFICATIONS**

B.A. - UBC  
M.Ed - UBC

### **OFFICES HELD**

Chapter Councilor, Surrey  
Secretary and President, Surrey Chapter, BCTLA

### **CONCERNS**

I would like to support the BCTLA by working on the Executive. I have always gotten a lot out of our PSA and feel that it is time for me to give something back.

**GET INVOLVED!**

# CANADIAN SCHOOL LIBRARY ASSOCIATION



*A Division of the Canadian Library Association*

## A CALL FOR APPLICATIONS FOR THE EDITORSHIP OF SCHOOL LIBRARIES IN CANADA

A new Editor is required for *School Libraries in Canada (SLIC)*, the journal of the Canadian School Library Association, as the three-year term of the current Editor will be completed in September 1988.

Please apply in writing prior to March 15, 1988.

The Executive of the Canadian School Library Association will appoint the Editor of SLIC prior to the June 1988 Annual General meeting.

The individual appointed to the position should have firm commitment to the goals of the Canadian School Library Association and a sincere concern for the development of school library programs in Canadian schools.

The editorship of SLIC is a non-paying position and individuals applying for the post should have strong institutional support.

The term of office for the Editor will be from September 1988 to September 1991. This involves the production of four issues annually for each of three years.

The Editor will be expected to perform the following functions:

- a) Edit all manuscripts and other material to be published quarterly in SLIC
- b) Coordinate the SLIC Editorial Committee
- c) Coordinate the activities of the SLIC Advertising Manager, the Reviews Editor and other volunteers who assist with the publication of SLIC
- d) Engage the services of a printer and coordinate the printing of SLIC
- e) Arrange for the final proof-reading of SLIC prior to printing
- f) Arrange for the labelling, sorting, bagging and mailing of each issue of SLIC
- g) Attend meetings of the Executive Council of the Canadian School Library Association

Please reply to: SLIC Editor Search Committee

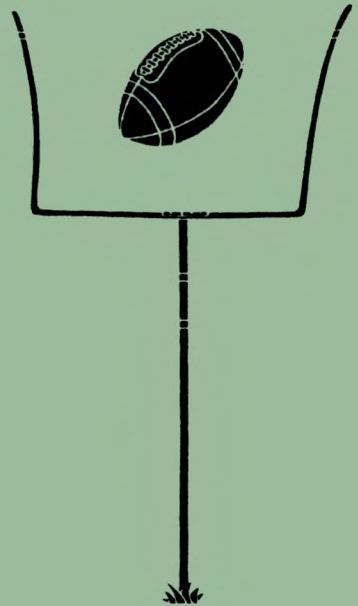
Dianne Oberg, President  
Canadian School Library Association  
Department of Elementary Education  
551 Education South  
University of Alberta  
Edmonton, Alberta  
T6G 2G5

For further information, call (403)432-3669 work/433-0374 home





## BCTLA REVIEWS



F        Armstrong, Jeannette C.  
       Slash. -- Theytus, 1985. -- 254 p. -- ISBN 0-919441-17-3. --  
       \$9.95.

Indians of North America - British Columbia - Fiction

Through the fictional character, Slash, Jeannette Armstrong has created a very interesting novel which outlines the frustrations, struggles, conflicts and aspirations of the majority of our native peoples. The novel starts when Slash is in Grade 6 at a Roman Catholic reserve school. As the story progresses the main character goes to the town high school; leaves the reserve; attends various protests, sit-ins, and demonstrations in Canada and the United States through the 60's, 70's, and 80's; spends time in jail; becomes involved with liquor and drugs; moves back to his Okanagan reserve; falls in love; gets married and has a son. His wife is killed in a car accident in the last few pages of the book.

Slash, the main character, discusses the various forces tugging at native peoples -- old ways versus the modern or "civilized", aboriginal culture versus white North American. He also deals with the problems of acceptance and racial prejudice.

While Slash is not real, he is believable. Although it would not be possible for one person to have travelled to so many places and participated in so many events, he is believable because he describes the views and experiences of native people.

The reader is able to develop an understanding of the Indian movements of the 60's, 70's and 80's. The reader is able to see through an Indian perspective what problems native peoples have and how the majority of Canadians are out of touch with or ignorant of Indian problems.

