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BCTLA

THE BOOKMARK



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ON

FICTION

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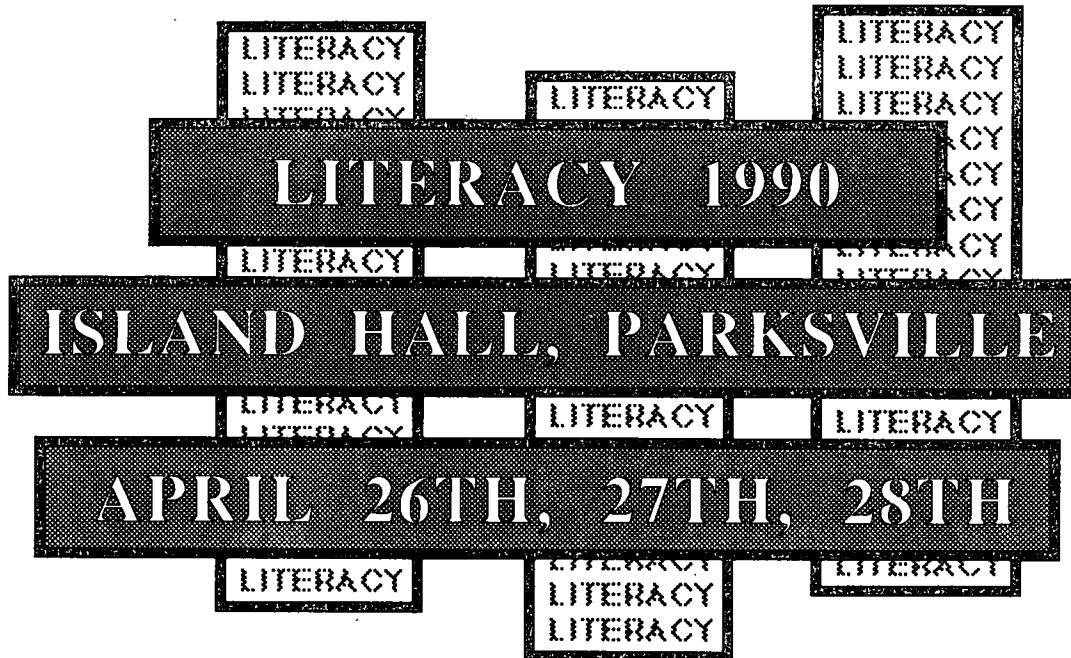
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STATEMENT OF PURPOSE

The Bookmark is the professional journal of the British Columbia Teacher-Librarians' Association. As such it: 1) acts as a communication vehicle for ideas, trends and new developments in the field; 2) supports a professional network of teacher-librarians who are committed to resource-based learning and cooperative planning and teaching; 3) disseminates information on British Columbia learning resources; and 4) promotes reading and the development of literature appreciation.



Registration fee: \$125 (all meals included)

Accommodation \$ 32/night double
\$ 54/night single

Registration packages will be available from
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Registration limited to 150

Districts without chapters may write:
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c/o Linda MacDonald
Maquinna School
3881 Bruce Street
Port Alberni, V9Y 1J6



IN CIRCULATION

by DIANA POOLE, president, BCTLA.

"In Circulation" is definitely a good description of yours truly in the months of September, October, and November. I have attended conferences, meetings at the Ministry, meetings of PSA Council, meetings with BCTF staff, miscellaneous other meetings related to teacher-librarianship, as well as attempting to make contact with our chapters across the province. "Out of Circulation" is probably the way that the staff of my new school H.D. Stafford Secondary in Langley would describe me, as I have absented myself for ten days on BCTLA business, as well as another five days for 'flu and a sprained ankle! My family views all this with a slightly jaundiced eye. When I am home I am talking on the telephone or tapping on computer keys. They seem to be able to manage the meals, the washing (but not the ironing!) and their social lives without me. I dedicate this column to the H.D. Stafford staff, a great group of people – the best, and to my long-suffering and very supportive family.

What an exciting and busy Fall this has been for all of us, with the implementation of the new School Act and the introduction of the Year 2000 draft document and the draft of the new Primary Program. Excitement seems to be naturally accompanied by overwork and stress, but we will survive one day at a time. The executive met on Friday at the BCTF to formulate a response from the BCTLA to the Year 2000f. We did come up with an outline, but not the hoped for draft. We hope to have the final document completed by the beginning of December and will print it in the next issue of The Bookmark. In the meantime in an article in this issue I am going to indicate areas of the documents that we should be looking at as local associations. Local chapters should be contacting their local associations to make sure that the teacher-librarian point-of-view is being considered in reactions from the locals.

A number of events can now be crossed off the calendar. The Western Canada School Library Conference was extremely successful with over 40 people attending from the four western provinces and the Yukon. Thanks to the members of the BCTLA executive who assisted in the registration and program, and to Angela Thacker and the West Vancouver school district who provided the site and the meals which were exceptional. Update '89 was a success as the 300 attendees will testify. Thanks to Ron Jobe and his planning team for hosting the event and planning the gala lunch. We were particularly pleased with the new format for the chapter councilors meeting on Saturday, October 20, and felt that it was

successful in providing a greater opportunity for the councilors to look at goals for the year, and to communicate some of the concerns in the school districts. Jim Skinner, the BCTF staff member who acts as liaison for the BCTLA, gave us an historical overview and a clarifying update on the Year 2000 document.

Ministry projects are well on the way. After an initial two-day planning meeting of the Ministry School Library Policy committee, the draft document is being written by Michelle Farquharson. The first draft of the resource-based learning in language arts document is now being reviewed with suggestions for changes and additions being made. One priority is to make the document more relevant to literature-based learning across the four curriculum strands. Both documents should be in the schools by September, 1990. As well, selection of the committee for the Book Purchase Plan has been completed, and that committee will start in January to work on selecting materials for the Ministry to send to the school libraries.

In a meeting with Wes Knapp of the bargaining division of the BCTF, I was able to clarify with him some major bargaining issues which were of particular concern to teacher-librarians. These will be discussed in greater detail in a separate article, but in speaking to the chapter councilors and in receiving your reports on what is occurring in the schools, we have been able to come up with six items that we believe must be addressed at the local level. As a provincial executive we can give you a master plan of the bargaining issues you should be looking at, but it is important that local chapters as well as individuals lobby their bargaining committees to make sure that these items are indeed addressed.

I really enjoyed a trip to Kelowna to meet with the Central Okanagan Teacher-librarians' Association. I was particularly impressed to see the number of members at the meeting considering the plane was an hour and a half late and a meeting that was supposed to start at 4.00 p.m. started at 5.30. I always enjoy meeting with our membership. We discussed the Year 2000 and the Primary Program as well as bargaining issues. What an impressive and committed group of teacher-librarians are Teresa Brinton and her COTLA members.

Hope you were able to use some or all of the ideas that came to you from the Prince George chapter in their recipes to sell School Library Week. Thank you Prince George for a very worthwhile project. Congratulations goes to Kathy McKeirahan at Hatzig Secondary who, after much hard work and organization, celebrated School Library Week by opening her library for the first time. If you want to know why, its a long story and I am sure that

Kathy will tell you if you contact her. Have heard that there are others of you out there that are living out of boxes as renovations and changes take place. Take heart in the fact that it does eventually come to an end. Our school, including the library, is being painted this Fall and classes are scheduled into the library which has the only available space, till January. A good opportunity to do some advocacy, some research assignments or escape the mess by going to classes for booktalking and story telling. While the library was closed, I also managed to get most of my book order completed.

Did you all, in October and then November, keep checking your The Bookmark, wondering if perhaps you had not renewed your membership, the printing press had blown up or the editorial staff had quit en masse? I guess anything is possible but there were a number of us, Liz, Donna and myself for sure, who harassed BCTF printing to find out exactly where was our beloved journal. It was small consolation to hear that we had been bumped in the production line. It is not heartening to find that someone out there thinks the publications of another group are more important. We have protested and I will continue to do so at the PSA Council meeting on November 24th. Hopefully we can come up with a solution to the problem which we think is an important one for us to deal with, considering the significance that our journal plays in the life of our association.

Sale of our other publications are going well. We do have at this time extra copies of Links to Literature, Implementing Change and a few copies of Fuel for Change, if you would like to purchase extras in your school district. The names and addresses of distributors can be found on the back cover of The Bookmark. There are still past issues of The Bookmark which can be obtained by contacting Donna Doerksen. This has been an extremely busy year with publications and you probably are all waiting for Imagination or Reality? Science Fiction and Fantasy Booktalks for Children and Young Adults. It has been pasted up and is ready for publication. Our problem is that with all the publications being produced in the same fiscal year we do not at this time have enough money in our publications budget to print this document and send it free to all our members. We are hoping to be able to do this by late spring.

Increasing BCTLA membership is one of our goals for this year. All chapter councilors have been asked to contact non-members in their districts inviting them to join our association. We have also asked them to forward a list to the executive and Patricia Finlay and I will be contacting each of these people as well. Good news is that we have now passed the 1000th member mark. Our 1000th member has been identified and she is being

highlighted in this issue.

Patricia, Yoskyl Webb and I also met with Marlene Miiller and Kathy Neer of the Ministry of Environment staff. We were asked to react to a draft proposal by the Environment and Natural Resources Education Council which consists of various groups interested in resource management and environmental issues. The proposal was to create a bibliography of material to support environmental education from K to 12. In our reaction we made it very clear that for this bibliography to be relevant and well-used in the schools that the council needed to seek input, advice and help from the teacher-librarians. At the time of writing we have not received any response to our suggestions. We felt that a package like this, accompanied by sample units, would be very welcome.

When we read the new documents coming from the Ministry of Education and the emphasis of plans for education in British Columbia in the year 2000, it is exciting and reassuring to see the constant reference to the concept of lifelong learning, independent learning, integration of subject material, cooperative teaching, and the emphasis on a wide variety of resources and resource-based learning. It is up to us, however, to articulate clearly what it is that teacher-librarians do, of the importance of school libraries, to make sure that we are seen as central to the changes that take place in the schools, that we maintain control of centrally located collections, so that "library centres" are the school library resource centre and that adequate funding is set aside to ensure that resource-based learning can and does occur. We cannot sit back and expect others to do it for us, and each one of us is responsible for what happens in our schools. With continual lobbying and emphasizing the importance of the library program at school and district level, as well as at the provincial level, our message will be heard.

Season's Greetings! Have a restful vacation.





As I sit preparing my contributions to the 1989 December issue of The Bookmark, I wonder whether or not it will reach you in 1989. The September issue did not reach me until November 9th, although it had gone in to the BCTF for printing in mid-September. I know that many of you were concerned, because I got many telephone calls and notes asking whether individuals were still on the mailing list, because they had not yet received their September issue. The delay in printing is not yet fully explained, and we can only hope that other issues will come out on time. Let's be optimistic!

This issue contains the usual variety of units, ideas, articles and bibliographies. The "Focus on Fiction" theme has proven to be one that many teacher-librarians are interested in, and this issue may well turn out to be one of those gargantuan efforts that wear out the crew on paste-up day. We are happy to have so many contributors, so don't let the gentle moaning in this column discourage you from submitting your materials to the next issue.

The December issue is always one which carries a significant number of important association documents. This issue contains the first installment of the 1989-90 Working and Learning Conditions Survey, a summary of 1988-89 Chapter Reports, the nominations form for the 1990-91 executive, and information on BCTLA awards. The "Featured in this Issue" section contains these important items.

The Editorial Board has lost another of its long-

standing members as Mercedes Smith has decided to take time out after many years of involvement. She will wonder what to do with her Saturdays! We wish her well, and hope she will become a regular contributor. Last issue saw the debut of two new workers: Lina D'Onofrio as a member of the Editorial Board, and Alwynn Pollard as the Advertising Manager. We hope they will enjoy working on The Bookmark team. Lina asks all her friends in North Island to send her materials to publish so she won't have to work too hard.

Our next issue is "Think About It! — a title that covers the many different aspects of thinking skills: creative thinking, critical thinking, information skills, problem-solving, etc. If you have units designed to teach thinking skills, have attended an inservice program or conference that gave you new ideas, read something that you believe is worth sharing, or had a brainwave entirely on your own, you are the person we have been waiting for — we need your contributions to the 1990 March issue of The Bookmark.

Start the decade right by submitting your article before the deadline on January 13th. Don't tell anyone, but we have occasionally accepted an article which is late — sshhh! By January 13th is best, however, because it gives us time to input and edit without too much strain. If you have your material on disk we can accept it a little later. A Macintosh disk is best but our production manager, Jim Crook, is able to handle a variety of disks — Apple, IBM, etc. Don't forget that submissions which are not tied to the theme are also needed. Our "Featured in This Issue" section always has a wide array of topics covered. If you have a paper you struggled over for a university course and are proud of, why not send it in and see if we agree with you. I'm sure we will.

If I've now almost persuaded you to take the great leap and submit an article, but you're thinking you don't know how to format it, what it should include, or how long it can be, all I can say is look at the variety in back issues. It would be incorrect to say *anything* goes, but we do welcome a range of article styles and lengths. We have published two style sheets which may be of assistance to you:

- "Style Sheet for Bookmark Writers" (September 1988: 123).
- "Content Guide: The Other Half of Style" (June 1989: 127-128).

Please consider how you can help us make our journal the best publication it can be. Share your expertise with others through The Bookmark.

LETTERS TO THE EDITOR

From J. MICHAEL ROBERTS, secretary to His Honour, Dr. David C. Lam, the Lieutenant-Governor of British Columbia

Further to our exchange of correspondence in April and May of this year, I regret to advise that, with the passage of time and due to the absence of a scripted speech, His Honour is unable to provide you with a reconstruction of the remarks which he delivered to the "Pacific Connections" Conference, for reproduction in the British Columbia Teacher-Librarians' Association's professional journal The Bookmark.

His Honour is very flattered that you would wish to reproduce his remarks and very much regrets that the aforementioned factors combined with an exceptionally heavy schedule of official commitments will deny him the opportunity to provide you with a transcript of his address.

I regret having to convey this disappointing news.

RESPONSE: A letter has been sent to the Lieutenant-Governor expressing our appreciation of his position, our admiration that he could deliver such an exceptional address without a prepared script, and our thanks for making time in his busy schedule to speak to the group attending the conference. We also comment that we hope teacher-librarians will take advantage of whatever opportunities present themselves to hear His Honour speak. His eloquence and commitment are both inspiring.

From J. PATRICK ROMAINE, teacher-librarian A. L. Fortune Secondary, SD#89 (Enderby).

I recognize that every individual has his/her own tastes in reading. All of us interpret a piece of writing differently. What one person sees in a book another may not and vice versa. However, in spite of this, I feel I must make a few comments in relation to Edith Fishlock's review of Don Sawyer's Where the Rivers Meet in the June 1989 Bookmark. There are several areas where my views and interpretations differ.

It is quite unfair to use the phrases: "obvious biases," "stereotypical red-necked white community," "mind-numbing, uncaring school system." It is important to remember that the story is presented through the eyes of Nancy Antoine, a Shuswap Indian. It is how she sees the community, the store keeper, the boss, and the school system. I am sure this book has alienated Ms. Fishlock and perhaps a lot of other readers. We like to have ourselves presented in a good light. We react negatively when we are presented otherwise.

The injustices that our native peoples have experienced have resulted in many of them justifiably being bitter and feeling resentful. The picture that we are presented with through the character Nancy Antoine is also a picture that many native people have experienced. It is not one author's "obvious biases." Recent revelations of physical and sexual abuse in native residential schools are fact, not fiction. What is Celia Haig-Brown in Resistance and Renewal (Tillicum, 1989, ISBN: 0-88978-189-3) telling us? Look at what came out at the Native Justice Inquiry in Manitoba, — especially the Betty Osbourne case in The Pas.

The native story, especially for native women, is just starting to be told. We need to listen and hear what is being said; not dismiss it. I would suggest that Jeannette Armstrong's Slash (Theytus Books, 1984, ISBN: 0-919441-17-3) or Carl Hortie's Annie (Borealis Press, 1988, ISBN: 0-88887-887-7) are the books to recommend to students as companion pieces to Where the Rivers Meet. While Margaret Craven's I Heard the Owl Call My Name is an excellent book and one that I have enjoyed reading; it is a Wordsworthian Romantic picture of the "Noble Savage." It is a white person looking at natives. These other books are native people looking at themselves and at non-natives. Unfortunately, many of us do not like what the natives see, however, we must accept it. Remember Robert Burns:

"Oh wad some power the giftie gie us
To see oursels as others see us!"

RESPONSE: Thank you for presenting another perspective on this title. As you have mentioned, each of us interprets a novel differently and that's what literary reviewing and criticism are all about. You've inspired me to read this title and to see where I stand in relation to the two opinions that have been expressed. Perhaps the answer lies in the fact that

Edith Fishlock, teacher-librarian in an elementary school, saw Where the Rivers Meet as suitable for grades 10-12, while you are actually working with secondary students.

From RHONDA CLAYTON, Two Hearts Publishing, Kamloops, BC.

Enclosed is a photocopy of what your organization appears to consider a book review. I have heard many names for it over the past few days but a book review is not one of them. These remarks come from people who are more knowledgeable than at least some of those you employ as book reviewers.

Ms. E. Rita Ourom, teacher-librarian at Waverley School, District # 39, may feel that Special Stories for Special Kids is both amateurish and gauche. She is obviously looking at it with the jaded eye of one who has taught too long, or who no longer notices what younger children read. She suggested that only the children who helped make the book could possibly be interested. The book is meant for children between the ages of four and nine. Did she show it to children of that age? I doubt that she did. I have received comments from people who have purchased the book, people who have nothing to do with the book, and they have told me their children have read the stories many times. They have also said that children like the illustrations because they can relate to them. I admit they aren't classic masterpieces, but neither are they stick figures with strange features.

Ms. Ourom's article was no review. It was the excessive views of an amateur critic. To write such antipathy is one thing. If you actually published it, you promptly gave it undeserved legitimacy. Why would you even mention the book if it was so bad? Why give it space in your publication when most members of your organization would probably never know about the book, otherwise? It makes it look as if you enjoy the power to say to a toiling self-published author, "thumbs up she makes a few sales to the schools" or "thumbs down, let's see if she can take the pressure of our authority."

Enclosed is another review of Special Stories for Special Kids and it came from the publication known as Canadian Books in Print [Editor's note: it is from Canadian Materials, May 1989, p. 122, for those who wish to compare]. Perhaps you should show it to Ms. Ourom so that, in the future, she will know what a real review looks like. If she learns how a profes-

sional works, I am sure she will not give her own amateurish comments and extravagant opinions so readily.

RESPONSE: Thank you for expressing your concern about the review of your book, Special Stories for Special Kids, which appeared in the 1989 June issue of The Bookmark. We recognize that creating a book, particularly one which is self-published and has demanded time to promote as well as to write, design and print, is a very involving act. Unfortunately, reviewers cannot consider the effort and expense that such authors have committed, but can only focus on the work itself and such questions as: Who is the audience? How does it compare with other works of the same type? What is its literary merit? What is the production quality? In the case of a reviewing journal which covers the school library market as our journal does, an added question is: How does this work support, enrich or enhance the school curriculum?

The reviews that are published in The Bookmark are intended to assist teacher-librarians to use their limited funds in the most effective way possible. Therefore we do publish, and will continue to publish negative as well as positive reviews, since we believe that identification of less desirable titles helps our readers in their selection task.

E. Rita Ourom has served on BC Book Awards committees which select the best children's books of the year. She has also acted as a reviewer of many titles, both for The Bookmark and for Canadian Materials, the journal which published the review of your book that you sent to me as a sample of good reviewing. The reviewer in Canadian Materials was less impatient and kinder than was Ms. Ourom, but the message to the critical reader was the same: Special Stories for Special Kids is a book that "will mean most to the children it was written for."

While Ms. Ourom says "Save your money," Ms. Robertson says gently, "Other children may be encouraged to play with their toys and similarly to tell or write stories about them." Few teacher-librarians would buy this book based on either review. This is partially because funding levels force hard choices, and the books which may have potential but are not sure-fire winners or supportive of the curriculum fall by the wayside.

It is inevitable that in the course of becoming a writer, one will experience rejection. We hope that you will go on to write books that are in great

demand, are suitable for the school library market and which will have a positive review in our journal. Perhaps it will even be one written by Ms. Ourom, who does write very positive reviews when she believes them to be warranted.

From **BARB HALL** and **PAULA GALLAGHER**, teacher-librarians, Duchess Park Secondary School, SD#57 (Prince George).

Who are the teacher-librarians in this province who are struggling with French immersion or Cadre programs? We are now working with the fourth year of Program Cadre in our school and are constantly dealing with the daily frustrations and rewards of working in the French Language in a Library Resource Centre. As many teacher-librarians in this situation seem to be working in almost total isolation throughout the province, we would like The Bookmark to publish a list of the schools and teacher-librarians involved in French programs. Could a regular column in The Bookmark be established with contributions coming from French teacher-librarians? We are willing to edit such a notes and news column if a French network can be established.

From **MELVYN D. RAINEY**, University of the South Pacific, P.O. Box 1168, Suva, Fiji. Telephone: (area code 679) 313-900, extension 283.

This afternoon (Nov. 6th), The Bookmark arrived and I have spent the last two hours reading bits and pieces from it. First let me congratulate the Editorial Board on winning the CANEBSCO Award for the second time, or is it the third? Like good wine, The Bookmark has improved with age.

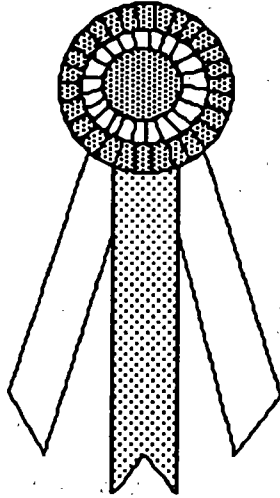
It looks like the BCTLA has another busy year ahead. I sincerely hope that all the plans and programmes are carried out to a successful conclusion. My very best wishes go forth to the BCTLA Executive and the members for the year 1989-1990.

I am enjoying working in a different setting, different in so many ways. There is a tremendous amount of work to be done and, of course, never enough bodies to do it, however we have set priorities and try desperately hard to stick to them. The new programme in Library and

Information Studies which is at the diploma level is slated to begin in February, 1990. Thirty to thirty-five students who have completed the Certificate in Librarianship will be chosen for campus studies. The Diploma will take three semesters. Many of the students have opted to do their BA along with the Diploma which means they will graduate with a BA majoring in Library and Information Studies. After this first group completes the library courses, the programme will revert to an Extension Studies Programme and will be offered through distance education. While it is not the best way to offer the programme it seems to be the only sensible way to offer it here where students are from eleven different countries which are spread far and wide over the vast South Pacific. Like everywhere else, finances are a great problem to governments and students. Governments have to pay for the students' air fares, fees, living accommodation, books, etc.

The climate and the wonderfully warm, friendly people along with the food agree with me and I am looking forward to the next few years working in such a pleasant atmosphere. Now I must close this off. I am on night duty until 10:00 p.m. There always has to be one senior librarian on duty at night. I promised the head of cataloguing I would do some filing for her and then I must get back to course writing. One more thing before I close — I noticed in "Notes and News" that the area code for Fiji is incorrect. It should be (679); the university number is 313-900 extension 283. I don't expect any phone calls, but just in case...!

RESPONSE: Thank you for both your congratulations to the Editorial Board for the *second* CANEBSCO Award and your good wishes to the Executive Board and all BCTLA members! In return, we wish you every success in developing an effective Library and Information Studies program at the University of the South Pacific. Having visited Fiji myself, I can understand your enthusiasm for the location, wonderful people, gentle climate and good food. My own favourite experience in Fiji was the Blue Lagoon cruise, although shopping for fabric in Suva came a close second. Who knows, perhaps you'll have many BCTLA visitors when they read our "Fiji commercials."



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PLACE YOUR AD IN A
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THE BOOKMARK has won the Canadian School Library CANEBSO School Library Media Periodical Award for the second time!

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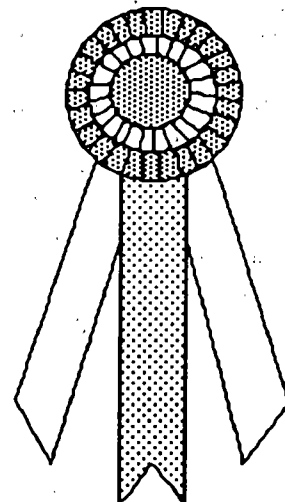
Unlike other magazines which are read and then discarded, issues of **THE BOOKMARK** are kept for years because they are theme-related. Copies are treasured by teacher-librarians, stored carefully and referred to frequently. Chances of your ad being noted and remembered are greater than with "regular" publications.

BONUS - Each advertiser is listed in the table of contents as part of the Advertisers' Directory, providing you with a free mini ad.

Check the accompanying rate page, fill out the contract form and send to:

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Advertising Manager,
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P.S. We've added something new! We now have coloured divider pages between each section. These provide a great spot for you to place a full ad that will really stand out!





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FANTASY PLOT PATTERNS: A ROUNDTABLE APPROACH

by B.MCMORLAND, teacher-librarian, and J. GIBBARD, Grade 7 teacher, Barriere Elementary, SD#24, (Kamloops).

UNIT BACKGROUND

This literature unit, inspired by an article by Natalie Babbit in the School Library Journal (October, 1987), requires 4 periods a week for 3 consecutive weeks in the library resource centre. The 10-12 Grade 7 students to take part are selected by the classroom teacher based on the likelihood of their being successful with the assignments. Over the course of 4 weeks, students are required to read and discuss 2-3 fantasy novels, taking notes on outlines provided, and write a plot pattern summary of one of the novels selected (sample included). Choices must be approved by the teacher-librarian. (Longer selections, like Watership Down, may serve as more than one selection.) A True-False Correction Test is also administered midway through the unit to ensure students' competency with the terms. Over the three years that this unit has been provided, students have expressed satisfaction and results have been more than satisfactory.

PROCESS OF PLANNING

SCOPE AND SEQUENCE OBJECTIVES:

Locating and Selecting

- Selects appropriate reading material (interest and reading level)
- Experiments with fantasy genre

Understanding

- Recognizes theme of story
- Draws knowledge from literature

Analyzing

- Identifies elements of fantasy
- Identifies the 'quest' of the main character on two levels--personal and 'cosmic'
- Identifies the components of the fantasy plot--the Separation, the Initiation, the Lesson and the Knowledge

Sharing

- Discusses individual selections according to assigned discussion topics
- Demonstrates enjoyment of fantasy and evaluates literature positively
- Writes own expository description of a plot and provides assistance in editing others' reports.

In follow-up classroom activity, uses Plot Pattern Worksheet to create own outline for original fantasy story, which when completed may be submitted to The Kamloops' District "Young Authors' Conference".



EVALUATION

The following acronym is presented to the students as criteria for evaluating progress. Daily anecdotal records are to be kept by the teacher-librarian.

Attentiveness
Completion by deadline
Extra effort

Positive relationships
Editor/ writer roles
Organized
Positive, cheerful attitude
Lucid writing
Evidence of pre-class planning



MARKING SCHEME FOR REPORTING

WRITTEN REPORT

Main Headings	4
Terms Used	13
Application of Terms	13
Editing	<u>5</u>
Total	35
TEST	<u>15</u>

TOTAL 50

In order to receive an 'A' on this unit, students will read 3 fantasy novels, prepare a Plot Pattern Worksheet which shows a satisfactory understanding of each book, and prepare a report for which a satisfactory mark has been assigned. The test results are provided to check whether the student understands the basic ideas which are a prerequisite to taking part in this project for future sessions.

As well as using the above criteria, the following marks will be assigned as indicated below.

'B' - 2 books, 2 worksheets, 1 report
'C+' - 1 book, 1 worksheet, 1 report

Reports or worksheets that indicate that students could have put more effort into their work will result in an adjusting of marks

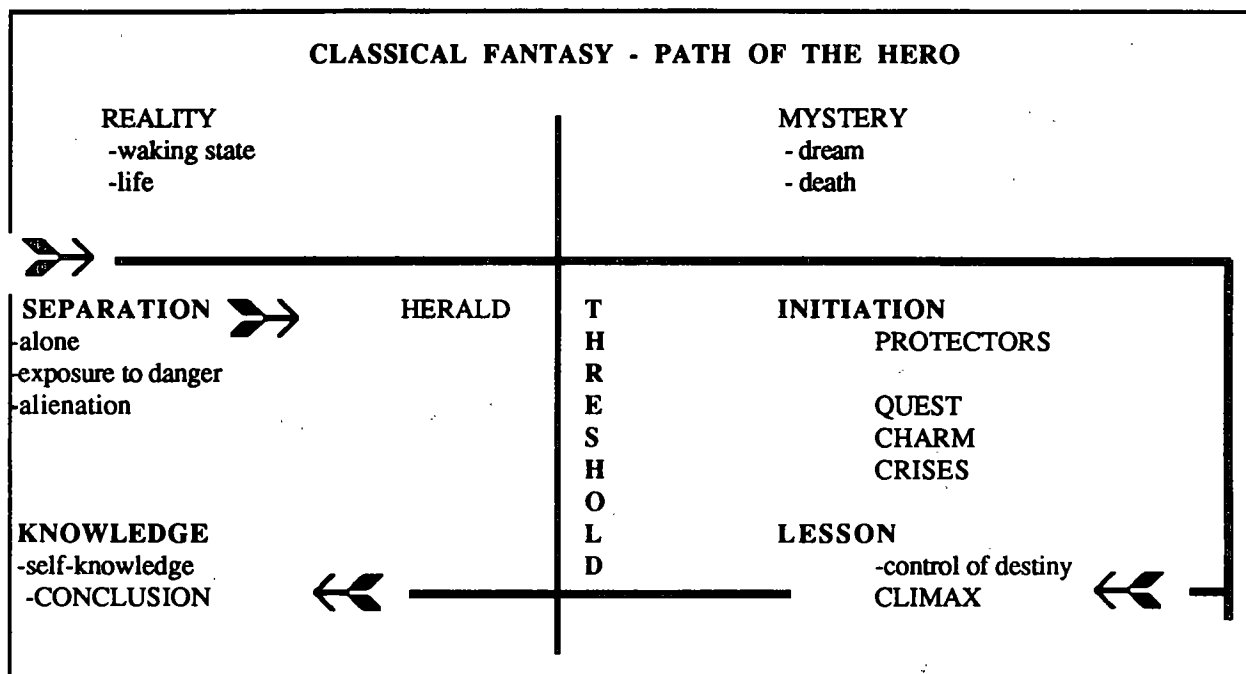
PREPARATION AND TEACHING RESPONSIBILITIES

Aside from the assignment described in this unit, similar activities are cooperatively undertaken in the classroom by the remainder of the class and based on the study of one fantasy novel which is read aloud by the classroom teacher. Instead of a written report, students are given daily written assignments in their journals--predicting, drawing conclusions, sort and predict exercises, etc.

The teacher-librarian prepares eight five-minute talks on different fantasy novels and confers regularly on the progress of the class as a whole.

**ACTUAL UNIT
CLASSROOM
Lesson 1**

The following overhead is presented to the class as a visual diagram to assist with the introduction of terms and the discussion of fantasy stories already familiar to the students - Peter Pan, The Wizard of Oz, Alice in Wonderland. Refer to article by Natalie Babbit, School Library Journal, October, 1987. Both teachers assist with the discussions.



The teacher-librarian reads the book, Where the Wild Things Are by Maurice Sendak to check the students' ability to apply the terms as introduced. Discussion further develops the idea of the difference between the two levels of the quest -to tame the inner beast as well as the 'cosmic' monsters.

LIBRARY RESOURCE CENTRE

Lesson 2:

Selected students are presented with unit expectations, materials required, and are provided with the opportunity to select a fantasy novel for initial study. The teacher-librarian gives a book talk based on the 'Separation' of the book, White Mist by Barbara Smucker and sample notes for the students to follow. The students' assignment is to read to discover the 'Separation' in their own novels. Students are encouraged to read their novel in its entirety over the weekend. Letters are sent home to parents to advise them of the scope and objectives of the programme and the expectations that are being placed on the students.

WEEK ONE: One section of the plot is discussed each day - the Separation, the Initiation, the Lesson and the Knowledge, with the teacher-librarian sharing a different fantasy each lesson to model booktalking and notetaking for the students, who are expected to take turns discussing their first novel in a Roundtable setting. Individual conferencing and time for independent work are also scheduled daily.

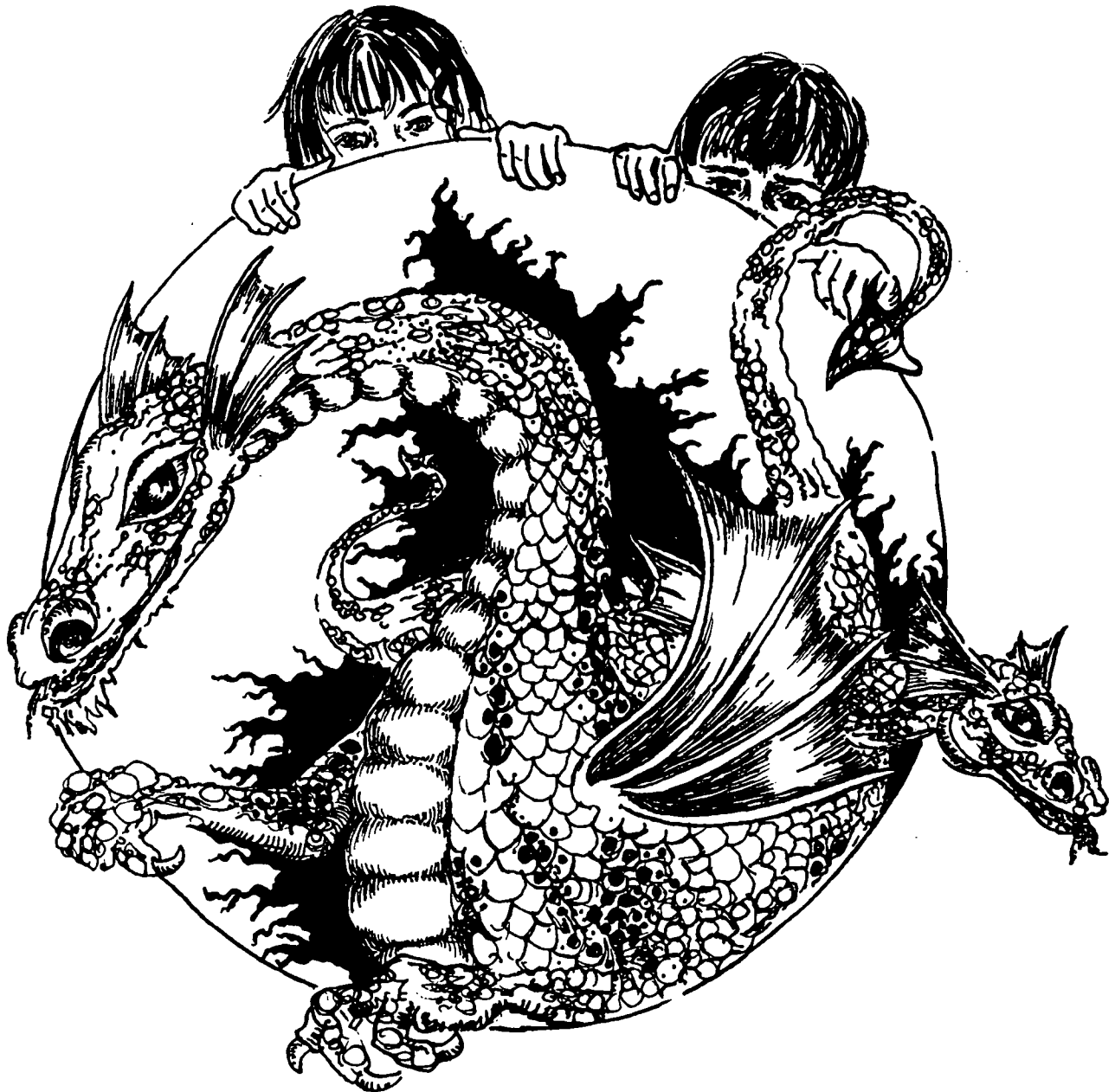
WEEK TWO: With their second novel, elements of fantasy and the 'quest' are discussed in a similar round-the-table discussion. Groups of 5-6 students play a vocabulary game, based on drawing question cards and scores, to review terminology and concepts for the True-False Correction test administered at week's end.

WEEK THREE: Independent work time is scheduled to allow students the opportunity to complete their worksheets and begin writing their reports. Students are encouraged to work together for editing purposes.

The deadline for completion of all assignments is one week after the conclusion of Library classes.

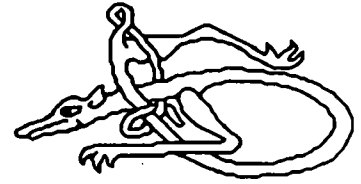
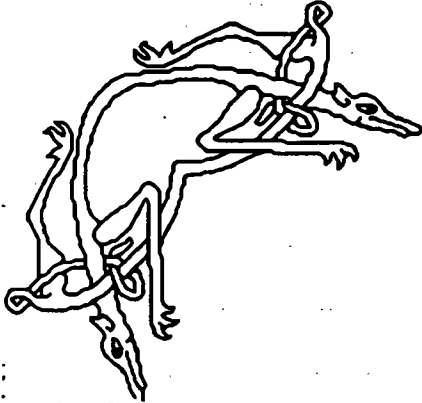
POST LIBRARY PERIODS

After completion of the initial marking, individual conferencing is scheduled to discuss the student's evaluation of their work and the programme.



NAME _____

FANTASY PLOT PATTERNS WORKSHEET



Major Characters: _____

Separation: _____

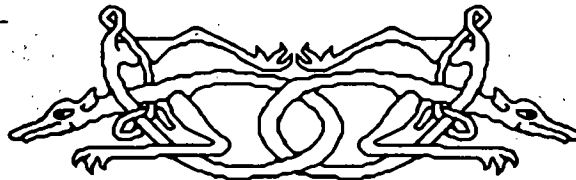
Herald: _____

Threshold: _____

THE INITIATION
Charm(s) _____

Quest: _____

Protectors: _____



THE LESSON

Crises: _____

Climax: _____

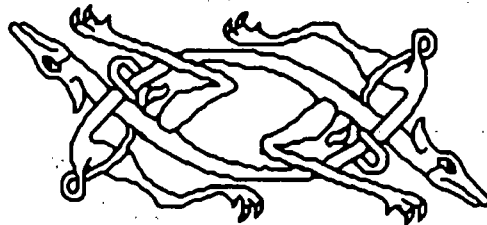
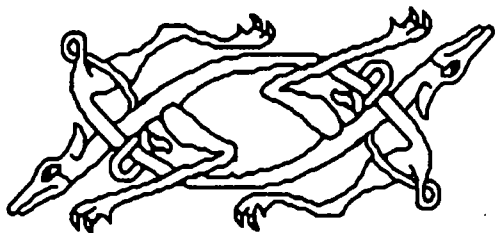
Accomplishment/Boon: _____

THE KNOWLEDGE

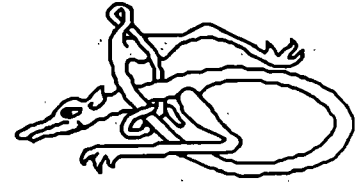
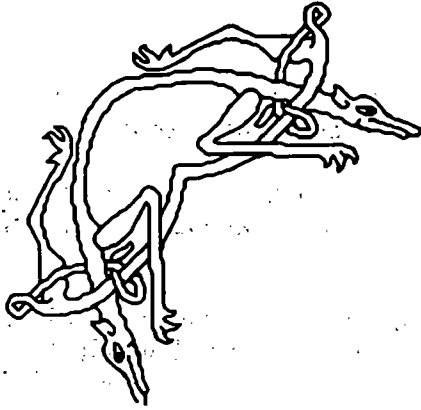
The Return: _____

Knowledge Gained: _____

Conclusion: _____



NAME: B. McMorland FANTASY PLOT PATTERNS WORKSHEET
(SAMPLE)



Barbara Smucker

THE SEPARATION

Major Characters: May Apple : native of Potawatami tribe and foster daughter of Nel and Steve Appleby . - Lee Pokagon: 16 year old native of Sarnia reserve; hired worker for Appleby nursery on Lake Michigan for summer months

Separation: May: left as baby on Appleby's doorstep; loved by white step-parents but is disturbed by racial discrimination at school; has no friends; rejects her native ancestry and struggles with her identity. Lee: Left reserve because of suicide of alcoholic cousin; resents social discrimination but does not deny native heritage. May and Lee: sent out alone to work together planting trees for nursery business but become separated from one another in 19th C. Singapore.

Herald: "a white drifting mist" (pp.5,9,15,20,26) and May Apple tea (p.29)

Threshold: an expanding hole in the sand sucks them back in time from the present to a time 100 years ago when Lake Michigan was without pollution - natives still lived in their traditional ways by the town of Singapore.

The following notes are taken from students' worksheets

NAME: Jennifer FANTASY PLOT PATTERNS WORKSHEET

TITLE: The Root Cellar AUTHOR: Janet Lunn

THE INITIATION

Charm(s) A rose necklace and the score of a song: these keepsakes were exchanged between Susan and Rose to ensure that when Rose recrossed the threshold to her own time that she would be assured of returning to the same time-frame as Susan -- that no difference in their times would exist.

Quest Purpose: Personal: Rose wants to find out who she is and where she belongs

Adventure: to find Will who has gone missing at the end of the Civil War in U.S. and bring him home.

Protectors: Susan Anderson and Will Morrisay, 1862-1866

NAME: Darrell FANTASY PLOT PATTERNS WORKSHEET
TITLE: Tuck Everlasting AUTHOR: Natalie Babbit

THE KNOWLEDGE

The Return: Family will not accept nor understand Winnie's relationship with the Tucks - Winnie is unwilling to explain in order to keep secret of the stream but Winnie does return home.

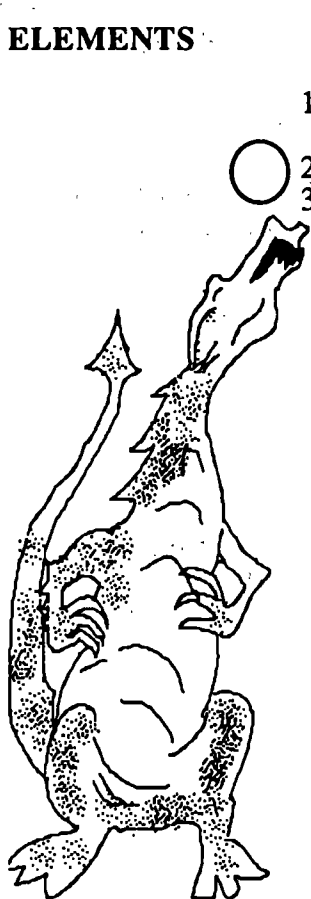
Knowledge Gained: to deny death is to deny a final reward, to deny a final and well-deserved rest; "life's got to be lived" (p.54); life means changing and growing (p.61); fears can prevent you from living fully (p.68, 57, 123); death is a natural part of life (p.88).

Conclusion: Many years later Tucks return to Tregap, learn of electrical storm that destroyed ash tree and brook; find Winnie's grave and realize that in her decision to live a full and long life that she understood Tuck's message. The jar of water that Jesse gave her was used to save the toad.

FANTASY

Fantasy novels may or may not include these elements but all good fantasy will give us a better understanding of a universal truth.

ELEMENTS



1. Fantasy is set in an 'other-worldly' location. The story may take place in an imaginary kingdom or in a strange part of this world.
 2. Characters may be strange or magical, mythical creatures.
 3. Fantasy may involve a journey, a fabulous flight or a quest.
- In fantasy a major character is often transported through time and dimension to another 'world'.
There is often a fight for power between 'evil' and 'good', life over death, or love against hate.
Evil may be represented by the 'dark' and the goodness by the 'light'.
Frequently, these tales have wicked enchantments, transformations of 'time magic' as a means of defeating one side or the other.
Fantasy usually leads the main character to self-knowledge or a growth in understanding.
There are often all-knowing, all-wise creatures or men to whom the main character turns for advice or information.
The hero is able to accomplish seemingly impossible tasks through the assistance of magical powers, charms or tokens. Charms are often given to the hero for protection.
There is often great importance given to 'names'. Often characters will have 'secret names'. To know a person's secret name is to have power over them.
Fantasy can stretch the imagination and give us a keener understanding of reality.