The novel is well written and full of action. Its readability is close to an adult novel so it is suitable for senior secondary students or good readers at the Grade 9-10 level. The long chapters, 4 for 254 pages, may cause problems for those who like short chapters.

It complements the Social Studies curriculum, and would be a good addition to a theme collection dealing with young people and their problems.

(Slash has been reviewed by the New York State English curriculum committee and has been accepted as a title which can be order for use in the classroom. The first edition has been sold out and a second printing is planned.)

J. Patrick Romaine, Teacher-librarian, A.L. Fortune Secondary School, School District #89 (Shuswap).

E Thompson, Richard.  
Sky full of babies. -- Annick, 1987. -- unp. : ill. -- ISBN 0-920303-93-5. ISBN 0-920303-92-7(pbk.). -- \$12.95; \$4.95(pbk.).

Imagination - Fiction.

Many children fantasize, but adults are often condescending to their fantasies. This Prince George father not only encourages but expands and challenges his child's imagination in Sky Full of Babies.

A preschooler takes her Dad and doll for a ride in space. During this imaginative adventure they see many babies. Moms, Dads, brothers and sisters are hugging many of them. The story concludes with Dad encouraging Mom to take the spaceship ride.

The 12 pages of text could be confusing to the young reader. The letters are larger than normal but they seem close together. On every page non-sexist, brightly painted, appealing illustrations depict a number of ethnic groups.

The readability level on the Fry Scale is Grade 2-3, while the interest level would be preschool to primary. This book would be an enjoyable one to read to children at home and then to try your own spaceship journey. The "babies" theme will be very popular with young children. In the classroom setting the teacher could use the book to initiate discussion, writing, painting and creative play.

Recommended for public and school libraries (and homes).

Preschool - Grade 2.

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

010 Booth, David.  
Choosing children's books / David Booth, Larry Swartz, Meguido Zola. -- Pembroke, 1987. -- 176 p. -- ISBN 0-921217-12-9. -- \$12.95.

Children's literature - Bibliography // Children - Books and reading - Best books.

This bibliography of children's literature by well-known and respected authors includes materials from their areas of expertise which include children's literature, childhood education and adult inservice. The contents are divided into four categories: preschool years, primary years, middle years and young adolescent years. Each category details types of literature and themes. Each title has a short, lively annotation and includes a list of other titles by the same author. The books selected are written by major authors. Having read at least three quarters of the books listed, I can vouch for the excellent choices. One of the authors' purposes was to "... share our own delight in experiencing books and exploring them with children and adults." I feel they have achieved this purpose. My only complaint is that the theme categories are too short. The book should be three times as large!

The book is well organized, with a comprehensive table of contents and an author index. Unfortunately, there is no title index. The information included is accurate, if you ignore a title error on page 160. There are no illustrations. The paper is of good quality, and the glossy cover is attractive. However, the binding, even though stitched, is very poor. The two front pages of my copy have already come loose.

I would definitely recommend this book to elementary and secondary teachers as a valuable resource for classroom recreational reading titles. I particularly recommend this book to parents interested in high quality children's literature. It would also be useful in secondary family studies courses as a guide for reading suggestions for students caring for small children.

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

327.1 Vancouver Centennial Peace and Disarmament Symposium (1986).  
End the arms race -- fund human needs : proceedings of the 1986 Vancouver Centennial Peace and Disarmament Symposium / edited by Thomas L. Perry and James G. Foulks. -- G. Soules, 1986. -- 336 p. ; ill. -- ISBN 0-919574-96-3.

Arms control - Congresses // Arms race - Social aspects - Congresses.

In the aftermath of the excitement and exhilaration which surrounded the Reagan - Gorbachev summit, it is easy to forget the efforts, achievements and dedication of individuals and organizations around the world who support world disarmament. The Vancouver Centennial Peace and Disarmament Symposium gathered many of these people together. This record of the symposium's proceedings will hopefully help readers achieve a better understanding of the issues and international aspects of disarmament.