GLOSSARY

- BOON:** Knowledge or gift granted to the hero which may be too bizarre to be understood by ordinary people
- CLIMAX** The peak of the action; the ultimate trial or conflict
- CRISIS** Conflict, adventure or trial that represents the struggle to learn and to master one's own fear or problem
- HERALD** Usually a character of some sort who calls the hero to adventure
Summons the hero to cross the threshold
Can be beautiful, loathsome, curious or a freak of nature
- INITIATION** The beginning of the hero's trials after crossing the threshold
- LESSON/
KNOWLEDGE** That which the hero must learn before becoming an adult or before he becomes a power to help his fellow man in real life
- PROTECTORS** The protecting powers who assist the hero to survive the trials of the adventure
- QUEST** Coming face to face with the confusions or terrors of the mind.
1. Involves a problem:
Who am I? Where do I belong? Is death the only answer?
Who loves me?
and a purpose:
- to defeat evil - reasons for a journey
2. Involves a struggle:
external events as well as a search for answers or ways to cope
3. Involves a realization:
getting an answer
4. Results in peace being achieved.
- RETURN** The hero recrosses the threshold bringing with him new knowledge
The hero comes back to humanity where he may put his boon to work in the real world for the forces of good
- SEPARATION** Parting from reality
Exposure to danger, adventure, growth
Isolation from parents and the shields of life
- THRESHOLD** The entrance through which the hero crosses
from the real world into mystery
from life into death
from the waking state into dream
The limit of consciousness

(SAMPLE REPORT) The Wizard of Earthsea, by Ursula LeGuin

The Wizard of Earthsea is a fantasy, a tale of wizards and dragons - a story in which a young mage, Sparrowhawk, seeks to destroy the evil shadowbeast he has let loose on the island world of Earthsea.

THE SEPARATION

During the first phase of the plot development, the Separation, we are introduced to the main character, 12 year old Duny, who is proud and full of temper. His mother had died one year after his birth and there had been no one to bring him up in tenderness. Living alone with a father who is a brutish, Gontish bronzeman, he is either abused or ignored and is left to run wild. He learns from his sorceress aunt some spells in love-potions, weather working and illusion. This ability further separates him from the children of Ten Alders as they are frightened by his power. They nickname him 'Sparrowhawk' as he is able to summon wild hawks to his wrist. Through greed, his aunt seeks to control him but his power is more than she can handle. Even without training in true magery, Duny is able to envelope his village on the isle of Gont in a fog so dense that he is able to prevent invaders from destroying their homes.

Drawn by such power, the mage Ogion, Duny's herald and one of his most powerful protectors, appears and requests that after Duny's ceremony of passage into manhood that he live with and be apprenticed to him to learn the arts of wizardry. At this ceremony, Duny receives his secret man-name, Ged, from Ogion himself.

In Ogion's mountain home, Ged learns to respect and love the wizard but Ogion worries about Ged's impatience for honour and recognition and gives the boy the choice as to whether to remain with him or to go to the school for wizards at Roke. Ged chooses Roke, and upon his departure for that isle, Ogion provides Ged with a note that foretells that Ged will become the most powerful wizard of all. Ged crosses his first threshold when he sails on "The Shadow" across the archipelago to Roke and passes through a door of an ivory dragon tooth to enter the school where for the next five years he is to learn the powers of magery and the bitter lessons of humility.

THE INITIATION

Ged meets Vetch, his friend and protector at school and makes a pet of the rat-like Opak, Hoeg, who is also to accompany him. In his initiation to this life, Ged learns the charms and spells that are also destined to protect him in his later struggles - spells of transformations, protecting, binding, healing and summoning as well as the arts of wind and weather. He also learns the power of names - for to know a thing's true name is to have power over it. Ged is unable to control his pride and challenges a school rival to a forbidden duel of sorcery. He uses his knowledge prematurely, without knowing the consequences of summoning a ghost from the past, opens another threshold between life and death and "rents a hole in the fabric of the universe" through which a dark shadowbeast escapes and brutally attacks him. Brought back to life by the self-sacrifice of another protector, the archmage Nemmerle, Ged's quest is to defeat this shadow that seeks to enter him to make him a gebbeth, a tool of the powers of evil.

This shadow of fear and ignorance threatens him. The purpose of Ged's quest is to discover the shadow's name.

THE LESSON

Stripped of all his pride, Ged leaves the school at the age of 18 to take the position of wizard to protect the simple fisherman of the Isle of Low Torning from the dragons of the neighbouring Isle of Pendor. A major crisis occurs when again the shadow traps him once again on the threshold of life and death when he attempts to save an islander's child from the death world. Only the loving ministrations of his otak bring Ged back to life.

A second crisis occurs when the shadow overtakes him in the form of a gebbeth who leads him to the distant Court of Terrenon. Here he is beguiled by a sorceress who promises him knowledge, wealth and power in her attempt to entrap him for the side of evil. He is only able to escape to Ogion on Gont by transforming himself into a Pilgrim hawk. Ogion rescues him from his hawk form and advises Ged to become a hunter rather than the hunted. He provides Ged with another charm - a wizard's staff.

Taking Ogion's advice, Ged sails the open seas to the East Reach where he meets his school friend, Vetch, who persuades him to allow him to accompany him in the search for this nameless enemy that now flees before him. At the climax of the story Ged confronts the shadow at world's end - a shadow that takes on the form of all the dark forms of people in Ged's life who caused him pain. Ged names the shadow 'Ged' and reaches out for his black self. "Light and darkness met, and joined, and were one." (p. 198) Ged has accomplished his quest. In naming the shadow, Ged has gained power over the dark side of himself as well as having defeated the evil forces that threatened Earthsea through him. He has become whole and free.

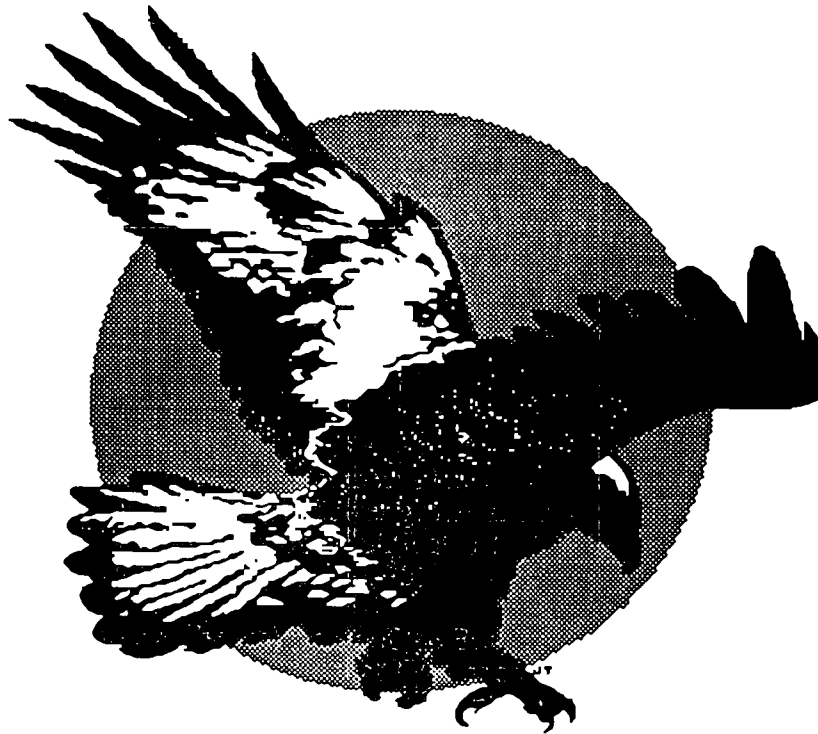


THE KNOWLEDGE

In this final struggle, Ged is equipped with the knowledge that he must finish what he himself began even if it means his death. As the Archmede Gensher once told him, "... as a man's real power grows and his knowledge widens, ever the way he can follow grows narrower: until at last he chooses nothing, but does only and wholly what he *must* do." (p. 85)

Ged returns to the real world of the East Reach to rest with peace of mind at Vetch's home. He has discovered that "Manhood is patience". (p.28). He has learned that the world is in balance, "in equilibrium" (p. 56) and that before using a wizard's power to change even "one pebble, one grain of sand" it is necessary to know beforehand what good or evil will follow on the act. From the otak that had saved him he learned that the instinctive power of the animal is like a wizard's power and that the "wise man is one who never sets himself apart from other living things". (p. 97) It was not until that final battle however did it become clear that Ged had "neither lost or won but, naming the shadow of his death with his own name, had made himself whole: a man: who, knowing his whole true self, cannot be used or possessed by any power other than himself, and whose life therefore is lived for life's sake and never in the service of ruin, or pain, or hatred, or the dark". (p. 199)

The conclusion of this story is found in the pages of the epilogue. Here we are given to understand that Ged is to become Archmage of Earthsea and the most powerful of wizards. In the three books of the trilogy he is to again sail the dragon's run and return a ring from the tombs of Atuan. We read that his heroic deeds are to be praised and recorded by the people of Earthsea in "The Book of Ged".



REVIEW

'Using "real books": Research Findings On Literature Based Reading Instruction'

by Michael O. Tunnell and James S. Jacobs, from The Reading Teacher, March 1989.

Submitted by PATRICIA FINLAY, teacher-librarian, Forest Grove Elementary, SD# 41 (Burnaby).

The authors review a variety of studies which have compared literature based reading instruction with basal and mastery learning instruction. They also included other studies which have looked at growth within classrooms using literature based reading programs. Although the literature based reading programs used different approaches for a wide range of age-groups there were basic elements common to all. The authors identify these elements as follows:

- premises learned from "natural readers" (reading skills are acquired in the same manner as learning to speak)
- use of natural text
- neurological impress model (using tapes, buddy readers and big books)
- reading aloud
- sustained silent reading
- teacher modeling
- emphasis on changing attitudes
- self selection of reading materials
- meaning oriented with skills often taught in meaningful context
- process writing and other output activities

This review of the research supports the effectiveness of literature based reading instruction. As teacher-librarians, we need to make our colleagues aware of these findings and continue to promote the use of "real books" in reading instruction and other curriculum areas.



A FINE ROMANCE . . .

interview with **Kay Gregory**, Harlequin romance writer, by **Willa Walsh**, teacher-librarian, McNair Secondary School, SD#38 (Richmond)

Kay Gregory is a Richmond romance writer who has, at present, several books already published and several more in the process. She offers the following insights about the genre and the craft of writing popular, romance fiction.

Romance fiction fills many psychological needs of its vast and faithful readership. Unlike the "great Canadian novels" of academic fiction, the romance novel dwells on the positive, upbeat side of human nature and offers emotionally satisfying solutions to problems. This is in contrast to the bleak, and depressing themes and situations presented in more serious, literary works. Kay emphasizes that writers of her genre feel the need to express the positive aspects of the human condition in a way that re-affirms life. Some romance authors maintain that this popular type of fiction has such great appeal because it is based on ancient myths and archetypes. It re-iterates the triumph of good over evil, of happiness over despair and of creation over annihilation. The "and they lived happily ever after" theme is intrinsic to many fairy tales and is also the core of the romance novel. The successful bonding of male and female in an on-going relationship is another popular thread of myth, legend and story. All these forms of fiction "reinforce deeply held personal beliefs about society, life and the world in general" (Ann Maxwell in her speech to the American Association of University Women, Tustin, CA.). Many romance authors claim that they derive great pleasure from their writing and say that it is the best thing they have ever done. Their personal satisfaction parallels that of their readers.

Kay went to great lengths to explain that the romance genre has changed dramatically since its beginnings some forty to fifty years ago. A brief history will set the stage for the present-day metamorphosis. There are three main branches of the genre--the Harlequin publisher (Canadian), the Mills and Boon house (British) and the more recent Silhouette branch (American). The Bonnycastle family of Winnipeg started Harlequin as a reprint house some forty years ago. It now publishes romances in twenty-one languages and sells in one hundred countries and is presently based in Don Mills, Ontario. Mills and Boon goes back over fifty years and is the largest publisher of romances in Great Britain. Silhouette, started by Simon & Schuster in the United States in the early 1970's, is a later arrival

on the scene. Recently, Harlequin bought out the other two lines and is now the grand-daddy of romance fiction. Other publishers have romance divisions under various names and the industry has proliferated at such a rate that there are now divisions within subdivisions! You can read Harlequin Presents, Harlequin Temptation, Harlequin American, etc., etc. All have a slightly different emphasis--such as being more graphic in the love scenes.

With the expansion of the industry came many changes in the genre itself. Although the basic plot is a circular one--with two people meeting, experiencing conflict, and finally resolving their problems by establishing a permanent relationship of some kind (not necessarily a "marriage" anymore), there is much scope allowed within this framework. Contrary to popular belief, Kay emphasized that the publishers do not specify any particular plot or "formula" for the novel. She carefully explained that Harlequins are written by authors using their own names or their own pseudonyms. They do not all write under a generic name. Authors have their own, individual styles and readers can identify those which they prefer as they would with any other type of fiction. Plots incorporate more realism than they did in the past and characterization is constructed through events which are plausible and are directly linked to revealing personality. Some publishers may emphasize "deep emotion" as an ingredient of the storyline, and others may prefer "enigmatic" heroes. All will, however, be attracted to authors revealing originality, imagination and individuality as these are "the most important qualities in a romance writer" (quote from a Mills and Boon editorial sheet).

Characters, as well as plots, have developed along new avenues over the years. In the past, notably the 1960's, "macho" men and "wimpy" women dominated the genre. Nowadays, it is more common to find liberated, independent women and vulnerable, caring men. Sometimes, Kay suggested, the men may even be "boringly sensitive"! That is, they may facilitate plots that lack sufficient conflict to add tension to the story since they may possess characteristics too similar to those of the heroine. Interestingly enough, there are some preferences depending upon the target country. The Japanese market, for example, prefers "glitzy" settings with "macho" men, whereas Sweden wants Mr. Sensitive as the hero and a more common setting. Generally, the love relationship is now a partnership of equals with emphasis on both protagonists having strong characters. Personalities with obvious flaws such as alcoholism, drug addiction and handicaps would be used sparingly although there are changes even in this area. Some authors have, in fact, introduced a novel

factor by developing the story from the male's point of view.

Intrigued as to why this genre has elicited so much scorn and even outright derision, I read an article supplied by Kay which enlightened me. The writer pointed out that although romance novels are not easier to write than thrillers, horror stories, or murder-mysteries, many readers think they are. This is due to the fact that they are written by women and read by women almost exclusively. Ann Maxwell, in her article "Writing - and Defending - Popular Fiction" states that women are still considered to be second-class citizens and are, therefore, not to be taken seriously! Other forms of popular fiction have greater status because they appeal to a male readership or are written by men. Although murder-mysteries have a basic plot--ie. a crime is committed, there are difficulties encountered, and then the crime is solved (which parallels the romance genre plot), no one claims that this genre is written to a formula! Neither are the themes of any of the other genres any more realistic than that of romances. We all know crimes are not always solved, men are not superhuman heroes, and adventures can end in disaster. All of the popular genres include ideal resolutions and successful endings. So why discredit one and laud another? Because "the more any pursuit is perceived to be feminine, the less status it has within the society as a whole" (Ann Maxwell's article on popular fiction). No matter what the critics think or say, Kay insisted that you can't argue with success, and the romance novel is enormously successful.

An interesting fact about the writers of this genre is that they are mostly located geographically on the West Coast! Over one-half of the one hundred romance authors in Canada live in B. C.'s Lower Mainland area, and fifty percent of American writers live in Washington, Oregon, California or Texas. Maybe the personal viewpoints of Westerners are based on more optimistic premises than those of Easterners? In any case, the optimism of this genre matches a life view which believes that individual human beings can make a constructive contribution to the world-- ordinary people can do extraordinary things. As one romance writer puts it. . . "life is full of possibilities and victory is one of them" (Anne Maxwell's speech). She contrasts this to the prevailing world view of literary, or what she calls "academic" fiction, which she claims is largely devoted to the existential view of life. "Life is fundamentally absurd; shaping one's fate is impossible; if free will exists, it exists only to confound man's hope; black humour is the colour of choice " and in the plots of literary fiction "very little is possible to the characters in the way of individual success; individual failure, however, is

limitless"! For this reason, I would suggest that replacing Harlequin titles (or other popular, series-type romances) with literary fiction with a romance theme will simply not work. Readers who are seeking the special characteristics of the romance genre will not be fulfilled by love stories which incorporate child abuse, death, divorce, and a tragic ending as major components of the story. Neither would readers of adventures who enjoy heroes displaying the combined talents of a James Bond and a Harrison Ford, and the saving of the world by daring exploits, be charmed by tales of danger which lay bare the hero's foibles, vulnerabilities, or, worse yet, outright failures. No, there is a place for the easily accessible, "escape" genres which re-affirm our deeply felt need to believe that the world is a rational place, problems can be solved, and love can conquer all. Let us not deny our readers this pleasure.



ROMANCE FICTION FOR YOUNG ADULTS - - PROS

by WILLA WALSH, teacher-librarian,
McNair Secondary School, SD #38
(Richmond).

I must admit, right at the start of this discussion, that I have always steadfastly refused to purchase any "romance novels" of the Harlequin variety for my high school library, although I have received numerous requests from the students for titles of this genre. For some strange reason I did relent on Danielle Steele, whom some do not consider to be a romance writer, and I do have an adequate collection of her novels. This was probably due to the overwhelming flood of requests from female students, and also because I felt that if you included Stephen King for the male readers you should also have Danielle Steele for the females. These authors' titles are, needless to say, by far the most popular fiction in my senior high library and are, quite often, I suspect, the only fiction that these academically-stressed students read in their final, competitive years of high school. No promotion is necessary for these authors' works and the only problem is purchasing enough copies to satisfy everyone and keeping them on the racks!

It is, therefore, only fair that I have chosen to defend the PRO position for including romance novels of this type in secondary school library collections. By taking this stance, I have forced myself to see the plusses of this genre and to come to terms with my long-standing (and somewhat biased) attitude of scorn towards this type of fiction.

Students have, over the years, tried valiantly to convince me that these novels have relevance and that a large number of students thrive on them. Literary merit was one of my criteria for exclusion — I was simply not impressed with the quality of the writing, and I also objected strongly to the formula plots and stereotyped characters — just the characteristics many of the readership most cherished!

Quill and Quire's May, 1989 issue included an article which was the "breakthrough" in my attitude towards this type of fiction. Entitled "Love and Money" it clearly explained the love of the genre and ably outlined its positive attributes. So, from a former

unbeliever, here are the plusses!

Students in senior high school are overloaded with course assignments, demanding curricula, provincial exams, and outside jobs. In their leisure time they seek an escape from these pressures. This genre offers a welcome respite from their daily worries. Interestingly enough, romance fiction hit its all-time high point of popularity during 1981 to 1983 — when forty percent of the paperback fiction market was devoted to this genre! These years were the nadir of the economic depression, when job insecurity, layoffs, exorbitant mortgage rates, and intense labour unrest were rampant. It is little wonder that people wanted to "escape" these stresses by means of their reading tastes. When the depression started to taper off, around 1985, the romance fiction market showed signs of weakening and, at present, this genre now accounts for a reduced but still sizeable twenty-five percent of the paperback fiction market. Perhaps high school students' choices in reading this material reflects their need to "escape" from a similar stressful time in their life.

The subject content of this genre is definitely where high school students are at! Their whole social development is at a crossroads in these tumultuous teen years. Relationships are everything. Anyone who has raised a teenager (and I am just "fresh" out of that enervating experience) knows the hours spent on phones and with friends discussing every nuance of some relationship — whether it's a friendship or a romantic involvement. Who said what, how they reacted, who told whom what and when, who's dating whom, who's "broken up", who's not speaking, etc., etc. is an endless preoccupation, if not an outright obsession, with females from fourteen to eighteen. Little wonder that they would choose to read novels which are devoted to describing relationships — especially love relationships.

The predictable plot of this genre has the great charm of security. In the midst of teenage angst — which courses to take, which career to choose, hormones out of control, parent problems, identity crises, etc. — there is a magnetic attraction to the safe plot. Romance fiction offers the happy ending! Teenagers don't know their future and it's a scary world after grade twelve — you lose your friends; you move out on your own away from the family unit. Here, in the world of romance fiction, there are NO SURPRISES! The reader can count on the problems being solved positively. There must be great psychological benefits from this predictability.

The Quill and Quire article mentions an interesting habit of customers at bookstores as they browse and make their selections for purchase. Apparently they quite often flip to the back of the book and read the last two pages to make sure it ends happily! Imagine a devotee of mystery novels flipping to the last page! It's never done — the charm of the mystery genre is that you don't know the ending or "who did it". Unpredictability and the intellectual challenge that goes with that characteristic is the hallmark of this type of fiction. Teenages caught in a crucible of uncertainty in their private lives want the security of a happy ending.

Another plus for romance fiction is its characteristic of being easily accessible. These novels can be put down and picked up at any time without great effort needed to "get back into" the content. They can be read without any difficulty between Algebra 12 and the dissection of the fetal pig! The plots are simple, the subject matter intellectually undemanding and the characters uncomplicated. They can be read on buses, at lunch break, and before dozing off to sleep. Teenagers are often on the move — rushing between school, jobs and social life. Their leisure reading time is telescoped in grades eleven and twelve. Students who devoured ten to twelve books every month or so in junior high school now don't have the time to finish any novel. My daughter, an avid reader, said in late June this year after Provincial Exams — "Thank God, now I can read again!" She used to stay up nights with a flashlight to finish book after book all through elementary and junior high school.

These, in a nutshell, are the four basic attractions of the "romance" novel which forms part of a series. There seems to be a sequence in reading tastes progressing from the Sweet Dreams series to the Sweet Valley Highs, then Harlequins and usually culminating in the reading of novels by Danielle Steele. Students will work their way through the whole process quite happily and rather predictably. A public library survey done by the West Vancouver Memorial Library and reported in the May, 1989 issue of Canadian Materials lists Francine Pascal as the eighth most popular author read by students. She is the author of many Sweet Valley High and Sweet Valley Twins titles. West Vancouver's statistics show that almost fifty percent of female student readers have read her books. Quite often the author is immaterial as it is the series that attracts and students only remember the name of the authors by chance. Therefore, although Francine Pascal's name appears on the survey, she really represents the genre. This

survey does, therefore, show the popularity of this type of fiction. The next most popular author is John Steinbeck!

Well, if you can't beat 'em—join 'em.

I am not going to immediately rush out and stack my paperback racks with this genre, but I will include some titles, and will refrain from asking (as I did in the past)— "You are going to develop better reading habits, aren't you?" or "Can I suggest _____ instead of this?" This had previously occurred when a student signed out the odd Harlequin title that had slipped into my collection through a donation. I would never pay for them!



SAY NO TO ROMANCE !

by CORINNE DURSTON, young adult public librarian, Marpole Branch, Vancouver Public Library.

Rejection of the prolific numbers of romance series flooding the book market is necessary if teens are going to develop a taste for stories that challenge their perceptions.

The 1971 publication by Avon of Kathleen Woodiwiss's The Flame and the Flower started the romance genre as we know it. The success of the adult romance series influenced Scholastic to start the "Wildfire" series for teens. Librarians and parents who agonized over the problem novel welcomed the 1980's revival of light teen romance. Thematically, teen literature had come full circle from the forties, fifties and sixties when innocent, small town romance was the topic of most teen novels. This subject matter, happily resolved by the story's end, with no nasty surprises, no minority characters, usually no broken homes, and little sex, is safe reading.

But is it safe? It's true the romance novel doesn't

deal with death, divorce, drugs, discrimination, suicide, alcoholism, feminism or sex. Instead, these novels give teens stories where a woman's life has little meaning without a man and sexual tension/longing is the norm.

It's hard to resist buying series romances. Series like Bantam's "Sweet Dreams" and "Sweet Valley High", Dell's "Young Love", Silhouette's "First Love" and the numerous adult series, like Harlequin's "Temptation", and Jove's "Historical Romance" received sophisticated marketing treatment. Print runs of one-hundred to one-hundred and fifty thousand copies, marketing to drugstores and supermarkets, and eye-catching cover art, make romance stories highly visible and appealing.

While appealing, how can we compare a "Sweet Valley High" story where the creator of the series farms out her formula and plot outlines to anonymous writers, with that of Dear Fred by K. M. Peyton or The Changeover by Margaret Mahy? These wonderful, vibrant novels are romances peopled with complex characters. In Dear Fred, it is really possible to fall in love with Fred Archer, a dashing, daring jockey.

Great romance stories do more than entertain; they also reflect a wide range of life experiences. Some of the best romance stories are published in the Avon "Flare" series, Harper & Row's "Keypoint" reprints and in two British series — Virago "Upstarts" and the Women's Press "Livewires". Besides these series, there are many titles to offer teens as alternatives to the stereotypical romance. Contact the Vancouver Public Library branches for the teen "Romance" booklist or read some of the suggestions in the short bibliography below.

Crew, Linda. Children of the River. Delacorte Press, 1989.

Sundara a Cambodian refugee learns to reconcile her traditions with that of the teenage American boy she loves.

Ferris, Jean. Invincible Summer. Avon Flare, 1987.

The love story of Robin and Rick who meet in hospital while undergoing treatment for leukemia.

Lunn, Janet. Shadow in Hawthorn Bay. Lester and Orpen Dennys, 1986.

Leaving her home in Scotland to find her

beloved, lost cousin, Mary instead finds love and adventure in the harsh climes of a Canadian winter.

McClintock, Norah. Sixty-four, Sixty-five. McClelland & Stewart Inc., 1989.

Set in Montreal an interracial high school romance sets friend against friend.

Mahy, Margaret. The Changeover. Magnet, 1986.

This supernatural thriller tells of the union Laura and Sorry form to defeat the evil-threatening Jacko, a union which leads to romance.

Makris, Kathryn. A Different Way. Avon Flare, 1989.

Steve turns his life upside down to win Addy's attention, only to find she preferred him before the changes.

Peyton, K. M. Dear Fred. Putnam, 1989.

The true story of the short, tragic life of jockey Fred Archer—the idol of England in the late 1800's—is used to counterpoint the love story of spirited Laura Keen. Many kinds of love are dealt with: illicit love, caring because of pity, love of family and friends, hero-worship, and the love of men and women.

Razzell, Mary. Salmonberry Wine. Douglas & McIntyre, 1987.

A mysterious patient with an undiagnosed illness, a chauvinistic senior doctor and an unexpected romance with a young intern occupy Sheila Brary, who many readers met in the highly-praised Snow Apples.

Sadio, Nazneen. Heartbreak High. James Lorimer & Company, 1988.

A story of the conflict that occurs when a Jewish girl begins dating a Muslim boy.

Townsend, John Rowe. Cloudy-bright. Lippincott, 1984.

Romance is kindled between practical Sam and idealistic Jenny.

CLASSROOM ART ACTIVITIES USING CANADIAN PICTURE BOOKS

by WENDY FISHER, teacher, SD#57 (Prince George).

“ . . . art is personal while it is universal, both in the artist and in the viewer. The artist comes to her work as a representative of her life and times just as the viewer does . . . Every new book is a new work of art that provides an encounter different from any other.” - Irma McDonough Milne - “Treasures”

Introduction

The objectives in writing this unit were to design something to use in the classroom and to share enjoyment of Canadian children's books.

Throughout this unit children will have the opportunity to grow in their understanding of some great stories, looking at plot, setting, characterization and theme. They also should gain knowledge about the illustrations. In discussion, the teacher will introduce them to the various styles, techniques and mediums employed by artists. Biographical information about the author and illustrator will also be shared with the children.

In addition to appreciating stories and the illustrations as separate entities, the children should gain a knowledge of the relationship between the story and the illustrations. The art is not simply an illustration of the story but is the artist's interpretation of the story. The illustrations are fused to the text and expand on the text. A child can have the pleasure of the story as written, as well as interpreting the story independently through the illustrations.

In using the unit the teacher may add or delete lessons depending on the experiences of the children and the amount of time available. The unit was written with grades four and five in mind but could be altered for use with any grade between one and seven. Time required to complete the whole unit would be two to three months, but individual topics could be done in isolation.

Unit Objectives

- children will be able to work with the materials and techniques of collage, printmaking, water colour, plasticine, and colouring
- children will learn bookmaking techniques by participating in making a class picture book and making their own
- children will appreciate and be able to recognize the art of the illustrators used in the unit
- children will be exposed to Canadian literature through picture books
- children will have enjoyable experiences with both art and literature

UNIT OUTLINE

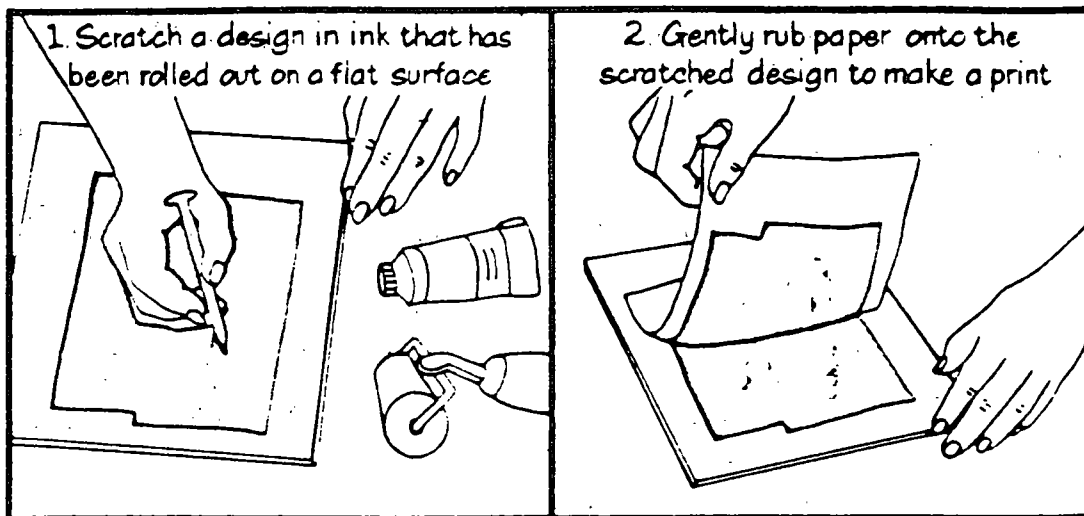
- A. Printmaking**
 - Monoprint
 - Cardboard Print
- B. Collage**
 - Mood Montage
 - Found Objects Collage
 - Torn Paper Collage with Printmaking
- C. Plasticene**
 - Plasticene Modelling
 - Making a Flat Picture
- D. Water Colour**
- E. Colour**
 - Colour with Ted Harrison
 - Stained Glass
- F. Bookmaking**
 - Alphabet Book
 - Poetry and Illustration
 - Illustrating a Story Read Aloud by the Teacher
 - Individual Picture Books

Monoprint

- Objective**
 - Students will understand the technique of monoprinting and create a picture using it
 - students will create several monoprints for use later in collage
- Materials**
 - sheet of glass, or other flat surface that paint can be applied to
 - paint
 - popsicle sticks
 - white paper - ditto and construction
- Activity**
 - look at Elizabeth Cleaver's illustrations and discuss her use of monoprinting and collage to form backgrounds
 - students make several monoprints, experimenting with colour, paper, and designs in the paint
 - students choose one of their monoprints and draw a picture on it with pencil, felts, crayons, or pastels
 - keep other monoprints for use in collage

A monoprint is literally unique in that it is a one time print. Ink is rolled out on a sheet of glass or a tray. A design or picture is then drawn onto the film of ink. The drawing can be done with a pencil, knife, or stick—in fact anything is suitable that will scratch ink away. If at any point the drawing is not pleasing, it can easily be obliterated with a brayer and begun again. When the draw-

ing is satisfactory, a slightly damp sheet of paper is laid on the inked surface and pressed on gently to pick up the ink. The resulting print will show the lines of the drawing in white and the remainder of the print will be the colour of the inked plate (from Picture making and other two-dimensional art).



Cardboard Print

- Objective** - students will construct a cardboard print and experiment with printing
- Materials** - manilla tag
 - glue
 - scissors
 - inking plates
 - brayers for rolling ink
 - black ink
 - newsprint
 - ditto paper
- Activity** - look at and discuss prints in Elizabeth Cleaver's picture books
 - using manilla tag, cut a large shape and add details by adding other pieces of cut manilla tag _ i.e. fish, bird, tree, totem pole
 - spread ink on glass plate, roll brayer in ink then over cardboard shape in both horizontal and vertical directions
 - lay paper on inked cardboard and rub evenly with heel of hand or clean brayer, then pull paper off
 - prints can be cut and mounted on coloured construction paper

Mood Montage

- Objectives** - students will understand that a montage is artwork created from parts of photographs or other pictures
 - students will create a montage on the theme of moods
- Materials** - magazines
 - glue
 - large construction paper
 - scissors

- Activity**
- show class pictures (photos or artwork) that express a particular mood, discuss these moods and list them
 - add to the list as many "mood words" as possible — i.e. angry, happy, surprised, ugly, joyful, sleepy
 - students choose their own "mood word"
 - students search magazines for pictures expressing the mood they have chosen
 - students cut, arrange and glue their magazine pictures to express the mood chosen

Found Objects Collage

- Objectives** - students will experience the technique of collage using objects found in nature
- Materials**
- scissors
 - glue
 - paper lunch bags
- manilla tag
objects found in nature
poems about nature (teacher)
- Activity**
- intro - teacher reads aloud one to three poems about nature which will encourage students to enjoy and look closer at their natural surroundings
 - field trip - a brief walk around the school yard or in the woods to collect natural objects
 - use some of Karen Patkau's and Elizabeth Cleaver's picture books to show their use of found objects — i.e. Don't Eat Spiders, Ringtail, One Watermelon Seed, ABC
 - students glue their objects to the manilla tag to create a picture or a design

*this activity can also be done by collecting rubbings from outdoors and creating a collage

Torn Paper Collage with Printmaking

- Objectives**
- students will learn the techniques of paper tearing
 - students will combine printmaking and collage to create a picture
- Materials**
- variety of papers - tissue, wall paper, construction
 - paper they have previously monoprinted
 - glue
 - large construction paper
- Activity**
- experiment with tearing shapes using a variety of paper types
 - look at and discuss torn paper collage and printmaking in Elizabeth Cleaver's picture books
 - using a variety of torn papers, create a background for a picture—ie. water, mountains, hills, sunset, etc.
 - use cardboard print method to make an object for the foreground of their picture—ie. snowman, trees, person, animal, cabin, boat, fish, etc.

Crescent Beach, Kim LaFave's Goldie and the Sea, Suzanne Duranceau's Millicent and the Wind and Shizuye Takashima's A Child in Prison Camp

- students experiment with their brushes and paints to get a variety of lines, shapes, patterns, tints, and shades
- encourage students to think of a simple idea and paint it in water colour, or to borrow an idea from one of the picture books

* if students have not had previous experience with water colour, I have included some lessons to build their experience.

Colour with Ted Harrison

- Objective** - students will become aware of the style of Ted Harrison, particularly the vibrant colours and the heavy lines blocking the colours, rather than a blending of colours
- Materials** - photocopies of Harrison's illustrations
felt pens or crayons
- Activity** - hand out a variety of photocopies of Ted Harrison - like illustrations or have students create their own drawings in the Harrison style.
- have the students colour them as brilliantly as possible, using either felts or crayons
- introduce them to the books the photocopies came from and discuss the work--i.e. The Cremation of Sam McGee, The Shooting of Dan McGrew, A Northern Alphabet

Stained Glass

- Objective** - using the vibrant colours and blocking of colours as Ted Harrison does, students will create a stained glass window effect
- Materials** - waxpaper (approx. 10" x 12")
pastels
black construction paper
- Activity** - using the style of Ted Harrison's illustrations draw a simple picture on the wax paper with black pastel (or try to copy one of his pictures)
- turn the wax paper over and colour in all the sections
- frame wax paper with black construction paper frames and hang in windows

Bookmaking

Throughout this unit the students will have grown in their understanding of the picture book stories and their illustrations. They will be alert to the different artistic techniques and be ready to try some of their own ideas.

The bookmaking portion of this unit would incorporate the art skills the students have gained with their new knowledge of picture book illustration and their creative writing skills. They should choose their own techniques dependent on what relates best to the script and their personal preference for a certain artistic style.

Alphabet Book

- examine alphabet books with the class looking at the way they are organized, the repetition of format from one page to the next and the different artistic styles
 - i.e. A Northern Alphabet
By the Sea
ABC
A Beautiful City ABC
- by teacher choice or as a group choose a style and a theme for a class alphabet book
 - i.e. collage - nature words or animal words
Harrison's colours - toys, food, or school words
- the students contribute one page each, all of which are compiled in a class book. i.e. an accordion book

Poetry and Illustration

Each student chooses a poem they like or they have written and chooses an artistic style to illustrate it. The pages are combined in a class book.

Illustrating a Story Read Aloud By the Teacher

- teacher reads aloud several picture books, not showing the illustrations
 - in groups of three to six the students create illustrations to go with the script and put them into book form
 - as a follow-up the class can display and compare their work with the original picture books
- * an interesting creative writing lesson would be to reverse this lesson and give the children picture books with the script blanked out and ask them to write their own stories.

Individual Picture Books

- the students write poetry or prose of an appropriate length to be made into a picture book
- they choose a style and illustrate their writing
- the students then compile their work and construct their own picture book
- display class books with picture books they have been studying and compare in class discussion

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FROM RAINDROPS TO RAINBOWS

PLANNING AN INTEGRATED SCIENCE THEME

by SHARRON COOKE, Grade Three teacher, Diefenbaker School and CYNTHIA CLARKE, Grade Two teacher, Howard DeBeck Annex, SD#38 (Richmond).

For the past four years we have been working together as part of an author team from across Canada, to develop a series of science themes for primary children. Incorporating the philosophy of whole language and the exploration of hands-on science, these themes also develop thinking strategies and facilitate cooperative learning. Soon to be published by a well known company, they should be available to schools in the fall of 1990.

We have found through the course of our writing that we have developed a system for planning and organizing our themes. Working together seems to be most successful for us as it provides the opportunity to "think out loud", to share ideas and to pool resources. By working through several simple steps we have been able to collect our thoughts, organize them into a sequential order and develop them into a series of interesting and exciting lessons for our classrooms. To begin a new theme we have found the following technique to be the most helpful.

1. Collect together all possible resources such as literature, reference books, poetry, songs, basal reader stories, pictures and film titles.
2. Make a list of theme objectives and specific skills to be developed.
3. Brainstorm together on a large sheet of paper to generate a list of activities related to the topic. These should cover all aspects of the curriculum. Record anything that initially comes to mind.
4. Review the brainstorming and delete any activities that appear to be inappropriate or unrealistic.
5. Link activities together to form a series of lesson plans integrating the various subject areas.

Once the initial stages have been completed we choose specific resources and activities and collate them into a series of lessons. Although our themes usually run for a month at a time we have never been able to incorporate all of the ideas from our brainstorming session. However these suggestions are kept on file and may be interchanged from year to year.

To formulate our lessons we have divided them into four components:

The **Learning Outcomes** state the main concepts of the lesson and the skills to be highlighted.

The **Invitation** introduces the lesson and "invites" the children to share in a particular theme related experience. It may take the format of a literature presentation, a problem solving activity, a teacher demonstration or a science challenge.

The **Activity** is the main focus of the lesson and is usually explorative in nature. The children may work individually, with a partner or in small groups depending on the activity.

The **Presentation** most often involves a method of recording and provides the children with the opportunity to represent what they have learned in a variety of forms. The sharing of literature, stories and songs may also be incorporated into this section.

To illustrate the process we have used for developing themes we have included the results of our brainstorming efforts and some of the activities from one of our very first themes entitled "Raindrops and Rainbows." This one has been designed for grade one to four students with activities that can be easily adapted to meet the needs of individual classes.

To create this theme we worked through the following process in sequential order.

1. Collect all possible resources:

Literature (see Bibliography for Publishers)

FICTION

- The Big Rain by Francoise
- Splish Splash! by Ethel and Leonard Kessler
- The Cloud Book by Tomie de Paola
- Cloudy With A Chance Of Meatballs by Judi Barrett
- Roger's Umbrella by Honest Dan'l Pinkwater
- Rain by Robert Kalan
- Mud Puddle by Robert Munsch
- Rain by Barbara Hill
- Rain Drop Splash by Alvin Tresselt
- A Rainbow of My Own by Don Freeman
- It Looked Like Spilt Milk by Charles G. Shaw



NON-FICTION

- Looking At Weather by David Suzuki
- A Drop of Water by Sam Rosenfeld
- Wet and Dry by Seymour Simon
- What Makes It Rain? The Story of a Raindrop by Keith Brandt

Songs

We usually check the record albums of popular children's performers such as Raffi Sharon, Lois and Bram, Charlotte Diamond, and Fred Penner.

We also search out songs and music from the Silver Burdett programs and the MusiCanada series as well as the songbooks available in our school libraries.

As the collections of songs is usually too numerous to write down on our brainstorming sheet we usually make a copy of individual songs and music that we find and add them to our theme files. Sometimes we choose the most appropriate ones to put together into a theme songbook or copy them onto charts for group singing time.

Poetry

As with songs we often find the theme related poetry too numerous to include on a brainstorming sheet so we also add copies of any that we find to our collection.

We frequently find appropriate poetry from such sources as:

The Random House Book Of Poetry For Children By Jack Prelutsky

The Childcraft Encyclopedia - Poems and Rhymes

Media

We always check our local media centre catalogue for appropriate titles and record them for future reference on the brainstorming sheet.

The best film we have found to illustrate the rain cycle for primary children is Walt Disney's Rain. The puppet characters introduce the various stages of the rain cycle. Then the theme song reviews the concept in a simple manner in which the children can understand.

2. Make a list of theme concepts and skills:

Concepts:

- Rain can be observed using the senses
- Puddles form in different shapes depending on the surface upon which they collect
- Rain is repelled or absorbed by different types of materials
- Rainwater may contain impurities due to pollution in the air
- Rainbows are made when the sun shines on droplets of water on a rainy day.
- People have different feelings that are associated with rain
- The amount of rainfall varies according to geographical area and can be measured in different ways
- The amount of rainfall affects plant growth
- There are different stages in the water cycle including evaporation and

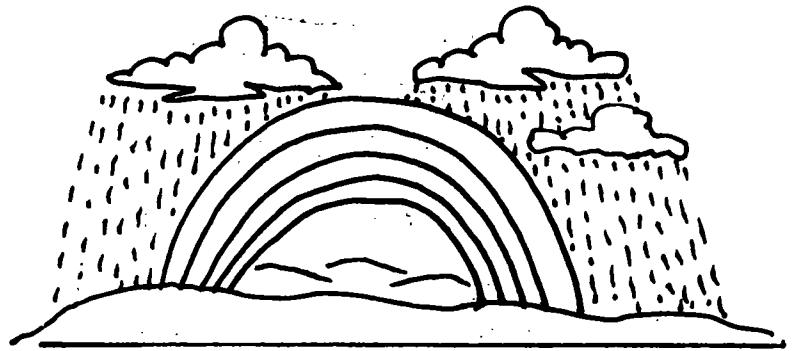
condensation

Skills

- observing
- describing
- sorting
- classifying



- collecting
- measuring
- graphing
- tracing
- comparing
- recording
- reporting
- representing
- collecting data
- interpreting data
- making inferences
- discussing
- predicting
- testing
- confirming
- reading directions
- exploring



3. Brainstorm to generate a list of activities:

Social Studies

- rain fall in other climates - mapping
- Community concerns about pollution
- community workers - how their occupations are affected

Music

- listening to and recording sounds of rain- patterns with musical instruments- chants
- rain songs - creating own songs using familiar tunes

Science

- collecting rain- observing, listening to rain - making rain gauges - testing pollution in rain - testing fabric for absorption - the water cycle - experimenting with evaporation and condensation - making rainbows - catching raindrops in cornstarch
- observing, tracing and measuring puddles - making splash boards
- making rain using ice cubes + kettle - rainbow milk

Language Arts

- literature - poetry
songs - teacher made
fact booklets - research
projects - describing words
using senses - picture dictionaries -
haiku - acrostics - cinquain - story
patterns from literature - feelings
about rain and rainbows - word banks -
phonics skills using vocabulary - alphabetical
order - writing letters - spelling games - legends

Vocabulary

- arc, rainbow,
raindrop, sunshine,
cloudy, arch, colours,
evaporation, condensation,
cycle, raincoat, umbrella,
temperature, sparkle

Math

- measuring rainfall -
graphing rainfall - data
about feelings - data
about clothing - writing
story problems



Art

- crayon resist pictures
- rhoplex umbrellas - cone
shaped umbrellas - painted
rainbows - paper mosaic
rainbows - raindrop collages -
rain cycle mural - mobiles -
damp paper and felt
pen drawings - splatter,
sponge or fingerpainting
yarn pictures - fabric
pictures - chalk or
pastel patterns
on umbrellas

4. Link activities together to form a series of lesson plans:

Sample Lesson Plans

Lesson One

Learning Outcomes

Concept: Rain is all around us and can be experienced in many ways.

Skills: observing, describing, sorting and classifying, collecting, measuring and graphing

The Invitation

On a rainy day invite the children to sit by the window and to watch the rain come down. As they are observing, have them record ten descriptive words about rain on a piece of paper. After five or ten minutes encourage them to share their observations with a partner and to compare their thoughts and ideas.

The Activity

Take the class outside for a walk in the rain. Talk about what the rain looks like, how it feels, how it sounds and what happens to it when it falls to the ground. Look for specific signs that help to identify that it is raining, such as puddles that are forming, rain that is running out the drainpipe etc.

If possible take a tape recorder to capture the sounds of the rain as it falls on various objects.

Set out a variety of containers for catching rain. Depending on the age of the children these could be in the form of sophisticated rain gauges or simply containers of different shapes and sizes. The collected rainfall can be used for a wide range of math activities including measuring and graphing.

The Presentation

Back in the classroom, help the children to brainstorm on the board for words to describe rain. As you write them down have the class record the same words on a grid sheet. When all the squares in the grid have been filled, have the children cut them out and sort them in a variety of ways. One method for sorting would be to categorize them according to the five senses but the children may suggest other interesting or innovative ways to group their words. At the end of the activity provide large sheets of paper for the class to glue their words to represent their method for sorting. Some may choose to fold the paper into columns or sections while others may create a word web or cluster.

To extend the activity, the children may use the words for poetry writing or for creating descriptive phrases. These could be recorded on raindrop shaped paper and displayed underneath a large umbrella as a bulletin board display.

You may wish to share with the class Alvin Tresselt's story, Rain drop splash and to have the children compare the descriptive words found in the story with those they generated

on the blackboard.

During music the children might find it interesting to simulate the sounds of rain using a variety of different rhythm instruments.

Lesson Two

Learning Outcomes

Concept: Puddles form in different shapes and sizes depending on the surface upon which they collect.

Skills: tracing, measuring, comparing, representing

The Invitation

After it has rained take the class outside to an asphalt or concrete surfaced area to locate and observe puddles. Have them work in partners with chalk to trace around some of the puddles. Talk about the puddles including their shape and size and encourage the children to offer explanations as to why they all look different. Help the class to understand that when the water falls on a surface it takes the shape of the surface and forms a puddle.

Provide each child with a clipboard made from an individual chalkboard and two clothespins as well as a blank sheet of paper. Ask the class to record the shape of ten different puddles and to measure the length, width and depth of each one using string or metric measuring tapes and rulers. Older children will be able to do this on their own however you may wish to do this activity as a teacher directed one with younger classes.

The Presentation

Back in the classroom, invite the children to share what they have learned about puddles and to compare their sizes and shapes.

The children might enjoy sharing a poem about puddles such as "The Muddy Puddle" by Dennis Lee (from The Random House Book of Poetry by Jack Prelutsky or the story Mud Puddle by Robert Munsch and by illustrating the images created by the author.

As an art activity have the children fold a piece of paper in half and place a large blob of black paint between the layers. Show them how to press the paper and paint to form an ink blot. After the paint has dried the puddle shapes could be cut out and mounted on a coloured piece of paper. The children could record their thoughts about puddles in a variety of ways and might especially like to use the following pattern:

I like puddles because:

I can splash in them,
I can float leaves in them
I can throw stones and make a splash
But I don't like puddles because
They fill up my boots
They make me all wet
And I get into trouble when I play in them.

Lesson Three

Learning Outcomes

Concept: Rain is repelled or absorbed by different types of materials.

Skills: collecting and interpreting data, looking for similarities and differences, making inferences, discussing

The Invitation

On a rainy day ask the children to collect all the outer wear they brought to school that day and to bring it to their desks. Have the class sort and classify their coats, jackets, boots, umbrellas, scarves, mittens, etc. into categories which they feel best describe the clothing. Help the children to count the clothing in each group and to represent the information in the form of a picture, bar or line graph. Depending on the age of the class this could be done individually or as a large group.

When the graphs have been completed invite individual children to interpret the findings.

Discuss with the class which type of clothing is best suited for rainy weather and why. Help them to understand that some materials repel water while others absorb it. Ask the children to predict which articles of clothing they feel would repel and which ones would absorb rain.

The Activity

Choose between ten and fifteen articles of clothing and label them with numbers. Divide the children into pairs and provide each with a small paper cup filled with water, an eyedropper and a recording sheet that has been divided into three columns. The first column should have the numbers of the clothing, the second should have the heading "I Think" and the third should be titled "I Found Out". Challenge the children to find out which articles of clothing repel or absorb by putting a drop of water on them with an eyedropper. If the drop sits on the surface of the fabric the material is repellent, if it soaks into the fabric then it is absorbent. Before testing each type of material the children should predict what they think will happen and to record their answer in the "I Think" column.

After they have completed the test they should then record what their findings were in the "I Found Out" column.

The Presentation

After all the data has been collected ask some of the children to interpret their findings for the class. Have them suggest reasons why certain clothing offers better protection than others and invite them to recommend which articles would be best worn on a rainy day.

Suggest that the children participate in a rainy day fashion show. Have each person select a particular rainy day outfit to wear and ask them to write a brief description of what they look like similar to that of a fashion show commentary. Invite another class to sit as the

audience, designate someone to be the announcer and commentator, play some appropriate rainy day music such as "Raindrops Keep Falling On My Head" by Burt Bacharach and put on the show. Rather than wear the obvious attire, some children may prefer to dress more creatively wearing flippers, masks, snorkels, bathing suits etc. The show could be video taped and shown to the performers at the end as they would not be able to see what was happening during the show.

An alternative would be to ask members of the class to each bring an umbrella in order to have an umbrella parade. The patterns of the umbrellas could be compared, then duplicated as an art project using paint or tissue paper and rhoplex to create the designs. The paper umbrellas could then be displayed around the room or hung from the ceiling along with paper raindrops.

Lesson Four

Learning Outcomes

Concept: Sometimes rainwater may contain some impurities due to pollution in the air.

Skills: predicting, testing, confirming, recording

The Invitation

Bring to class a large clear container filled with rainwater. Pass it around the group and invite the children to predict whether or not they think there are any impurities in the water and if so how they might have arrived there. Record their predictions on the blackboard or chart paper. Pour the water through a coffee filter and present it for the class to examine. If there are any impurities ask the class to suggest what they might be from. Discuss how there is often pollution in the air and that sometimes it is carried in the raindrops.

The Activity

To further discover whether there are impurities in rain water help the class to set up the following experiment on a rainy day. Provide each child with a jar lid and a bottle of white glue. Have the children cover the inside of the lids with a thin layer of glue. Before the glue dries suggest that the lid be taken outside in the rain and placed in various areas around the school such as on window ledges or under bushes etc. It will be important to keep one lid inside the school to use as a control.

After a given period of time the children should retrieve their lids and return them to the classroom to dry. When the glue has completely dried show the class how to peel it away from the lid. Suggest that they examine the glue carefully to see if there were any impurities in the rain and to compare their sample to the one that stayed inside.

The Presentation

Explain to the children that as scientists they must keep an accurate account of their experiments. Help them to write up the procedures for the activity using headings similar to the following:

What I wanted to find out
What I needed
What I did
What happened
What I discovered

Younger children could draw pictures for each of these headings while older ones could use both words and diagrams.

To extend the activity, share with the children Judi Barrett's story, Cloudy With A Chance of Meatballs. Talk about what it would be like if the world rained food instead of water. Children might enjoy writing their own versions of the story or illustrating it using the crayon resist method.

Depending on the level of the class you might like to extend the discussion about pollution to include research into how pollution is measured and regulated in the community.

Lesson Five

Learning Outcomes

Concept: Rainbows are made when the sun shines on droplets of water on a rainy day.

Skills: predicting, reading directions, exploring, observing, describing, representing

The Invitation

Divide the class into small groups and provide each with a shallow clear container such as a pie plate, enough whole milk to cover the bottom of the container, red, yellow and blue food colouring as well as a small amount of liquid dish detergent (Joy seems to work the best) and an eye dropper. Print the instructions listed below on the blackboard or chart paper and ask the children to follow the directions to make a surprise. Before they begin, have each group write down on the piece of paper what they think might happen using the materials they have been given.

Directions:

- Pour the milk slowly into the dish.
- Add two drops from each container of food colouring.
- Gently place an eyedropper full of dish detergent on top of the food colouring
- Watch carefully to see what happens.

As the dish detergent reacts to the fat in the whole milk it will activate the food colouring and make it whirl and swirl around. The colours will all mix together making a surprise called "Rainbow Milk"

When all activity in the dish has stopped invite the children to tell you what happened and why and to check their answers with their previous predictions. You may wish to provide each group with a paper towel to have them lift a print of the colours to capture the design

that was created. Show them how to place the paper towel carefully on top of the milk and to gently smooth it down. Lift the towel slowly and the pattern created by the food colouring will remain on the towel. These patterns could be displayed on a bulletin board beside the directions for the activity.

The Activity

Find out from the class what they know about rainbows and how they are formed especially on a rainy day. For very young children help them to understand that when the sun shines on droplets of water it produces a rainbow. Older children will need a more sophisticated explanation and may be able to conduct their own research to find out.

With the children in the same groups, provide each with a flashlight, a mirror, a clear dish half filled with water and a sheet of white drawing paper. Invite them to experiment with the materials to try to make a rainbow on the paper. By setting the mirror on an angle into the water, and shining the flashlight through the water onto the mirror, a rainbow should be created. For younger groups, a teacher demonstration may be required before the children try it on their own. For older classes they may not require any initial instruction before their exploration.

Simpler versions of rainbows can also be made using prisms and glass crystals.

The Presentation

When the children have had sufficient time to experiment, call them together to discuss what they learned about making rainbows. Talk about what they did, how they used the materials and the outcomes of their findings. You may wish to have the children record their experiment in a manner similar to the white glue activity or to have each group work collectively to represent what they learned in their own way on a large sheet of paper.

Share with the class a poem about rainbows or a story such as Rain by Robert Kalan or A Rainbow of My Own by Don Freeman. Creative writing about rainbows could include cinquain, haiku or acrostic poetry or pattern writing such as: "Rainbows are" or "I like rainbows because . . ."

Rainbow art could include class size murals, individual painted pictures, mosaics cut from small squares of construction paper, simple mobiles and tissue paper and rhoplex pictures.

When organizing and planning a theme we have always found our greatest resource to be the teacher-librarian. As often as possible we provide him or her with a list of our themes for the year so that the collection of materials can begin right away. At book buying time we find that the teacher-librarians have often chosen new reference materials with our themes in mind and have become more aware of children's literature relating to specific science themes. Whenever possible we have included the teacher-librarian in our planning sessions and have encouraged their interest and participation in many of our language related activities. As the trend moves towards the cooperative library concept more opportunities will arise for the children to explore our themes with the assistance of the teacher-librarian and to include this resource person as an active participant in our theme related activities.

We find that teaching the curriculum through themes to be a very challenging and rewarding experience for both teachers and children. The opportunities are endless to integrate all of the subject areas as well as specific learning strategies. Since we have incorporated themes into our classrooms we have found that there have never been enough hours in the day to accomplish everything we have set out to do. Gone are the times when the children have spent hours watching the clock or we have panicked about what to teach the next day. By planning our curriculum around themes, we have not only rejuvenated ourselves as teachers but have generated a strong sense of enthusiasm in the hearts of our children.

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POINT/COUNTERPOINT: ROBERT CORMIER'S FADE

A REVIEW OF REVIEWERS

by **Debra Simmons**, teacher-librarian, Templeton Secondary School, SD #39 (Vancouver)

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Am I the only person who thinks that Robert Cormier's novel Fade is inappropriate for school libraries? On the basis of reviews in "approved" reviewing journals, a copy was purchased for the Templeton Secondary School Resource Centre. I was led to believe that the book was a worthwhile purchase and could be recommended to students in grades 9-12. I read the book expecting to find a certain degree of gloom and doom which is consistent with Cormier's other works, but was unprepared for the sordid and depressingly hopeless world portrayed in Fade. I am angry at having been led to believe, yet again, that here was a work of fiction worthy of not only my time and the school's money, but a work that could be recommended to kids. None of this is true.

Let me recreate the plot for you using selected quotations from the reviews. It's 1938 and Paul Moreaux lives in a small town where most of the male adults are employed in a factory "under terrible working conditions" (Horn Book). Paul learns that he has inherited a "gift/curse" (VOYA) that allows him to become invisible. Using this ability, he "discovers dark secrets: seamy sex (even incest), violence (even murder) and monstrosity in relatives and friends, and in himself (Booklist). He experiences a confusing and mortifying sexual attraction to his Aunt Rosanna" (Horn Book). "After witnessing his storekeeper employer pay his classmate Theresa for sex, his friend Emerson with twin sister Page in incest" (Wilson), his Aunt Rosanna "going to a distasteful assignation" (Horn Book) and holding himself responsible for the death of his younger brother, Paul becomes a recluse, a famous writer and waits for the appearance of the next fader.

In section 2, the reader, along with a present-day female cousin, Susan, is led to believe that the early life of Paul Moreaux is more fiction than fact until we all discover, in section 3, the story of Ozzie. Ozzie is Paul's nephew and the inheritor of the fading curse. He is Paul's sister's "secret illegitimate son . . . a sadly abused child . . . who has become crazed and a killer on

a rampage" (Horn Book). It falls to Paul to hunt down Ozzie and to kill him before he destroys more lives. The book ends with Susan reading this improbable story and finding newspaper articles "indicating the existence of a new fader" (Horn Book).

How can I recommend this novel? Reviewers praised it for being "brilliant in conception, intricate in structure" (BCCB), a "wonderful story" with characters that "reach out and touch you" (VOYA). It is praised for being thought-provoking "despite the violence and overt sexual episodes" (Horn Book). It is recommended because it has a "bit of many things: magic, murder, mystery, history, romance, diabolical possession, sex . . . and even a touch of incest" (SLJ). Despite the suggested appeal of an intricate plot, violence in characters who "seem like acquaintances" (VOYA) and that tantalizing touch of incest, it is the absence of hope that makes Fade unbearable for me and makes it impossible for me to recommend.

Robert Cormier has never been known for his lighthearted plots. He has a way of presenting material, or presenting his view of reality, that is unique. When Barney pushes Alberto and the wheelchair out of the window in The Bumblebee Flies Anyway, the author presents the reader with a scene of defiance. Some might find the image a tidge negative, but the point comes across. When Ben cracks under the psychological torture that his father has set up in After the First Death, Cormier offers a glimmer of justification. There is usually one incident or event in Cormier's books that leaves the reader with some hope, some understanding of Cormier's purpose. I have failed to find any promise of salvation in Fade. The world of Fade is totally wretched. A loving father is put down by strikes and corrupt shop stewards. The best pal is unable to overcome his parochial Catholic French-Canadian background. Beautiful Aunt Rosanna is tainted. Uncle Adelard, the family prankster, is now sad beyond description. Beauty and brightness ends in a corruption of sex with a twin; kindness and generosity, exemplified by the local grocer, is last seen with his face deep between the thighs of a 13 year-old girl. Innocence is a monstrosity. Life is full of sordid secrets. Even ejaculation brings guilt.

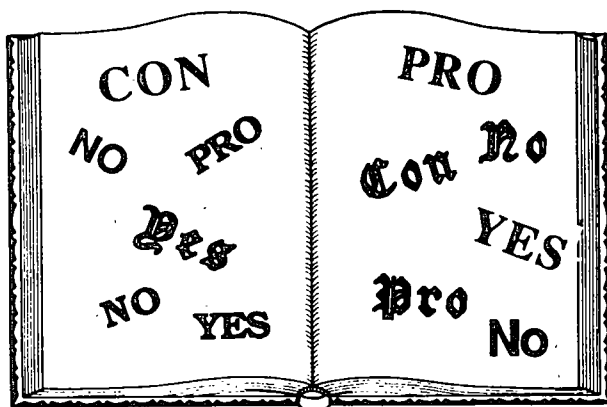
Cormier writes what he views as a realistic novel. He presents distortions as he "challenges us to unravel them" (Wilson). But students today are presented with the "real" world of oil spills, ozone damage, child abuse and societal violence. Unless a book can do more than distort in order to be thought-provoking, unless a book offers some glimmer of hope, some positive way to deal with seemingly hopeless situations, there is no value in a riveting plot, in well developed characters, in magic, murder and mystery.

How can reviewers of juvenile literature recommend this book? How can I suggest that students read it? The New York Times book review suggested that this is an adult novel and I can accept it as an adult novel. But if this is the case why has this book been recommended for purchase in libraries that serve children, and not only recommended as a suggested purchase but strongly recommended?

The techniques used by Cormier to develop his ideas of reality and evil are literary devices and come within the realm of poetic license. My anger is not focused on him; I am free to ignore his work. I am furious with Booklist, School library journal, Horn book and their ilk for misleading me, yet again. I am angry that Fade is recommended so highly for young people. The book is a misery and a nightmare. I feel manipulated by those who rave about this piece of hopeless literature.

REVIEWS

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Bulletin of the Center for Children's Books, volume 42, number 3 (November, 1988). pages 68-69.
Horn Book, volume 15, number 1 (January/February, 1989). pages 77.
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HIGHLY RECOMMENDED

by **Liz Austrom**, district principal curriculum resources, Vancouver School Board.

Cormier has always been a challenging writer, whose novels depend heavily upon what the reader brings to the literary experience. Fade follows this pattern. It is sophisticated, ambiguous, and often disturbing. In other words, it is vintage Cormier, and can be freely recommended to a wide range of students. Those who appreciated After the first death and The Bumblebee flies anyway will find this novel just as interesting.

The plot is propelled by the tensions which contrasting themes produce in complex interwoven patterns throughout the book. Paul has inherited a genetic "gift" from his uncle Adelard--the ability to fade, to become invisible to others. At one stage, Paul asks his uncle why he is so sad all the time if the ability to fade is a gift. His uncle responds that he never said it was a gift and he asks Paul, "What's the opposite of gift?" That question is never answered directly, but Paul's experience shows that this unusual power is not an entirely joyous possession. Opposites frame the entire novel.

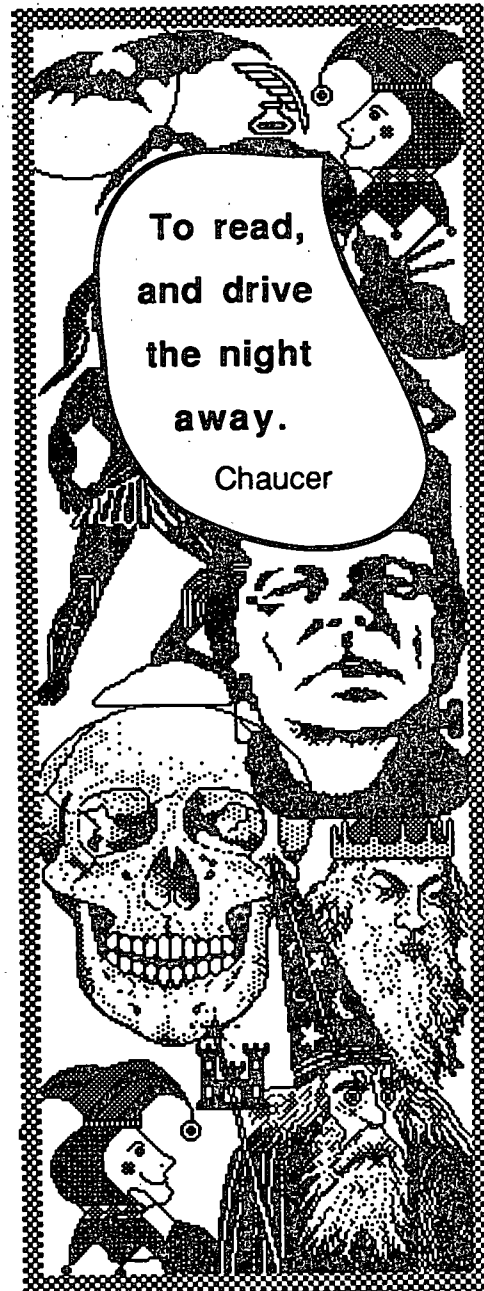
As the story unlayers itself through the first person recollections of Paul and his cousin Susan, and the ambiguous voice of Ozzie, Paul's violent, psychotic nephew, we discover that these three are part of a family history of faders. We also learn about the terrifying side of the gift. It is a gift that kills innocence; which brings to its owners an unhappy knowledge of the evil, the petty and the unjust aspects of human existence. Paul, a sensitive young boy who matures to become a noted novelist, can only deal with his reality through isolating himself from others. He feels the tensions strongly, and it is through his experiences that the reader becomes aware of what the "gift" truly means; the struggle between the conscious and the unconscious self for control, and between good and evil; the contrast between joy and sorrow, acclaim and neglect, involvement and isolation, rights and responsibilities.

The experience of each generation of Paul's family is set into an historical period of twentieth century American society in such a way that it becomes a parable of the abuse of power in that society. The disturbing "sweat-shop" work experience of Paul's father during the depression shifts to an equally disturbing view of the abused and abusing adolescent of today's world. By contrast, Paul's generation exhibits a more private violence against self and sensibilities. His

tortured account details his recognition of evil, and his defensive reaction of withdrawal, which only ends when he is forced into deciding to take action. At the end, the transfer of responsibility to Susan, a young woman who does not have the twin and masculine joys and sorrows of the power, is a movement toward a female reality which may be more positive and life affirming.

Like several other Cormier novels, some readers will find this a horrifying story of violence and despair. The fact that Stephen King recommends it as "... moving and enthralling, a book not just for young adults but for everyone" will not be a reassuring recommendation for those who have been troubled by the dark side of Cormier's previous works. Others will be distressed by the treatment of adolescent sexuality, which in this novel does not lead to a happy ending. Given the premise of the novel, this treatment could not be other than it is.

Fade is a novel that should be shared and discussed with young adults. Those who are cautious about booktalking it should consider doing this in the context of an "all Cormier" talk where recurring themes and concerns can be examined. Highly recommended, particularly for those who like to think about what they read!



CRITERIA FOR ANALYZING LIBRARY MATERIALS FOR AGEISM

[Editor's Note: These criteria and the following book list are reprinted with permission from volume 5, issue 2 of yaccing, the newsletter of the Young Adult and Children's Services Division of BCLA.]

1. Are the older people in this book models you'd like to follow? If the material is aimed at children, what effect would the description of the older character have on a child reading/viewing story?
2. Is the older character's personality fully developed? Concern for both positive and negative, weak and strong aspects should be shown. In other words, an older character should be neither unfailingly pleasant (e.g. "sweet little old lady") nor totally cruel and crabby (e.g. wicked old witch").
3. Is the older person's physical appearance described fully and in a non-stereotypical manner both in illustrations and text?
4. Are "loaded" adjectives used to describe older characters? Watch for words like "old," "grouchy," "withered," "shriveled," etc. Watch for careful, sensitive use of descriptors.
5. Is the older character identified by his/her own name (e.g. Marge Smith) vs. solely in terms of his/her relationship to other characters (e.g. grandma or grandpa)?
6. How effective is the older person's inclusion in the story? Is she/he more than a token representative of the age group?
7. What is the older character's relationship to others in the story? Is the older person's self-reliance and dependence on others balanced?
8. How are "problems" in the story presented and resolved? Is the older person presented as the "problem?" Is the older person involved in finding a solution?
9. Are older people shown as participants in the story's action? Does the older person have a meaningful occupation and is what he/she does fully described? If the older character does not work, is he/she involved in a variety of worthwhile activities?
10. Does the older character engage in activities with a variety of different age groups?
11. Is the older character pictured realistically in illustrations? Is the character's clothing, hairstyle, language, etc. consistent with the time and setting? Look at the older character in relation to other characters. Is he/she pictured in a way that makes him/her appear too old in relation to the ages of children and grandchildren?
12. What does the story tell you about the position of older people in the society it portrays?
13. Is the older character portrayed in a stereotypical role in his/her ethnic group or race?

SENIORS IN THE EIGHTIES' LITERATURE FOR CHILDREN AND YOUNG ADULTS

FOR UNDER 8 YEAR OLDS:

Burningham, John. Granpa.

Caseley, Judith. Apple Pie and Onions.

Fox, Mem. Wilfred Gordon McDonald Partridge.

Greenfield, Eloise. Grandpa's Face.

Hamm, Diane J. Grandma Drives a Motor Bed.

Hedderick, Mairi. Katie Morag and the Two Grandmothers.

Hest, Amy. The Crack-of-Dawn Walkers.

Lasky, Kathryn. Sea Swan.

Pomerantz, Charlotte. Buffy and Albert.

Rice, Eve. Aren't You Coming, Too?

Tusa, Tricia. Maebelle's Suitcase.

Zolotow, Charlotte. I Know a Lady.

FOR 8-12 YEAR OLDS:

Adler, C.S. Good Bye, Pink Pig.

Auch, Mary Jane. Cry Uncle!

Byars, Betsy. The Blossoms Meet the Vulture Lady.

Dahl, Roald. George's Marvelous Medicine.

Doren, Marion W. Borrowed Summer.

Guernsey, Joann B. Journey to the Almost There.

Hicks, Clifford B. Pop and Peter Potts.

Nixon, Joan Lowery. Maggie, Too.

Smith, Robert K. The War with Grandpa.

Tolan, Stephanie S. A Time to Fly Free.

Wallace-Brodeur, Ruth. Callie's Way.

Walter, Mildred P. Justin and the Best Biscuits in the World.

FOR TEENS:

Bacon, Katharine. Shadow and Light.

Derby, Pat. Visiting Miss Pierce.

Johnston, Norma. The Potter's Wheel.

Klein, Norma. Going Backwards.

Mahy, Margaret. Memory.

Mazer, Norma Fox. After the Rain.

Myers, Walter Dean. Won't Know Till I Get There.

Newton, Suzanne. A Place Between.

Okimoto, Jean D. Jason's Women.

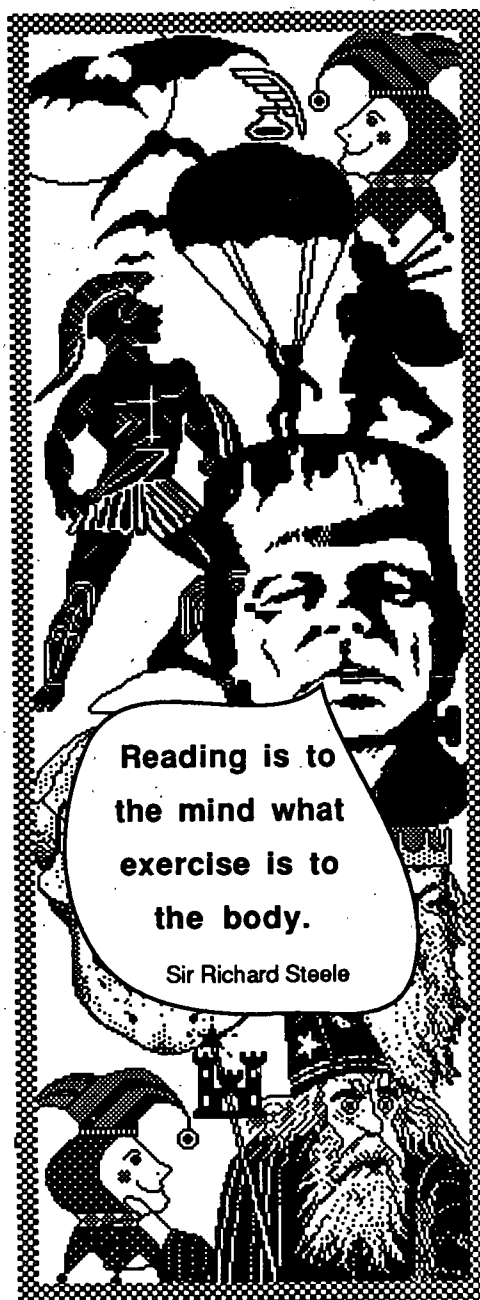
Peck, Richard. Those Summer Girls I Never Met.

Singer, Marilyn. Several Kinds of Silence.

Slepian, Jan. Something Beyond Paradise.

***TEACHER-LIBRARIANS WHO ARE INTERESTED IN BECOMING MEMBERS OF YAACS MAY OBTAIN INFORMATION BY CONTACTING:

Trish Miller, Chairperson
Guildford Branch
Surrey Public Library
15105 — 105th Avenue
Surrey, BC
V3R 7G8
Work telephone: 588-5015



R I B I G: READ IN BED IT'S GRR..EAT!

by ADRIENNE GRAHAM, teacher-librarian, New Westminster Secondary School,
SD #40 (New Westminster).



Grade 8 Reading Motivation Program
New Westminster Secondary School
Library-Computer Resource Center
and English Department

The RIB-IG project emerged from the Librarians' concern over the decrease in recreational reading by our students. The 'spark' for RIB-IG came from an article in the September, 1988 BOOKMARK, "Introducing RIBIT...". This article outlined a reading improvement program devised by teachers in a Melbourne, Australia school similarly concerned with declining reading and language skills.

The RIB-IG team decided on a one year (September/89 to June/90) structured Pilot Program involving a Grade 8 English class of average ability with a committed teacher who would 'spearhead' the program.

During this project the team will attempt to determine the reading ability and attitudes of the Pilot group. An analysis of the CAT reading scores, and an Attitude Test (adapted from 'A Short Form Reading Attitude Survey', M.O. Tunnell, in READING IMPROVEMENT Vol.25/#2/ Summer/88) will be administered by the English teacher in September and June.

In preparation for this Pilot the Librarians undertook the following:

To assemble a special collection of 400 books, selected from recommended sources covering wide reading and interest levels.

To create a Database of this collection.

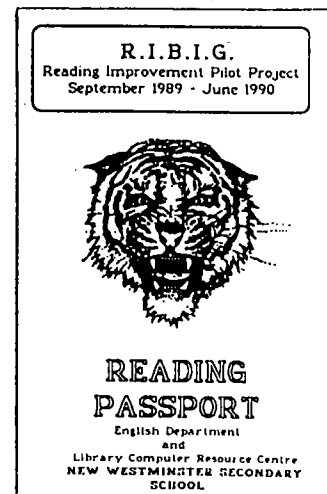
To divide the collection into six subject categories: Romance, Adventure (includes Sports), Mystery, Fantasy (includes Sci/Fi/Horror), Families and Society, Myself and Friends.

To include very easy reading and gourmet selections in both hard and soft cover.

To color code the collection (using basic rainbow colors) and house it in an attractive area with chairs to encourage browsing.

To create a READING PASSPORT as a vehicle for recording the books read by a student. The English teacher will keep these Passports but will periodically request that they be signed by parents in order to keep them aware of their student's progress.

To create Bookmarks and Certificates of Achievement as well as an award for Best Achievement to be presented at a school ceremony.



The teacher-librarians are responsible for RIB-IG publicity in the school and community. We introduced the program to the District Superintendent and School Administration through a publicity release and meetings. In September we mailed a letter to the parents of each student in the Pilot Program outlining the project and requesting their support. We are planning an article/interview in the school newspaper and a pre-Christmas letter to parents giving an update on the program and a short list of 'book suggestions' as Christmas gifts. A variety of publicity releases are planned throughout the year to keep the school and community informed.

The team decided that the students will read at least 1 book from 4 of the 6 categories (total of 4 books). Upon completion of each book the student will record and leave on file in the English classroom an index card 'book review'. The card will give enough information to establish that the book has been read, and will also have a 'recommendation scale' for the use of other students.

The English teacher will keep the students 'on track' by providing reading and book selection time, as well as recording and evaluation time.

We hope that the results of this Pilot will be an extension of the Reading Improvement Program. We plan to include a second English 8 teacher and 3 or 4 Grade 8 classes for the year 1990/91 - beyond that, all English 8 teachers and students.

The success of RIB-IG will depend partly upon the support given by the Administration, partly on the desire of the English 8 teachers to make RIB-IG an important part of the English program, and partly on the teacher-librarians' ability to select the books needed to keep the collection 'alive and well'.

We hope to be able to report the results of this Pilot in a future Bookmark article.

The teacher-librarians would be happy to share any of the materials that have been produced for this project. Please contact: Adrienne Graham, Library/Computer Resource Center, New Westminster Secondary School, 835 - Eighth St., New Westminster, BC, V3M 3S9.

RIBIG BOOK REVIEW									
TITLE:	_____								
AUTHOR:	_____ PAGES: _____								
1. PLOT SUMMARY: WHERE, WHEN, WHO, WHAT HAPPENS? _____ _____									
4. Did you like this book? Why or why not? Would you recommend it? _____ _____									
RECOMMENDATION SCALE (Circle one)									
1	2	3	4	5	6	7	8	9	10
dislike				so	/	so			like a lot



ONCE UPON A TIME . . . A TEST OF YOUR LITERARY ACUMEN

by WILLA WALSH, teacher-librarian, McNair Secondary School, SD #38 (Richmond).

Not all fiction works have adopted such a rudimentary opening line. The following quotations are the first sentences of some well-known novels -- some recent, some past; some Canadian, some of other nationality. See how many you can recognize and, if so inclined, submit your answers to any member of the Bookmark Editorial Board (addresses on the back page of this issue). A book, naturally, will be awarded to the winner! In the event of many entries with correct answers, there will be a draw from all of those with the correct answers for the prize. The winner will be announced in the next issue of the Bookmark.

Opening Line

Title/Author

1. When Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin. _____

2. All happy families resemble one another; every unhappy family is unhappy in its own way. _____

3. My father said he saw him years later playing in a tenth-rate commercial league in a textile town in Carolina, wearing shoes and an assumed name. _____

4. Where was the young man who had given her so many admiring glances yesterday? _____

5. If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don't feel like going into it, if you want to know the truth. _____

6. It was the coldest winter for forty-five years. _____
7. In the folds of the hills under Coyote's eye lived the old lady, mother of William of James and of Greta. _____

8. 1801 - I have just returned from a visit to my landlord--the solitary neighbour that I shall be troubled with. _____

9. Here was the least common denominator of nature, the skeleton requirements simply, of land and sky--Saskatchewan prairie. _____

10. They're out there. _____

SSR — GREAT IN THEORY; NOT SO GREAT IN PRACTICE UNTIL.....

by GERRY KOVACH, elementary district teacher-librarian, SD#68 (Nanaimo).

THE PROBLEM: "I hate those big books..."

THE PROGRAM: SSR, school-wide, twenty minutes daily, reading material to be texts, novels or other materials of similar quality.

THE STUDENTS: Junior Secondary, many with a reading level well below their grade level.

THE SOLUTION: "LITE LIT."

1. As teacher-librarian, I was concerned with the problem teachers faced with students who were poor readers and who quickly became behaviour problems during daily SSR period. The problem was even more pronounced when school-wide emphasis was placed on *quality* reading material being expected of all students.

I began an intensive search for paperback novels with the following criteria in mind:

- reading level grade 6 or lower.
 - available in paperback (preferably of a size to attract teenage readers)
 - writing of a good quality
 - at least one favourable review in a professional journal
2. When I had located, selected and purchased a quantity of novels fulfilling these criteria (a bigger task than I had anticipated), I prepared a brochure on the titles to present at a staff meeting. I called these books "Lite-Lit" (a term picked up from Tim Wynne-Jones in his column in the Globe and Mail).

Staff were encouraged to use this brochure to suggest titles to students who were having difficulty reading in the daily SSR period. The supply of titles I was able to select and have on hand in the library soon vanished as students and staff became enthusiastic over these novels. The staff became enthused because behaviour problems were solved when those students who were poor readers actually began reading and being absorbed in their books during SSR.

3. Faced with the problem of supplying the demand for an increasing quantity of these novels, I eventually found this solution:

- A publisher: Fearon Education, whose high interest/easy reading books combine quality, content and value.
- A procedure for circulating: kits, with 15 titles in each, to be signed out by teachers for use with their homeroom students during SSR.

Students with below level reading ability in a homeroom that did not have a Lite-Lit kit available, were encouraged to select their novel for SSR from a display shelf in the library resource centre. Subsequent editions of the Lite-Lit brochure are also displayed on this shelf.

THE REACTION: Very positive.

1. Students: "I think it's a good idea. I like the books!" and "I like them — they're good books!"
2. Staff: "They're gone all the time."
"Every single one of them is gone every day and they are fighting over them."
"I've read a few of them myself and they're good stories."
"They are a lifesaver!"
3. The popularity of these books and use of the term Lite-Lit have removed the stigma from the earlier type of high/interest remedial reading novel.

We currently have in use eight Lite-Lit kits, as well as several hundred individual Lite-Lit titles. These individual titles are selected from a variety of publishers. However, each title is chosen with the criteria in mind. Circulation of these novels is brisk and I now buy three copies of each paperback selected for our Lite-Lit collection.

The titles listed below are those that appear in the brochure but reading level, ISBN and reviewing sources have been added for sharing with other teacher-librarians at our regular Library Services meeting in School District # 68 (Nanaimo).

Reviewing sources include: Booklist, Emergency Librarian, Hi Interest Books for Teens (Gale), High/Low Handbook (Bowker), High Interest Easy

Reading (NCTE), YA Services, King County Library System, Seattle, Kliatt, The Junior High School Paper Collection, (ALA).

I am currently working on a Mega-Lit brochure for those (few in number) students who are asking for this type of reading material.

BIBLIOGRAPHY:

Bennett, Jay. Death Ticket.
ISBN: 0-380-89597-8; R.L. 3
EM LIB 14:5

Betancourt, Jeanne. Between Us.
ISBN: 0-590-33323-2; R.L. 5
EM LIB 14:5

Cohen, Daniel. Real Ghosts.
ISBN: 0-671-52641-3; R.L. 4

Coleman, Hila. Remind Me Not to Fall in Love.
ISBN: 0-671-60123-7; R.L. 5
BKLT 7/87

Conway, Caron A. Sometimes Nightmares Are Real.
ISBN: 0-8224-6406-3; R.L. 3
EM LIB 14:5

Cooney, Caroline B. Don't Blame the Music.
ISBN: 0-448-4778-5; R.L. 4
Hard cover only

Dean, Karen Strickler. Stay on Your Toes, Maggie Adams! ISBN: 0-380-8977-3; R.L. 3

Duncan, Lois. Locked in Time.
ISBN: 0-440-94942-4; R.L. 6
EM LIB 14:5

Gioffre, Marisa. Stars Truck.
ISBN: 0-590-33797-1; R.L. 6
EM LIB 14:5

Goudge, Eilleen. Night After Night.
ISBN: 0-440-96369-9; R.L. 4-5
BKLT 10/86 SENIORS #18

Hastings, Beverly. Watcher in the Dark.
ISBN: 0-425-08858-8; R.L. 4
EM LIB 14:5

Howe, James. What Eric Knew.
ISBN: 0-380-70171-5; R.L. 4-6
KLIATT 11/85

Kay, Marilyn. Max in Love.
ISBN: 0-671-60266-7; R.L. 5-6
BKLT 8/86 (Out of this world # 2)

Keene, Carolyn. Deadly Intent.
ISBN: 0-571-62565-9; R.L. 6
EM LIB 14:5

Larimer, Tamela. Buck.
ISBN: 0-380-75172-0; R.L. 4
BKLT APRIL 15/87

Laymon, Richard. The Night Creature.
ISBN: 0-8224-6501-9; R.L. 2
BKLT APRIL 15/87

Miner, Jane C. Jeanne Up and Down.
ISBN: 0-590-40053-3; R.L. 6-8
KLIATT 5/87

Peterson, P.J. Corky and the Brothers Cool.
ISBN: 0-440-91624-0; R.L. 4-7
KLIATT 4/87

Pfeffer, Susan Beth. Getting Even.
ISBN: 0-425-09779-X; R.L. 5
BKLT APRIL 15/87

Quin-Harkin, Janet. The Trouble with Toni.
ISBN: 0-553-25724-2; R.L. 4
BKLT 10/85

Ranson, Candie F. Nicole.
ISBN: 0-553-24152-4; R.L. 5
JR. HIGH PB COLLECTION

Sierra, Patricia. One-Way Romance.
ISBN: 0-380-75107-0; R.L. 6
EM LIB

Strasser, Todd. Ferris Bueller's Day Off.
ISBN: 0-451-14535-6; R.L. 4
EM LIB

Tyler, Vicki. Senior Year.
ISBN: 0-345-32400-5; R.L. 5
BKLT APRIL 15/87 (Heart to Heart)

Weber, Judith E. I Dedicate This Song To You.
ISBN: 0-671-54351-2; R.L. 5
BKLT 8/86

READING LIST - STORIES ABOUT THE DISABLED

Contributed by **DOROTHY L. BURIANYK**,
teacher-librarian, L. V. Rogers Secondary School, SD #7
(Nelson).

Grade level K-3

- Brown, Tricha. Someone Special Just Like You. Holt, 1982.
Fanshawe, Elizabeth. Rachel. Bradley, 1975.
Hearn, Emily. Good Morning Franny, Good Night Franny. Women's Press, 1984.
Greenfield, Eloise. Darlene. Methuen, 1980.
Lasker, Joe. Nick Joins In. Whitman, 1980.
Mack, Nancy. Tracy. Children's, 1976.
Rosenberg, Maxine B. My Friend Leslie. Lothrop, 1983.
White, Paul. Janet at School. Crowell, 1978.
Wolf, Bernard. Anna's Silent World. Lippincott, 1977.