The editors did a minimal amount of editing, thus preserving much of the ambience of the symposium. The contributions of many experts from all over the world are featured. All contributors share a common concern for the prevention of nuclear war, a decrease in militarism, an ending of the arms race and a redirection of wealth to help find solutions to economic, educational and health concerns around the world. The scope is rather large, encompassing the following topics: current status of the nuclear arms race; effects of the arms race on the various economies and societies of the world, and the efforts that individuals and countries can make toward a goal of world disarmament. Also contained in this book are abridged versions of speeches made earlier by Dr. David Suzuki and Dr. Helen Caldicott. Biographical information about each of the contributors is found conveniently with each article.

The text is scholarly, but the presenters make certain that access to information is not encumbered by jargon or rhetoric. The table of contents provides easy access to articles.

Secondary school teachers will find this work useful for discussion or as an up-to-date research source. The reading level (Fry) is well within the grasp of most senior secondary students.

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

- 362.7 Professional child and youth care--the Canadian perspective /  
edited by Carey Denholm, Roy Ferguson, and Alan Pence. --  
University of British Columbia Press, 1987. -- 221 p. : ill.  
-- ISBN 0-7748-0273-1. ISBN 0-7748-0244-8(pbk.).

Child welfare // Child care centers.

A comprehensive analysis of child care in Canada, this book does not attempt to provide an exhaustive description of the entire child care field, but rather to present an overview of the type of services offered. The editors have put together a series of articles written by child care experts across Canada, articles that "note some of the similarities, differences and critical issues with [the following] selected practice areas": residential child care, the Canadian youth justice system, the school system, child life programs, day care, infant development programs, community programs and parent education and support programs. Because society and the family are changing rapidly, effective child care services have become of pressing concern.

The editors open with an article that provides an overview of the scope of child care in Canada: the current status of the field, the scope of professional child care and the essence of child care practice. Each subsequent chapter deals with the above mentioned practice areas. They are largely descriptive in nature, defining the types of programs and the elements found within. Current issues and concerns are also discussed, problems encountered are touched upon, and the specific types of programs that have developed from a local need are defended. The final chapter deals with the future of Canadian child care, briefly outlining some of the forces that will affect future development of the field and discussing the adaption necessary to deal with changing trends. "A central theme throughout this book is the importance of developing an expanded scope of the child care field across the country: to enhance the professional status of child care personnel, practice standards must be created, a more universal code of ethics must be developed, sanctions for misconduct must be hammered out and a professional association should oversee matters."

The authors decided on a generalist perspective and have aimed the book at child care practitioners, university and college students, and members of allied professions such as psychology, social work, education and nursing. Being the first book to provide an analysis of Canadian child care, this is an essential item for college and university libraries. It could also be useful for public libraries and professional teaching collections at the public school level.

Janet Mckinlay, Teacher-librarian, Sir Winston Churchill Secondary School, School District #39 (Vancouver).

364 State control : criminal justice politics in Canada / edited by R.S. Ratner and John L. McMullan. -- University of British Columbia Press, 1987. -- 253 p. -- ISBN 0-7748-0275-8.

Criminal justice, Administration of.

As the notes on the cover boast, State Control: Criminal Justice Politics in Canada approaches the problem of criminal justice and its reform from a Marxist point of view. From the teacher-librarian's point of view, however, the political or philosophical biases of this set of readings are largely irrelevant, because this is not a book which will see much use in a school library. It is clearly intended as a textbook for college and university students of sociology, criminology and law, for whom the reading level may be appropriate and among whom the readings might provoke considerable debate. Most high school students lack the necessary philosophical background to understand the concepts presented. As a source of information, it is likely to have little attraction for teachers.

Not recommended for purchase.

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

618.2 Morrison, Daphne.  
Being pregnant. -- New Star, 1987. -- 201 p. : ill. -- ISBN  
0-919573-72--X. ISBN 0-919573-71-1(pb.). -- \$9.95(pbk.).

Pregnancy - Psychological aspects.

Being Pregnant records the stories of 15 women's lives, pregnancies, miscarriages, abortions and deliveries. In the introduction Morrison explains how her own pregnancy kindled a curiosity about other women's pregnancies. There was a plethora of pregnancy "How-to" books, but Morrison wanted to present a more personal, emotional look at the experience of pregnancy.