Grades 4-7

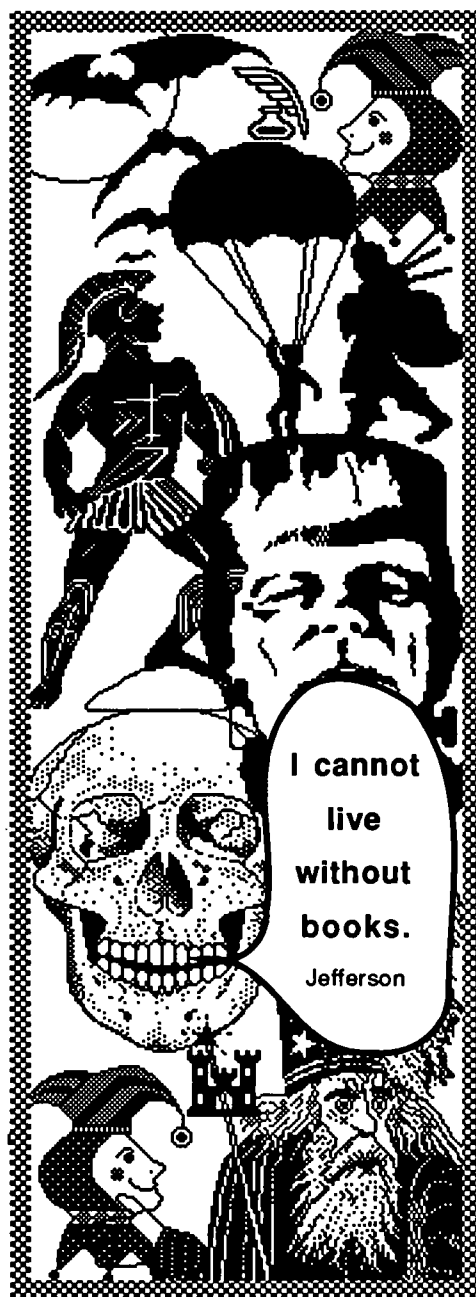
- Adams, Barbara. Like It Is: Facts & Feelings About Handicaps From Kids Who Know. Walker, 1979.
Berger, Gilda. Physical Disabilities. Watts, 1979.
Biklen, Douglas. What Do You Do When Your Wheelchair Gets a Flat Tire. Human Policy, 1978.
Blume, Judy. Deenie. Bradbury, 1973.
Brown, Fern G. You're Somebody Special on a Horse. Whitman, 1977.
Kamien, Janet. What If You Couldn't?...A Book About Special Needs. Scribners, 1979.
Little, Jean. From Anna. Harper, 1973.
Neufeld, John. Touching. Phillips, 1970.
Phelan, Terry Wolfe. The S. S. Valentine. Four Winds, 1979.
Savitz, Harriet May. Wheelchair Champions: A History of Wheelchair Sports. John Day, 1978.
_____. Fly, Wheels, Fly! John Day, 1970.
Sullivan, Mary Beth. Feeling Free. Addison-Wesley, 1979.

Grades 7 & up

- Berger, Gilda. Physical Disabilities. Franklin Watts, 1979.
Green, Phyllis. Walkie-Talkie. Addison-Wesley, 1979.
Haskins, James. The Quiet Revolution. Crowell, 1979.
_____. Who are the Handicapped? Doubleday, 1978.
Richmond, Sandra. Wheels For Walking. Greenwood

Books, 1983.

- Sallis, Susan. Only Love. Harper Rowe, 1980.
Savitz, Harriet May. On the Move. John Day, 1973.
_____. The Lion Hearted. John Day, 1975.
_____. Run, Don't Walk. John Day, 1979.



LOMCIRA MEMBERSHIP

by JOAN SMYTHE, teacher-librarian,
Hastings Elementary School, SD#39
(Vancouver).

This brief article is designed as a "*grande séduction*" to introduce readers to the benefits of spending \$10.00 a year for a membership in LOMCIRA.

L.O.M.C.I.R.A., the Lower Mainland Council of the International Reading Association has the distinction of being a member of the Honor Council of I.R.A. in recognition of its achievements in programs, membership promotion and community service.

A tradition of excellent programming was maintained when, on September 30th at the Hyatt Regency Hotel, LOMCIRA sponsored Literacy For Life. One of the sessions I attended, Jerome Harste and Creating Classrooms for Authors provided a visual kaleidoscope of young students in a classroom setting, interacting in a meaningful, astonishingly sophisticated manner with Patricia MacLachlan's sensitive novel, Sarah, Plain and Tall. Donna Alverman, from the University of Georgia, provided us with several ideas for critical and creative thinking in the content area in her session, The Art of Integrating Oral Language into Language Arts and Content Area Reading. Both sessions were a teacher-librarian's dream!

A membership in LOMCIRA includes three newsletters a year. They are a treasure trove of information and ideas. They provide:

- a) A resume of events, past, present and future which relate to Content Area Reading, Whole Language, English as a Second Language, Writing and Adult Literacy.
- b) An opportunity to register early, enjoying reduced rates for coming events.
- c) Information concerning LOMCIRA grants available to individual teachers and their schools.
- d) Exciting field tested ideas for classroom use.
- e) Philosophical, whimsical *bon mots* and children's poetry.

To be kept *au courant* with everything that is innovative and exciting in literacy and language education, and bearing in mind that the library is where reading is nurtured, you should treat yourself to a LOMCIRA membership.

Apply to: Marg Bell
7290 Blake Place
Delta, BC
V4C 4L3
Tel: 596-8373

LOMCIRA AGENDA, 1989-1990

January 24, 1990. "The Ungraded Primary Program and the New Language Arts Curriculum".

Speaker Marilyn Chapman, Delta School District, has worked with the Ministry of Education in both these areas. In addition there will be a panel composed of an administrator, parent, and teacher to help field your questions.

February, 1990. "Parents, Partners in Reading".

Once again the Vancouver Sun and LOMCIRA will sponsor its popular evening seminar aimed at parents.

April 21, 1990. Spring Conference. "Strategic Teaching and Learning".

Speakers will include Joy Monahan, who will address "The At-Risk Student and Strategic Training, K-12" and Carol Cummings who will speak on "Co-operative Learning and Peer Coaching in Language Arts". In addition there will be a speaker on assessment.

May, 1990. Annual General Meeting.

The keynote speaker is tentatively Dr. Marie Clay of New Zealand who developed the Reading Recovery Program used to help at-risk students in New Zealand's schools to succeed, and also developed assessment instruments appropriate for use in an ungraded primary program.

September 29, 1990. Second Annual Fall Conference.

Carl Braun, Judith Lindfors, Annmarie Palinscar, and Judith Thelan.

For additional information contact Shirley Choo, 420-7967 or Meredyth Kezar, 876-9816.

WHOLE LANGUAGE: PHILOSOPHICAL ISSUES TO CONSIDER

by GERRY SNYDER, CLAIRE STAAB,
and SALLY CLINTON, Department of
Language Education, University of British
Columbia.

The following important issues were presented by Dr. Snyder at a session titled "Partnership in Whole Language Education" at the BCTLA spring conference in April, 1988. Although a conference report has already appeared in a previous issue of The Bookmark, it seems appropriate to offer these points once more in the context of this theme issue. The following excerpt from the session handout is reprinted with permission.

1. Whole language is a philosophy or set of beliefs about what literacy is, and about how children learn. It is not a set of materials or an approach to instruction.
2. Language is kept whole within the context of its use (e.g., a whole story; a whole poem; one word on a washroom door).
3. Whole language uses a wide variety of materials instead of one text.
4. Whole language is very personalized. Children don't spend time working on skills they already know, nor are they taught skills when they are not ready.
5. A sequence of skills is arbitrary, as is the leveling of a set of books. [Editor's note: See Sharon Walisser's article on "Developing a School-Based Research Strategy, K-7" in the September/October issue of Emergency Librarian, for a system of developing skills by early primary, late primary, etc. — a more flexible approach than grade level designations, and one which matches the approach given in recent Ministry of Education documents.]
6. Skills are taught, but in the context of real reading and real writing, not as isolated workbook pages or exercises. The question of whether or not skills are taught is not the issue.
7. Since there are broad variations within basals, broad variations between teachers, and broad variations within and between children, discussion should focus on the question of whether or not whole language is a viable belief system and not on a comparison between whole language and basals.
8. Basals could be used creatively as one resource for reading and still fall within a whole language philosophy, unless the particular series uses artificial language (Jill is here. Bill is here.) And, unless the material is used in a stilted and artificial manner (round robin reading and fill-in-the-blanks worksheets).
9. Although simple books with limited vocabulary are used in primary classrooms, the language in these books is syntactically authentic as opposed to some basals which use artificial language strictly for the purpose of vocabulary control.
10. Whole language classrooms tend to have rich content — lots to think about; lots to talk about; lots to read about; lots to write about; and lots to share.
11. A literature-based program or a language experience-based program is not necessarily whole language. Neither is a program which is based on thematic content. Yet, all these elements may be part of a whole language classroom.
12. Literacy is part of all content areas because content is the "stuff" of literacy. (Language across the curriculum.)
13. In whole language classrooms, generally the focus is on *do* children read and write as well as on *can* children read and write.
14. Children make choices within a limited framework (e.g., topic for writing, what book to read). Children who can suggest and select are usually more involved, self-motivated and disciplined rather than teacher-motivated and disciplined.
15. Beginning reading and writing are viewed as successive approximations. Children don't have to say every word before they read a book or spell every word before they write a story.

16. The purpose of reading is always to make meaning, not to say words.
17. Knowledge and experiences children bring to the printed word are viewed as important to comprehension.
18. Reading, writing, listening, speaking and thinking are interrelated, not segmented subjects taught in specific time periods.
19. Ownership of instructional decisions is assumed by the teacher rather than prescribed by a set of materials.
20. Teachers organize curriculum around children rather than children around curriculum.
21. Whole language teachers build on children's strengths. Children, in general, have a better sense of what they are doing and what they are learning in the classroom because they have taken some responsibility for that learning.
22. Whole language teachers recognize that children can learn from other children as well as from themselves in cooperative, collaborative settings. These teachers allow this learning to take place rather than trying to suppress it. Often this type of learning generates productive talk, but not intolerable noise.
23. Evaluation is on-going rather than summative. Cooperative learning, flexible scheduling, problem-solving and whole language mesh with one another.
24. Parents must be well-informed and ways found to help them understand whole language within the context to each school so the concepts can be extended to and supported by the home.



USEFUL RESOURCES FOR UNDERSTANDING, INTRODUCING, & IMPLEMENTING WHOLE LANGUAGE

by SALLY CLINTON, sessional instructor and supervisor of the Language Education Resource Centre, Department of Language Education, University of British Columbia.

Barrett, F. L. A Teacher's Guide to Shared Reading. Richmond Hill, Ontario: Scholastic-TAB, 1982. ISBN 0-590-71163-6

Baskwill, J. and Whitman, P. Moving On: Whole Language Sourcebook for Grades Three and Four. Richmond Hill, Ontario: Scholastic-TAB, 1986. ISBN 0-590-71756-1

Baskwill, J. and Whitman, P. Whole Language Sourcebook: A Guide for Teachers of Grades One and Two. Richmond Hill, Ontario: Scholastic-TAB, 1988. ISBN 0-590-71637-9.

Baskwill, J. and Whitman, P. Evaluation: Whole Language. Whole Child. Richmond Hill, Ontario: Scholastic-TAB, 1988. ISBN 0-590-71858-4.

Buchanan, E. (Ed.) For the Love of Reading. Winnipeg, Manitoba: The C. E. L. Group, 1981.

Buncombe, F. and Petoom, A. Literature-Based Learning. Richmond Hill, Ontario: Scholastic-TAB, 1988. ISBN 0-590-73252-8.

Cullinan, B. E. Children's Literature in the Reading Program. Newark, DE: International Reading Association, 1987. ISBN 0-87207-782-9.

Forester, A. D. and Reinhard, M. The Learner's Way. Winnipeg, Manitoba: Peguis, 1989. ISBN 0-920541-96-8.

Froese, V. F. (Ed.) Whole-Language: Practice and Theory. Scarborough, Ontario: Prentice Hall, 1990. ISBN 0-13-958562-1.

Gentry, J. R. Spel... is a Four-letter Word. Richmond Hill, Ontario: Scholastic-TAB, 1987. ISBN 0-590-71685-9.

Goodman, K. What's Whole in Whole Language? Richmond Hill, Ontario: Scholastic-TAB, 1986. ISBN 0-590-71630-1.

Goodman, K., Goodman, Y. and Hood, W. (Eds.) The Whole Language Evaluation Book. Portsmouth, NH: Heinemann, 1989. ISBN 0-7725-17118.

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RECOMMENDED PHI DELTA KAPPAN FASTBACKS

TITLES RELATED TO EARLY CHILDHOOD EDUCATION

<i>NUMBER</i>	<i>TITLE</i>
# 133	Early Childhood Education: Foundations for Lifelong Learning
# 205	The Case for the All-Day Kindergarten.
# 280	Early Childhood Education: What Research Tells Us.
# 292	Creating a Learning Climate for the Early Childhood Years.

TITLES RELATED TO LANGUAGE DEVELOPMENT

<i>NUMBER</i>	<i>TITLE</i>
# 127	Writing Centers in the Elementary School.
# 176	Educating Verbally Gifted Youth.
# 209	Writing to Learn Across the Curriculum.
# 251	Teaching Reading in Secondary School
# 254	Teaching Writing with the Micro-computer.
# 256	A Model for Teaching Writing: Process and Product.
# 266	Dialogue Journals: Writing as Conversation.
# 278	How Children Learn a Second Language.
# 282	The Elementary School Publishing Center.

TITLES RELATED TO LITERATURE

<i>NUMBER</i>	<i>TITLE</i>
# 151	Bibliotherapy: The Right Book at the Right Time.
# 164	Children's Books: A Legacy for the Young.
# 225	Promoting Voluntary Reading in School and Home.
# 258	Serving Adolescents' Reading Interests Through Young Adult Literature.

Phi Delta Kappan Fastbacks

are small booklets written by specialists in the topic area in question. Almost 200 titles are currently available at modest costs, depending upon whether or not the purchaser is a member of Phi Delta Kappa. Most district resource centres will have copies of these handy little booklets, but price lists are available from Phi Delta Kappan, P.O. Box 789, Bloomington, Indiana 47402-0789

LEISURE READING OF EARLY FRENCH IMMERSION STUDENTS

by **KATHERINE PICHA**, teacher-librarian, Cliff Drive Elementary, SD# 37 (Delta).

Recently, I did a master's thesis in which I attempted to establish as fact something that teacher-librarians in immersion schools have long known to their despair — that intermediate children in French immersion do not make much use of French fiction collections.

Using survey questionnaires to grade 6 immersion students, their language arts teachers (English and French), their teacher-librarians, and to public librarians, I tried to find out what the children like to read and whether adults were doing anything which seemed to influence their reading. I also looked at the sources of French language materials available to the children.

Four hundred ninety-one children responded to the survey — about half the grade six immersion population in 1986-87. Geographically, the survey was weighted somewhat to the interior of BC and Vancouver Island. Greater Vancouver had 63% of the immersion students but made up only 38% of the "main sample." In accessing the students for inclusion in the main sample, I left out those who entered immersion after grade 1, those whose initial language or current home language was not English, and those whose district required individual parental permission. There were 351 students from 17 schools in the main sample.

WHAT DID THE CHILDREN SAY ABOUT THEIR LEISURE READING?

AMOUNTS READ:

English reading was significantly higher than French reading (English mean and median — 4-6 books per month; French mean and median — 1-3 books per month.)

PREFERRED GENRES:

- English: mystery, adventure, comics, humour, romance.
- French: comics, adventure, humour, mysteries, short stories.

- Of note in both English and French: Wide variety of preferences with write-in answers of genres not on the suggested list.
- Of note in French: High incidence of "no answer" responses (9% of the first choice responses) and the relative popularity of short stories (5th) as opposed to English (17th).

FAVOURITE BOOKS:

Grade 6 favourites:

- Sweet Valley High series
- books by Judy Blume
- The Cay
- I Want to Go Home

FAVOURITE AUTHORS:

- Judy Blume
- Gordon Korman
- Francine Pascal
- Ellen Conford
- Roald Dahl
- Eric Wilson
- Beverly Cleary
- Carolyn Keene

FAVOURITE MAGAZINES:

- teenage lifestyle and fashion magazines (Teen, Seventeen and others)
- Mad and other comics

PREFERRED LANGUAGE:

English. Eight percent of the students wrote in, although no category was provided, that they did not read in French for pleasure.

DIFFERENCES BETWEEN BOYS' AND GIRLS' PREFERENCES OR VOLUME OF READING:

- In English, boys preferred adventure and mystery more often than girls; girls mentioned novels of ordinary families and romances more.
- In French, boys mentioned comics more frequently; girls mentioned short stories more.
- More girls mentioned Blume and Pascal; more boys mentioned Korman and Wilson.
- More boys preferred Mad and other comics; more girls preferred teenage lifestyle magazines.
- There was no significant difference between boys and girls in amounts read.

SOME OTHER FINDINGS ABOUT CHILDREN'S READING:

- Children who read a great deal in English also read significantly more than other children in French.

- Children seemed knowledgeable about genres, authors and series, and only to a lesser extent about titles.
- The volume of French reading of children who said they read and heard their favourite author in both English and French was significantly higher than that of those who did not. They also chose French novels as their grade 6 favourite more frequently than did the others.

WHICH BOOK PROMOTIONAL ACTIVITIES DID TEACHERS AND TEACHER-LIBRARIANS USE MOST FREQUENTLY, AND WHICH SEEMED RELATED TO MORE OR LESS FRENCH LEISURE READING?

- Children reported significantly higher French leisure reading when:
 - they experienced regular sustained silent reading in the classroom;
 - they bought books from a school-based book purchase club.
- Children reported significantly lower French leisure reading when:
 - their teachers and teacher-librarians used long term, test-based literature promotions (Read for the Top, Olympiade de la lecture);
 - their teachers and teacher-librarians required them to borrow French books.
- The promotional and teaching activities which apparently bore no relationship to the volume of French reading were:
 - sustained silent reading in French only;
 - a large number of novels studied;
 - use of many varied book reporting devices;
 - having a book purchase club available.
- Some other findings about teacher and teacher-librarians and their teaching and promotional activities were:
 - teacher-librarians knew the genres and authors children liked;
 - author visits were not related to an author's popularity.

WHAT WERE THE SOURCES OF FRENCH LANGUAGE MATERIALS?

- School Book Purchase Clubs: Children who actually bought French books through a book purchase club read significantly more in French than those who did not.
- Bookstores: Nine schools reported bookstores

stocking French books in the area.

- Public Library Collections: Many libraries had French books, but the collections were small.
- School Library Collections: They were the main source of books for immersion children, although they were very different from each other. Some data about intermediate French fictions collections are:
 - Size: Range = 200-3000 volumes; mean = 1160 volumes; median = 900 volumes.
 - Books-per-child: Range = 3-30 volumes; mean = 10 volumes; median = 6.5 volumes.
 - Large collections: Children in schools with large collections, or large collections on a books-per-child basis, did not read more or less in French than did the rest of the children.
 - Weaknesses most often mentioned: too small, and containing materials with inappropriate reading or interest levels.
 - Strength of intermediate French collections: Where the teacher-librarian reported strong collections, the children's volume of French reading was significantly higher.

WHAT ARE SOME OF THE INFERENCES WE CAN DRAW FROM THE DATA?

- Children preferred less demanding materials in French than in English.
- The children who wrote in that they did not read in French for pleasure at all and those who had no first genre choice of leisure reading in French are unlikely to become as fully bilingual as those who experience the language growth associated with reading.
- Immersion study of French does not inhibit reading for pleasure in English. This agrees with earlier research in French immersion.
- There are some problems in the selection of materials for French fiction collections.

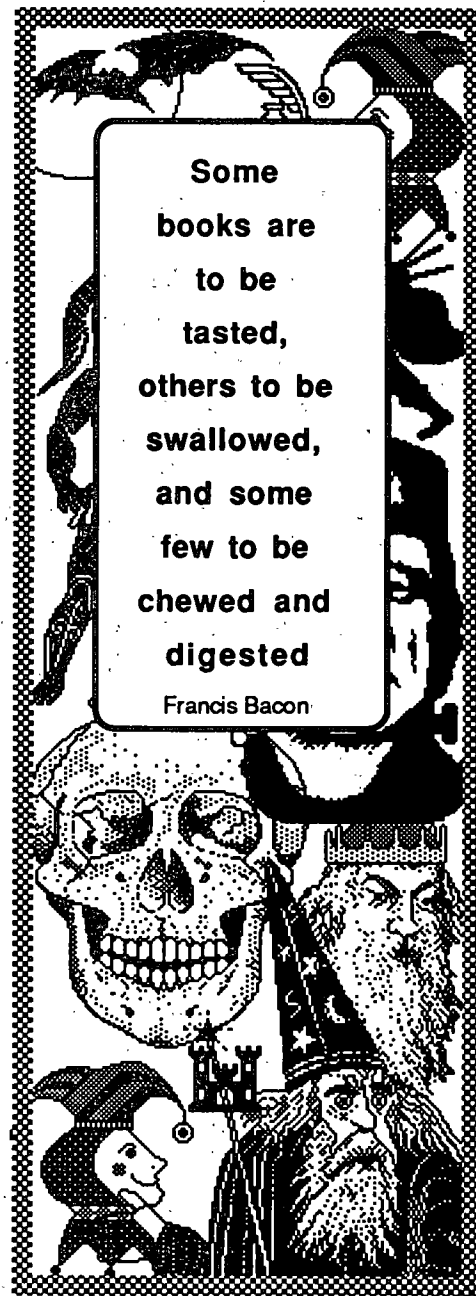
HOW HAVE THESE FINDINGS INFLUENCED MY OWN WORK AS A TEACHER-LIBRARIAN?

- I have become an even stronger supporter of USSR for the immersion classroom.
- I do not insist that children in French immersion classes borrow a French library book, and I try to persuade immersion teachers not to either.
- I try to encourage intermediate immersion teachers to read to their classes, and I have been

buying more taped books and videos.

- I have been doing much more direct recommendation of French books because they are translations of favourite English books, and promotion of French books on the basis that they are by favourite authors read in English.
- I have been exploiting the children's knowledge of and interest in authors and series by creating promotions about French language authors and series.
- I have tried to keep our general reading promotions in the school both noncompetitive and short.
- I have been buying more short story collections (even if I have not been able to bring myself to buy more comics).
- I have been attempting to include great variety in each fiction order.
- In selecting novels for our school (K-6), I have set an arbitrary limit of approximately 100 pages.
- Where I formerly deplored the standard small paperback format of many English primary books in French translation (e.g. Jonathan Cleaned Up. Then He Heard a Sound), I now welcome them and shelve them with the intermediate paperbacks.
- Although I have not yet brought myself to sponsor or handle book purchase clubs, my attitude to them has changed to the point where I no longer view them as totally exploitive.

Note: A more detailed and scholarly summary of these results was sent to each school board whose children participated in the survey. The thesis itself is available in the University of British Columbia Library.



PRIME AREAS

Volume 31, Number 1 Fall 1988

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copies of this issue of Prime Areas can be purchased for \$8.00 from:

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303 - 5926 Tisdall Street
Vancouver, B. C.
V5Z 3N2

READERS ARE TEACHERS

by **Gerry Kovach**, teacher-librarian, Cedar Junior Secondary School, SD #68 (Nanaimo)

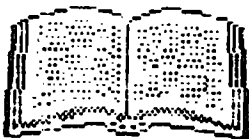
Like most teacher-librarians, I regularly take my turn along with the various departments of our junior secondary school in decorating the display case of our school's main entrance hall. The seasonal new book displays and library projects always attract attention but I was taken aback the morning I completed the "Readers are Teachers" display. Students were crowded in front of the display window between each class of the day reading the display items. This prompted the principal to remark that he wondered what the crowd was! This interest continued for several days.

In preparation for this display I distributed the following memo to staff:

I would like to decorate the school display case with the caption "Readers are Teachers". Will you complete the attached form so that I can include your recommendation in this display?

This brought a quick reply from nearly everyone on staff.

I mounted each teacher's response form on coloured construction paper and attached a small yearbook photo beside the teacher's name. Responses were arranged on the tackboard with copies of the actual books mentioned standing below.



Readers are Teachers!!

Remember your favourite book?

Why was it special?

I cannot honestly say that this brought a great rush of students to borrow teachers' favourite books. It did, however, ignite a great deal of interest and discussion about books and reading. I plan on repeating this type of display every second year!

REVIEW

Focus Units In Literature: A Handbook For Elementary Teachers

by Joy F. Moss, National Council Of Teachers Of English, c. 1984

Submitted by PATRICA FINLAY, teacher-librarian, Forest Grove Elementary, SD# 41 (Burnaby).

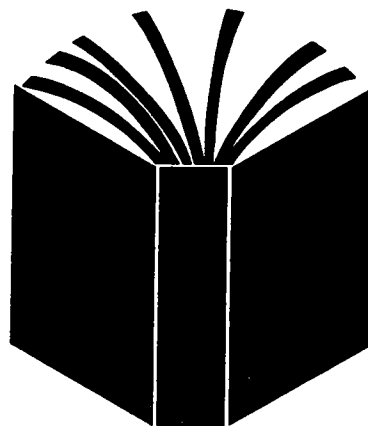
“An essential dimension of the language arts program in an elementary school classroom is exposure to the world of books. A rich literary environment serves as the context within which literacy is developed. Learning how to read is only a preliminary step in the process of becoming a thoughtful and motivated reader who enjoys books and uses them to promote personal growth. Mature reading involves a dynamic interaction of language, thought and motivation. Carefully planned experiences with literature within the language arts program can provide much of the linguistic, conceptual, and experiential background the child needs to read with understanding and to read creatively and critically. A literary environment which fosters strong positive attitudes about reading is a critical factor in developing the motivation necessary to learn how to read and to become a reader.”

This opening paragraph sets the philosophical base for the Focus Unit model the author has developed to provide children with rich and enjoyable literary experiences. She outlines a variety of literature based units structured around a central theme for Grades One to Six. Each unit could be adapted to other grade levels. The books listed in each unit's bibliography are not current (nothing published in the 1980s) however many of the titles would be found in older established collections. Teacher-librarians could add or substitute other titles to fit each unit.

The Focus units are all organized in a similar way. They begin with a list of objectives followed by bibliographies for group story sessions and independent reading. Then suggestions are made for a number of discussion strategies to go with selections read aloud to a group. One chapter in the introductory section of the book examines the type of questions which will lead to critical reading and writing. The discussions include comparing stories and developing key concepts in the theme of the unit. Ideas for follow-up activities such as creative writing, drama, art, projects and independent reading are included at the end of each unit. These units have been “field-tested”.

The units are as follows:

Animals In Literature	Toy Animals Gr. 1 and 2 Pig Tales Gr. 1 and 2
Authors	Roger Duvoisin Gr. 1 and 2 Jay Williams Gr. 4 and 5
The World Around Us	The Night Gr. 1 and 2 The Sea Gr. 4 and 5
Literature Around The World	Folktale Patterns Gr. 3 & 4 Japan Gr. 5 and 6
Themes	Friendship Gr. 1 and 2 Heroes & Heroines Gr. 1 & 2 Survival Tales Gr. 5 and 6
Fantastic Characters	Giants Gr. 2 and 3 Dragons Gr. 3 and 4





FEATURED IN THIS ISSUE



**THE
CANADIAN
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BOOK
CENTRE**

Organizing a special event at school? Writing a children's book? Planning a Children's Book Week reading in the library? Looking for a good Canadian children's book? Then you should know about The Canadian Children's Book Centre.

A national non-profit organization, The Canadian Children's Book Centre is dedicated to the promotion of Canadian children's literature. Through a variety of publications and services the Centre encourages the reading, writing and illustrating of Canadian children's books. Librarians, teachers, students, booksellers, writers, illustrators and anyone interested in children and the books they read will find valuable information available at the Canadian Children's Book Centre.

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LEARNING AND WORKING CONDITIONS SURVEY

SEPTEMBER 1989 SURVEY RESULTS

Compiled by PATRICIA FINLAY.

Here are the results received to date of the ninth annual survey of learning and working conditions in the school library resource centres of British Columbia. A big THANK YOU to all the teacher-librarians who took the time to complete the survey and a special thanks to the chapter councilors and district representatives who compiled the data and sent it in. Your efforts are very much appreciated!

The response this year has been excellent. Information has been received from 66 of the 75 school districts in the province. Of the districts responding, 54 of 66 had 100% response from their secondary schools and 39 of 66 had 100% response from their elementary schools. Those districts not represented so far should submit their completed forms as soon as possible so that an up-date can be published in the spring issue of The Bookmark.

USE THE SURVEY REPORT

- * Locate the profile of your district and compare your own school with the district as a whole.
- * Compare your school district with other districts of similar size and geographical location.
- * Work closely with your local teachers' organization and its Learning and Working Conditions Committee to improve conditions in your district. Draw to their attention not only the results of this survey, but also the BCTF criteria which relate to school libraries.
- * Use this data in presenting a "brief" from your local chapter to your school board for improved conditions.
- * Use this data in your presentation to your principal or staff committee for increased teacher-librarian time, clerical time, and budget in a school-based management situation.
- * Use this data to prepare "press releases" to newspapers, school newsletters, and other forms of information media about the conditions in school library resource centres in your district.
- * If you haven't done so in the past, keep copies of the information sent to this survey from your own school and district and compare this data from year to year.

The statistics from this year's survey are presented here in a different format. In order to present a "snapshot" picture of each district the individual factors should be looked at in relation to one another. For example: a district with a high teacher-librarian allocation might appear very good until you look at the clerical time allocation which might be very low. The information for elementary and secondary schools will be presented separately. The data has been sorted in different ways to highlight teacher-librarian allocation, clerical time allocation and resource centre budgets.



PROFESSIONAL STAFFING

BCTF minimum criteria for professional staffing in school library resource centres are:

Students	Teacher-Librarians
101 - 400	0.5 FTE or more
401 - 700	1.0 FTE or more
701 - 1000	1.5 FTE or more
1001 - 1400	2.0 FTE or more
1400 - +	2.5 FTE or more

The average professional staffing for elementary schools reporting is 2.32 FTE per 1000 students. 199 schools reported an increase in the level of staffing, however 85 indicated a decrease. The majority of schools reported no change. The provincial average of the number of elementary schools meeting the BCTF minimum criteria for professional staffing is 73%.

The average professional staffing for secondary schools reporting is 1.60 FTE per 1000 students. 37 schools reported an increase in the level of staffing, 30 a decrease and 213 no change. The provincial average of the number of secondary schools meeting the BCTF minimum criteria for professional staffing is 56%.

ELEMENTARY PROFESSIONAL STAFFING

District	Response	I/D/NC T-L Alloc	%	Clerical	Central Cataloging I/D/NC	Training		
						Meets	Prov.St	
KIMBERLEY	1/5	3.80	0-0-1	1/1	100	1/1	53	0-0-1
ARMSTRONG	3/3	3.46	0-0-3	3/3	100	1/3	69.28	0-0-3 n
QUESNEL	18/18	3.20	6-0-12	18/18	100	11/18	4.7	2-0-16 n
ARROW LAKES	3/5	3.18	1-0-2	1/3	33	1/3	89	1-1-1
BULKLEY VALLEY	7/7	3.10	1-0-6	7/7	100	5/7	35	1-2-4 n
CARIBOO-CHN	17/21	3.08	1-0-16	17/17	100	13/17	34.19	0-0-17 n
MAPLE RIDGE	24/24	2.98	4-2-15	22/24	92	15/24	10.78	2-2-18 n
GOLDEN	3/4	2.89	2-0-1	2/3	60	1/3	45.43	1-0-2 n
S. CARIBOO	3/7	2.83	0-1-2	3/3	100	1/3	39.68	1-1-1 n
QUEEN CHARLOTTE IS.	1/2	2.80	1-0-0	1/1	100	1/1	83.6	1-0-0 n
BURNS LAKE	5/5	2.77	0-0-5	3/5	60	3/5	9.5	0-0-5 n
CAMPBELL RIVER	16/16	2.76	7-0-7	16/16	100	11/16	22.95	0-0-16 n
W. VANCOUVER	11/11	2.72	3-4-4	11/11	100	10/11	5.43	4-3-4 y
COQUITLAM	45/45	2.68	19-1-25	35/45	78	29/45	9.63	13-8-24 y
MERRITT	5/5	2.67	1-0-4	4/5	80	5/5	0	0-0-5 n
MISSION	15/15	2.65	3-0-12	13/15	87	9/15	7.62	1-2-12 n
WINDERMERE	6/6	2.63	2-1-3	5/6	83	4/6	56.23	6-0-0 n
CRANBROOK	8/8	2.62	2-0-6	8/8	100	6/8	3.29	0-1-7 n
COWICHAN	16/16	2.58		9/16	56	13/16	0	0-0-16 p only
NANAIMO	28/34	2.58	10-3-13	23/28	82	25/28	12.67	20-0-8
KEREMEOS	1/2	2.50	0-0-1	0/1	0	1/1	8	0-0-1 n
SUNSHINE COAST	5/9	2.50	4-1-0	3/5	60	4/5	55	1-4-0 n
SUMMERLAND	2/3	2.50	1-0-1	2/2	100	2/2	50.95	2-0-0 n
VANCOUVER	90/90	2.46	3-2-85	90/90	100	84/90	19.02	19-6-65 y
FERNIE	7/7	2.44	0-3-4	7/7	100	5/7	0	0-1-6 n
CHILLIWACK	18/22	2.44	5-0-11	13/18	72		2.93	2-0-14

ELEMENTARY PROFESSIONAL STAFFING CONT'D

District	Response	I/D/NC		% Prov.St			Clerical	Central Cataloging	
		T-L	Alloc	Meets	Prov.St	Training		I/D/NC	
STIKINE	3/5	2.44	0-0-3			0/3	52.54	1-1-1	n
PEACE RIVER N.	8/9	2.43	0-1-4	3/5	60	5/8	83.1	1-0-4	
ALBERNI	14/14	2.40	2-1-11	12/14	86	13/14	2.7	0-0-14	n
CENT. OKANAGAN	29/32	2.39	5-2-22	28/29	97	29/29	71.7	1-2-26	n
RICHMOND	15/33	2.39	3-1-11	13/15	87	14/15	0	0-0-15	n
QUALICUM	7/7	2.38	2-0-5	3/7	43	6/7	37.4	1-0-6	n
TERRACE	13/13	2.34	2-0-11	13/13	100	10/13	55.14	0-0-13	n
VERNON	15/15	2.32	2-0-13	14/15	93	13/15	43.38	0-1-14	y
CASTLEGAR	4/6	2.30	3-0-1	2/4	50	3/4	54.6	4-0-0	
PRINCE RUPERT	8/8	2.30	0-1-7	7/8	88	4/8	88	0-0-8	n
N. VANCOUVER	32/32	2.30	8-10-14	29/32	91	20/32	17.24	8-2-22	y
PEACE RIVER S.	14/17	2.29	3-0-11	11/14	79	10/14	42.8	2-5-7	
REVELSTOKE	5/5	2.27	1-1-3	3/5	60	4/5	91.8	0-0-5	n
HOWE SOUND	9/9	2.27	1-1-7	8/9	89	6/9	54.19	8-0-1	n
PRINCE GEORGE	45/45	2.25	1-7-37	35/45	78	38/45	20.3	6-2-37	y
GULF ISLANDS	5/5	2.25	1-0-4	5/5	100	3/5	63.2	2-1-2	n
SHUSWAP	16/18	2.24	2-3-10	11/16	69	8/16	40.25	2-3-10	n
AGASSIZ-HARRISON	2/2	2.20	0-0-2	2/2	100	1/2	2.4	1-0-1	n
KITIMAT	5/5	2.17	3-0-2	5/5	100	4/5	95.64	0-0-5	
ABBOTSFORD	27/30	2.12	4-0-23	22/27	81	27/27	14.6	4-1-22	n
PENTICTON	9/11	2.10	0-0-9	4/9	44	9/9	24.21	0-0-9	n
BURNABY	37/37	2.07	10-6-21	29/37	78	36/37	1.72	2-4-31	n
NEW WESTMINSTER	8/8	2.06	3-1-4	5/8	63	5/8	34.55	0-0-8	n
SOOKE	16/16	2.04	3-5-8	12/16	75	16/16	2.62	0-0-16	n
FORT NELSON	4/4	2.02	0-1-3	3/4	75				
KAMLOOPS*	35/35	2.01	12-5-18	24/35	69	22/35	53.92	5-7-23	n
LANGLEY	19/32	2.00	3-1-15	11/19	58	15/19	36	2-0-17	y
SAANICH	12/12	1.98	9-1-2	8/12	66	8/12	27.3	0-2-10	n
POWELL RIVER	8/8	1.97	2-0-6	7/8	88	7/8	0	0-0-8	n
TRAIL	7/9	1.94	0-0-7	1/7	14	5/7	54.4	5-0-2	n
DELTA	20/25	1.92	2-1-17	11/20	55	20/20	0.53	2-0-12	n
SURREY	69/69	1.90	18-5-46	53/69	77	68/69	11	8-2-59	n
GREATER VICTORIA	30/36	1.85	4-7-8	22/30	73	28/30	17.22	6-1-23	n
HOPE	5/5	1.70	1-2-2	2/5	40	3/5	74.2	0-0-5	y
LAKE COWICHAN	5/5	1.70	1-0-4	0/5	0	2/5	42.9	0-0-5	y
NECHAKO	7/7	1.54	1-0-6	3/7	43	3/7	55	0-1-6	n
NELSON	10/11	1.30	4-0-6	3/10	30	2/10	37.8	4-1-4	n
COURTENAY	14/16	0.94	6-4-4	1/14	7	9/14	101	0-4-10	n
CRESTON-KASLO	6/7	0.91	1-0-5	0/6	0		125.26	2-0-4	y
NISGHA	2/2	0.00	0-0-2	2/2	100	0/2	101.35	0-0-2	n
GRAND FORKS									
KETTLE VALLEY									
S. OKANAGAN									
PRINCETON									
N. THOMPSON									
LILLOOET									
CENTRAL COAST									
VANCOUVER IS. WEST									
VANCOUVER IS. NORTH									

* KAMLOOPS The teacher-librarian time is misleading as most of the teacher-librarians are designated as the providers of preparation time for classroom teachers. The average teacher-librarian is spending 80% of his/her time with scheduled classes.

SECONDARY PROFESSIONAL STAFFING

District	Response	I/D/NC		%		Clerical	Central Cataloging		
		T-L	Alloc	Meets	Prov.St		Training	I/D/NC	
STIKINE	1/1	3.38	0-1-0	1/1	100	1/1	136.36	0-0-1	n
BURNS LAKE	3/3	2.76	1-0-2	3/3	100	2/3	63.45	0-0-3	n
MERRITT	1/2	2.5	0-0-1	1/1	100	1/1	0	0-0-1	n
NISGHA	1/1	2.37	0-1-0	1/1	100	0/1	111.28	0-0-1	n
FERNIE	4/4	2.36	0-0-4	4/4	100	4/4	0	0-0-4	n
ARROW LAKES	2/2	2.3	0-1-1	1/2	50	1/2	78.4	0-0-2	
QUEEN CHARLOTTE IS.	3/3	2.3	0-0-3	2/3	66	2/3	71	0-0-3	n
WINDERMERE	2/2	2.28	0-0-2	2/2	100	2/2	50.98	1-0-1	n
BULKLEY VALLEY	3/3	2.26	1-0-2	2/3	66	2/3	35	1-0-2	n
AGASSIZ-HARRISON	1/1	2.26	0-0-1	1/1	100	1/1	0	0-0-1	n
NEW WESTMINSTER	1/1	2.25	0-1-0	0/1	0	2/2	48.28	0-0-1	n
NECHAKO	3/3	2.1	1-0-2	3/3	100	3/3	60.54	0-1-2	n
SUNSHINE COAST	2/3	2.08	0-0-2	2/2	100	2/2	46.88	0-0-2	n
SHUSWAP	5/5	2.03	0-0-5	4/5	80	5/5	40.04	1-0-4	n
POWELL RIVER	3/3	1.98	1-0-2	3/3	100	2/3	0	0-0-3	n
ALBERNI	5/5	1.95	2-0-3	3/5	60	6/6	36.7	0-1-4	n
HOPE	2/2	1.83	0-0-2	0/2	0	2/2	108.6	0-0-2	y
CRANBROOK	3/3	1.8	1-0-2	2/3	66	3/3	14.25	0-0-3	n
HOWE SOUND	3/3	1.8	1-0-2	3/3	100	3/3	48.3	3-0-0	n
GOLDEN	1/1	1.793	0-0-1	0/1	0	1/1	0	0-0-1	n
CAMPBELL RIVER	6/6	1.79	3-1-2	4/6	66	4/7	36.36	1-0-5	n
SUMMERLAND	1/1	1.79	0-0-1	1/1	100	1/1	62.5	0-0-1	n
GULF ISLANDS	3/3	1.77	0-1-2	2/3	66	2/3	46.45	1-0-2	n
PRINCE GEORGE	11/11	1.7	1-1-9	4/11	36	14/15	42.7	3-4-4	y
FORT NELSON	1/1	1.7	0-0-1	1/1	100				
QUALICUM	5/5	1.69	0-2-3	2/5	40	5/6	43.73	0-0-5	n
ARMSTRONG	1/1	1.66	0-0-1	1/1	100	1/1	58.33	0-0-1	n
CENT. OKANAGAN	8/9	1.63	0-1-7	6/8	75	9/9	46.8	8-0-0	n
LAKE COWICHAN	1/1	1.62	0-0-1	1/1	100	1/1	94.3	0-0-1	y
TERRACE	6/6	1.61	0-3-3	2/6	33	4/6	56.95	0-0-6	n
REVELSTOKE	1/1	1.6	0-0-1	1/1	100	1/1	59.3	0-0-1	n
SAANICH	6/6	1.57	2-0-4	4/6	66	6/6	38.4	0-0-6	n
QUESNEL	3/3	1.51	0-0-3	1/3	33	3/3	19.84	3-0-0	n
CASTLEGAR	2/2	1.5	1-1-0	2/2	100	1/2	53.9	1-0-1	
TRAIL	2/3	1.5	0-0-2	1/2	50	2/2	48.4	0-2-0	n
PENTICTON	3/3	1.5	0-0-3	2/3	66	3/3	42.46	0-1-2	n
NELSON	5/5	1.48	1-1-3	2/5	40	1/5	68.7	1-1-3	n
PRINCE RUPERT	2/2	1.48	2-0-0	2/2	100	1/2	41	0-1-1	n
MAPLE RIDGE	4/4	1.47	2-0-2	2/4	50	6/7	29.33	1-0-3	n
CHILLIWACK	6/6	1.46	0-0-6	4/6	66		48.91	0-0-6	
COWICHAN	5/5	1.44	0-0-5	1/5	20	5/5	11.56	0-0-5	***
VERNON	5/5	1.36	0-2-3	3/5	60	6/6	45.17	0-0-5	y
KAMLOOPS	11/11	1.35	3-2-6	4/11	36	9/12	53.6	1-1-9	n
GREATER VICTORIA	11/13	1.35	3-0-7	3/11	27	8/11	29.84	1-0-8	n
KIMBERLEY	1/2	1.29	0-0-1	1/1	100	1/1	18	0-0-1	
SURREY	16/16	1.29	0-0-16	6/16	38	17/17	13.99	1-1-14	n
NANAIMO	6/6	1.27	0-1-5	2/6	33	8/8	7	5-0-1	
VANCOUVER	18/18	1.23	1-0-17	3/18	17	28/28	33.18	1-1-16	y

*** processing only

SECONDARY PROFESSIONAL STAFFING CONT'D

District	Response	I/D/NC		%		Clerical	Central Cataloging		
		T-L	Alloc	Meets	Prov.St		Training	I/D/NC	
CARIBOO-CH'N	4/6	1.22	0-0-4	2/4	50	4/5	16.9	0-0-4	n
COQUITLAM	12/12	1.22	1-0-11	2/12	17	12/12	49.6	4-0-8	y
LANGLEY	6/7	1.2	1-0-5	2/6	33	7/7	31	2-0-4	y
RICHMOND	9/9	1.17	2-0-7	1/9	11	9/9	14.1	0-0-9	n
DELTA	7/8	1.13	1-0-6	2/7	29	8/8	25.46	0-0-7	n
W. VANCOUVER	3/3	1.13	0-0-3	1/3	33	3/3	33.92	0-0-3	y
SOOKE	4/4	1.1	0-1-3	0/4	0	4/4	54	0-0-4	n
COURTENAY	6/6	1.09	0-1-5	1/6	17	6/6	57	1-2-3	n
N. VANCOUVER	7/7	1.08	2-1-4	2/7	29	6/7	25.07	2-0-5	y
MISSION	2/2	1.04	0-1-1	0/2	0	2/2	31.19	1-0-1	n
PEACE RIVER S.	4/5	1.03	1-1-3	4/5	80	5/5	45.6	0-2-3	
ABBOTSFORD	5/5	1.02	1-0-4	0/5	0	5/5	33.8	0-0-5	n
BURNABY	6/6	1.01	0-3-3	1/6	17	7/8	29.8	5-0-1	y
KITIMAT	1/1	1.008	0-0-1	0/1	0	1/1	70.56	0-0-1	
CRESTON-KASLO	3/3	0.95	1-1-1	0/3	0		97.67	0-0-2	n
KEREMEOS	1/1	0.5	0-1-0	1/1	100	0/1	103.9	1-0-0	
S. CARIBOO	1/3	0	0-0-1	0/1	0	0/1	100	0-0-1	
GRAND FORKS									
KETTLE VALLEY									
S. OKANAGAN									
PRINCETON									
N. THOMPSON									
LILLOOET									
CENTRAL COAST									
PEACE RIVER NORTH	6/7		2-0-4	2/4		4/6		1-0-5	
VANCOUVER IS. WEST									
VANCOUVER IS. NORTH									

CLERICAL TIME

The BCTF minimum criteria for clerical staffing in the library resource centres of BC are:

Students	Library Clerical Hours Per Week
101 - 400	17.5 hours or more
401 - 700	35 hours or more
701 - 1000	52.5 hours or more
1001 - 1400	70 hours or more
1401 - +	87.5 hours or more

Of the elementary schools responding, library resource centres indicated an average of 37.84 hours per week per 1000 students for the province. 154 schools reported an increase in clerical time and 71 indicated a decrease.

Of the secondary schools responding, library resource centres indicated an average of 45.63 hours per week per 1000 students for the province. 50 schools reported an increase in clerical time, 18 a decrease and 209 no change.

ELEMENTARY CLERICAL TIME

District	Response	I/D/NC		% Prov.St		Clerical Training	Clerical	Central Cataloging	
		T-L	Alloc	Meets				I/D/NC	
CRESTON-KASLO	6/7	0.91	1-0-5	0/6	0		125.26	2-0-4	y
NISGHA	2/2	0.00	0-0-2	2/2	100	0/2	101.35	0-0-2	n
COURTENAY	14/16	0.94	6-4-4	1/14	7	9/14	101	0-4-10	n
KITIMAT	5/5	2.17	3-0-2	5/5	100	4/5	95.64	0-0-5	
REVELSTOKE	5/5	2.27	1-1-3	3/5	60	4/5	91.8	0-0-5	n
ARROW LAKES	3/5	3.18	1-0-2	1/3	33	1/3	89	1-1-1	
PRINCE RUPERT	8/8	2.30	0-1-7	7/8	88	4/8	88	0-0-8	n
QUEEN CHARLOTTE IS.	1/2	2.80	1-0-0	1/1	100	1/1	83.6	1-0-0	n
PEACE RIVER N.	8/9	2.43	0-1-4	3/5	60	5/8	83.1	1-0-4	
HOPE	5/5	1.70	1-2-2	2/5	40	3/5	74.2	0-0-5	y
CENT. OKANAGAN	29/32	2.39	5-2-22	28/29	97	29/29	71.7	1-2-26	n
ARMSTRONG	3/3	3.46	0-0-3	3/3	100	1/3	69.28	0-0-3	n
GULF ISLANDS	5/5	2.25	1-0-4	5/5	100	3/5	63.2	2-1-2	n
WINDERMERE	6/6	2.63	2-1-3	5/6	83	4/6	56.23	6-0-0	n
TERRACE	13/13	2.34	2-0-11	13/13	100	10/13	55.14	0-0-13	n
SUNSHINE COAST	5/9	2.50	4-1-0	3/5	60	4/5	55	1-4-0	n
NECHAKO	7/7	1.54	1-0-6	3/7	43	3/7	55	0-1-6	n
CASTLEGAR	4/6	2.30	3-0-1	2/4	50	3/4	54.6	4-0-0	
TRAIL	7/9	1.94	0-0-7	1/7	14	5/7	54.4	5-0-2	n
HOWE SOUND	9/9	2.27	1-1-7	8/9	89	6/9	54.19	8-0-1	n
KAMLOOPS	35/35	2.01	12-5-18	24/35	69	22/35	53.92	5-7-23	n
KIMBERLEY	1/5	3.80	0-0-1	1/1	100	1/1	53	0-0-1	
STIKINE	3/5	2.44	0-0-3			0/3	52.54	1-1-1	n
SUMMERLAND	2/3	2.50	1-0-1	2/2	100	2/2	50.95	2-0-0	n
GOLDEN	3/4	2.89	2-0-1	2/3	60	1/3	45.43	1-0-2	n
VERNON	15/15	2.32	2-0-13	14/15	93	13/15	43.38	0-1-14	y
LAKE COWICHAN	5/5	1.70	1-0-4	0/5	0	2/5	42.9	0-0-5	y
PEACE RIVER S.	14/17	2.29	3-0-11	11/14	79	10/14	42.8	2-5-7	
SHUSWAP	16/18	2.24	2-3-10	11/16	69	8/16	40.25	2-3-10	n
S. CARIBOO	3/7	2.83	0-1-2	3/3	100	1/3	39.68	1-1-1	n
NELSON	10/11	1.30	4-0-6	3/10	30	2/10	37.8	4-1-4	n
QUALICUM	7/7	2.38	2-0-5	3/7	43	6/7	37.4	1-0-6	n
LANGLEY	19/32	2.00	3-1-15	11/19	58	15/19	36	2-0-17	y
BULKLEY VALLEY	7/7	3.10	1-0-6	7/7	100	5/7	35	1-2-4	n
NEW WESTMINSTER	8/8	2.06	3-1-4	5/8	63	5/8	34.55	0-0-8	n
CARIBOO-CHN	17/21	3.08	1-0-16	17/17	100	13/17	34.19	0-0-17	n
SAANICH	12/12	1.98	9-1-2	8/12	66	8/12	27.3	0-2-10	n
PENTICTON	9/11	2.10	0-0-9	4/9	44	9/9	24.21	0-0-9	n
CAMPBELL RIVER	16/16	2.76	7-0-7	16/16	100	11/16	22.95	0-0-16	n
PRINCE GEORGE	45/45	2.25	1-7-37	35/45	78	38/45	20.3	6-2-37	y
VANCOUVER	90/90	2.46	3-2-85	90/90	100	84/90	19.02	19-6-65	y
N. VANCOUVER	32/32	2.30	8-10-14	29/32	91	20/32	17.24	8-2-22	y
GREATER VICTORIA	30/36	1.85	4-7-8	22/30	73	28/30	17.22	6-1-23	n
ABBOTSFORD	27/30	2.12	4-0-23	22/27	81	27/27	14.6	4-1-22	n
NANAIMO	28/34	2.58	10-3-13	23/28	82	25/28	12.67	20-0-8	
SURREY	69/69	1.90	18-5-46	53/69	77	68/69	11	8-2-59	n
MAPLE RIDGE	24/24	2.98	4-2-15	22/24	92	15/24	10.78	2-2-18	n
COQUITLAM	45/45	2.68	19-1-25	35/45	78	29/45	9.63	13-8-24	y
BURNS LAKE	5/5	2.77	0-0-5	3/5	60	3/5	9.5	0-0-5	n

ELEMENTARY CLERICAL TIME CONTINUED

District	Response	I/D/NC		%		Clerical	Central Cataloging		
		T-L	Alloc	Meets	Prov.St		Training	I/D/NC	
KEREMEOS	1/2	2.50	0-0-1	0/1	0	1/1	8	0-0-1	n
MISSION	15/15	2.65	3-0-12	13/15	87	9/15	7.62	1-2-12	n
W. VANCOUVER	11/11	2.72	3-4-4	11/11	100	10/11	5.43	4-3-4	y
QUESNEL	18/18	3.20	6-0-12	18/18	100	11/18	4.7	2-0-16	n
CRANBROOK	8/8	2.62	2-0-6	8/8	100	6/8	3.29	0-1-7	n
CHILLIWACK	18/22	2.44	5-0-11	13/18	72		2.93	2-0-14	
ALBERNI	14/14	2.40	2-1-11	12/14	86	13/14	2.7	0-0-14	n
SOOKE	16/16	2.04	3-5-8	12/16	75	16/16	2.62	0-0-16	n
AGASSIZ-HARRISON	2/2	2.20	0-0-2	2/2	100	1/2	2.4	1-0-1	n
BURNABY	37/37	2.07	10-6-21	29/37	78	36/37	1.72	2-4-31	n
DELTA	20/25	1.92	2-1-17	11/20	55	20/20	0.53	2-0-12	n
FERNIE	7/7	2.44	0-3-4	7/7	100	5/7	0	0-1-6	n
MERRITT	5/5	2.67	1-0-4	4/5	80	5/5	0	0-0-5	n
COWICHAN	16/16	2.58		9/16	56	13/16	0	0-0-16	***
RICHMOND	15/33	2.39	3-1-11	13/15	87	14/15	0	0-0-15	n
POWELL RIVER	8/8	1.97	2-0-6	7/8	88	7/8	0	0-0-8	n
GRAND FORKS									
KETTLE VALLEY									
S. OKANAGAN									
PRINCETON									
N. THOMPSON									
LILLOOET									
CENTRAL COAST									
FORT NELSON	4/4	2.02	0-1-3	3/4	75				
VANCOUVER IS. WEST									
VANCOUVER IS. NORTH									

SECONDARY CLERICAL TIME

District	Response	I/D/NC		%		Clerical	Central Cataloging		
		T-L	Alloc	Meets	Prov.St		Training	I/D/NC	
STIKINE	1/1	3.38	0-1-0	1/1	100	1/1	136.36	0-0-1	n
NISGHA	1/1	2.37	0-1-0	1/1	100	0/1	111.28	0-0-1	n
HOPE	2/2	1.83	0-0-2	0/2	0	2/2	108.6	0-0-2	y
KEREMEOS	1/1	0.5	0-1-0	1/1	100	0/1	103.9	1-0-0	
S. CARIBOO	1/3	0	0-0-1	0/1	0	0/1	100	0-0-1	
CRESTON-KASLO	3/3	0.95	1-1-1	0/3	0		97.67	0-0-2	n
LAKE COWICHAN	1/1	1.62	0-0-1	1/1	100	1/1	94.3	0-0-1	y
ARROW LAKES	2/2	2.3	0-1-1	1/2	50	1/2	78.4	0-0-2	
QUEEN CHARLOTTE IS.	3/3	2.3	0-0-3	2/3	66	2/3	71	0-0-3	n
KITIMAT	1/1	1.008	0-0-1	0/1	0	1/1	70.56	0-0-1	
NELSON	5/5	1.48	1-1-3	2/5	40	1/5	68.7	1-1-3	n
BURNS LAKE	3/3	2.76	1-0-2	3/3	100	2/3	63.45	0-0-3	n
SUMMERLAND	1/1	1.79	0-0-1	1/1	100	1/1	62.5	0-0-1	n
NECHAKO	3/3	2.1	1-0-2	3/3	100	3/3	60.54	0-1-2	n
REVELSTOKE	1/1	1.6	0-0-1	1/1	100	1/1	59.3	0-0-1	n
ARMSTRONG	1/1	1.66	0-0-1	1/1	100	1/1	58.33	0-0-1	n
COURTENAY	6/6	1.09	0-1-5	1/6	17	6/6	57	1-2-3	n

SECONDARY CLERICAL TIME CONTINUED

District	Response	I/D/NC		%		Clerical	Central Cataloging		
		T-L	Alloc	Meets	Prov.St		Training	I/D/NC	
TERRACE	6/6	1.61	0-3-3	2/6	33	4/6	56.95	0-0-6	n
SOOKE	4/4	1.1	0-1-3	0/4	0	4/4	54	0-0-4	n
CASTLEGAR	2/2	1.5	1-1-0	2/2	100	1/2	53.9	1-0-1	
KAMLOOPS	11/11	1.35	3-2-6	4/11	36	9/12	53.6	1-1-9	n
WINDERMERE	2/2	2.28	0-0-2	2/2	100	2/2	50.98	1-0-1	n
COQUITLAM	12/12	1.22	1-0-11	2/12	17	12/12	49.6	4-0-8	y
CHILLIWACK	6/6	1.46	0-0-6	4/6	66		48.91	0-0-6	
TRAIL	2/3	1.5	0-0-2	1/2	50	2/2	48.4	0-2-0	n
HOWE SOUND	3/3	1.8	1-0-2	3/3	100	3/3	48.3	3-0-0	n
NEW WESTMINSTER	1/1	2.25	0-1-0	0/1	0	2/2	48.28	0-0-1	n
SUNSHINE COAST	2/3	2.08	0-0-2	2/2	100	2/2	46.88	0-0-2	n
CENT. OKANAGAN	8/9	1.63	0-1-7	6/8	75	9/9	46.8	8-0-0	n
GULF ISLANDS	3/3	1.77	0-1-2	2/3	66	2/3	46.45	1-0-2	n
PEACE RIVER S.	4/5	1.03	1-1-3	4/5	80	5/5	45.6	0-2-3	
VERNON	5/5	1.36	0-2-3	3/5	60	6/6	45.17	0-0-5	y
QUALICUM	5/5	1.69	0-2-3	2/5	40	5/6	43.73	0-0-5	n
PRINCE GEORGE	11/11	1.7	1-1-9	4/11	36	14/15	42.7	3-4-4	y
PENTICTON	3/3	1.5	0-0-3	2/3	66	3/3	42.46	0-1-2	n
PRINCE RUPERT	2/2	1.48	2-0-0	2/2	100	1/2	41	0-1-1	n
SHUSWAP	5/5	2.03	0-0-5	4/5	80	5/5	40.04	1-0-4	n
SAANICH	6/6	1.57	2-0-4	4/6	66	6/6	38.4	0-0-6	n
ALBERNI	5/5	1.95	2-0-3	3/5	60	6/6	36.7	0-1-4	n
CAMPBELL RIVER	6/6	1.79	3-1-2	4/6	66	4/7	36.36	1-0-5	n
BULKLEY VALLEY	3/3	2.26	1-0-2	2/3	66	2/3	35	1-0-2	n
W. VANCOUVER	3/3	1.13	0-0-3	1/3	33	3/3	33.92	0-0-3	y
ABBOTSFORD	5/5	1.02	1-0-4	0/5	0	5/5	33.8	0-0-5	n
VANCOUVER	18/18	1.23	1-0-17	3/18	17	28/28	33.18	1-1-16	y
MISSION	2/2	1.04	0-1-1	0/2	0	2/2	31.19	1-0-1	n
LANGLEY	6/7	1.2	1-0-5	2/6	33	7/7	31	2-0-4	y
GREATER VICTORIA	11/13	1.35	3-0-7	3/11	27	8/11	29.84	1-0-8	n
BURNABY	6/6	1.01	0-3-3	1/6	17	7/8	29.8	5-0-1	y
MAPLE RIDGE	4/4	1.47	2-0-2	2/4	50	6/7	29.33	1-0-3	n
DELTA	7/8	1.13	1-0-6	2/7	29	8/8	25.46	0-0-7	n
N. VANCOUVER	7/7	1.08	2-1-4	2/7	29	6/7	25.07	2-0-5	y
QUESNEL	3/3	1.51	0-0-3	1/3	33	3/3	19.84	3-0-0	n
KIMBERLEY	1/2	1.29	0-0-1	1/1	100	1/1	18	0-0-1	
CARIBOO-CH'N	4/6	1.22	0-0-4	2/4	50	4/5	16.9	0-0-4	n
CRANBROOK	3/3	1.8	1-0-2	2/3	66	3/3	14.25	0-0-3	n
RICHMOND	9/9	1.17	2-0-7	1/9	11	9/9	14.1	0-0-9	n
SURREY	16/16	1.29	0-0-16	6/16	38	17/17	13.99	1-1-14	n
COWICHAN	5/5	1.44	0-0-5	1/5	20	5/5	11.56	0-0-5	***
NANAIMO	6/6	1.27	0-1-5	2/6	33	8/8	7	5-0-1	
FERNIE	4/4	2.36	0-0-4	4/4	100	4/4	0	0-0-4	n
AGASSIZ-HARRISON	1/1	2.26	0-0-1	1/1	100	1/1	0	0-0-1	n
POWELL RIVER	3/3	1.98	1-0-2	3/3	100	2/3	0	0-0-3	n
GOLDEN	1/1	1.793	0-0-1	0/1	0	1/1	0	0-0-1	n
MERRITT	1/2	2.5	0-0-1	1/1	100	1/1	0	0-0-1	n

***processing only

SECONDARY CLERICAL TIME CONTINUED

District	Response	I/D/NC		% Meets	Prov.St	Clerical Training	Central Cataloging I/D/NC
		T-L	Alloc				
FORT NELSON	1/1	1.7	0-0-1	1/1	100		
GRAND FORKS							
KETTLE VALLEY							
S. OKANAGAN							
PRINCETON							
N. THOMPSON							
LILLOOET							
CENTRAL COAST							
PEACE RIVER NORTH	6/7		2-0-4	2/4		4/6	1-0-5
VANCOUVER IS. WEST							
VANCOUVER IS. NORTH							

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

Budget figures are very difficult to compare. There are a variety of ways that budgets are determined. The survey asked if districts had school-based budgetting. This question presumed that school-based budgetting meant that the dollar amount for the library resource centre was set at the school level. I hope that chapter councilors understood that in their response. There are a variety of ways that budgets might be spent. The survey asked teacher-librarians to indicate how they allocated their money to different areas. In the following table the average percentage of monies used for student resources is indicated for each district. Student resources does not include money for teacher resources, supplies and audio-visual. Many districts have other budgets for these items.

When reading these figures please remember that money for the French programs and one-time special grants can also skew the results.

Of the elementary schools reporting, the average budget for 1989-1990 is \$19.52 per pupil. 473 schools indicated an increase in their budgets, 75 a decrease and 352 no change.

Of the secondary schools reporting, the average budget for 1989-1990 is \$20.75 per pupil. 133 schools indicated an increase in their budgets, 24 a decrease and 119 no change.

ELEMENTARY BUDGETS

District	\$ per pupil	I/D/NC	Budget breakdown	Budget set by
S. CARIBOO	\$87.38	3-0-0	student 80%	school
NISGHA	\$66.00	0-2-0	student 80%	school
QUEEN CHARLOTTE	\$39.83	1-0-0	student 90%	district
KITIMAT	\$38.32	5-0-0	student 86 %	
KEREMEOS	\$30.00	1-0-0	student 71%	district
SUNSHINE COAST	\$27.40	0-0-5	student 89%	school
C. OKANAGAN	\$26.38	28-0-1		district
GULF ISLANDS	\$26.14	2-0-3	student 84%	school
SUMMERLAND	\$26.00	2-0-0	student 66%	school
BULKLEY VALLEY	\$25.24	5-0-2	student 79%	school
WINDERMERE	\$24.57	1-0-5	student 90%	school
ARMSTRONG	\$23.74	1-0-2	student 76%	school
NECHAKO	\$22.40	0-1-6	student 90%	school

ELEMENTARY BUDGETS CONTINUED

District	\$ per pupil	I/D/NC	Budget breakdown	Budget set by
PEACE SOUTH	\$21.64	8-3-3	student 81%	
PEACE NORTH	\$21.26	1-1-6	student 81%	
CARIBOO-CHILCOTIN	\$20.35	15-0-2	student 83%	school
QUESNEL	\$19.62	8-6-4	student 86%	school
MISSION	\$19.01	6-2-7	student 85%	district
ARROW LAKES	\$19.00	3-0-0	student 82%	district
VERNON	\$18.92	6-0-9	student 82%	school
KIMBERLEY	\$18.19	1-0-0	student 65%	
PENTICTON	\$18.00	9-0-0	student 76%	school
CAMPBELL RIVER	\$18.00	16-0-0	student 88%	district
SOOKE	\$17.85	16-0-0	student 84%	both
VANCOUVER*	\$17.75	0-0-90	student 95%	district
POWELL RIVER	\$17.50	8-0-0	student 94%	district
N.VANCOUVER	\$17.31	0-32-0	student 87%	district
COQUITLAM	\$17.02	45-0-0	student 97%	district
CRESTON	\$16.74	6-0-0		district
HOPE	\$16.50	5-0-0	student 86%	district
COURTENAY	\$16.28	4-0-10	student 87%	district
HOWE SOUND	\$16.08	9-0-0	student 82%	school
LAKE COWICHAN	\$16.03	1-0-4	student 86%	
FORT NELSON	\$16.03	1-1-3	student 83%	
GOLDEN	\$15.74	1-1-1	student 79%	school
CHILLIWACK	\$15.68	4-0-12	student 86%	
LANGLEY	\$15.49	6-5-7	student 93%	school
AGASSIZ	\$15.38	2-0-0	student 89%	district
ALBERNI	\$15.29	14-0-0	student 82%	both
REVELSTOKE	\$15.20	0-0-5	student 79%	school
W. VANCOUVER	\$15.00	11-0-0	student 96%	school
PRINCE RUPERT	\$15.00	0-0-8	student 88%	school
BURNABY**	\$14.78	37-0-0	student 94%	district
NELSON	\$14.34	3-5-2	student 90%	school
PRINCE GEORGE	\$13.85	4-2-39	student 88%	school
KAMLOOPS	\$13.83	29-0-6	student 80%	school
DELTA	\$13.81	3-0-9	student 89%	district
BURNS LAKE	\$13.75	1-0-4	student 73%	school
RICHMOND	\$13.07	9-0-6	student 85%	school
CRANBROOK	\$12.96	1-6-0	student 76%	school
MERRITT	\$12.69	0-0-5	student 91	district
NANAIMO	\$12.67	28-0-0	student 99%	
VICTORIA	\$12.40	4-3-22	student 80%	school
SAANICH	\$12.36	8-0-4	student 97%	school
QUALICUM	\$12.31	3-0-4	student 77%	
CASTLEGAR	\$12.25	1-0-3	student 90%	district
ABBOTSFORD	\$12.09	11-2-14	student 87%	school
FERNIE	\$12.00	0-0-7	student 96%	district
SURREY	\$12.00	69-0-0	student 98%	district
TERRACE	\$11.85	4-1-6	student 83%	school
NEW WESTMINSTER	\$10.78	3-2-3	student 87%	school

ELEMENTARY BUDGETS CONTINUED

District	\$ per pupil	I/D/NC	Budget breakdown	Budget set by
TRAIL	\$10.70	0-0-7	student 80%	district
SHUSWAP	\$10.00	0-0-16	student 88%	district
GRAND FORKS				
KETTLE VALLEY				
S. OKANAGAN				
PRINCETON				
NORTH THOMPSON				
LILLOOET				
MAPLE RIDGE***			student 84%	school
C. COAST				
COWICHAN****			student 88%	district
VAN IS WEST				
VAN IS NORTH				
STIKINE				

* Does not include budget for French program. French dual = 21.30, French single = 26.60.

** Does not include budget for French program.

*** Not all schools have set budgets yet.

**** Kindergarten = 6.00, Gr. 1-3 = 10.00, Gr. 4-7 = 15.00

SECONDARY BUDGETS

District	\$ per pupil	I/D/NC	Budget breakdown	Budget set by
NISGHA	\$59.35	0-0-1	student 80	school
STIKINE	\$48.00	1-0-0	student 96	school
SUMMERLAND	\$41.00	1-0-0	student 79	school
CRESTON-KASLO	\$36.02	3-0-0		district
SUNSHINE COAST	\$34.00	0-0-2	student 97	school
NELSON	\$33.13	3-1-1	student 74	school
LANGLEY	\$31.76	4-0-0	student 94	school
ARROW LAKES	\$30.54	0-1-1	student 95	district
KEREMEOS	\$29.40	1-0-0	student 80	
WINDERMERE	\$29.25	1-0-1	student 89	school
BULKLEY VALLEY	\$27.00	3-0-0	student 85	school
PEACE RIVER N.	\$26.96	1-0-5	student 72	
S. CARIBOO	\$25.71	0-0-1	student 58	
VANCOUVER *	\$25.50	0-0-18	student 93	district
CENT. OKANAGAN	\$24.39	8-0-0		district
VERNON	\$23.43	2-2-1	student 84	district
HOPE	\$23.00	2-0-0	student 85	district
PRINCE RUPERT	\$23.00	0-0-2	student 77	school
COQUITLAM	\$22.34	12-0-0	student 96	district
GULF ISLANDS	\$22.18	1-2-0	student 92	school
COURTENAY	\$21.98	3-0-3	student 76	district
QUESNEL	\$21.67	2-0-1	student 89	school
PENTICTON	\$21.26	3-0-0	student 82	school

SECONDARY BUDGETS CONTINUED

District	\$ per pupil	I/D/NC	Budget breakdown	Budget set by
NECHAKO	\$21.04	0-0-3	student 80	school
CASTLEGAR	\$21.00	1-0-1	student 80	district
KITIMAT	\$20.74	1-0-0	student 83	
CARIBOO-CH'N	\$20.60	2-0-2	student 86	school
SOOKE	\$20.50	4-0-0	student 85	both
PEACE RIVER S.	\$20.05	3-0-1	student 74	
ARMSTRONG	\$20.00	0-0-1	student 86	school
MISSION	\$20.00	0-0-1	student 90	school
HOWE SOUND	\$18.66	2-1-0	student 89	school
FERNIE	\$18.00	0-0-4	student 85	district
SAANICH	\$18.00	6-0-0	student 88	school
COWICHAN	\$18.00	0-0-5	student 68	district
CAMPBELL RIVER	\$18.00	6-0-0	student 86	district
N. VANCOUVER	\$17.76	0-7-0	student 85	district
RICHMOND	\$17.62	6-1-2	student 86	school
PRINCE GEORGE	\$17.33	1-1-9	student 84	school
TERRACE	\$17.16	2-0-4	student 86	school
SURREY	\$17.00	16-0-0	student 98	district
GREATER VICTORIA	\$16.61	2-0-8	student 79	school
BURNABY**	\$16.32	6-0-0	student 96	district
TRAIL	\$16.23	1-0-1	student 85	district
CHILLIWACK	\$15.97	0-0-6	student 85	
ALBERNI	\$15.43	1-0-4	student 59	both
REVELSTOKE	\$15.00	0-0-1	student 85	school
W. VANCOUVER	\$15.00	3-0-0	student 95	school
BURNS LAKE	\$15.00	0-0-3	student 90	school
MERRITT	\$15.00	0-0-1	student 85	district
CRANBROOK	\$14.31	1-1-1	student 86	school
KAMLOOPS	\$14.27	6-1-4	student 75	school
POWELL RIVER	\$14.12	2-0-1	student 89	school
DELTA	\$13.77	2-1-3	student 80	district
KIMBERLEY	\$13.50	1-0-0	student 80	
LAKE COWICHAN	\$13.47	0-0-1	student 92	
MAPLE RIDGE***	\$13.46	1-1-2	student 84	school
QUALICUM	\$13.30	0-0-4	student 92	
GOLDEN	\$12.30	0-0-1	student 83	school
NANAIMO	\$11.92	4-0-2	student 91	
AGASSIZ-HARRISON	\$11.11	0-1-0	student 70	district
NEW WESTMINSTER	\$10.69	1-0-0		school
FORT NELSON	\$10.20	0-1-0	student 85	
SHUSWAP	\$10.00	0-0-5	student 88	district
ABBOTSFORD	\$9.74	1-2-2	student 84	school
DISTRICT	\$ Per P	I/D/S	Breakdown	Budget Set
DISTRICT	\$ Per P	I/D/S	Breakdown	Budget Set
GRAND FORKS				
KETTLE VALLEY				
S. OKANAGAN				
PRINCETON				

SECONDARY BUDGETS CONTINUED

District	\$ per pupil	I/D/NC	Budget breakdown	Budget set by
N. THOMPSON				
LILLOOET				
CENTRAL COAST				
QUEEN CHARLOTTE IS.****		3-0-0	student 92	district
VANCOUVER IS. WEST				
VANCOUVER IS. NORTH				

* Does not include budget for French program = 30.60

** Does not include budget for French program.

*** Does not include budget for French program = 47.85

**** Two of three secondary schools are combined with elem. schools. Funding = 37.00 per elementary school student, 121.00 per elementary grade, 47.00 per secondary student, 134.00 per secondary grade.





BCTLA NEEDS YOU! SHARE YOUR EXPERTISE TODAY!

The BCTLA is attempting to establish a continuing education network - a directory of teacher-librarians who are willing to share their expertise with others in the field. There are many teacher-librarians who have lots of ideas, cooperatively planned units and/or experience to share with others. For example:

- Computerizing My Library
- Stations/Learning Centres in the Library Resource Centre
- Multiculturalism and the Library Resource Centre
- English-as-a-second Language and the Library Resource Centre
- What To Do With Big Books
- Co-operative Planning and Teaching

If you know of other people who would volunteer as workshop leaders and/or seminar leaders, please give them a copy of the attached form and ask them to complete it.

BCTLA appreciates your co-operation and we look forward to hearing from you soon.

BCTLA NETWORKING INFORMATION SHEET

Name: _____

Telephone: Business: _____ Home: _____

Address: _____

Place of employment: _____

Address: _____

Qualifications/special training _____

Areas of speciality: (e.g.: willingness to share co-operatively planned units; planned ideas; literature-based reading ideas, whole language in the library resource centre; computers and the library resource centre, etc.):

Do you expect: (a) to charge for your service? How much? _____

(b) to receive an honorarium? How much? _____

(c) to charge for travel expenses? _____

How much advance notice will you need? _____

Other information: (e.g.: only available certain months, days, etc., limitation on your availability)

Are you willing to travel anywhere in B.C.? _____

Please complete and return to: Dwain Weese, J.N. Burnett Jr. Secondary, 5011 Granville Street, Richmond, B.C. V7C 1E6

CHAPTER REPORTS FOR 1988 - 1989

POLITICAL ACTION

Cranbrook

Teacher-librarians, working through their local teachers' association, have duty-free lunch hours and preparation time in contract. Each teacher-librarian will arrange it as best fits each school situation. Teacher-librarians have asked to be consulted when next year's bargaining team starts preparations.

Columbia-Shuswap

The chapter has continued to ask the school board to adopt a selection policy that was submitted to them last year.

Kamloops

In the spring the school board looked at library resource centre staffing as a possible place to "creatively" balance their budget. The chapter presented a summary of the teacher-librarian's role and responsibilities. In response, the school board decided to have the district's school library resource centre services evaluated by Don Hamilton. The chapter met with Don in May and he visited a number of schools in the district. This fall his report and recommendations will be given to the school board.

Abbotsford

The president of the chapter met with the Assistant Superintendent to discuss a number of issues including supplying substitutes for teacher-librarians and a minimum staffing of teacher-librarians (.2) for small schools. The latter concern was met.

Surrey

The contract gives all teachers a duty-free lunch period and preparation time. Because most teacher-librarians cannot see how to take advantage of this contractual requirement without reducing service, it is realized that teacher-librarians must be represented on the bargaining team. The chapter is planning now for the next bargaining session.

Richmond

An ad-hoc committee has been struck to assess the needs of all library resource centres in the district. This came about after a meeting of the Supervisor of Curriculum with teacher-librarians from smaller schools to discuss their specific needs including more money to upgrade their libraries.

Burnaby

A presentation to the school board regarding budgets for library resource centres was made in February through the local teachers' association. One known gain is an increase in Secondary aide time. At the Plenary Session held on the Sunday of the April BCTLA conference Burnaby was the only district with a representative of District Staff present.

Coquitlam

Three lengthy briefs were prepared and presented to various district committees working on a three year study initiated by the Superintendent called "The Challenge Ahead Project". These reports and recommendations were specific in the areas of our Teachers' Centre as it effects school libraries; Library Personnel; Management; Facilities; Programs and Services.

North Vancouver

The school board allocated an extra \$250,000 to improve library collections in the district. About 80% was to go to literature titles and the remainder to social studies and science. Also the board agreed to fund preparation of a "Core Collection" list of recommended literature titles which will be published as part of the revised Language Arts curriculum.

As part of the next bargaining session the negotiating team will attempt to include specific staffing standards for teacher-librarians.

Powell River

Library resource centres continue to face major problems in the areas of staffing, funding and space. An additional concern is the loss of the position of District Resource Centre Librarian. The level of service from the District Resource Centre offered to teachers, especially to teacher-librarians, has deteriorated significantly. The chapter has tried to have the position of DRC librarian reinstated and has refused to do work previously done by this person. No provision for preparation time for teacher-librarians was included in contract.

However teacher-librarians are active in the local teachers' association and hope to include teacher-librarian issues in the next round of bargaining. The chapter is working on a proposal for a district library policy.

Bulkley Valley

Teacher-librarians have duty-free lunch hours and 100 minutes of preparation time but no provision was made by the board to provide services in the library resource centre during the preparation periods. Each school is making individual arrangements. Attempts will be made to have some clauses in the next contract to deal with this

situation. The chapter invited the Assistant Superintendent to a meeting to discuss concerns about the reduction of services from the District Resource Centre. Some action was taken by him to address those concerns.

Prince George

Recommended to the board the reactivation of the Learning Resources Advisory Committee to examine long term automation plans and to press for the reinstatement of a district level library coordination. Recommendation was accepted and chapter president is automatically a member. Committee was also asked to formulate a district policy regarding the new copyright laws. Recommended to the board that committee develop guidelines for handling computer software.

Committee struck to investigate the teachers' contract with reference to supervision, guaranteed 30 minute lunch time, and prep-time. From this we developed a policy statement for submission to the board asking that teacher-librarians be treated the same as other teachers with regard to the three points.

Alberni

The contract guarantees teacher-librarians a supervision free lunch hour. A committee was formed to petition the school board to consider assigning teacher aide time to libraries.

Campbell River

A request to the school board resulted in an increase in library resource centre budgets. In response to a grievance put in by CUPE over the number of volunteers in school library resource centres the chapter sent a letter to the school board requesting more aide time for elementary school library resource centres.

Terrace

Two teacher-librarians were on the bargaining team. Library staffing was an integral part of the bargaining effort. Prep-time is in contract and minimum professional staffing levels for library resource centres. Next bargaining efforts will include library aide staffing levels.

CURRICULUM OR PROGRAMME DEVELOPMENT

Cranbrook

Most elementary school library resource centres are supporting their schools' Whole Language and Thinking Skills programs. Teacher-librarians continue to promote co-operative teaching and program planning.

Kamloops

The focus has continued to be the implementation of cooperative teaching. Sharing sessions have been part of some of the regular meetings. An informal workshop was held at which the planning process was reviewed and applied to a specific unit of study. A similar workshop will be held this Oct. 20. The school board has given additional funding to implement cooperative teaching throughout the district. A sizeable portion of this funding will be used to buy release time for those teacher-librarians who have incorporated cooperative teaching into their schools to work with those who haven't.

Abbotsford

Cooperative program planning and flexible scheduling is being used and by and large supported by most principals. Teacher-librarians are no longer providing spares for teachers. Several teacher-librarians made a presentation to the Primary Teachers' Association on cooperative program planning.

Surrey

In keeping with the district's advocacy of co-operative program planning and teaching the Professional Development Committee arranged workshops this year for secondary teacher-librarians and science teachers and for elementary teacher-librarians and Gr. 6 teachers. Teacher-librarians and teachers who have worked together successfully, described the process and showed some of the results. This is a most effective way to get the idea across: teachers telling teachers the benefits of cooperative program planning and teaching. In October some secondary teacher-librarians organized a workshop for student teachers on cooperative program planning and teaching. These students were then required, as part of their 405 practicum, to plan a unit with the teacher-librarian in their sponsor school.

Richmond

Two half day inservice sessions were held; one on cooperative program planning with guest speakers Dorothy Day and Debbie Simmons. A district philosophy statement for all libraries was drafted and also a network of teacher-librarian teams was established. A handbook titled Teacher-Librarians Making Connections was published See Notes and News for ordering information.

Burnaby

Committees have been established to prepare sample units at the elementary and secondary level. These units will be available for sharing in the district. Several members presented workshops on various topics on Professional Development days in Oct. and Feb.

Coquitlam

The implementation of our Cross Curricular Scope and Sequence plus the continuing encouragement of members in the area of co-operative program planning and teaching were the main focus of this past year. Bibliographies were prepared to assist teacher-librarians with their orders of reference books and material to support the Whole Language program.

North Vancouver

Inservice emphasized Social Studies curriculum planning incorporating the use of the library resource centre and the teacher-librarian's skills and Co-operative Learning. Members have prepared and presented workshops on these topics.

Howe Sound

Five workshops were held at different library resource centres in the district at which highly recommended books and magazines, skills lists, specific units, and bibliographies were shared. With the help of district and school staff these workshops were held early in the afternoon when energy and enthusiasm was strong as compared to after school meetings.

Bulkley Valley

Cooperative program planning has been a goal in at least one school this year and two other schools have included it in their goals for next year. One school had time provided during the school day for teachers to plan with the teacher-librarian once in each six week period.

Prince George

Corrections were made to K-9 and 6-12 booklets of scope and sequence chart. The district provided one half day release time plus substitutes for all teacher-librarians to attend a cooperative learning workshop set up by the chapter.

Alberni

The district handbook was updated. The Scope and Sequence was condensed and revised to correlate with the current curriculum.

Campbell River

In February, Carol Ann Haycock presented a day long workshop on co-operative program planning and teaching for teachers and teacher-librarians. The chapter has decided to develop a district scope and sequence chart of skills for elementary and secondary library resource centres. Another project is to assemble a Teacher-Librarian handbook of guidelines and procedures for new teacher-librarians.

Terrace

Two Fuel For Change workshops were held and several new cooperatively planned teaching units were implemented. More teachers are working with their teacher-librarians to plan and teach units of study.

AUTOMATION

Cranbrook

A District Computer Committee recommended purchase of more computers, including some for library automation but the School Board has decided not to purchase any computers. Four teacher-librarians attended the Jane Beaumont seminar at the Richmond conference.

Columbia-Shuswap

A presentation was made to the School Board on automating library management procedures including circulation and on-line data retrieval. First priority is to install these systems in the secondary schools.

Kamloops

Automation continues to be a focus. Secondary and Elementary teacher-librarians submitted separate requests to the School Board for funding but both were denied. Five elementary schools have proceeded to initiate automation using the Circulation Plus program.

Surrey

This is the second year of a five year plan to automate all school libraries (82 of them) with a common database (union catalog). Twenty schools should be on line by June 1990 with twenty more added each subsequent year.

Richmond

There is a five year plan to automate the 9 junior and senior secondary schools and the 30 elementary schools using the Eloquent Librarian system. At present, one school has been completely automated while 2 others are in the process.

Burnaby

The district automation program is progressing slowly. By the fall of 1989 one secondary school should be fully automated. A start has been made on two other secondary schools and one elementary. All new French materials have been cataloged.

Maple Ridge

In 1987 the district began its conversion to Mac School. The district resource centre, two high schools and five elementary schools are automated. At the

present time two high schools and eight elementary schools are in the process of being converted. The four year plan is for all library resource centres to be completed by 1991.

North Vancouver

Automation continues to be a priority. The central cataloging system will be expanded to include automated catalogs in the schools, possibly starting with one or two secondary schools and the new elementary school scheduled to open in the fall of 1990.

Powell River

Secondary teacher-librarians are working on a proposal for library automation to be presented to the district computer committee early in 1989/90.

Howe Sound

With the help of the Computer Coordinator a presentation was made to the School Board recommending automation of all library resource centres. Automation will begin in 1989 in two secondary schools.

MEETING IDEAS, SPECIAL PROGRAM IDEAS, SPEAKERS

Kamloops

Teacher-librarians shared cooperatively planned units at PSA meetings. An informal workshop reviewed the planning process and was applied to a specific unit of study.

Abbotsford

Programs for meetings were varied including sharing a cooperative unit on the Incas, a cooperative learning workshop and a discussion on censorship. A one day workshop on the role of the teacher-librarian, conducted by Carol-Ann Haycock, was attended by all teacher-librarians and principals.

Surrey

In addition to workshops on co-operative planning the Professional Development Committee arranged sessions with storyteller Mary Love May, book jobber Shirley Lewis, and Library-Technician teacher Joan Anastasiou. A full day program on automation was also held.

Burnaby

In October a one and a half day Book Fair was held at the District Education Centre. The March chapter meeting was held in the afternoon at Great Pacific News (release time provided by the district). The head of Children's Services from the Burnaby Public Library was

a guest speaker at the February meeting.

Maple Ridge

Dr. Sheila Egoff gave an excellent workshop on fantasy. An Australian teacher-librarian on exchange compared and contrasted the Canadian and Australian library scenes.

Powell River

Dinner meetings in December and June are very popular!

Prince George

An executive meeting was held in Mackenzie to allow teacher-librarians there to participate more directly in the chapter activities. A special work meeting was held to organize Pacific Rim materials for publication in The Bookmark. Jan Saltman presented a workshop on how to make pop-ups; Mary Anne Lyall and Gary Hartley, a workshop on learning styles and Barb Dean a workshop on "Whole Language" and the public library.

Campbell River

Meeting time was spent on developing a district Scope and Sequence Chart of Skills and also on assembling a procedures handbook. One member presented a mini-workshop on book binding. In February, Carol-Ann Haycock presented a day-long workshop on cooperative planning and teaching.

PUBLIC RELATIONS ACTIVITIES

Cranbrook

Cranbrook School District sponsors radio ads promoting education and the school library resource centre has been featured in an ad for the second year in a row. Different schools have had book fairs, special story sessions and author visits. At Christmas the chapter bought 8 books to donate to the children's ward of the local hospital.

Columbia/Shuswap

Author Eric Wilson visited six elementary schools. The chapter prepared for the local newspaper a Christmas Book list of gift suggestions for various ages.

Maple Ridge

For a fifth year, elementary teacher-librarians organized a district "Read For The Top" competition. In January teams of four students from 17 schools answered questions based on the selected titles. Three secondary schools participated in a similar competition in February. In April the eighth "Young Writers' Conference" included student, teacher and teacher-librarian workshops.

Bulkley Valley

Elementary teacher-librarians introduced a home reading program based on a model developed at Pine Ridge Elementary in Prince Rupert. The principal of Pine Ridge presented a workshop to parents and teachers in our district. February was home reading month throughout the district using the theme Warm Up To A Good Book! Students recorded their nightly reading and tallies were kept for each class and school. A local bookstore gave students discounts if they read at least 80% of the nights in the month. It was an overwhelming success and plans have been made to have two home reading months next year.

Prince George

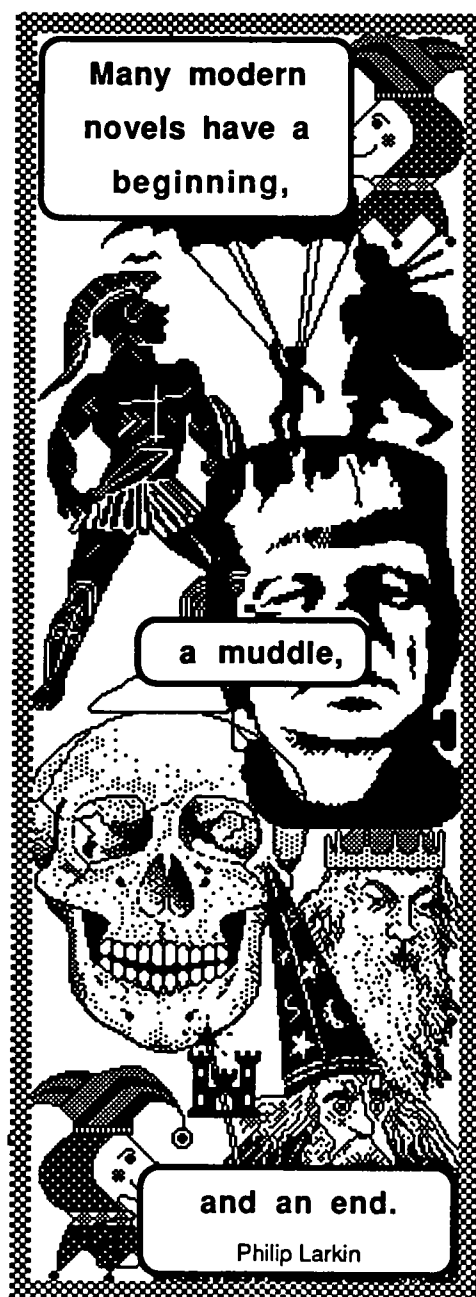
During Children's Book week partner school activities were held and also author readings by Kevin Majors. This chapter, as a member of the Children's Literature Roundtable, helped host Eugenie Fernandez.