Her own pregnancy was one of a white woman, employed, with a supportive man to share the experience. What was pregnancy like for the unmarried teenager, the lesbian, the woman originally from another country, the woman in the pre-pill era, the adult woman who chooses to have a baby on her own, or the woman with arthritis? All of these stories are told in the first person, using women's own words. Emphasis is on the pregnancy, but enough of each woman's life story is told to give a perspective on her past and where her life was heading at time of publication.

The stories are told simply and honestly. Nothing is unduly sensationalized nor are judgements made about either the women themselves or the social milieu in which they experienced their pregnancies. The reader is left to formulate her own impressions and conclusions.

This is bedside reading for people interested in the complexities of women's lives. The format and approach of this title will limit its usefulness in school libraries. It may provide supplemental reading for Family Studies and units on women's issues.

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

639 Hagelund, W.A.  
Whalers no more : a history of whaling on the West Coast. --  
Harbour, 1987. -- 211 p. : ill. -- ISBN 0-920080-02-2. --  
\$24.95.

Whaling - British Columbia - History.

Whalers No More is a fascinating, but brief, study of the whaling industry on the BC coast between the turn of the century and 1972, when international treaties put an end to the practice. Bill Hagelund began his maritime career as a whaler in 1940 at age 16, but even after serving in the Canadian Navy during World War II and later in other capacities on a variety of boats and ships, he never lost his interest in these courageous seamen and the creatures they pursued.

The book is not an analysis or generalized description of the industry but rather an anecdotal record of the author's own season as a whaler, well supplemented with stories of many of those who whaled in the years immediately before and after World War 11. Some were "old timers" then and their recollections go back to near the turn of the century when conditions and equipment were even more primitive. The anecdotes are, however, well supported by factual data in a statistical appendix and bibliography, by numerous photographs by the author and his contemporaries, and by the repetition of particular incidents by more than one storyteller.

I found Hagelund's book unique to anything I have read about BC's history or her coastal industries, and feel drawn to look out for more on the topic. I am sure junior and senior secondary students will too. It is an ideal reference for an often neglected but significant part of our history and might be given as a reading assignment for Grade 10 or 11 Social Studies. Even the most reluctant readers should have no problems because the reading level (Fry) is about Grade 7.

Ken Adsett, Teacher-librarian, Oak Bay Secondary School, School District #61 (Greater Victoria).

658.8 Gray, Douglas A.  
Marketing your product : a planning guide for small business /  
Douglas A. Gray, Donald G. Cyr. -- International Self-Counsel,  
1987. -- 98 p. -- ISBN 0-88908-659-1. -- \$12.95.

Marketing // Small business.

This marketing action plan for operators of small manufacturing businesses describes procedures which are relatively straightforward rather than innovative in nature. Detailed advice is given by which the business operator can pursue a well-organized approach to his or her marketing needs. In fact the chief thrust of this publication is to underline the need for adequate organization. No longer is it sufficient for a business person to have a good idea and then let things fall into place. Preparation and planning have become more essential in a business climate which is now more complex, interdependent and competitive. This book and its contents are, of necessity, general in nature but contain information designed to meet most situations encountered by small manufacturing businesses. This is a good example of the growing trend towards formal planning guides in all aspect of business which could be considered a natural extension of established principles of scientific management.

There are many pages of explanations covering all stages of the planning process. These are supplemented by worksheets on which the factors relating to the specific business can be recorded. The whole is greatly helped by a very fine glossary. There is also a bibliography.

This publication can be recommended to those budding entrepreneurs who are considering the marketing strategies needed for marketing a product.

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

971 A Canadian story [kit] / told by Pierre Berton ; with songs by Geoff Noble. -- Ganymede Music, 8459 Lougheed Hwy., Burnaby, B.C., 1987. -- 1 book, 1 cassette.

Canada - History // Canada - History - Songs and music.

This kit is a lively introduction to Canadian history from earliest times to today. The tape follows the text of the 36 page booklet. Obviously, the kit does have some drawbacks in terms of scope, but what it does cover highlights and gives an excellent overview of Canada's history.

Pierre Berton's narration is clear and well done. However, it is the songs by Geoff Noble that really bring life to this history. There are a great variety of musical approaches to these generally clever and informative musical pieces that supplement and give emphasis to the narration.