Campbell River

To celebrate School Library Week and Children's Book week teacher-librarians organized a number of activities including: dressing up as story book characters, book banners, home reading programs and an author/illustrator visit from John Bianchi.

Terrace

The chapter is involved in a joint project with the school district and the Public Library entitled "Books For Babies". When a child goes for his/her first vaccination at the Public Health Centre the parent receives a book package consisting of a book, information about the importance of reading, finger plays and songs. Teacher-librarians were involved in organizing a district-wide Young Writers Workshop that encompassed 20 schools and 4000 students.



BARGAINING FOR TEACHER- LIBRARIANS

by DIANA M. POOLE, president,
BCTLA.

On Tuesday, November 7th, Wes Knapp of the Bargaining Division of the BCTF and I met to discuss some of the concerns that had been raised by teacher-librarians at the October Chapter Councilors' meeting and at various other times during the course of the year. I had some bargaining clauses that I felt should be included in local association bargaining with the school boards. Wes defined these for me and raised some of the issues that might come up in the discussion of these clauses. He also suggested other items that he thought should be of concern to teacher-librarians. It was a very fruitful and productive conversation and I appreciated very much the concern and thoughtfulness that Wes demonstrated in the hour's discussion. Below are the items and a summary of some of the discussion.

1. SUPERVISION-FREE LUNCH HOUR

The teacher-librarian is, as a member of the teaching staff, already entitled to this under the contracts. The main problem seems to lie in the fact that some of us are being asked to take our lunch hour at another time than the rest of the staff, so the library can be kept open and serve the students during the lunch hour. While most of us feel that it is important to provide this service for students and have difficulty closing the library at lunch hour, there are a couple of important issues here.

1. A lot of staff contact can take place during the lunch hour and it is important, if we wish to work cooperatively with the staff, not to isolate ourselves in the library at this time.
2. We may be saddled with a greater supervision problem than ever as more and more students are channelled into the library at lunch time.
3. By taking a lunch at another time we are constantly missing out on opportunities to have classes in for cooperatively planned research during that class time.

Solutions:

- a. Have the library open before and after school and during the break

- b. Have an adult supervisor in the library at noon that you have trained and who can supervise the circulation and the students e.g. clerical assistant, parent volunteer.
- c. If for part of the lunch hour you want to go down and be with the students, then make that choice realizing that you are not there in a supervisory capacity.

2. PREPARATION TIME FOR TEACHER-LIBRARIANS

You should have preparation time blocked into your time-table as do classroom teachers. An example would be 60 minutes per week in elementary, and 12 1/2 percent in secondary, or one period per 8 block cycle. Just as all teachers now have preparation time, so should teacher-librarians. If it is not happening either there has to be a separate clause in your contract, or ensure that the existing clauses are being fully enacted. In our discussion, I indicated to Wes that I did not have my prep. time blocked into the timetable. He explained and I agreed that this is not really a good idea. What happens is you end up not taking prep. time. To achieve flexibility if you are in a secondary school, take a different block each cycle. Once you have blocked out your preparation time, make sure you take it.

3. STAFFING FORMULA FOR TEACHER-LIBRARIANS AND CLERICAL ASSISTANTS IN SCHOOL LIBRARIES

As a starting point to the discussion of this item, we looked at the BCTF minimum staffing formula on page 31 of the BCTF Handbook. In discussing this with members of the executive and local districts, I believe that there is too much leeway given for each grouping. However, this could be a starting point for local decision-making on a staffing formula. The formula is as follows:

Students	Teacher-Librarians Staff Decision	Library Aides Staff Decision
1-100		
101-400	0.5-1.0	0.5-1.0
401-700	1.0-1.5	1.0-1.5
701-1000	1.5-2.0	1.5-2.0
Over 1000	2.0-2.5	2.0-2.5

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

Concerns with the formula

1. Should be even more specific prescription with smaller categories of students e.g. 101-200, 201-300 so that the minimum FTE is not provided at the top end of the category.

2. The group from 1-100 should be broken down more.
3. Every school, no matter how small should have library services, perhaps if necessary supplied by an itinerant teacher-librarian. The term "school" should apply to annexes or satellites which should have their own separate libraries.
4. No school should have a library without a teacher-librarian. That must be the first appointment with clerical staff being appointed next.
5. Clerical staff with library technician training should be actively sought.

4. NEED FOR QUALIFICATIONS STATEMENT TO ENSURE THAT QUALIFIED TEACHER-LIBRARIANS ARE STAFFING SCHOOL LIBRARIES.

We felt that there might be some opposition to this in local associations, but in our discussion I indicated that I find it hard to imagine us as professionals doing the best job possible, if we have not taken the required number of courses as teacher-librarians. It is important that we promote and insist on our professionalism as teacher-librarians and we can only do this if we speak with authority and are qualified. We did discuss the possibility of inserting a grandfather clause. Vancouver has a qualification clause that is in policy as do other districts. In Vancouver, to be hired you must have completed 4 1/2 units in teacher-librarianship and complete 9 units at elementary, 12 units at secondary within the next three years. Most secondary teacher-librarians have their diploma. It may be many years before other school districts can attain this level but it gives us some idea of what to look for in a qualifications statement.

5. TEACHER-LIBRARIANS NOT TO BE USED TO PROVIDE PREPARATION TIME FOR TEACHERS

This takes us back to the whole argument of having flexibly scheduled libraries, which enable us to plan our programs with teachers. If we provide prep. time then we are compromising our philosophy of cooperative planning and teaching and the learning of information skills within the context of the curriculum. It also creates an image of us as being substitutes for the classroom teacher.

6. PROVISION OF A CERTAIN LEVEL OF FUNDING AND RESOURCES FOR SCHOOL LIBRARIES.

We realized in our discussion of this clause, that it needs more input from the BCTLA, more analysis and thought. Most of us, however, do not have access to a set level or standards for adequately equipping a school library. This is certainly not in contract but perhaps that is where adequate standards for school libraries should be found. Comments such as that teacher-librarians do not support the local bargainers on issues for teacher-librarians and all they are really concerned about is their program, have been made at the bargaining table. Some people believe we do not ask for and want equality with teachers in bargaining items. If we do not stand together on these issues we may never improve school libraries and teacher-librarianship across the province. We must ask for and insist on equal status with other members of staff, and for additions to the contract that will improve the resources and levels of service we can offer our students.

AND NOW FOR THE GOOD NEWS!!

The BCTLA now has

1097 members!

The British Columbia Teacher-Librarians' Association is now the second largest Provincial Specialist Association within the BCTF.

Only the Primary Teachers' Association has more members, and the BCTLA has a higher percentage of the total number of *possible* members.

BCTLA AWARD OF MERIT

INTRODUCTION

The British Columbia Teacher-Librarians' Association honours practising teacher-librarians who are making an outstanding contribution to school librarianship in British Columbia.

CRITERIA

Individuals nominated for the award should be demonstrating the planning and implementation of a school library resource centre program of such exemplary quality that it is serving as a model for others. They should also be involved in one of the following areas:

- 1. Service to the profession through the BCTLA and related organizations.*
- 2. Commitment to professional growth through continuing education, research, or participation in national organizations.*
- 3. Sharing of ideas and resources through such means as workshops and publications.*

RULES

- 1. This award may be given annually by the BCTLA Executive Board and, if given, is to be presented at the AGM.*
- 2. Nominees must be practising school-level teacher-librarians and members of the BCTLA.*
- 3. Nominations may be forwarded to the BCTLA Executive Board by local chapters or by individual members of the BCTLA.*
- 4. Nominations should be sent to the Corresponding Secretary by February 28th.*
- 5. Nominations shall be considered for only the year in which they are received.*
- 6. Nominations should include biographical data such as education, experience, publications, and honors or awards.*

BCTLA AWARD OF MERIT

APPLICATION FORM

Name of Nominee: _____

School District: _____ School: _____

Home Address: _____

Telephone: _____

Nominated by: _____

Home Address: _____

Telephone: _____

DESCRIPTION OF ACTIVITIES AND CONTRIBUTIONS:

1. School Level:

2. District Level:

3. Provincial Level:

4. National Level:

SUGGESTED ATTACHMENTS:

Curriculum Vitae
Rationale Statement
Letter(s) of Reference
e.g. Principal, Teachers, Superintendent

DEADLINE: February 28, 1990

DISTINGUISHED SERVICE AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the efforts of individuals other than practising teacher-librarians who have made an outstanding contribution in support of effective school library resource centre programs in British Columbia.

CRITERIA

This award may be presented annually by the BCTLA for outstanding service in support of effective school library resource centre programs. The contribution made by the recipient(s) of the award should be:

- (a) outstanding in its own field*
- (b) altruistic and*
- (c) significant in terms of the continuing history of school library service.*

Consideration will be given to projects which have been completed in the previous year; or to a continuum of activities extending over a longer period and which have, currently, a positive impact on school library service at the individual school, district, provincial, or national level.

RULES

- 1. This award may be given annually by the BCTLA and, if given, is to be presented at the AGM.*
- 2. Nominees must not be teacher-librarians.*
- 3. Nominations should be forwarded to the BCTLA Corresponding Secretary by local chapters or by individual members of the BCTLA.*
- 4. Nominations must be submitted by February 28th.*
- 5. Nominations shall be considered for only the year in which they are received.*
- 6. The BCTLA Executive Board shall establish an independent jury of three BCTLA members to adjudicate.*

NOTICE OF MOTION

BCTLA AGM - 1990

BY-LAW AMENDMENTS

A. BY-LAW 5 - CHAPTERS

To conform with current BCTF membership guidelines and BCTLA membership guidelines in By-Law 1 as adopted at the BCTLA 1989 AGM, the following changes must be made to By-Law 5 - Chapters:

1. Add to Section 2, By-Law 5—Chapters, “**but only BCTLA members shall have the right to vote or hold office**”.
2. Change present Section 2 to Section 2 .a.
3. Add to Section 2. part b., By-Law 5—Chapters: “**Only members of the BCTLA have the right to hold executive office in a chapter subject to the following:**
 - i. **President/Vice-President shall be active BCTF members.**
 - ii. **The majority of the Chapter Executive shall be active BCTF members.**
 - iii. **Representation of the chapter to outside authorities and agencies shall be by active BCTF members.”**

B. CONSTITUTION AND BY-LAWS , POLICIES AND GUIDELINES STATEMENTS

To maintain consistency in the terminology used throughout the BCTLA Members' Guide and conform to the terminology presently used in other BCTLA publications such as The Bookmark, the following changes must be made:

1. Delete the words, “**school librarianship**”, and replace with the words, “**teacher- librarianship**”, as the words occur in all constitution and by-laws, policies and guidelines statements in the BCTLA Members' Guide.
2. Delete the words, “**school library**” and/or “**school libraries**”, and replace with the words, “**school library resource centre (s)**”, as the words occur in all constitution and by-laws, policies and guidelines statements in the BCTLA Members' Guide.

It is further understood that all future publications or written statements of the BCTLA will conform to the use of the above terminology.

C. OBJECTS OF THE CONSTITUTION

To apply for certain grants and awards, the BCTLA must state that it is a non-profit association in its constitution and by-laws.

1. Add the phrase **“non-profit”** to the word **“association”** in the objects section of the constitution.

D. BY-LAW 9 - NOMINATIONS AND ELECTIONS

To assign the past-president the position of nominations chairperson, the following change must be made to By-Law 9:

1. Delete from By-Law 9, Part 1. a. , the phrase **“no one of whom shall be a member of the executive board.”**

BCTLA POLICIES AND GUIDELINES

Please make the following changes to the **BCTLA Members' Guide** as passed by the Executive Board on September 16, 1989 and October 19, 1989 and ratified at the Fall Council Meeting, October 21, 1989. The changes are reflecting current practice within the association.

PART II: POLICIES OF THE BCTLA

1. Delete the words **,” curriculum revision committees”**, in Section E. Curriculum Development, Part 1. and replace with the words, **“any Ministry , BCTF, or local district curriculum committees.”**
2. Add to Section K. Ministry of Education, Part 4 - **“School Library Book Purchase Plan - a. The BCTLA shall work with the BCTF to ensure that members of the BCTLA are included on the Ministry School Library Book Purchase Plan Committee.”**
3. Add to Section K. Ministry of Education, Part 5 - **“Ministry Committees - a. The BCTLA shall work with the BCTF to ensure that members of the BCTLA are included on all Ministry Committees.”**
4. Delete the word, **“newsletter”**, from Section F. BCTLA Publications and replace with the words, **“journal”**.
5. Change present Section F. BCTLA Publications, Part 6 to Part 7.
6. Add to Section F. BCTLA Publications, Part 6 - **“Stand alone publications to be offered for sale will be determined by the Executive Board.”**
7. Delete present Section J, Part 2, a. and Part 2, b.
8. Add Section J, Part 2, a. **“Teacher-training institutions will be asked to work closely with the association and send a representative to the annual general meeting.”**
9. Add Section J, Part 2, b. **“Library Technician educational institutions and associations will be asked to work closely with the association and send a representative to the annual general meeting.”**

PART III: GUIDELINES FOR BCTLA BODIES

1. Delete Section A. Executive Board., Part 2. Terms of Reference, b. Vice-president, i., (b) and renumber Section A., Part 2., b., i., (a) to (g), (a) to (f).
2. Add to Section A. Executive Board., Part 2. Terms of Reference, a. President, i., part (e) **“represent the BCTLA on PSA Council”**.
3. Add to Section A. Executive Board, Part 1. Expenses, a., after the words, “travel allow-
ances”—— **“and accommodation at current BCTF rates”**.
4. Add to Section A. Executive Board, Part 2. Terms of Reference, g. Immediate Past Presi-
dent, i., (c) **“chair the BCTLA nominating committee.”**

AS THE EXECUTIVE BOARD WOULD LIKE TO REPRINT THE BCTLA MEMBERS' GUIDE IN THE FALL OF 1990, PLEASE NOTIFY THE PAST PRESIDENT OF ANY ADDITIONAL CHANGES NECESSARY TO REFLECT CURRENT PRACTICES AND POLICIES OF THE ASSOCIATION. AMENDMENTS TO BY-LAWS REQUIRE A NOTICE OF MOTION ONE MONTH PRIOR TO THE AGM. POLICIES MUST BE RATIFIED BY BCTLA COUNCIL AND GUIDELINES MAY BE DETERMINED BY THE EXECUTIVE BOARD.

B.C.A.L.M.E.R. DIRECTORY 1989

B.C. Association of Learning Materials and Educational Representatives 1622 West 7th Ave., Vancouver, B.C. V6J 1S5

Abbotsford School Supply Store Ltd., 106 - 2485 W. Railway Street, Abbotsford, BC, V2S 2E5, Jack Stewart (604) 859-3601.

Addison-Wesley Publishers Ltd., 114 B - 255 West 1st Street., North Vancouver, BC, V7M 3G8, John Doherty/Susan Larlee (604) 988-2699.

B. C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC, V6J 3H9, Debby Stagg, (604) 731-8121.

Bonjour Books, 8711 Beckwith, Richmond, BC, V6X 1V4, Lynda Eksyma, (604) 278-5111.

Bowdell Publishing, 4867 58th Street, Delta, BC, V4K 3H4, Gordon Walker, (604) 946-6561.

Britannica Learning Materials, 4570 West 5th Avenue, Vancouver, BC, V6R 1S7, L. Walker, (604) 682-1958.

Canadian Child, 4474 W. 3rd Avenue, Vancouver, BC, V6R 1N1, Shannon Dyakowska, (604) 224-5025/ Carol Ludgate, (604) 477-2281.

Canebsco Subscription Services Ltd., B5 - 4255 Arbutus Street, Vancouver, BC, V6J 4R1, Jeff Stone, (604) 734-1370.

Centre Educatif et Cultural Inc., 8101 Metropolitan Boulevard East, Montreal, PQ, H1J 1J9, Leena M. Sandblom, (514) 351-6010.

Clare Educational Development Inc., 4188 Virginia Crescent, North Vancouver, BC, V7R 3Z6, Bill Clare, (604) 980-2598.

Collier Macmillan Canada Inc., 900 Spruce Avenue, Victoria, BC, V8T 2S1, Melanie Myers, (604) 381-4140.

Cooperative Learning Materials (C.L.T.P.), P.O. Box 69582, Station. K, Vancouver, BC, V5K 4W7, Jollean Fairchels, (604) 874-8942.

Copp Clark Pitman, Main P.O. Box 2010, Vancouver, BC, V6B 3P8, Hank Luck, (604) 525-2389.

Coronet Instructional Media, 21404 - 86A Crescent, Langley, BC, V1M 2A2, Grieta Alberings, (604) 888-6690.

Creative Curriculum Inc., 5210 Malaspina Place, North Vancouver, BC, V7R 4M1, Louise Steele, (604) 988-9341.

D.C. Heath Canada Ltd., 4949 - 52A Street, Delta, BC, V4K 4K1, Brian Sims, (604) 946-6715.

D.L.M. Educational Materials, 2372 Jefferson Avenue, West Vancouver, BC, V7V 2B2, Diana Miller, (604) 925-3612.

Dominie Press, 419 Cambridge Way, Port Moody, BC, V3H 3V1, Howard Greaves, (604) 939-4564.

E.F. Williams Ltd. (Nystrom Co.), 4032 Ripple Road, West Vancouver, BC, V7V 3K9, Ken Williams, (604) 922-8409, Fax (604) 926-3727.

Education Unlimited Inc., 10289 - 128 Street, Surrey, BC, V3T 2Z2, Barbara Feuring, (604) 583-1662.

Educational Resources Ltd., #109 - 8475 Ontario Street, Vancouver, BC, V5X 3E8, Eleanor Celli, (604) 324-9717 / Don Greenwood, (604) 985-7680, Fax (604) 324-7230.

Elder Publishing Inc., Unit 15 - 11191 Horseshoe Way, Richmond, BC, V7A 4S5, Jim Elder, 1-800-663-5702 Toll Free, (604) 275-0722 Work, (604) 275-0774 Fax.

Expanducators Publishing Ltd., 135 North Howard, Burnaby, BC, V5B 1J6, Mrs. Fraser, (604) 294-3395.

Fitzhenry and Whiteside Ltd., 33464 Conway Place, Abbotsford, BC, V2S 2R6, Marian Marsh, (604) 854-1235.

French Language Resources, Box 2340 - 184 W. 2nd Avenue, Qualicum Beach, BC, VOR 2TO, David Walsh, (604) 752-5355.

Gage Educational Publishing, 4169 Mount Seymour Parkway, North Vancouver, BC, V7G 1C6, Midge Doidge, (604) 929-7678.

Ginn Publishing Canada Ltd., 11100 72A Avenue, North Delta, BC, V4C 1A1, Karen Gerber, (604) 597-0994.

Ginn and Company, 2871 Mara Drive, Coquitlam, BC, V3C 5L6, Lorna Temlett, (604) 942-5055.

Globe Modern Curriculum Press, 3771 Victoria Park Avenue, Scarborough, Ontario, M1W 2P9, Paul Lockwood (416) 447-5101.

Globe Modern Curriculum Press, 5390 The Terrace, West Vancouver, BC, V7W 1M8, Dave Durbin, (604) 921-6476.

Globe Modern Curriculum Press, 1001 - 1177 Hornby Street, Box 56, Vancouver, BC, V6Z 2E9, Greg Metcalfe, (604) 688-8084.

Greaves, Howard, 419 Cambridge Way, Port Moody, BC, V3H 3V1, (604) 939-4564.

HBJ/Holt Secondary, #1804 - 6595 Willingdon Avenue, Burnaby, BC, V5H 4E5, Nicola Albon, (604) 432-6623.

HBJ/Holt Elementary, 7851 Afton Drive, Richmond, BC, V7A 1A2, Bill Hue, (604) 271-8981 / Lawrie Johns, (604) 271-6221

Houghton Mifflin Canada, 2095 W. 45th Avenue, Vancouver, BC, V6M 2H8, Barbara Fowler, (604) 263-1613.

Insight Media, 10501 - 125B Street, Surrey, BC, V3V 5A8, Ted Goudsward, (604) 581-2420.

Irwin Publishing Inc., P.O. Box 265102, Richmond Square Postal Outlet, Richmond, BC, V6Y 3V3, Carolyn Boras, (604) 275-2208.

J & M Kool Distributing Co., 13442 - 71st Avenue, Surrey, BC, V3W 2K5, Morris Kool, Phone or Fax (604) 591-9945.

John Wiley and Sons Canada Ltd., #510 - 1225 Cardero Street, Vancouver, BC, V6G 2H8, Robert Kirk, (604) 684-4881.

Kahl's Inc., P. O. Box 126, Kitchener, Ontario, N2G 3W9, Bob Kahl, (519) 744-8953.

Louise Kool and Galt Ltd., 13442 - 71st Avenue, Surrey, BC, V3W 2K5, Morris Kool, (604) 591-9945.

Lynnmour Alphagraphics, 1001 Heritage Boulevard., North Vancouver, BC, V7J 3G7, Gerry Addy (604) 988-4410.

M.D. Angus & Associates Ltd., 2639 Kingsway Avenue, Port Coquitlam, BC, V3C 1T5, Bill Angus, (604) 464-7919.

MacDougall Marketing Ltd., P.O. Box 45289, Station G, Vancouver, BC, V6R 4G9, Debbie MacDougall, (604) 733-8547.

Maclean Hunter Library Services, #1 - 2336 South Grandview Highway, P.O. Box 66019, Station 'F', Vancouver, BC, V5N 5L4, Ren Speer, (604) 875-9141.

McGraw-Hill Ryerson Ltd., 3954 S.W. Marine Drive, Vancouver, BC, V6N 4A3, Verlee Whitehead, (604) 266-0201.

McGraw-Hill Ryerson Ltd., 1107 Heritage Boulevard, North Vancouver, BC, V7J 3G8, Russ Breakey, (604) 984-3119.

McIntyre Educational Media, 30 Kelfield Street, Rexdale, Ontario, M9W 4A2, Tom Whyte, (416) 245-7800.

Merrill Publishing, 1726 - 25th Avenue, N.E., Calgary, Alberta, T2E 7K1, Cam McDonald, (403) 291-2602.

Ministry of Education, Director-Resources Branch, 878 Viewfield Place, Victoria, BC, V9A 4V1, (604) 387-5331.

Ministry of Education, Director-Curriculum Development Branch, Parliament Buildings, Victoria, BC, V8V 2M4, (604) 356-2317.

Muffy Two, 33779 Essendene Avenue, Abbotsford, BC, V2S 2H1, Marilyn McClinton, (604) 859-1103.

National Geographic Society, #210 - 211 Watline, Mississauga, Ontario, L4Z 1P3, Albert Meyer (416) 890-1111.

Nelson Canada, Unit 1516 - 11191 Horseshoe Way, Richmond, BC, V7A 4S5, Peter Donkers / Janice Bobroske, (604) 275-3371.

Oxford University Press, 70 Wynford Drive, Don Mills, Ontario, M3C 1J9, George Moschuk, (416) 441-2941.

Pepper, Peggy, 4148 Borden Street, Victoria, BC, V8X 2G5, (604) 737-6228.

Perma-Bound Books, 9026 Collings Way, Delta, BC, V4C 7E9, Babs Thomas, (604) 588-4567.

Play and Learn, 1505 W. 15th Avenue, Vancouver, BC, V6J 2K5, Jocelyn Alexander, (604) 732-4117.

Prentice Hall Canada Inc., 1142 Blue Heron Crescent, Port Coquitlam, BC, V3B 1X1, Gord Travis, (604) 944-1408.

Scholastic Publications Ltd., 8675 - 12th Avenue, Burnaby, BC, V3N 2M1, Conrad Noll, (604) 4243.

Science Research Assoc. (Canada), 707 Gordon Baker Road, Willowdale, Ontario, M2H 2S6, Peter Harris, (416) 497-7707.

Spectrum Educational Supplies Ltd., 2102 Elspeth Place, Port Coquitlam, BC, V3C 1G3, John Morrow, (604) 942-5835.

Storyline Books, 1019 Douglas Street, Victoria, BC, V8W 2C5, Allan Miller, (604) 385-3343.

The Canadian Book Information Centre, 1622 - W. 7th Avenue, Vancouver, BC, V6J 1S5, N. Chapman/Lvan Soest, (604) 734-2011.

The Resource Centre, P. O. Box 190, Waterloo, Ontario, N2V 3Z9, Neal Gridgeman, 885-0826.

The Rubber Stamp Farm, Box 390, Errington, BC, V0R 1V0, Louise MacDougall, (604) 248-6774.

Trinity Educational Resources, B5 - 4255 Arbutus Street, Vancouver, BC, V6J 4R1, Howard Greaves, (604) 736-0200.

University of Victoria, Education Extension, MacLaurin Building, Room 343A, Victoria, BC, V8W 2Y2, Pat Zelinsky, (604) 721-7874.

V.C.W. Designs, 8910 Shaughnessy Street, Vancouver, BC, V6P 3Y5, Louise Dean, (604) 327-1363.

Western Educational Activities Ltd., 10929 - 101 Street, Edmonton, Alberta, T5H 2S7, Tony Wacowceto, (403) 429-1086

CROSS-REFERENCE

Abbaca, see Educational Resources Ltd.

Abbeville, see Fitzhenry & Whiteside Ltd.

Academy Therapy Pub., see Educational Resources

Aleman Press, see Dominie Press

American Teaching Aids, see Western Educational Activities

American Tech, see Copp Clark Pitman

Ann Arbor Publications, see Educational Resources

Apple Press, see Kahl's Inc.

Aspen Pub., see Educational Resources Ltd.

Audio Language Studies, see Kahl's Inc.

Autonomous Learner Pub., see Kahl's Inc.

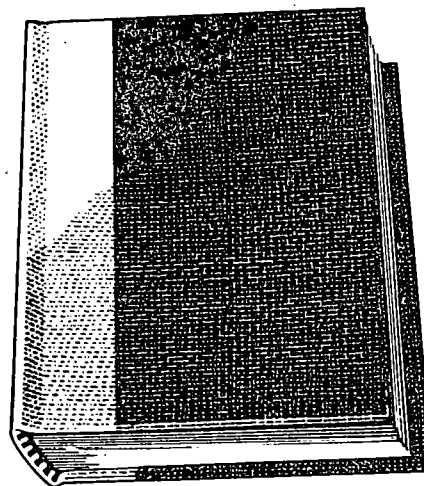
Autonomous Learner Pub., see Howard Greaves

AV Concepts, see Kahl's Inc.

Barnell Lofts, see Dominie Press

Bartholomew, see Fitzhenry & Whiteside Ltd.

Bearly Ltd., see Kahl's Inc.



Betty Lukens Felts, see J&M Kool Distributing
Blackie, see Fitzhenry & Whiteside Ltd.
Book Lures, see Western Educational Activities
Book Mates, see Kahl's Inc.
Boyd & Fraser, see Nelson Canada
Breakwater Books, see Kahl's Inc.

C.D. Rom Hardware & Software, see CanebSCO
Subscription Services

Cambridge University Press, see Dominie Press
Cambridge Book Co., see Prentice Hall Canada
Capabilities Unlimited, see Kahl's Inc.
Children's Hospital of San Francisco, see Educ. Res.
Clymer Publications, see Bowdell Publishing
Collier MacMillan, see Bowdell Publishing
Compoz-a-Puzzle, see J&M Kool Distrib.Co.
Coronet Film & Video, see Coronet Instructional
Media

Cort Thinking Prog., see Dominie Press
Cover Craft, see Kahl's Inc.
Creative Learning Press, see Kahl's Inc.
Creative Publications, see Addison Wesley
Creative Publications, see Spectrum
Creative Teaching Pres, see Western Educational
Activ.

Curriculum Associates, see Peggy Pepper
Cusinere Corp., see Spectrum Educational Supplies

D.O.K., see Kahl's Inc.
D.O.K., see Educational Resources
D.O.K., see Louise Kool and Galt Ltd.
Dale Seymour, see Spectrum Educational Supplies
Dandy Lion Publications, see Kahl's Inc.
Dandelion Publications, see Western Educational
Activities

Dandylion Publications, see Educational Resources
Davis Publications, see Fitzhenry & Whiteside Ltd.
Delmor, see Nelson Canada
Demco Bound Books, see Bowdell Publishing
Detselig Enterprises, see Kahl's Inc.
Deux Coqs d'or, see Britannica Learning Materials
Dictation Disc Corp., see Copp Clark Pitman
Dormac, see Dominie Press
Douglas & McIntyre, see Nelson Canada
Dowling Miner Magnets, see J&M Kool Distributing
Co.

Dragon Press, see Educational Resources Ltd.
Dunkin Hayes, see Britannica Learning Materials

Educational Activities, see Dominie Press
Educational Design, see Educational Resources
Educational Dimensions, see Britannica Learn.
Materials

Educational Impressions, see Educational Resources
Educational Impressions, see Kahl's Inc.
Educational Impressions, see Western Educ.
Activities

Educational Insights, see Kahl's Inc.
Educational Insights, see Educational Resources Ltd.
Educators Publishing Service, see Educational
Resources
ESP, see Kahl's Inc. Ethos Canadian Filmstrips, see
Peggy Pepper
Eye-Gate Media, see E.F. Williams

F.A. Davis, see Copp Clark Pitman
Fearon Education, see Peggy Pepper
Fearon, see Education Unlimited
Fearon Publishers, see Western Educational Activities
Fitzhenry & Whiteside Limited
Follett Library Software, see Trinity
GLC/Silver Burdett, see Ginn
Goldencraft, see Britannica Learning Materials
Good Apple, see Kahl's Inc.
Good Apple, see Western Educational Activities
Greenhaven, see Fitzhenry & Whiteside Ltd.
Guidance Centre, see Peggy Pepper

Hap Palmer Records, see Dominie Press
Hap Palmer Records, see Education Unlimited
Heinie & Heinie, see Nelson Canada
Henry Holt, see Fitzhenry & Whiteside Ltd.
High Noon Books, see Educational Resources
Houghton-Mifflin (College & Testing), see Nelson
Canada
Hutchinson, see Copp Clark Pitman

Interstate Printers & Publishers, see Educational
Resources
Irwin, see Education Unlimited

J. Weston Walsh, see Kahl's Inc.
J. Weston Walsh, see Western Educational Activities
Jabberwocky, see Educational Resources Ltd.
Jacaranda, see Peggy Pepper
January Productions, see Kahl's Inc.
Janus, see Dominie Press
Japan Pub., see Fitzhenry & Whiteside Ltd.
Jastak & Assoc., see Educational Resources Ltd.
Judy / Instructo, see Educational Resources Ltd.

KGR, see Education Unlimited
KGR, see Western Educational Activities
Keyporter (Owl), see Britannica Learning Materials
Kids Can Press, see Kahl's Inc.
Kids Stuff, see Kahl's Inc.
Kodansha, see Fitzhenry & Whiteside Ltd.

Kolbe Concepts, see Kahl's Inc.

Langenscheidt, see Fitzhenry & Whiteside Ltd.

Language & Learning, see Educational Resources

Laubach Literacy of Canada, see Educational Res.

Lawrence Eirbaum, see Copp Clark Pitman

Lawrenceville Press, see Nelson Canada

Leadership Publishers, see Kahl's Inc.

Learning Factory, see Kahl's Inc.

Learning Links, see Kahl's Inc.

Learning Tree, see Maclean Hunter Lib. Services

Learning Works, see Western Educ. Activities

Lee Cantor & Assoc., see Kahl's Inc.

Les Editions Heritage, see Britannica Learning Materials

Lester, Orpen & Denys, see Fitzhenry & Whiteside Ltd.

Listening Library, see Trinity

Little Folks Felts, see J&M Kool Distributing

Longman (UK), see Copp Clark Pitman

Longman Inc., see Copp Clark Pitman

MacDonald Publishing, see Kahl's Inc.

Marshal Cavendish, see Bowdell Publishing

Mayfield, see Nelson Canada

Methuen, see Nelson Canada

Methuen, see Gage Educational Publishing

Midwest Publications, see Educational Resources

Midwest Publishing, see Western Educ. Activ.

Millikin Computer Software, see Trinity

Mind's Eye, see Educational Resources Ltd.

Monarch Books Canada, see Peggy Pepper

Moreland Latchford, see Britannica Learn.Mat.

National Textbook, see Copp Clark Pitman

Nystrom, see E.F. Williams

O.I.S.E., see Peggy Pepper

Opportunities for Learning, see Educational Res

Opportunities for Learning, see Kahl's Inc.

Pembroke Publishers, see Kahl's Inc.

Pemmican, see Fitzhenry & Whiteside Ltd.

Penumbra Press, see Kahl's Inc.

Perfection Form Company, see Kahl's

Pergammon Press, see Prentice Hall Canada

Periodicals & Subscriptions (All Publishers), see
Canebsco Subscription Services

Phoenix Learning Resources, see McGraw-Hill

Pitman (UK), see Copp Clark Pitman

Dial Books for Young Readers, see Fitzhenry &
Whiteside Ltd.

Plains Publications, see Copp Clark Pitman

Pop-Buttons, Re-usable Plastic, see J&M Kool
Distributing Co.

Portal Press, see Howard Greaves

Pro Ed, see Educational Resources

Pro-Ed, see Kahl's Inc.

PWS Kent, see Nelson Canada

Random House, see Britannica Learn. Materials

Regents, see Prentice Hall Canada

Reidmore Books, see Peggy Pepper

S & S, see Education Unlimited

S & S, see Western Educational Activities

Salem Press (Magill Books), see Bowdell Pub.

Schaum Series, see McGraw Hill

School Book Fairs, see Howard Greaves

Scott Foresman, see Gage Educational Pub.

See Hear Now Media, see Coronet Inst. Media

Slosson Publications, see Educational Resources

South-Western, see Nelson Canada

Special Child Publications, see Educational Res.

St. Martin's Press, see Nelson Canada

Steck-Vaughn Co., see Educational Resources

Subscriptions (all publishers) see Canebsco

Teacher's College Press, see Peggy Pepper

The Learning Works, see Kahl's Inc.

Thorndike Press, see Bowdell Publishing

Trend Enterprises, see Western Educ. Activities

Trillium Press, see Howard Greaves

Turman, see Kahl's Inc.

United Educational Services, see Kahl's Inc.

United Educational, see Educational Resources

University of Michigan Press, see Fitzhenry &
Whiteside Ltd.

Van Nostrand Reinhold (UK), see Nelson Canada

Wadsworth, see Nelson Canada

Ward Lock Educ., see Fitzhenry & Whiteside

Watch Me Blossom Puppet Theatre, see Trinity

Zephyr Press, see Kahl's Inc.



BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION

OFFICIAL NOMINATION FORM FOR OFFICERS 1990 - 1991 TERM

Send completed form to:

Pat Parungao
Killarney Secondary School
6454 Killarney Street
Vancouver, BC
V5S 2X7
School Phone: 434-1230

**** FORM MUST BE RECEIVED BY FEBRUARY 1, 1990 ****

Only members of the BCTLA may allow their names to stand for office. A person may be nominated by five BCTLA members. Please complete the following as fully as possible.

The five BCTLA members below wish to nominate:

Name: _____

Address: _____

_____ Postal Code: _____

Telephone: Home: _____ School: _____

Nominators:

Name:	Address:	S.D. #
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

For the position of: (Circle the appropriate office.)

PRESIDENT

CORRESPONDING SECRETARY

VICE-PRESIDENT

RECORDING SECRETARY

TREASURER

THE FOLLOWING MUST BE COMPLETED BY THE NOMINEE. PLEASE TYPE.

UPDATE '89 FRIDAY, OCTOBER 20, 1989

reported by LIZ AUSTROM, senior editor

Update '89 was sponsored by the University of British Columbia's Department of Language Education in cooperation with the British Columbia Teacher-Librarians' Association and the University of Victoria. The event was "sold out" with many more applicants than there were spaces available. Dr. Ron Jobe, Coordinator of the UBC Library Education Program, began the day by welcoming participants, many of whom had come from the farthest reaches of the province.

Welcomes were also extended by a variety of luminaries. Dr. Nancy Sheehan, Dean of the UBC Faculty of Education, commented that she receives more letters, suggestions and requests for action from teacher-librarians than from any other group in the province. Offering her good wishes for a successful conference, she cited the Year 2000 paper as supporting the role of the teacher-librarian. She believes that if there is to be integrated programming for students, we must have resource support from people who understand how one discipline flows into another.

In Dr. Sheehan's view, teacher-librarians will be crucial to success of the program outlined in the Year 2000. The elimination of grades and the introduction of levels, plus the change from subjects to an emphasis on strands, will be scary for many teachers and they will need the teacher-librarian's cooperation and support.

Dr. Sheehan expressed her support for the educational role of the teacher-librarian. She then announced that the Education Library will be expanded and is expected to become a central focus of the faculty. A new faculty member is being hired to work with Ron Jobe in the Library Education Program, and they are looking for someone with research ability. In closing, she congratulated participants on being "one of 180 who could get in" and advised them to "keep your cards and letters coming."

Victor Froese, the Chair of the UBC Department of Language Education welcomed the group with the old joke about "Teacher-librarians being novel lovers," but ascribed responsibility for this joke to Ron Jobe.

Dr. Froese went on to do a booktalk on Whole

Language Practice & Theory, the latest publication of his department (Prentice-Hall Canada, 1990. ISBN: 0-13-958562-1). Finding himself in the company of "novel lovers," Dr. Froese also read a section from Lake Woebegone Days, in which the hero and his girlfriend agree to express their love for one another by reading the same books, although they are far apart from one another.

UPDATE # 1 THE UBC LIBRARY EDUCATION PROGRAM

Ron Jobe presented the following information on the latest program developments at the University of British Columbia.

CONTINUING EDUCATION FOR TEACHER-LIBRARIANSHIP: PLANS AND PROPOSALS

BACKGROUND

- To plan and implement continuing education for teacher-librarianship is a major goal of BCTLA.
- BCTLA, in cooperation with UBC and UVIC, has developed the following plan, which includes off-campus diploma programs, summer institutes, noncredit professional development activities, and independent learning packages.
- A needs survey will be circulated at UPDATE '89 to identify levels of interest and topics for continuing education and professional development.

OFF-CAMPUS DIPLOMA PROGRAMS

- It is proposed that 1/2 of the course work in a diploma program (6 courses) be offered within a region or school district. (see UBC or UVIC descriptions).
- Based on minimum enrollments (20-28 people depending on location), and the availability of a qualified instructor, courses will be available off-campus.
- Full programs or core courses in a program are assured if payment for minimum enrollments can be guaranteed. (i.e. the school district's Professional Development Committee provides a

subsidy, or by increased student fees, etc.)

provide elective courses in diploma programs. Further planning is underway to explore appropriate topics.

STEPS TO ORGANIZE AN OFF-CAMPUS PROGRAM

- If you want a diploma program in your area, contact your BCTLA Chapter Councilor and your local Pro-D Coordinator for Continuing Education and follow the steps outlined below:
 1. Contact the UBC Distance Education Office (228-2013) with an indication of your interest and determine minimum enrollments for your area.
 2. Identify teachers in your area who wish to participate in the program.
 3. Approach your district superintendent with a request for tuition *(\$160.50 per student per 1.5 units) to meet minimum enrollments. For example, if the minimum enrollment is 20 and there are only 15 participants, the district cost would be \$802.50.
 4. To implement an off-campus program or explore other funding options, contact the UBC Distance Education Office (228-2013).
 5. For further program information, contact DR. RONALD JOBE or MS JOAN HARPER, UBC — 228-5233.
 6. For the convenience of students, UBC and UVIC have identified the following in course equivalents.

UBC		UVIC
LIBE 381	=	LE 433
LIBE 382	=	LE 432
LIBE 383	=	LE 434
LIBE 385	=	LE 435
LIBE 387 or 388	=	LE 437
LIBE 389	=	LE 438

* subject to change

SUMMER INSTITUTES

- Summer institutes consist of assigned readings followed by four hours of instruction over 10 days.
- A 1990 UBC summer institute is proposed with a focus on the new language arts/English curriculum. It will be titled "The Teacher-Librarian and the Language Arts Curriculum."
- Summer institutes are viewed as a vehicle to

NON-CREDIT PROFESSIONAL DEVELOPMENT ACTIVITIES

- Update '89 was held at UBC October 20, 1989.
- Update '90 entitled "Implementing Change" will be held in October 1990.
- Other events will be considered upon results of the needs survey.

INDEPENDENT STUDY COURSE

- Under consideration is the development of an independent study course that could be offered on educational television (KNOW) or for small study groups.
- Such a course would consist of print material and video tapes.
- Possible funding for such a project is being explored.

LIBRARY EDUCATION CONTACTS

University of British Columbia
Faculty of Education

— Dr. Ronald Jobe
Coordinator School Libraries
Department of Language Education
Telephone: 228-5233

— Mrs. Joan Harper, Lecturer
Library Education
Department of Language Education
Telephone: 228-5220

— Distance Education Office
Telephone: 228-2013

University of Victoria
Faculty of Education

— Mr. Don Hamilton, Area Advisor
Dept. of Communication and
Social Foundations
Telephone: 721-8269

BCTLA Continuing Education Committee

- Ms. Jo-Anne Naslund, Co-Chair
C7 — 3545 East 43rd Avenue
Vancouver, BC V5R 5X5
Telephone: 434-1081
- Mr. Dwain Weese, Co-Chair
10 West 16th Avenue
Vancouver, BC V5Y 1Y6
Telephone: 879-7191

COURSE DESCRIPTIONS FOR SIX REQUIRED CORE COURSES FOR THE UBC DIPLOMA IN LIBRARY EDUCATION

Library Education 381

(1 1/2) The Library in the School — The role, philosophy, and administration of libraries in elementary and secondary schools; an examination of school library design, development and staffing patterns.

Library Education 382

(1 1/2) Services and Programs in Elementary School Libraries — The roles of principals, teachers and teacher-librarians in promoting school libraries as instructional resources. Cooperative instructional planning. Using resources to improve reading, listening, and viewing skills. Prerequisite: Library Education 381.

Library Education 383

(1 1/2) Selection of Materials — 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, administrators, and teachers in the selection process. Consideration of censorship as it affects school libraries.

Library Education 384

(1 1/2) Selection of Materials (Advanced) — Selection criteria applied to specific types of materials; special problems in selection; collection building, publishing, and copyright. Prerequisite: Library Education 383.

Library Education 385

(1 1/2) 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.

Library Education 387

(1 1/2) The School Library: Sources of Information I — Basic principles of reference work and resources used in locating information. Emphasis placed on encyclopedias, dictionaries, almanacs, atlases, and yearbooks.

Library Education 389

(1 1/2) Resource-Based Teaching. [Editor's note: This course is under discussion and development at this time. Watch for additional information.]

UNIVERSITY OF VICTORIA FACULTY OF EDUCATION DIPLOMA IN SCHOOL LIBRARIANSHIP

[Editor's Note: The following information was presented by Don Hamilton.]

This is a fifteen unit program leading to a Diploma in School Librarianship, designed to prepare teachers to function as teacher-librarians in either elementary school or secondary school. The program was developed in response to a call from the Canadian School Library Association in 1981 for a post-baccalaureate diploma that would offer the field "specialty" preparation in this unique field.

Admission to the program normally requires certification and at least one year's successful teaching experience. For those teachers who have completed all or part of the former elementary program (Library Education Teaching Area) within the Faculty, it may be possible to replace those courses with other approved electives and complete the requirements of the Diploma. It must be noted that courses taken for which the Diploma is awarded,

may not be applied towards a degree.

Normally students must complete the entire program at the University of Victoria.