The booklet is also generously illustrated with suitably placed maps, photographs, and drawings, but unfortunately they are uncaptioned which could cause some problems for less perceptive students.

The kit would be useful in Grades 4 to 12 when Canadian history is being taught.

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

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"BCTLA Reviews" is co-ordinated by

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Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter.





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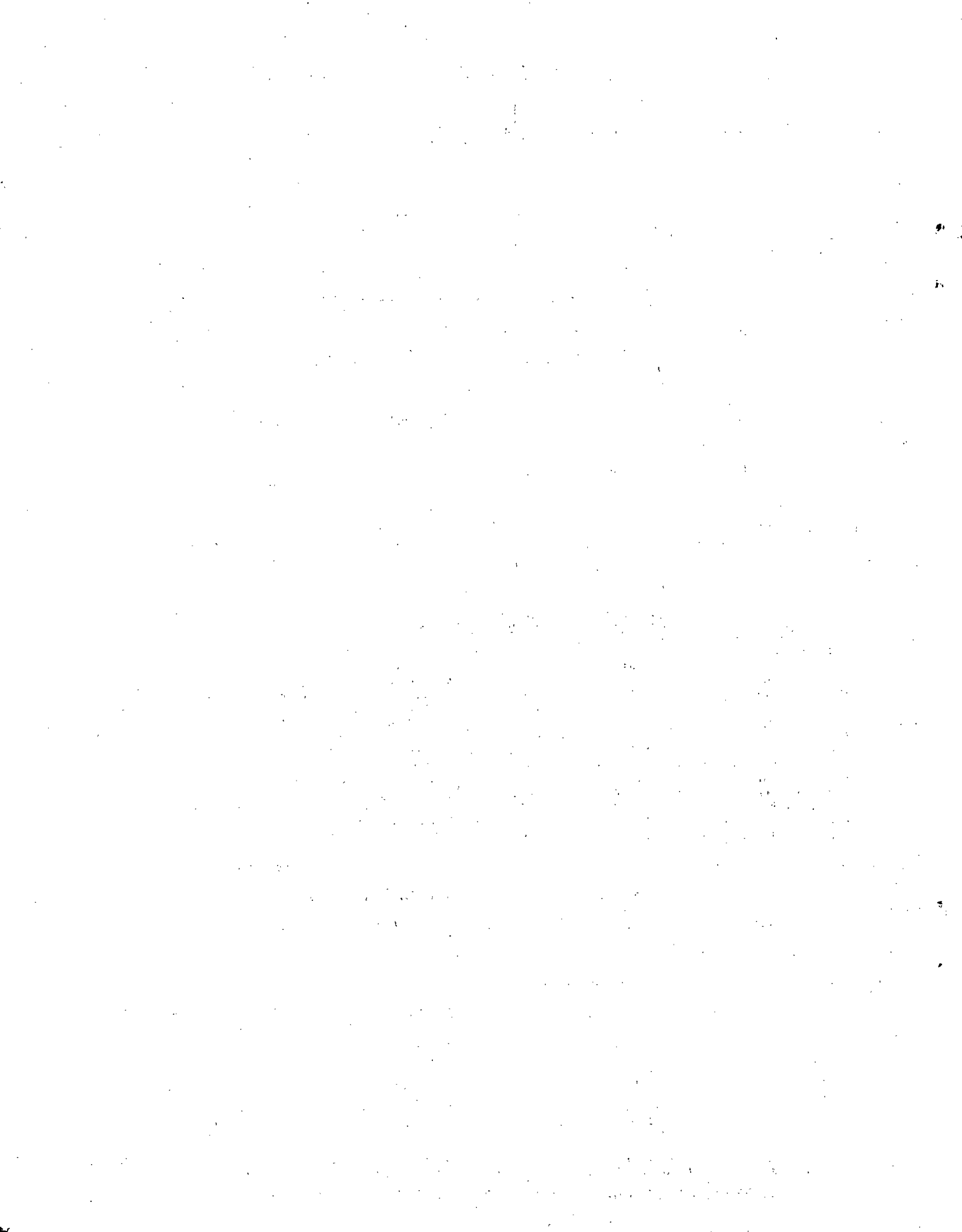
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