The Diploma program is intended to be offered in Summer Sessions although some courses may be offered during the Winter Session, both on and off-campus and through other agencies. While it is hoped that all courses will be offered over a three year cycle, it is not possible to assure students that they can complete all the requirements within that period. The Program is subject to minimum enrollments and that condition may adversely affect plans to complete within a specific time period.

THE PROGRAM

Elementary (All courses 1.5 units, unless noted.

LE 432
LE 433
LE 434A
LE 435
LE 437A
LE 438
ED-B 494Q
ED-B 360
ED-B 361 or approved elective
ED-B 430 or 431
TOTAL PROGRAM = 15 UNITS

Pre- or co-requisites

ED-B 341 (3 units)
ED-B 342
ED-B 343A or B

Secondary (All courses 1.5 units, unless noted.

LE 432
LE 433
LE 434B
LE 435
LE 437B
LE 438
ED-B 494Q
ED-B 360
ED-B 361 or approved elective
ED-B 430 or 431
TOTAL PROGRAM = 15 UNITS

Pre- or co-requisites

ED-B 342
ED-B 343C
ED-B 371 (3 units)

The Courses

LE 432 (1.5) The School Library and the Teacher — The library as a vital part of the teacher's program, its philosophy and services. For all teachers, both elementary and secondary.

LE 433 (1.5) The School Librarian — The role of the school library, staffing supervision. (Prerequisite: professional year)

LE 434 (1.5) School Library Materials — The evaluation, selection and acquisition of learning materials in all media formats. A: Elementary emphasis; B: Secondary emphasis.) (Prerequisite: professional year)

LE 435 (1.5) 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)

LE 437 (1.5) 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)

LE 438 (1.5) Problems and Issues in School Librarianship — Addresses current problems and issues facing school librarianship. May be repeated for credit. (Prerequisite: professional year)

ED-B 341 (3) Literature in the Elementary School — Survey of children's literature; selection of books for children; scope and sequence in the development of a literature program in the primary and intermediate grades. Program may permit substitution of other approved children's literature courses.

ED-B 342 (1.5) Foundations of Reading — Consideration of the processes and psychology of reading.

ED-B 343 (1.5) Reading in the School — Components of a total reading program: examination, evaluation and construction of instructional materials; curricular organization. A: Elementary emphasis; B: Intermediate emphasis; C: Secondary emphasis.

ED-B 360 (1.5) Educational Technology — The use of communications media in education. Practical experience in the operation of audio visual and computing equipment and the utilization of instruc-

tional materials. Basic production skills in photography, audio and video taping.

ED-B 361 (1.5) Advanced Educational Technology — The theoretical and practical elements of educational technology; comparative study of contemporary theories of communication; in depth practical skills in one of: television production, film making, photography, graphics, microcomputing, or audio production. (Prerequisite: ED-B 360)

ED-B 430 (1.5) The Organization and Administration of Education in British Columbia — Teacher-administration relationships. Emerging trends and controversial issues in school organization and practice. Value problems in the profession. School law and legal requirements. Public and professional relationships. Classroom management.

ED-B 431 (1.5) Introduction to Educational Administration — The meaning and purpose of educational administration. Concepts related to the theory, tasks, authority, processes of educational administration. The Administrator — characteristics, qualifications, selection, preparation. (Prerequisite: professional year)

ED-B 371 (3) Literature for Young Adults — Survey of standard, classic and current books for the adolescent. Stimulation of reading through appropriate books for young adults.

ED-B 494 (1.5) Directed Studies in Library Education — This course will involve the development of an approved project over a winter session following extensive bibliographical work.

FOR MORE INFORMATION:

On the Diploma Program: Contact — Donald Hamilton, Area Advisor, Department of Communication and Social Foundations, Faculty of Education, (604) 721-8269.

On your credentials and standing for entry into the Diploma Program: Contact — Education Advising Centre, Faculty of Education, (604) 721-7211.

On Admission to the University of Victoria: Contact — Director of Admission Services, (604) 721-7211.

University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2

UPDATE # 2 THE WHITE PAPER AND THE SCHOOL ACT. WHAT DOES THIS MEAN FOR TEACHER-LIBRARIANS K-12?

Dr. Sam Lim, Executive Assistant to the Deputy Minister of Education, spoke from the "insider's" perspective on the many changes that face educators now and in the coming years. In his position, he briefs caucus committees on educational issues. Dr. Lim told participants he is well-schooled in teacher-librarianship, having worked in the same Saanich schools as former teacher-librarian, Elsie McMurphy, and current teacher-librarian, Jean Jordan. He supports the role of the teacher-librarian as delineated by Don Hamilton and Ken Haycock.

Present days are busy times at the Ministry as the implementation plans for the Primary Program and the Year 2000 paper develop and proceed. His wife, who is a grade one teacher, thinks with all the change coming to the primary program, "Maybe she should teach grade five!" The group that he works with is very education oriented, not simply bureaucrats, and he finds the interaction exciting. He commented with pleasure that when his appointment was announced, Elsie said "Sam Lim, but he's an educator!" He is obviously proud of his professional standing as an educator and enthusiastic about the task he has, qualities which may carry him through the changes that face us all. Dr. Lim sees about ten years of work ahead.

ROYAL COMMISSION

The Royal Commission was a response to tough times. In Dr. Lim's view the confrontational approach by government and field people was not helpful to the school system. The Commission came at a very good time. At this time, all indications are that education is being recognized as an important part of our society. Tony Brummett, the Education Minister, is a former principal who understands education and educators, and the appointment of the civil service's senior deputy to the education portfolio was a significant signal about government intentions.

The change before us is a large task. The Royal Commission report went to the government in 1988 February. The real change in the government's approach to education was apparent by June and July of 1988, when the report was treated as a public document, not a private cabinet document. Tony Brummett convinced his cabinet colleagues that the document was of general importance and interest to the entire population, and it was released on 1988 August 4.

Short timelines plus intensive work immediately became the mode of operation for the Royal Commission and response to it. Stakeholders received the report in the morning, then it was released to the public in the afternoon. This quick release to the public signalled the approach to the consultative process that was to follow. An Educational Policy Advisory Committee was formed with twenty-two groups represented. It dealt with approximately thirty papers on aspects of the Royal Commission report.

Twenty-five to thirty hours worth of submissions were made to cabinet in December 1988. In the process, the importance of education was recognized by the cabinet. The Finance Minister's first question was naturally, "How much will this cost?" However, advocates in the cabinet focused discussion on educational objectives and needs first, on costs *much* later. It was necessary to educate the cabinet on global trends, what parents want and what teachers want.

Funding issues were finally addressed on 1989 January 24, after much of the educational work was completed. A total of \$2.9 billion over 10 years has been committed to implement the recommendations of the Royal Commission. On 1989 January 27, the Policy Directions were approved and announced. Of the Royal Commission recommendations, 79 out of 83 were adopted.

Cabinet sets policy, just as a school board does, but they should permit the educational system to embrace the policy, consult with local stakeholders and implement policy directions. School Boards and teachers need to be empowered to deal with the implementation.

In response to a question on the reduction in the number of Professional Development days and how this will impact on the implementation process, Sam Lim replied that the Minister sees the school year as 200 days. Since 190 days is a compromise by the

Minister, no backing off is foreseen on this one. School Districts have been asked to work with their teacher unions to interpret this policy and refine practices.

INTERNATIONAL TRENDS IN EDUCATION

The Organization of Economic and Cultural Development has produced a fall report that identifies international trends, and they are much the same as we have been seeing in British Columbia. There is an increased focus on student performance and outcomes, on students' rights and roles, and on parental rights and roles. The new School Act provides for expanded involvement of parents and the community. There is recognition that 70% of the population does not have children in the school system, yet they have legitimate concerns about education.

There is a growing focus on leadership in the literature on excellence in education and in business. The public is also seen as having an important leadership role in education. Dr. Lim commented that one of the teacher-librarian's critical roles is providing leadership in the school. The implementation plan also has a focus on leadership.

WORKING PLAN FOR IMPLEMENTATION

Terms, timeliness, range of changes, and operationalization of plans have been established and 50,000 copies of Enabling Learners: Working Plan # 1 has been distributed throughout the province. The working plan is to be revised every four or five months based on reactions and responses. Two day regional meetings with school trustees, principals and association representatives are being held this fall.

The BCTLA, through the Provincial Specialist Associations Council, will receive funding to discuss the Year 2000. [Diana Poole advises that this will amount to approximately \$3 per member, and the funding will be used to support a reaction meeting.] Dr. Lim noted that there are 30,000 teachers in the province, and *all* would like to be involved. Many group and individual responses have already been received. He advised teacher-librarians to submit responses. The impact on the school system of implementation of the report will be tremendous. Teacher-librarians, in their central role in the school,

should be encouraging teachers to respond. With cooperative planning and teaching as their focus and with a background in inter-disciplinary units of study, teacher-librarians are the school-level people who best understand the new trends and can be catalysts for change.

Addressing the resourcing issue, Sam Lim stressed that the focus will be on expectations and outcomes for students. We need to develop an understanding of the social, emotional and intellectual development of students so accountability for use of resources is established. In other words, curriculum resourcing must be handled so that goals can be met. In the school year 1990-91, a budget shift was established that will assist this accountability. The Ministry is still working on changing procedures, but resourcing is clearly shifting to the school districts. Boards don't want their autonomy to establish how monies will be used removed, but teachers say the money is not arriving in the schools. The Ministry is considering these important questions now.

Dr. Lim suggested that it was essential that the BCTLA work with the administrators' association to build an understanding of the role of the library resource centre program. In the PSA brief there should be attention paid to building this key understanding, if there is an expectation that administrators will make supportive decisions related to resource budgets and staffing.

It is unlikely that there will be policy statements regarding teacher-librarian staffing allocations at the ministry level; instead, participants were advised to take this issue to the bargaining process and base the need for improvements on needs identified in the Primary, Intermediate and Graduation programs.

In response to a concern about the Primary Program resulting in the development of classroom collections that will impact negatively on the library resource centre program, Sam Lim stated that teacher-librarians should submit a response to the Primary Program on this issue, and BCTLA should write a brief on this *and* get administrators on side.

The questions were stimulating, but talking to participants during the following coffee break, it was obvious that teacher-librarians felt discouraged. Once again, action is left to the field, rather than leadership on the value of resource-based learning and collaboration between professionals coming from the Ministry. The central message was that here is an

opportunity to build upon, but that it is up to us to act upon it, both by submitting responses to the Ministry and by acting as an assertive professional association, and as individual educators.

UPDATE # 3 ACCESSING INFORMATION RESOURCES FROM NASA!

Audry Lundie, teacher-librarian at Seaforth Elementary in Burnaby, presented the program she developed that won Northern Telecom's 1989 Award for outstanding application of information technology in the classroom.

Using the school's computer lab of 19 Macintosh computers and printers, and a modem linked to NASA, grade seven students were able to access a wealth of current information about the shuttle program and space exploration. The students also went to Caribou Hill Secondary, where they were able to use the satellite dish for video conferencing. Audry, who is the computer coordinator for the school as well as being the teacher-librarian, added that the school now has 30 Macintoshes, but it is the modem that is most important.

There is also a pod of IBM computers in the library resource centre and, using these machines, Audry is participating in a Personal Science Laboratory pilot project.

In Audry's view, the Northern Telecom project is outstanding. The project brings each year's 75 award-winning teachers together for an intensive educational program. She started on the road to her award a year ago when the space shuttle program went back on the "Space-Link" bulletin board. It seemed to Audry that this information was unavailable elsewhere and of high interest to students. Costs are kept down by going into it before 8 am when the rates are cheap. Audry points out that if you are on-line before 8, you can continue as long as you need to *at the cheap rate*, because rates are established by the time of initial contact. The number of the database is Huntsville 1-205-8950028, and it is possible to download incredible amounts of information, including Mac hyper-card stacks. Audry hopes to have students do research projects with NASA's seeds floating in space project.

Lewis Research Centre in Cleveland is another possibility for similar projects, but Audry comments

that she has had more success with NASA. The NASA database includes lesson plans and everything else needed by educators. The future looks incredible, with expeditions back to the moon, and a trip to Mars planned.

As teachers in British Columbia, teacher-librarians are entitled to free access to SFU services. David Bell is the contact person there. Services include DIALOG, as well as access to ERIC and Grolier Encyclopedia on-line. This resource is free in the lower mainland, and through Data-pack outside of the lower mainland.

Audry's enthusiasm spilled over as she told how she talks with a teacher-librarian in California, then links kids in British Columbia with kids in California to discuss their joint interest in and findings about the space program. She also expressed great appreciation for the staff of Burnaby's Caribou Hill Secondary, the school designated by their district as the "technology school," which hosts elementary students for video conferences using the WESTAR satellite dish. A good feature of this program is that after such a conference presentation, students can ask questions and have them answered the next day.

Audry has indicated her willingness to write an article for The Bookmark giving more detail. In the meantime, she stresses that in order to undertake a similar program, the basic need is a 1200 baud modem, worth approximately \$100, and a microcomputer. To those who think computers are beyond them, Audry replies, "I have to tell you, I've never had a computer course and I hope I never have to do one."

UPDATE # 4

PROVINCIAL TEACHER EDUCATION: PREPARATION OF STUDENT TEACHERS FOR THE INFORMATION AGE.

Jo-Anne Naslund, BCTLA's Continuing Education co-chairperson, introduced the following speakers and facilitated the question period.

DR. SYDNEY CRAIG, THE UNIVERSITY OF BRITISH COLUMBIA

Dr. Craig began by asking whether or not teachers do have a sense of the teacher-librarian's mission. She commented that it is implicit in the

teacher training program, but should be made more explicit in future.

In describing the current program, Dr. Craig utilized an information sheet on the current two year program for elementary teachers (16 months) and one year program for secondary teachers (12 months). Information drawn from this sheet is reprinted below, with the permission of Dr. Charles Ungerleider on behalf of the UBC Faculty of Education. Dr. Ungerleider passes on the information that there are two detailed handbooks on the secondary and elementary programs which are available to anyone who requests them. Contact the Teacher Education Office at 228-5242.

Dr. Craig stressed that reaction to the extended practicum has been very positive. The intent of the practicum period is that student teachers will cooperatively plan with their teacher advisor and that they will be responsible for a 100% load for the last four weeks of a thirteen week practicum. From observing many student teachers, Dr. Craig believes that successful student teachers will exhibit good planning, while unsuccessful student teachers exhibit poor planning, poor use of resources, and lack of awareness of the available human resources.

The Year 2000 report signals a brand new era. Integration will force making connections, and teacher-librarians will be central to making these connections between teachers. Dr. Craig stated that UBC must communicate the mission and role of the teacher-librarian to student teachers.

THE ELEMENTARY TEACHING PROGRAM

The elementary teaching program allows candidates to focus their preparation on either Early Childhood (Kindergarten - Grade 3) or Middle Childhood (Grades 4 - 7). The program extends over two academic years of two terms each. Courses and school experiences must be completed in the specified sequence. After completing all program requirements, candidates are awarded the Bachelor of Education (Elementary) degree and are reported to the BC College of Teachers as eligible for the Professional Teaching Certificate.

[Editor's Note: The program described below is the basic program. Special brochures are available from UBC which detail programs for French language teachers, Special Education teachers, and Native Indian Teacher Education.]

Year 1, Term 1

Prospective teachers are introduced to the theoretical bases of modern educational practice. Studies include analysis of the nature and objectives of education and of the developmental characteristics of learners. Attention is given to candidates' own interpersonal and communication skills and to strategies and methods of teaching. Structured classroom observations and teaching experiences (such as tutoring, peer teaching, and microteaching) are provided.

- Education 310 — Principles of Teaching: Elementary (4.5 units)
- Education 315 — Pre-Practicum School Experience (0.0 units)
- Education 316 — Communication Skills in Teaching (1.5 units)
- Educational Psychology 313 — Educational Application of Developmental Theories (1.5 units)
- Educational Psychology elective: one of:
 - a. Educational Psychology 322 — Education during the Early Childhood Years (1.0 unit)
 - b. Educational Psychology 323 — Education during the Middle Childhood Years (1.0 unit)
- Educational Studies 314 — Analysis of Education (1.5 units)

Year 1, Term 2

This term includes an intensive two-week school placement in which candidates consolidate their understanding of instructional principles and approaches. This classroom experience provides a basis for further studies of ways of organizing knowledge for instruction and of methods and strategies for teaching. Elementary candidates will prepare to teach all subjects at specific grade levels.

- Education 321 — Orientation School Experience: Elementary (0.0 unit)
- Curriculum and Instruction Courses:
 - Art Education 320 (1.0 unit)
 - Educ. 320 (Physical Educ.) (1.0 unit)
 - English Education 320 (1.0 unit)
 - Mathematics Education 320 (1.0 unit)
 - Music Education 320 (1.0 unit)
 - Reading Education 320 (1.0 unit)
 - Science Education 320 (1.0 unit)
 - Social Studies Education 320 (1.0 unit)

Year 2, Term 1

Candidates spend this term in selected B.C. elementary schools. Each candidate works closely with a team of experienced teachers who have been specially prepared for this supervisory and instructional responsibility. Faculty support, advice, and assessment are provided on a regular basis.

- Education 418 — Extended Practicum: Elementary (9.0 units)

Year 2, Term 2

Following completion of the extended practicum, candidates undertake professional studies to put their teaching competence in a more comprehensive framework of knowledge and understanding. The term includes elective or prescribed studies appropriate to each candidate's personal academic and professional interests.

- Education 420 — School Organization in its Social Context (1.0 unit)
- Educational Psychology 423 — Learning, Measurement, and Teaching (1.5 units)
- Educational Studies elective: one of:
 - a. Educational Studies 425 — Educational Anthropology (1.5 units)
 - b. Educational Studies 426 — History of Education (1.5 units)
 - c. Educational Studies 427 — Philosophy of Education (1.5 units)
 - d. Educational Studies 428 — The Social Foundations of Education (1.5 units)
 - e. Educational Studies 429 — Educational Sociology (1.5 units)
- Academic, Curriculum and Professional Electives (4.5 - 6.0 units)

TOTAL PROGRAM REQUIREMENTS = 35.5 - 37.0
UNITS

THE SECONDARY TEACHING PROGRAM

The secondary teaching program enables candidates to prepare to teach one or two subjects, depending on their prior background (Grades 8 - 12). The total program includes the equivalent of two full academic years of courses and student teaching. The first three terms of the program are scheduled within a 12-month period, beginning in September and concluding in mid-August, thus enabling candidates to qualify for a teaching certificate within one calendar year. Degree completion courses are taken

during a subsequent summer session or extra-sessionally, depending on course availability. After completing all courses listed for Terms 1 - 3, most candidates are reported to the BC College of Teachers as eligible for the Professional Teaching Certificate. Candidates are awarded the Bachelor of Education (Secondary) degree when they have completed all program requirements.

[Editor's Note: The program described below is the basic program. Special brochures are available from UBC which detail programs for French language, Industrial Education, and Special Education teachers.]

Term 1 (September - December)

Prospective teachers are introduced to the theoretical bases of modern educational practice and to strategies and methods of teaching, both in general and in relation to the subject(s) they are preparing to teach. Studies include analysis of the nature and objectives of education and of the developmental characteristics of adolescent learners. Structured classroom observations and teaching experiences (such as tutoring, peer teaching, and microteaching) are provided.

- Education 311 — Principles of Teaching: Secondary (3.0 units)
- Education 315 — Pre-Practicum School Experience (0.0 units)
- Education 319 — Orientation School Experience: Secondary (0.0 units)
- Educational Psychology 312 — Education During the Adolescent Years (1.5 units)
- Educational Studies 314 — The Analysis of Education (1.5 units)
- Curriculum and Instruction Courses related to first teaching subject (2.0 units)
- Curriculum and Instruction Courses related to second teaching subject (2.0 units) (Candidates preparing to teach only one subject will instead take 1.5 to 2.0 units of additional courses related to that subject.)

Term 2 (January - April)

This term begins with an intensive two-week communications course in which attention is given to the candidate's own interpersonal and communication skills in relation to the demands of the secondary classroom. The remainder of the term is spent in a selected BC secondary school where the candidate works with a team of experienced teachers who have been specially prepared for this supervisory and instructional responsibility. Faculty support, advice, and

assessment are provided on a regular basis.

- Education 316 — Communication Skills in Teaching (1.5 units)
- Education 329 — Extended Practicum: Secondary (9.0 units)

Term 3 (May - August)

Following completion of the extended practicum, candidates return to the campus for studies designed to put their teaching competence in a more comprehensive framework of knowledge and understanding. An opportunity is provided for them to enhance their subject-matter and/or pedagogical competence.

- Education 420 — School Organization in its Social Context (1.0 unit)
- Educational Psychology 423 — Learning, Measurement, and Teaching (1.5 units)
- Educational Studies elective: one of:
 - a. Educational Studies 425 — Educational Anthropology (1.5 units)
 - b. Educational Studies 426 — History of Education (1.5 units)
 - c. Educational Studies 427 — Philosophy of Education (1.5 units)
 - d. Educational Studies 428 — The Social Foundations of Education (1.5 units)
 - e. Educational Studies 429 — Educational Sociology (1.5 units)
- English Education 426 — Language Across the Curriculum: Secondary (2.0 units)
- Elective or prescribed courses related to teaching major or concentration (4.5 units) Courses are selected in consultation with an advisor; candidates admitted without both a teaching major and a teaching concentration may be required to strengthen their subject background.

Degree completion studies

This final phase of the program is ordinarily completed as the first phase of the beginning teacher's personal program of continuing professional education. In consultation with an advisor, candidates select courses which complement their initial preparation and which further their personal and professional interests.

- Educational Psychology Elective (1.5 units)
- Academic, Curriculum or Professional Electives (3.0 units)

TOTAL PROGRAM REQUIREMENTS = 35.0 - 35.5 UNITS

JOHN ORMOND, SIMON FRASER UNIVERSITY

John Ormond began by stating how pleased he was to be invited to address the group, because the invitation indicated to him the field's interest in teacher-education. In common with other speakers, he believes that the Year 2000 paper will have an impact on the teacher-librarian's role. He also agreed with Dr. Sydney Craig that teacher education must change.

In a somewhat oblique fashion, he addressed the importance of teacher training by commenting on the reflective process "People do not necessarily learn from experience, particularly if they do not think about it or do not accept responsibility for its creation." His message throughout the address was that at the school level, we must train the student teacher to participate effectively in cooperative planning and teaching and the importance of resource-based learning — we must accept responsibility for induction of new teachers.

When the student teacher goes into the school and asks for explanations of what is going on, the school-level mentors in the system must provide support, a statement of the rationale for the program, and practical assistance to the student teacher. Educators need to meld the process of what happens on campus and what happens in the field.

The teacher training program of Simon Fraser University's Faculty of Education is based on the following Primary Goal and Underlying Principles:

Primary Goal:

To produce autonomous professionals who are able to articulate and justify the reasons underlying (their) teaching practice.

Underlying Principles:

1. The program encourages and fosters the critical tension which occurs during dialogue on the relationship between theory and practice.
2. Reflecting the interplay of theory and practice, campus and school based activities are designed to be complementary and interwoven.
3. Student teacher development is the shared responsibility of the university, the profession (the schools), and the student teachers.
4. The program encourages the instructional team to develop and implement a program

which reflects their own interpretation of the theory/practice relationship.

5. The program is developmental in nature and assumes students will display continuous growth during and after completing the program.

Mr. Ormond believes that the SFU teacher training program has some unique focuses. As evidence he cited a project happening in Surrey secondary schools. Student teachers are clustered within individual schools according to their subject area. This provides an opportunity for a whole department to work with a group of student teachers. Department members and student teachers develop a closer relationship. Teacher advisors become more involved, often making key decisions in setting up a definite and distinctive program for their student teachers. The program becomes more deliberate and focused. All student teachers in the district can be brought together for special inservice programs (e.g. cooperative planning and teaching), which are then followed up by school-based teacher advisors.

Teacher-librarians must look for opportunities to participate in this training of new inductees. The school is responsible for encouraging individuals and structuring the program so that the student teacher gets a broad experience in the school. Ormond says, "Bury the notion that schools are a collection of classrooms." If student teachers are to come into the school and take on cooperative planning and teaching, then they must see the model working already.

Year 2000 document will effect change. Teacher-librarians will have to make resources available for resource-based learning. The document is a "fait accompli" — this is the new reality.

DON HAMILTON, THE UNIVERSITY OF VICTORIA

Don Hamilton represented the university's teacher education department, which was unable to send one of their members. He commented that he also represents teacher-librarians, and began his talk by mourning the fact that the University of Victoria still does not really incorporate use of teacher-librarians in their training program for teachers.

Don says he tries to educate trainees by giving spiels to groups of students about the role of teacher-librarians. He asks what they expect of him as a teacher-librarian, and is usually shocked by what

they think the role is. He comments that most student teachers have a warm fuzzy view of the elementary library and a negative view of secondary. Don asked groups of student teachers to go back to schools, approach teachers and ask for comments on the role of teacher-librarians, the assistance provided to teachers, etc.; they came back with the impression that teacher-librarians were not really involved with the classroom teacher.

The main point that Don made was that he does not think we can get change with student teachers until we impact on sponsor teachers. We must integrate information skills with content-based units of study *and* cooperate with others to get the message across. The program at the university is too fractured and split into 1 1/2 packed units to be a good vehicle for change. Teacher-librarians must teach both sponsor teachers and student teachers.

Things you can do to effect change:

- Host a meeting for student teachers, sponsor teachers and administrators — then explain the library resource centre program.
- Invite sponsor teachers to a workshop on cooperative program planning and teaching.
- Sponsor a district program for student teachers.

In Don Hamilton's view, it is unrealistic to expect that the universities are going to accomplish much of what we as teacher-librarians want them to accomplish. He advised the audience that the University of Victoria spends only \$15,000.00 per year for curriculum resources, while \$2 million per mile is spent to build a road to Squamish. A similar Danish library, by contrast, has 85 titles per student.

An additional problem is that members of the Faculty of Education are constantly changing — especially the methods instructors. Nobody there reads anything they don't have to read for their work because there is so much to do and so little time to do it. The resources of the university are too few for it to accomplish our goals.

Don ended with a clear message, "We will provide the theory, you're going to have to provide the practice!"

Ron Jobe returned the audience to a happy frame of mind by recommending the following titles:

Lon Po-Po, by Ed Young. Pointing out this that this story is the Chinese Red Riding Hood,

Ron commented, "the illustrations are fabulous."

The Sky is Falling, by Kit Pearson. This story about children sent alone from England to Canada rates "5 out of 5" on Ron's scoreboard.

An Acceptable Time, by Madeleine L'Engle. This is a time fantasy with a "great first chapter."

**UPDATE # 5
THE RESOURCE CENTRE: A PLACE
TO INCREASE THE ACADEMIC
ACHIEVEMENT AND LANGUAGE
PROFICIENCY OF ESL STUDENTS**

This address by Ken Walters, teacher-librarian at Strathcona Elementary School SD# 39, (Vancouver) was both interesting and useful to all teacher-librarians who are concerned about helping students to improve their ability to handle academic tasks. Because the material presented is appropriate for our March issue's theme on thinking skills, we have asked Ken to write an article for that issue. Happily he has agreed to do so. Watch for it in the March issue!

**UPDATE # 6 THE TEACHER-
LIBRARIAN'S POTENTIAL FOR
POWER & CHANGE**

[Editor's Note: Since it is almost impossible to report on a session in which one is involved, this portion of the Update '89 report is drawn from an article by Janet McKinlay, teacher-librarian at Churchill Secondary School, which appeared in the 1989 November issue of Media Messages, the newsletter of the Vancouver Teacher-Librarians' Association.]

This final session, advertising the recent BCTLA publication, Implementing Change: A Cooperative Approach, was lead by the authors Liz Austrom, district principal of Curriculum Resources in Vancouver, Roberta Kennard, teacher-librarian at University Hill Secondary (Vancouver), Jo-Anne Naslund, teacher-librarian at Kitsilano Secondary (Vancouver), and Patricia Shields, vice-principal at L'Ecole Bilingue (Vancouver). A series of lighthearted and creative skits lead off this update which provided background to and an overview of this publication.

A synopsis and brief discussion of each chapter emphasized the teacher-librarian's role as a co-leader in the school, stressed his/her responsibility for communicating the vision for the school resource centre program, and underlined the fact that practical advice and tips are offered in the publication to aid the teacher-librarian in program implementation.

IMPLEMENTING CHANGE



B.C.T.L.A. is pleased to announce
a new publication
Implementing Change:
A Cooperative Approach to
Initiating, Implementing and
Sustaining Library Resource Centre
Programs

This book is designed both to stand on its own and as a follow-up publication to **Fuel for Change: Cooperative Program Planning and Teaching**. Utilizing recent research and theory on how change occurs, this new publication is intended as a self-help guide for teacher-librarians involved in effecting change in their schools' library resource centre programs.

Available from Bill Scott, Box 985, Hope BC VOX 1L0
at \$20.00 prepaid, \$23.00 billed.

WESTERN CANADA SCHOOL LIBRARY CONFERENCE '89

WEST VANCOUVER,
October 13-15

reported by LIZ AUSTROM, district principal, Curriculum Resources, SD #39 (Vancouver).

Participants were welcomed to the Cedardale Centre by Doug Player, Superintendent of Schools for West Vancouver School District. He offered his good wishes for a successful conference and posed a challenge to those present. He believes that the library resource centre of the near future will look much different than anything currently available in West Vancouver, or in any of the participants' school districts. Warning, "You don't have much time," Doug Player advised participants to become strong advocates for resource centres in their districts.

KEYNOTE ADDRESS: ADVOCACY

by KEN HAYCOCK, principal, Waverley Elementary School, SD#39 (Vancouver).

Ken's address was eclectic, individualistic, full of strong beliefs and recommendations, and challenging for someone trying to take notes. This summary is therefore a trifle disjointed, the fault of the reporter who was sometimes caught up in listening and forgot to record.

Formerly the Coordinator of Library Services in Vancouver, then Director of Program Services for the district, Ken Haycock has entered a new career and challenge as principal of an elementary school. Obviously enjoying his new role, Ken has picked up some new professional reading interests, probably as a result of the Uninterrupted Sustained Silent Reading program at Waverley. He introduced his session by reading the picture book Theodore and Mr. Balbini to the audience. This drole story deals with an elderly man who has difficulty with the changes occurring in his life when his formerly tractable dog learns to talk and turns out to be rather demanding. Mr. Balbini goes through a period of anxiety and stress which is typical of anyone under-

going role definition, or having difficulties with role change.

Ken stressed the importance of working with principals, noting that the principalship is a very powerful position. Teachers and other staff tend to perform to their perception of what principal wants. Consequently, the principal can make a very real difference in the resource centre program.

Securing the support of others — including principals — must be based on effective planning. Planning is a way of caring, for it means taking risks.

RESEARCH APPLICABLE TO TEACHER-LIBRARIANSHIP:

- Cooperative program planning and teaching makes a difference to good programs. The administrator must be convinced of this fact because the trend to school-based management can have a negative impact on the support offered to the program if the administrator is unaware of the program's value. There must be a partnership of the principal and the teacher-librarian, and there should be accountability on the part of the principal for the support offered to the program and the effectiveness of the program.
- It is harder to make change in the secondary school program because of the organization of the school and the climate of secondary schools.
- We have underestimated the time and efforts necessary to make change.

ADVOCACY ACTIONS RECOMMENDED:

- Try to influence decision-makers; it is essential to determine where people stand and not be satisfied with platitudes.
- Be cautious about bandwagon approaches to education. The current "bandwagon" is whole language, which presents the danger of classroom collections developing which reduce the collaboration between teachers and teacher-librarians. We need to develop a plan for support to the whole language approach which is compatible with our commitment to a program based on cooperative planning and teaching. Another educational "bandwagon" is critical thinking skills, and we need to connect this clearly to information skills. Some teacher-

librarians right now are in danger of going off on a tangent because they have jumped on the technology "bandwagon," and seem to have forgotten that the technology is only a tool for accomplishing the goals of the resource-based learning program. Technological information systems are only part of the resources available. As educators, we need to focus on an integrative, collaborative approach which includes all facets of a well designed and articulated program.

- We must continue to work with Ministries of Education. It is ironic that in British Columbia \$30 million per year is spent on school libraries but there is no Ministerial policy on the resource centre's role in the educational program of the school.
- Using the term "teacher-librarian" makes a difference because it clearly indicates to others that there is a teaching role. The school library resource centre mission is effective teaching of students in how to process and use information. This is a different mission than public libraries have. To support this mission, different training emphasizing the teacher qualifications is required, policy statements on the educational role of the program must be developed, and the mission clearly articulated to all involved.
- District personnel should stand for something. Ken says he always stood for cooperative planning and teaching, and everyone knew it. District staff must also visit schools, or be visible in some other way if they are unable to visit all schools.
- Site-based management may engulf us if we don't find an advocate in the decision-making group. It helps when individuals share their problems with each other. (Ken offered as an example the establishment of flexible scheduling of library resource centres as a policy in Vancouver. His awareness of what was happening in other jurisdictions like Calgary and Winnipeg gave him the information he needed to get the policy implemented.) The caution remains, however, that district services may be generalized more and more.
- Trustees are generally open to information about the program. Write in journals that trustees and school and district leaders read. Identify district and school-level staff who show leadership abilities, encourage them and get them involved

now in order to maintain committed leaders for the future.

- Identify objectives for the program, then spend time with people in other areas getting them to understand so they will support the same objectives in inservice sessions that they offer to groups of teachers who might not otherwise hear the message.
- It is vital that we understand the structure, rules and ethos of our organizations if we are to be effective advocates for the program. Cantor, in The Change Masters, comments that some people think they are playing chess when they are really playing badminton in a hurricane. Ken thinks it may be even worse that that — maybe the analogy should be playing croquet as it's done in Alice in Wonderland, where the rules keep changing.
- One definition of a school is "an institution held together by a parking lot." This should not be our reality. Don't let the school principal off the hook. Frequently, they don't realize the power they have to bring the teachers in their schools to a common understanding of mission and goals. Ken used a very effective question to jar participants' thoughts: "Have we allowed the echoes of the past to blur our vision of the future?" Do we assume that we can't impact on administrators' viewpoints *now*, simply because we have been unable to do so *in the past*? Have we given up our mission, or watered it down, because we have not been successful in the past? The clear message was that we must be persistent, must keep on trying to get our message across to decision-makers.

WHAT WE KNOW ABOUT IMPLEMENTATION OF CHANGE AND HOW THIS KNOWLEDGE CAN BE USED TO IMPLEMENT THE LIBRARY RESOURCE CENTRE PROGRAM

- Ken presented the following model for implementation of a library resource centre program. Shirley Hord and Beverley Showers were cited as references, while Ken's own comments are included in parentheses.

**IMPLEMENTATION =
MATERIALS/APPROACHES/BELIEFS**

- * How effective are our strategies?
- * Have we entered into even the lowest level of thinking of decision-makers?

- Awareness Readiness
(Too much time is spent here, not enough at the other levels.)
- Understanding Preparation
- Acceptance Training
(Sometimes this happens without understanding, and then the program mission is blurred.)
- Commitment Implementation
- Renewal/Supervision Maintenance

Ken Haycock stated, that in his experience at the district level in a large urban school district, the RPTIM Model offers a sound method of delivery for professional development and the implementation of change. He stressed that there needs to be an equal amount of time spent on each stage.

Beverly Showers' research indicates that training has to go far beyond presentation and demonstration if it is to actually result in change and implementation of an innovation.

TRAINING & CHANGE

Training Steps	% of Participants Who Actually Incorporate Change into Practice
Presentation (90% of inservice sessions are presentations only.)	2 - 5%
• Demonstration	10%
• Practice	20%
• Feedback	20%
• Coaching	85%

In Vancouver, a school-based Staff Development Associates program has been instituted to carry out the all important coaching function. Leaders are identified, then trained in process and facilitative skills for two weeks in a summer institute. While the primary role is coaching, SDAs also have subject-based expertise or specific expertise in a teaching approach. Examples are elementary mathematics SDAs, elementary Science SDAs, Fine Arts SDAs and Cooperative Learning SDAs. Some teacher-librarians have been selected and trained as SDAs.

THOUGHTS ON CHANGE

- The roles of principals and of secondary department heads have not received enough attention.
- People can only deal with one change at a time.
- There must be an effective combination of pressure (peer pressure is one kind) and support. Michael Fullan states that pressure without support leads to alienation, while support without pressure leads to squandering of resources.
- There is confusion between congeniality and collegiality. Liking and being liked doesn't matter; collegiality is the thing that matters — working as equals. We must confront poor practice, not validate it by being agreeable.
- Administrators don't have time to read a lot of material. For example, they don't have time to read and understand the curriculum guides. In Vancouver, Program Services prepared Curriculum Summaries for administrators with supplements for teacher-librarians because the evidence is that principals don't read curriculum documents. As advocates we need to be aware of this fact and tailor our approaches and documents to this fact.
- Why not try the "Adopt a Decision-Maker" idea? Who does this in a district? There is great reluctance to effect a relationship with decision-makers. This idea needs to be approached in an organized way, determining:
 - *WHAT* the goal is in Adopting a Decision-Maker.
 - *WHY* this action must be taken.
 - *TO WHOM* the action will be directed.
 - *HOW* it will be accomplished.
 - *UNITY* of purpose and message.

Key elements of this approach include:

- Be prepared: *PLAN*.
- A realistic but flexible timetable.
- Promote and publicize
- Communicate the power and structure of the group, and its persistence and patience.
- Followup by offering feedback and appreciation to decision-makers for actions taken that have a positive impact on the program.

Teacher-librarians should be involved in parent-teacher interviews if the library resource centre program is to be viewed as central to the school's instructional program.

- "We often confuse whining with advocacy." People want to hear positive things and hear how good things can be improved.
- Ken Haycock ended the formal part of his presentation with a strong clear message to those present: HAVE A VISION. COMMUNICATE & ARTICULATE IT. BE PERSISTENT. As educators, our personal philosophy of education must frame our actions and lead us to take action. By doing so we will inspire others to follow us, to adopt our vision as their own, and to work to implement it. Advocacy for library resource centre programs involves our commitment to our own philosophy and vision. Only then will we influence others to become advocates for the program.

POINTS MADE IN ANSWER TO QUESTIONS DURING DISCUSSION OF THE KEYNOTE ADDRESS:

1. Ken Haycock talked about a project done by IBM in New South Wales, Australia. Students had difficulty using databases because no one was helping them to frame important questions. Alvin Toffler, author of *The Third Wave*, would not be surprised with this result, for he says we have lots of people finding answers, and it's too bad they aren't asking the right questions.
2. As a principal, Ken advises teacher-librarians to make an appointment with their school administrator (45 mins. every 2 weeks) to discuss the program. During that time they can present problems, clarify concerns, outline alternatives and offer their own preferred solution. We should presume ignorance on the part of the

principal, explaining carefully and without jargon. We should be confident about our own role and continually articulate that confidence. We must depersonalize the program — it belongs to all staff members.

3. Qualitative evaluation and numerical factors which offer support to the program are the responsibility of both the district and the principal. These include the materials budget and the teacher-librarian time allocation.
4. Teacher-librarians must exhibit willingness to talk about resource centre program weaknesses and strengths without thinking it is reporting on colleagues. Teachers may have opted to use other strategies which are effective and valid. In commenting on the resource centre program weaknesses one is not denigrating these other strategies or the teaching performance of peers.
5. Needs assessment is a celebration of what is good as well as an identification of what should be improved.
6. Decision-making in the school is part of the administrator's role. Staff involvement is often desirable, but teachers appreciate it if this involvement is reserved for issues that are important. Time is precious to teachers, and they should not be required to spend that time making decisions that are more efficiently done by others. The principal decides what to collaborate on based on its relevance to teachers and the degree of expertise required.

The following model provides an effective frame-work within which decision-making action takes place. The principal naturally has to be willing to justify decisions.

DECISION-MAKING MODEL			
	Relevance to Teachers		
	LOW	HIGH	
Expertise Required	LOW	Inform	Collaborate
	HIGH	Do it myself	Consult

Everyone at the school — including teachers, secretarial staff, custodial staff and volunteers — is part of a team collaborating to produce the best education possible for the students in the school. Decision-making should reflect that collaboration, while maintaining efficiency.

7. One way to deal with the fact the student teachers are unprepared to work cooperatively with teacher-librarians and other teachers is to assign them to a sponsor school, not to a sponsor teacher. Waverley Elementary is working to have its student teachers assigned to the school, not to specific teachers. If this comes into effect in teacher training programs, then it will be possible to build an experience for student teachers which is broader than in the past, and which introduces them to being part of a school team, not isolated in one classroom. With the new emphasis of school collaboration, induction of new teachers must change to emphasize the value of working as part of a team. School principals have a key role to play in structuring the school so that this transformation occurs.

“You can lead a horse to water, but you can’t make it drink... but you can salt its oats.”

**John Allan, retired
Area Superintendent, Vancouver**

To build the type of positive climate that is necessary to effective schools and effective induction of new teachers into the system it is necessary to deal with the issue of “teacher talk.” Negative comments about the school, about other staff members, and about students don’t build a climate conducive to an effective program. Teachers should not “ventilate” in the staff room. If teachers must ventilate, then the administrator’s office is a good place.

8. To be an effective advocate one must understand the situation and identify a process to follow.
 - discover where you enter the power structure;
 - define commonality of purpose;
 - bring other people into it.
 - a. rank order education officials and work with

the most supportive, investing a lot of time with them and presuming equality with these people.

- b. Look at the district’s principals and determine the leaders among them. Identify those on the way up, whose support it is important to secure.
 - c. At the district level, invite the district superintendent, deputy superintendent, or an area superintendent for lunch and a discussion of issues.
9. Leadership defined: If you are going somewhere and no one is following, you are only going for a walk.
 10. Four F’s:
 - Focus; on mission and goal
 - Flexible; but never compromise your beliefs
 - Fast; quick to grasp opportunities
 - Friendly; in a collegial way

Then add for balance:

 - Fun
 - Family

11. On empowerment: Teacher-librarians need to assist teachers to gain expertise in using resources, storytelling, etc. They should also involve teachers in selection of curriculum resources, in program definition, and in identification of needs.
12. The framework of the library resource centre program must include: recognition of the role of the teacher-librarian, support for team planning and teaching, the integration of skills and content, and true collaboration between all of the players in order to provide the best program possible.

REACTIONS FROM PARTICIPANTS:

Lorne MacRae: We need to emphasize the role of the teacher-librarian as a leader; to actively promote the development of leadership skills, including redoing education programs to develop leadership skills and dispositions. It is the responsibility of district staff to find good prospects and encourage them to take the necessary training.

Another participant: The problem lies in translating the vision into action. UBC trained students need help with articulating the step between vision and action.

Ken Haycock: Two sayings should be considered in connection with the translation of the vision into action:

“Blessed are they who know where they are going, for they shall know when they have arrived.”

and

“If at first you do succeed, try not to be astonished.”

Teddy Moline: Advocacy is maintaining links and credibility with all groups. You never know who will one day be in a position to help you (as trustee, etc.) achieve program goals.

Ken Haycock: Citing Cantor, he pointed out that organizations must decentralize if they are to survive into the 90's, but they must first articulate shared values and mission or anarchy will result.

Lorne MacRae: The process of examining values leads to the identification of shared values, but attention must then be directed to specific value stems and the development of action specifics to address them.

These comments are but a few of the many made after a stimulating presentation and active question period during the first day of the conference. Presentations by provincial groups and other bodies followed on the second day.

PROVINCIAL AND TERRITORIAL UPDATES:

ALBERTA

- Alberta Education is in the process of surveying the schools for information on the media and technology used in schools, and on library automation. In addition, the ministry document Focus on Research: A Guide to Integrating Research Procedures for Alberta School Libraries is being rewritten to incorporate responses from the field. An inservice session will be held for the first time at the Alberta Library Conference in 1990 May.

- Alberta Education has also produced some Teacher Resource Manuals which include information accessing and processing skills. Examples are the elementary social studies, social studies 10/13, and science 14/24. Write to Teddy Moline, Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.
- Gerry Maguire reported that the Alberta Learning Resources Council is focusing on the questions of funding for school libraries in Alberta, on teacher-librarian qualifications, and on inservice programs on cooperative program planning to be offered for student teachers. The Council is also emphasizing input and support for Focus on Research.
- Edmonton Public School District has a Catalogue of Assessment and Curriculum Support Materials. It includes a variety of materials, including titles on literature and on library research for E.S.L. students. For a copy of the catalogue, write to External Sales, Warehouse and Distribution, Edmonton Public Schools, 10515—100 Street, Edmonton, Alberta T5H 2R4, or phone (403) 429-4871.

MANITOBA

- The School Library Curriculum Consultant position at Manitoba Education has been restored, much to the joy of Manitoba teacher-librarians. Gloria Hersak has undertaken this task.
- The Manitobal School Library Audio Visual Association has been active this past year, presenting briefs on school libraries to the ministry, and also collecting data on working and learning conditions in Manitoba's school library resource centres.
- MSLAVA is sponsoring *canadian images canadiennes 2* at Fort Garry Place in Winnipeg on 1990 October 18-20.
- Winnipeg School Division No. 1 has an active publishing program with several titles focused on cooperatively planned units and several on literary and cultural appreciation. For a copy of their catalogue listing, write to Gerry Brown at the Teachers' Library & Resource Centre, 1180 Notre Dame Avenue, Winnipeg, Manitoba R3E 0P2.

- Manitoba Education also has a draft document, Selection of Learning Resources: Policies and Procedures for Manitoba Schools. The automation of library resource centres is also being studied, and Manitoba is looking forward to a revision of the Administrative handbook. Hopefully there will be significant changes in funding and facilities in the near future.

SASKATCHEWAN

- Mick Ellis, Educational Consultant for Audio Visual Education in Saskatoon, has developed a plan for media literacy which has been presented to the Saskatoon Board of Education.
- Saskatoon also has a Handbook for Inservice Presenters which other participants had seen and commented upon very favourably.

YUKON

- Terry Burns, newly appointed Coordinator of School Libraries and the Learning Resource Centre, spoke entertainingly of his experiences to date, pointing out both the scope of his work and the far-flung nature of the educational system he serves.
- Yukon library resource centres have many of the same problems we have in the rest of Western Canada, and Terry stressed the similarities.
- An automated cataloguing system is underway, with central processing being handled by Terry's office.

BRITISH COLUMBIA

- No formal report was given by the President, Diana Poole, since her introduction to the conference covered many of the events happening in British Columbia in recent months. These are not recapped here, but readers are reminded to read the "In Circulation" column for the most recent news.
- Donna Doerksen reported on the BCTLA's publications, Jo-Anne Naslund on its professional development activities, and Lynn Shoop on its liaison with the British Columbia Library Association.

- West Vancouver School District has several resources available to support French Immersion Programs. Information and an order form is available from Angela Thacker, Coordinator of Learning Resources, S.D. 45 (West Vancouver), 595 Burley Drive, West Vancouver, BC. V7T 1Z3.
- Vancouver School District has a catalogue of Program Publications which lists a wide range of curriculum documents. Included are such items as cooperatively planned units for elementary science, social studies 8 and 9 resource manuals which incorporate resource-based units of study, and bibliographies. For a catalogue and order form, write to Russ Scott, Vancouver School Board, 1595 West 10th Avenue, Vancouver, BC V6J 1Z8.

[The variety and quality of documents available in Western Canada led participants to the conclusion that we should try to prepare an annotated bibliography of materials. We will have to wait to see if this develops, but BCTLA would be happy to participate, perhaps even to publish the list.]

AN IMPORTANT REMINDER REGARDING COPYRIGHT!

The next phase of the copyright legislation, which includes any education exemptions that will be given, does not go to the Minister until January or February 1990, so individuals and groups should still send their comments and concerns to the federal government and to their Members of Parliament.

CSLA UPDATE: ADRIENNE BETTY, PRESIDENT

- Adrienne noted that CSLA continues in CLA as before, despite the slim defeat of the motion to separate from CLA, but that CSLA now has complete control of budget — a significant step forward!
- CSLA has participated in presentations to Ottawa on the Goods and Services Tax and on the impact of the copyright legislation. These presentations have been undertaken both as part of CLA and as an individual reaction from the association.

- A new CLA Executive Director has been appointed who has an extensive background in school libraries, and it is hoped that this will result in new understanding on the part of the parent body.
- A Program Advocacy paper produced by BCTLA is currently being vetted, and another position paper on Leadership is being developed.
- National awards continue to be a focus and will be offered once again this year. [Editor's note: Information on these awards appears elsewhere in this issue.]
- The major professional development event will be the national conference in Ottawa in 1990. The theme is "Libraries: Exploring the Myths, Rediscovering the Magic." Sandra Houston and Diana Gauthier are the CSLA program coordinators. CSLA is also supporting two summer institutes: Pearson on the Prairies, in Saskatchewan, and Eastern Shores, in Nova Scotia.
- There is a need for members to identify key issues. Adrienne identifies:
 - Education for preservice teacher-librarians.
 - Inservice for practising teacher-librarians.
 - The continuing need to work together to improve school library programs.

INTERNATIONAL ASSOCIATION FOR SCHOOL LIBRARIANSHIP: GERRY BROWN

- A current concern in Papua, New Guinea, is education technology and how it can be used to reach all schools at any time (including any schools with more than 100 students).
- Various developments are emphasized in other countries: distance education in India; computers in Australia; district and regional resource centres in Malaysia.
- Gerry recommended membership in IASL, saying that their publications list gives "windows on the world."
- The next conference will be in Sweden the week before the International Reading Association conference in Stockholm. IASL organizers are

looking for practical presentations, accompanied by papers. Gerry emphasized that attending IASL conferences gives an opportunity to gain from others and share with others which is very rich and rewarding.

- Gerry advised the group that a joint policy statement on school libraries has been adopted by IASL and the Canadian Teachers' Federation. As affiliate groups, the BCTF and other provincial teachers' association would also have adopted this as policy. Provincial associations can build on this fact.

ASSOCIATION FOR TEACHER- LIBRARIANSHIP IN CANADA

After the Canadian School Library Association's Annual General Meeting in Edmonton, the Chancellor Group was formed to look at new directions for a national association for teacher-librarians. A Vancouver-based group was formed to prepare a discussion paper outlining a plan for the establishment of such an association, and to circulate the paper to members of the Chancellor's Group and other interested parties. This discussion paper was presented to the Western Canada School Library Conference by Angela Thacker, Trish Maskell, Liz Austrom and Ken Haycock, developers of the paper.

Reactions were requested by mid-November, with the committee meeting again by the end of November to consider further action to be taken.

WANT A HOT INVESTMENT TIP?

A FLYER WITH THIS TITLE IS AVAILABLE from the American Association of School Librarians, 50 East Huron Street, Chicago, Illinois 60611, or telephone (312) 944-6780, extension 306. Ask for copies and for permission to add your school district's or association's imprint to the document and to reprint in quantity. Better yet, ask for permission to use portions of the flyer and revise it to meet Canadian terminology and your district's framework.

Contents relate to recent research in school librarianship and to the 1988 publication Information Power.

RESPONSE TO THE PRIMARY PROGRAM BINDER

Editor's Note: The following letter was sent by **KEN W. HOLMES**, on behalf of the Maple Ridge Teacher-Librarians' Association, to these two branches of the Ministry of Education, c/o Parliament Buildings, Victoria, BC, V8V 2M4:

YEAR 2000
Oscar Bedard, Executive Director
Program Development Division
and
PRIMARY PROGRAM
Curriculum Development Branch
Ministry of Education

The Maple Ridge Teacher-Librarians' Association enthusiastically supports the concept of a "library centre" for each primary classroom. Such "class libraries" will serve to make a variety of reading materials available to students based on their needs and interests throughout the year.

It has come to our attention, however, that many primary teachers look upon the "class library" (page 189 of the Primary Program binder) as being materials that are selected by each teacher and housed for the entire year in each classroom without the benefit of the teacher-librarian's expertise in materials selection, without cataloguing, without circulation of the materials through the school's library, and without proper inventory control.

Such a process could seriously limit accessibility of the resource materials, could result in multiple purchases of the same books, could result in many materials being lost, and, in effect, could negate the value of the school's library program.

Our association advocates a "class library" that consists of rotating, student-selected materials *drawn from the school's library* as needs arise during the year. An infusion of funds into the library would enable the teacher-librarian to update the collection, in consultation with teachers and students, and to select appropriate resource materials according to each district's selection policy.

Circulating the materials through the school's library would make them accessible to everyone in the school. Teachers and students would frequently sign out class sets of books from the library for varying periods of time depending on their needs, thus enabling them to have daily access to a much broader range of reading materials in their class libraries.

Sharing resources throughout the school would enable the materials to be integrated into the school wide curricula. The teacher-librarian would be responsible for ensuring that the materials were properly selected, catalogued, circulated, maintained, and weeded.

Housing the resources in the school library would enable teacher-librarians to coordinate their use throughout the school. A large pool of resources would thus be available for cooperative planning and teaching activities.

As can readily be seen from the above, by having the materials available through the library, each school would have a wide selection of learning resources upon which to build a strong school wide resource-based learning program.

It is the intention of the Maple Ridge Teacher-Librarians' Association to pursue this matter with the utmost diligence, as it is of great concern to the teacher-librarians of our district. We sincerely trust that you will look into this policy direction at the ministry level with equal concern.



LIBRARY RESOURCE CENTRE SUPPORT FOR THE PRIMARY PROGRAM: AN ALTERNATIVE TO THE CLASSROOM COLLECTION

by LIZ AUSTROM, district principal,
Curriculum Resources, SD# 39 (Vancouver).

Teacher-librarians have long been concerned about the development of a love of reading and literature, and the skills necessary to become effective users of a wide range of learning resources. The Year 2000 paper supports these concerns, but is less than descriptive about the library resource centre's role in developing these dispositions and skills. The draft Language Arts/English Grades 1-12 Curriculum devoted a page to the role of the library resource centre in the program. Whole language advocates have recommended an environment that provides many materials of varying types as being essential to that approach. Now, the Primary Program advocates the establishment of an enriched language environment for students.

In theory, these developments should be wonderful opportunities for teachers and teacher-librarians to work together, sharing their expertise, to work toward the best use of the school's collection of learning resources. In practice, some difficulties are already becoming evident. Many classroom teachers are suggesting that there be separate classroom collections available in each primary classroom. Teacher-librarians are expressing concern about the impact that this development will have on the use of the resource centre collection and on the library resource centre program.

While some might argue that teacher-librarians are simply exhibiting territorial rights, there are some very sound reasons why a centralized collection of the school's curriculum resources is a good concept that should be utilized throughout the years of change that face educators in British Columbia. Teacher-librarians may wish to submit their comments to the Ministry of Education, in relationship to the Year 2000 document, and to the draft Primary Program.

EDUCATIONAL ISSUES

- Access to a wide range of resources is central to an information-based society. Children should be introduced at a very young age to the role that libraries of all types play in providing access to both information and pleasure reading. Educators must also realize that what we call information books are also books that many children select for pleasure reading. The idea that only fiction material is pleasure reading is one that pushes many young readers away from reading.

If materials are housed permanently in the classroom, access to those resources is limited to the students in that classroom. If materials are managed through the library resource centre, but circulated to individual students and teachers, or to a rotating collection in the classroom, then access by others is possible because the teacher-librarian can identify the location of specific resources that may be needed. This process is facilitated by a computerized system, but is still possible with a hand-charging system.

The key principle to be considered is access to all of the school's curriculum resources by the whole school population.

- Students' self-selection of materials is one of the key components of a whole language program, and of student motivation to read. In a limited classroom collection, it is less likely that a child will find materials that appeal to him or her as an individual with specific needs and preferences than it would be if the child were accessing the full range of resources available in a centralized collection.

Students' sharing their interests with other students is also strengthened if the students have had the opportunity to select a title which relates to a current interest, to something happening in their home, or to something they have seen. The precious moment when a student makes a connection between his or her experience and the material being read is most likely to occur when the range of reading choices is wide. Sharing that moment with others is vital in making the child *feel* the importance of reading.

The classroom collection is commonly structured around those titles that the teacher prefers and is

most comfortable with using. Use of Canadian titles, of the latest print and non-print materials, and of unusual resources is most likely to occur when the teacher-librarian is involved with the classroom teacher and points out new resources which can be integrated with themes and units. Fullan (1982) comments that the use of new resources is a source of stress to teachers, so it is not surprising that primary teachers want a safe collection of resources that offer them a "comfort zone." However, supporting the teacher's comfort zone is not the best educational decision for meeting the child's needs.

The key principle in this area is that educators should facilitate students' self-selection of materials in order to foster motivation and interest in reading, and to develop students' independence and decision-making abilities.

- Students' individual ability levels and learning styles vary greatly, even in the primary grades. A typical level one classroom collection, if it were to serve these needs effectively, would need to include pre-reader materials through to late primary materials. If it is an ungraded primary classroom, the spread would have to range from pre-reader to middle intermediate, if self-selection is to be successful. When the added complications of dealing with visual or auditory learners or with English as a Second Language students are added, it is clear that a collection must be very broad in scope to serve all students.

Teacher-librarians have intensive training in the identification and selection of materials and are able to facilitate teachers' requests by searching out and purchasing appropriate resources. In this selection they attempt to maintain a balance between fiction and non-fiction, between print and non-print, and between different genres and topics.

The key principle is to provide a collection that has the broadest possible range so that all students' needs may be met.

- Collaboration between professionals is recommended in the *Year 2000* paper, in the literature on effective schools, and in the literature on cooperative planning and teaching between the classroom teacher and the teacher-librarian. The existence of classroom collections may mean that there is less motivation for the

classroom teacher to work with the teacher-librarian for the development of information skills and attitudes. Yet the advantage of working with the teacher-librarian is clear, for when a teacher-librarian is involved in a resource-based program, the services of the teacher-librarian come with the resources. That is to say, the teacher-librarian is involved in a partnership with the classroom teacher, and together they work to develop the attitudes and skills that will lead students to become lifelong learners and individuals who enjoy reading.

Those teacher-librarians who work or who have worked in schools where classroom collections are a fact of life stress that use of the library resource centre is less than it is in a school with a centralized collection.

The key principle is that cooperation and collaboration between professionals produces an enhanced learning experience for students, with greater variety of instructional strategies, increased student success and motivation, and improved student products.

MANAGEMENT OF RESOURCES ISSUES

- The management of resources is a time-consuming one which, if added to the responsibilities of the classroom teacher, would mean a significant increase in workload. If resources are added to the classroom but management issues are not addressed, then the impact of the monies devoted to the classroom collection will be dissipated over time as the collection deteriorates and goes missing. As students or teachers leave the school, resources are retained for school use if those resources are managed through the resource centre.

The key principle is to manage the school's resources in as effective manner as possible, so that neither scarce financial resources or valuable professional time is squandered.

- Duplication of resources will occur if teachers select independent classroom collections. Sharing of resources is facilitated if materials are catalogued, circulated and maintained as part of the school's central collection of resources. Individual items which are in demand should be

purchased in multiple copies, while a wide range of titles should be maintained in order to support students' individual needs.

At the same time, the needs of the classroom instructional program must be addressed in a positive and non-competitive manner. In other words, the seasonal and thematic demands must be identified and additional resources purchased in advance to meet predicted needs of the classroom. Teachers and teacher-librarians should consult intensively over the question of collection development, and teacher-librarians must be willing to tailor the collection to the curriculum as taught in the school.

The key principle is that there should be a central collection of the school's resources in order to facilitate management and accountability, but that procedures should be developed which facilitate use by individual students and teachers, and by whole or part class groupings.

COST IMPLICATIONS

- The professional literature suggests that a minimum of 100 titles are required for each classroom (Regie Routman, *Transitions*, 1988), with other authorities suggesting that up to 1000 books are necessary. In addition, other resources like Big Books, tapes, charts and audio-visual items are also recommended. Simple calculations on the *minimum figure of 100 titles* reveal what a substantial expenditure would be required in even a small school of 5 primary classrooms.

The average cost per title in primary is \$10 to \$12 if both paperback and hardcover are purchased, and depending what proportion of the purchases are quality picture books. If only hardcover titles are bought, then the average is approximately \$17. If an emphasis on Canadiana is important to the school, this average will be slightly higher. At the lowest estimate of \$10 per book, the cost of establishing a minimum book collection for each classroom in a small school with 5 primary divisions is \$5000. Big Books at \$25 to \$45 apiece, paperback book and tape cassettes at \$18 to \$30 each, sound filmstrips at \$25 to \$40, plus choral reading charts, posters, and videotapes in sufficient variety to support the program would almost double this amount.

Multiplied by the number of primary classrooms in the district, the cost of providing minimum classroom collections will have a substantial impact on the district's budget, perhaps requiring cutbacks in areas such as professional development to support the implementation of the Primary Program, or preventing the hiring of an early childhood specialist to assist teachers to implement new approaches. In a district with 100 primary classrooms, the cost would be \$500,000 for the *minimum* book component only.

Elementary library resource centres require a budget level of approximately \$25 per student to maintain collection size, as materials wear out, are lost, become dated, or are no longer suited to the student population. Based on this experience, we can predict that an ongoing collection maintenance cost for one class of 25 students will be \$625 per year. Our small primary school with 5 divisions would require \$3125 each year, while a district cost for 100 classrooms would be \$62,500. In addition, shelving and storage costs will be necessary, although they are not estimated here.

The annual library resource centre budget purchases reference books, information books, fiction books, student interest / recreational reading and viewing materials, magazines, pamphlets, audiovisual materials (such as kits, filmstrips, cassette tapes and records, videocassettes, study prints, posters, charts, slide sets, transparencies, computer software, maps and globes) and display and promotional materials. In some school districts, basic operating supplies also come from this budget. In districts with no central professional collection, resources for teachers must also come from this budget. The BCTLA's annual Working & Learning Conditions survey (the 1989-90 report is published elsewhere in this journal) provides a clear statement of the average cost per student of providing these resources in each of the participating school districts. The annual budget serves a wide range of needs, and obviously cannot be used only to support the implementation of the Primary Program recommendations.

A special one-time allocation of funding to the library resource centre budget of approximately

\$500 per primary class, or half the cost of establishing a minimum collection of books only, would provide sufficient monies to build up the resource collection in three key areas:

- additional copies of standard resources like fairy tales, alphabet books and seasonal events (\$150).
- titles to support thematic approaches (\$150).
- early readers' paperbacks such as the *Jellybean* series, or the multitude of other colourful series designed for the beginning reader (\$200).

This extension of the library resource centre collection would facilitate alternative ways to serve the need for a materials rich environment for primary students.

The key principle is that the most cost effective and program effective use of the available funding is to supplement the already existing central collection of resources held in the library resource centre.

ALTERNATIVES TO CLASSROOM COLLECTIONS

- The establishment of a system of rotating collections to classrooms based on the current needs should be considered and facilitated. Some options for selection of materials to go into the collection are:
 - Classes go to the library resource centre with the classroom teacher, with each student responsible for choosing two or three titles to be used in the classroom for a month, then returned and another collection taken out. Titles that have not been "read out" by the class during the month can be renewed.
 - Teacher and teacher-librarian select a core collection of resources around a theme or objective, then have students add materials that they have selected to the core collection.
 - A group of students are designated to select, with the teacher-librarian's assistance as required, a collection of materials for the class to use. This is a highly motivating activity for students as they are asked to select titles that they think will be appreciated by their classmates.
 - The rotating collection is renewed by thirds, with small groups of students taking turns in going to the library resource centre to select replacement titles for returned books. Every two weeks seems to work well, with a

complete rotation happening every six weeks.

- Seasonal and theme boxes (plastic Dairyland-style boxes are available from Ikea) may be prepared by the teacher-librarian to circulate in demand collections from classroom to classroom during the day, so that no one class monopolizes the available resources. Alternatively, all primary classes are scheduled into the library resource centre to work with these resources.
- As students go to the library resource centre to select a book for home reading, they also select one for classroom reading. When they have completed that story, they may return independently to the library resource centre to get another book. Use of the pass system will ensure that the number of students going to the resource centre at any one time does not interfere with other programs which may be operating there.

The key principle is that teacher-librarians must devise alternatives to the static classroom collection which will provide the literature rich environment which is seen as desirable for primary children.

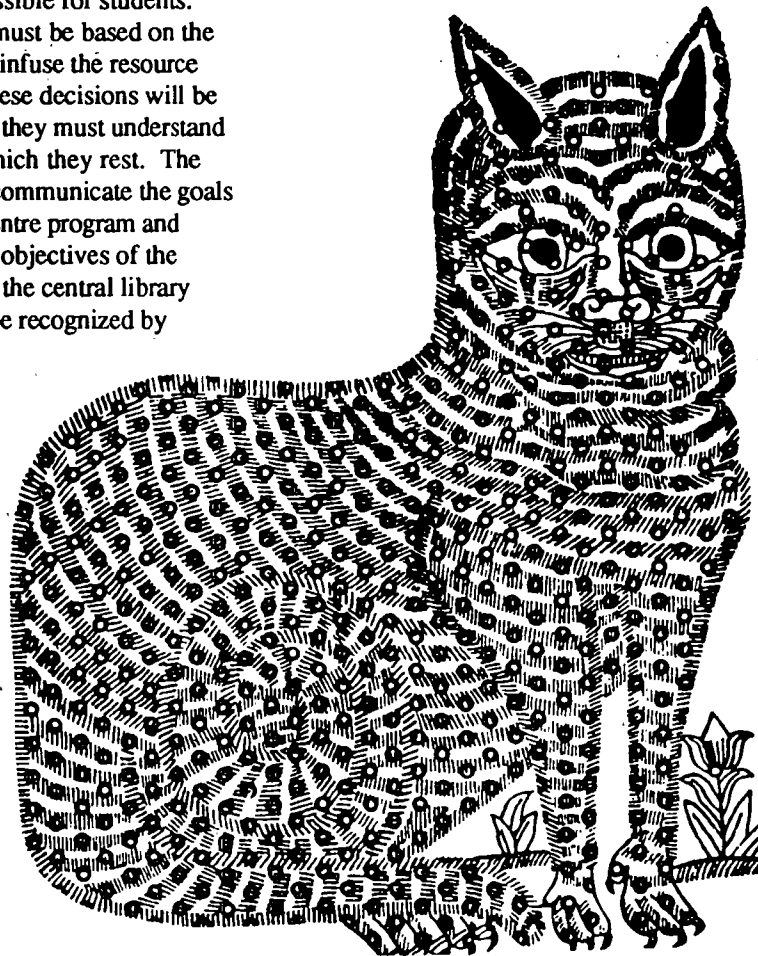
- The objective of building independent student use of the resource centre collection is an important one which should be developed within the primary years. Therefore, the teacher and the teacher-librarian must provide these young students with a positive experience that focuses upon the idea that both library and classroom are part of the total school environment, and that the whole school is a rich with material of interest to read, to view, to listen to, to write about, to illustrate, and to discuss.

As an extension, students must come to understand that the community and home also offer untold opportunities for using their developing literacy skills. Reading and writing should not be seen as only "school" or "classroom" activities.

The key principle is to involve the whole school staff in developing the school's literacy goals and programs, thus breaking down the artificial walls between classrooms, and using all the resources of the school, home and community.

The dynamic use of the resource centre collection depends upon the teacher-librarian viewing that collection as being part of the school's resources, and developing an effective, positive way of managing their use most equitably. Teacher-librarians who do not permit primary children to borrow materials because they may get them dirty, who do not purchase beginning readers' paperbacks because they are not "quality" literature, who seldom purchase novelty books such as "pop-ups" for fear that parts will be damaged or go missing, and who do not inform classroom teachers about the wonderful new resources as they arrive, are doomed to disappointment when teaching colleagues do not support the concept of a centralized collection. Concern for students and programs must be the primary driver of the teacher-librarian's decision-making, not concern for materials.

The value of a cooperatively planned and taught library resource centre program is that it brings together teaching colleagues with differing perspectives and talents into a collaborative venture aiming at the best education possible for students. Decisions about the collection must be based on the same values and objectives that infuse the resource centre program. In order that these decisions will be accepted by classroom teachers, they must understand the philosophical basis upon which they rest. The teacher-librarian must actively communicate the goals and objectives of the resource centre program and articulate them to the goals and objectives of the primary program if the value of the central library resource centre collection is to be recognized by teaching colleagues.



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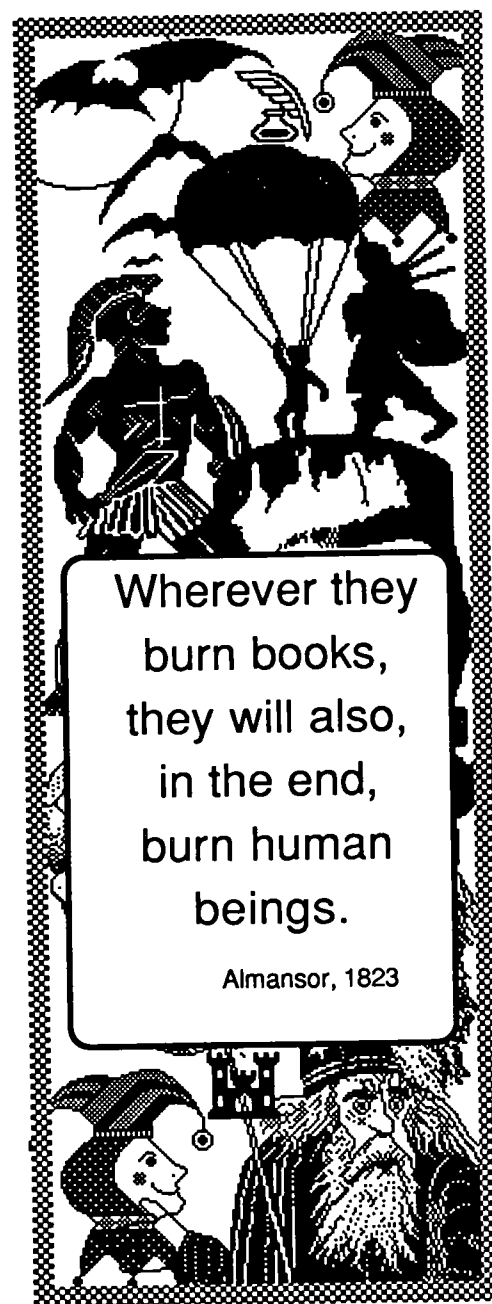
BCTLA ARCHIVES REPORT OCTOBER 1989

submitted by **GORDON STUBBS** for the members of the BCTLA Archives Committee: Gordon Stubbs, Glen Pinch & Daphne Buchanan

Since the Annual Report was presented in April, the collection has continued to expand. New material has consisted of current publications and documents, and some items from the past. As a result of articles in The Bookmark and in Teacher mentioning specific items missing from our collection, many readers have assisted us by going through their own files and sending things that supply some of the missing pieces. The response has been very encouraging.

What we need now in particular are more regional reports. A few have reached the Archives since last year, but a number of areas have not been heard from as yet. Chapter representatives are urged to collect interesting facts about the development of school libraries in their areas and to submit a short historical narrative of two or three pages to the Archivist, Gordon Stubbs.

A meeting of the Archives Committee was held 1989 October 11th. Among the topics discussed were measures that might be taken to make sure the collection does not become too large or unwieldy; for example, consistent weeding of both print and non-print material; and the assembling of some of the most important material into bound volumes, to be properly indexed. The question of a permanent base for the Archives was also considered. Future reports will provide more details on these and other matters.



Medicine Hat College, Division of Community Education with the support of the Canadian Library Association presents -

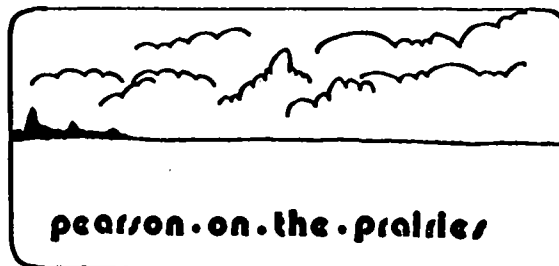
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KEYNOTE PRESENTERS

CAROL KUHLTHAU - Research and Study Skills

**RON JOBE & DAVID JENKINSON - New Developments in
Literature**

KEN LOWE, DON HAMILTON AND MANY, MANY MORE

***PEARSON ON THE PRAIRIES WILL BE A UNIQUE OPPORTUNITY FOR TEACHER-LIBRARIANS FROM ALL ACROSS NORTH AMERICA TO GET TOGETHER IN A BEAUTIFUL SETTING AND DEAL WITH CURRENT ISSUES AND KNOWLEDGE AREAS AFFECTING THEM. THE PROGRAM OFFERED WILL BE CHALLENGING, THOUGHT PROVOKING AND REWARDING. PLAN TO JOIN US IN MEDICINE HAT.**

WATCH FOR COMPLETE BROCHURE AND REGISTRATION FORMS EARLY IN THE NEW YEAR.

IF YOU REQUIRE MORE INFORMATION OR WISH TO BE ON OUR MAILING LIST PLEASE CONTACT - ARNE HANDLEY, 574 6 STREET N.E., MEDICINE HAT, AB T1A 5P3.

***MARK YOUR CALENDAR NOW!**

MULTICULTURAL GROUPS IN OUR COMMUNITY

A UNIT FOR GRADE FIVE SOCIAL STUDIES

by **ELAINE CLAGUE**, teacher-librarian, and **HEATHER BELL**, teacher, Westview Elementary School, SD#44 (North Vancouver).

This unit integrates literature, language arts, and social studies, and makes use of study and research skills in the library resource centre.

OVERALL GOALS:

1. The students will have a greater understanding of some aspects of the culture of several ethnic groups in the school.
2. Students will understand some of the reasons behind the emigration of some cultural groups.

CONTENT GOALS:

1. The students will understand some of the factors which led to families emigrating to Canada/British Columbia.
2. The students will realize that almost all of the children in the class have had family origins in some other area of the world.
3. The students will recognize how the cultures mix and blend to produce a rich and varied Canadian "mosaic".

SKILL GOALS:

1. Students will understand purposes of different poetry forms.
2. Students will write letters and understand format.
3. Students will understand difference between expository and transactional writing.
4. Students will read for pleasure.
5. Students will work cooperatively in small groups.
6. Students will locate information from various print and non-print sources. (film, fs/cass., video, atlases, encyclopedias, fiction, and non-fiction sources, as well as interviews.)
 - will use card catalogue
 - will use table of contents, index
 - will review note taking skills
7. Students will interview adults and peers.

STRATEGIES:

1. Small group work - working cooperatively
 - face to face
 - "put ups"
 - positive interdependence
 - individual accountability
 - processing
 - recorder, leader, encourager
2. Individual activities
3. Whole class activities
4. Materials to address different learning styles (visual, auditory, kinesthetic)
5. Lessons and activities in classroom and in Library resource centre



HOW THE IDEAS PRESENTED IN THE BOOKS CONTRIBUTE TO THE THEME:

A Boy Called Nam - this selection is based on the biography of a young Vietnamese boy called Nam. It is intended to have students understand that many families have been split up in the process of fleeing from difficult situations, that the actual journeys have often ended in personal tragedy and that great courage was required for individuals to pick up the pieces of their lives and move forward.

They Sought a New World: The Story of European Immigration to North America is intended to provide another perspective on why people have left their homelands to make the dangerous journey to the new country in spite of all the uncertainties which lay ahead for them. It also provides a look at some of the traumatic experiences encountered as the new immigrants took up life in their new homeland.

The poem "You Have Two Voices", (The Dancing Sun), looks at the struggles of a newcomer trying to learn English. Written from the point of view of an English-speaking peer, the poem is sensitive to the inadequacy felt by the immigrant when trying to communicate in a new language.

"The Passers-By" (True Poems and Narrative Tales of a Backwoods Boy), hints at the enriching nature of our cultural "Mosaic".

Community (All Over the World) examines what makes up a "community", from cultural, language, religious, interest, etc. perspectives and introduces the concept of a "global community".

The selection from Hooray for Today, "Chinese New Year", provides information about the event, and presents a child's feelings about the event. This is followed by the story Chin Chiang and the Dragon's Dance where a young boy is expected to take part in the Dragon's Dance but is overcome by fears.

The book, Many Friends Cooking leads the way to looking at some of the cultural influences we take for granted in our daily lives.

CURRICULUM EXTENSIONS:

1. This unit links to the Grade 5 Social Studies Curriculum requirements for examining people who have immigrated to Canada since the late 1800's. This study looks at:
 - who these people are/were and why they came
 - the challenges they face(d)
 - their contribution to the ethnocultural composition of Canada
2. The activities to be presented in the unit can tie in to art activities. e.g. a look at the different characteristics of the art forms from various countries around the world and some of the influences they have on our "Canadian" art. Prepare a poster to attract potential immigrants to Canada.
3. In P.E. students may learn games from around the world or look at some of the sports which have global appeal (volleyball, soccer, etc.). This could lead into a research project on the reasons for the global spread of some sports. (e.g. British colonialism, etc.) Folk dances from other regions may also be learned or shared by those familiar with them. Perhaps visiting groups from different cultural associations could come to the school to demonstrate their traditional folk dances.

words to existing tunes.) Folksongs, popular music, etc. can be played and learned. Differences in musical instruments can be examined.

5. Literature from other lands can be shared orally, through drama, and through media such as film or video. This can include folklore as well as genres in fiction. Students might write their own version of one of the folktales.
6. Letters to authors of books used in this study can be written, or students may write to a relative describing something learned during the Multicultural study.
7. Traditional clothing, forms of transportation, currency, language, family customs, etc. can be researched and then compared to Canadian ways.

LESSON ONE -NARRATIVE WRITING

LEARNING OUTCOMES:

1. **Content:**
 - difficult decisions are made regarding splitting families and sending some members away for the overall good of the family.
 - people emigrate or become refugees in order to escape from unjust governments.
2. **Skill:**
 - listening to literature for enjoyment as well as for information
 - engage in narrative writing

PURPOSE:

1. to allow students to listen to literature for pleasure
2. to establish some background information about emigration and refugee situations

MATERIALS:

1. story, A Boy Called Nam
2. excerpt from Run Forever which continues the story.

PROCEDURE:

1. teacher reads the first chapter of the story to the children and establish setting, characters, time, etc. This chapter deals with the family reaching to decision to send two of its members away from Vietnam in hopes that they establish a better life for themselves.
2. divide class into pairs. One student will take the role of the parent and the other student will take the role of a newspaper reporter who will "interview" the parent about the feelings they had while trying to reach the decision to send the children away. Reverse the roles, having the "interviewer" now take the part to Nam. Nam is to be interviewed about his feelings about the impending trip and his separation from his family. (15 minutes total)
3. students to write up the interview using the writing process with extra emphasis on the pre-writing stage (Narrative writing)
4. continue reading from book but allow students to read along in the excerpt if they wish.

LESSON TWO - EXPOSITORY WRITING

LEARNING OUTCOMES:

1. **Content:** - understand why people might emigrate to a new land
2. **Skills:** - organize prior knowledge- using writing process
- prepare an anticipation guide



PURPOSE:

1. to draw on the students' prior knowledge about immigrants to Canada
2. to establish a meaningful context in which the students may locate further information

MATERIALS:

1. chart paper
2. excerpt from They Sought a New World on p. 124 of Knock at the Door (Impressions)

PROCEDURE:

1. have the class select partners with whom they will work for this activity. Provide each group with a piece of chart paper and have them divide the paper into half, labeling the left half "We Know", and the right side "We Wonder". Give the groups ten minutes to list all the reasons they feel they "know" for immigrants coming to Canada. They might draw on the experiences of their own families if they are aware of the reasons for immigrating. They may list questions for "We Wonder".
2. return to whole class setting. Share information from "We Know" charts and pool information on blackboard chart. Discuss any unfamiliar words or questions students have about immigration. Develop Anticipation Guide question: Why did people leave home to make the long, dangerous trip across the ocean to live in a strange land?
3. returning to small groups, have students read the selection and add new information to the "We Know" part of the chart. (One student might take Kurelek's part and the other Engelhart's role.) Return to whole class for sharing of information. Was Anticipation question answered?

LESSON THREE: EXPRESSIVE WRITING

LEARNING OUTCOMES:

1. **Content:** - consolidate information about why groups left their homelands in search of a new home
- understand that life in the new land was often very difficult, lonely, sparse, but not without some satisfactions
2. **Skills:** - locating information in non-print materials
- letter-writing

PURPOSE:

1. to provide students with an opportunity to examine paintings not from an art perspec-

2. to provide students with practice in writing a letter for a purpose. Writing Process will be used.
 - communicate information
 - accuracy of content important

MATERIALS:

- excerpt They Sought a New World (Impressions bk)
- writing paper, as well as drafting paper
- chart paper and felt markers

PROCEDURES:

1. divide class into five equal groups with a recorder, encourager, and a spokesperson (reporter). Use cooperative learning techniques within the small groups. Assign one picture per group from the story and have them analyse the pictures for information about:
 - how the immigrant might be feeling in the setting
 - what the quality of lifestyle might have been like compared to the life they left in their homeland
 - what the environment of that area was like and what climatic factors might be influential in the area. (Have the recorder make note of the group responses. There must be group consensus for each point.)
2. have the class meet again. The reporters share information about the picture and share responses to the pictures.
3. students will soon be asked to write a letter to their grandparents discussing what they have learned about immigrants to Canada. It will be necessary to review the proper procedures for writing letters.
4. review immigrants reasons for coming to Canada as has been listed on the 'We Know'/'We Wonder' charts.
5. brainstorm "feeling" words based on the information learned in the previous two lessons and this lesson. Write these on the chart paper.
6. have students web the information they will present in their letters.
7. using Writing Process, students will begin to work on a letter to their grandparents sharing the information they have learned about immigrants and asking the grandparents for information about why their families came to Canada and what hardships they had to overcome.

LESSON FOUR: NARRATIVE WRITING

LEARNING OUTCOMES:

1. **Content:** - students will develop an understanding of and appreciation for some of the influences immigrants have had in our communities. (influences on the variety of foods we eat.)

2. **Skills:**
- following directions
 - sequencing information
 - presenting information orally following guidelines for effective oral speaking
 - head held up
 - good posture
 - speaking slowly and clearly
 - having thoughts organized - material in sequence
 - having opening statement and closing remarks

PURPOSE:

1. to give students practice in speaking in front of an audience

MATERIALS:

1. Many Friends Cooking
2. ingredients for recipes where appropriate
3. table at front of the room for cooking demonstrations



PROCEDURE:

1. students will each select one of the recipes from the book. They will be responsible for reading the selection and for preparing the item at home.
2. students will bring the prepared dish to the classroom for a multicultural "feast", and may present a quick cooking demonstration to the class if time allows and the item doesn't require cooking.
3. let the "feast" begin with small labels beside each dish explaining the name and country of origin.
4. using writing process, and after emphasizing the pre-writing activities section, students will be asked to write a narrative piece about their experiences in preparing for the feast.

LESSON FIVE: EXPOSITORY WRITING

LEARNING OUTCOMES:

1. **Content:** - ethnic groups are but one type of group which may make up the fabric of our communities.
 - we receive many benefits from having a wide cultural diversity in our community
2. **Skill:** - read for information
 - identify main ideas from key sentences in each paragraph, and identify support information
 - assess information for usefulness
 - prepare a wall chart as a form of expository writing

PURPOSE:

1. to review information the students have already learned about immigrants in Canada
2. to further extend the students' concept of "community"

MATERIALS:

1. selection "Community" by Douglas Young from All Over the World (Impressions)
2. chart paper

PROCEDURE:

1. teacher will discuss locating information from key sentence in a paragraph and that key or topic sentence is often the first sentence in the paragraph.

2. teacher will review with class what is already known about what constitutes a community. Student responses may be webbed on the blackboard.
3. students read the selection from p. 78 - 81.
4. working in cooperative learning groupings, students discuss information and web concepts on chart paper.
5. based on their own knowledge of the school community, students will prepare a chart showing the components of the community as presented in the "Community" article. Returning to the whole class setting, the groups will share their ideas with the class.
6. as a homework assignment, students will be asked to interview their neighbours to see what type of community the school area provides for them. i.e. similar language group, ethnic group, religious group, etc. Info to be shared with class next day.

LESSON SIX - EXPRESSIVE WRITING AND EXPOSITORY WRITING

LEARNING OUTCOMES:

1. **Content:**- our ethnic groups enrich our communities through the sharing of their cultural activities
2. **Skill:** - recognize author purpose in writing a selection or story.
- recognize different forms of writing when writing for different purposes

PURPOSE:

1. to recognize forms of expressive writing and transactional writing
2. to recognize different reading strategies used when reading fo different purposes.

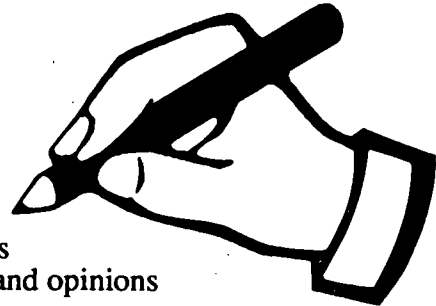
MATERIALS:

- "Chinese New Year" from Hooray for Today
- story Chin Chiang and the Dragon's Dance

PROCEDURE:

1. teacher to discuss writing for different purposes.

expressive	<ul style="list-style-type: none"> - language most like a speech - language is colloquial and spontaneous - writer is expressing personal feelings and opinions - audience is less important that the writer
transactional	<ul style="list-style-type: none"> - language is task-oriented - language communicates information - accuracy of content is important
2. students to read selection re Chinese New Year and decide the authors' purposes for writing the passages. As a class, look at the components of expressive and transactional writing used by the author and discuss how these styles influenced the reader.
3. students write in their Reader Response Journal - 5 minutes
4. teacher reads Chin Chiang and the Dragon's Dance to class. Class discusses purpose for writing the story and style used. Discuss how the author's purpose for writing might influence the way the audience might read the selection - when reading for information, reader might skim article, looking at titles, subtitles, captions, topic sentences, etc. , then re-read the selection looking for specific information based on expectation and own purpose for reading - when reading for pleasure, (often material written in expressive mode), reader may read article from start to finish, not looking for specific information but for the enjoyment of reading
5. students spend ten minutes writing in their Reader Response Journal and compare their experiences with the two stories and how the author's purposes/style of writing affected their reading/listening.



LESSON SEVEN: POETIC WRITING

LEARNING OUTCOMES:

1. Content: - broaden perspective on how immigrant affect our lives
2. Skill: - write different forms of poetry

PURPOSE:

1. to review/extend students' use of poetry forms
2. allow students the opportunity to reflect on the influences immigrants have had on their lives

MATERIALS:

1. copies of selections:
 - "You Have Two Voices"
 - "The Passers-By"
2. rough draft paper

PROCEDURE:

1. discuss/review formats for different types of poetry
 - cinquain, free verse, haiku, limericks, etc. and how each format affects the mood established in the reader. ie, author's purpose for writing poetry for will determine the style of poetry to be used.
2. partners read "You Have Two Voices" and discuss for author's purpose and type of poetry form used. Whole class share thoughts about the poem.
3. partners read "The Passers-By" and discuss purpose and form of poetry used. Again share thoughts in whole group.
4. using techniques of writing process; students will then choose a poetry form suitable for expressing their feelings about immigrants, cultural diversity, community make-up, etc. and will write poetry.

LESSON EIGHT - LIBRARY

LEARNING OUTCOMES

1. Content: - Locate information about sports, foods, clothing, music, literature, etc. for cultural groups represented in the school. (eg. Japanese, Chinese, Kenyan, Iranian, South African, Brazilian, Argentinian, German, East Indian)
2. Skill
 - Locate non-fiction books by using the card catalogue
 - Review location of materials in the library

PURPOSE:

1. To review and extend students' ability to use the card catalogue to locate materials in the library.

MATERIALS:

1. card catalogue
2. "Card-o-log" card games (4)
3. large sized cat. cards - subj., author, title
4. call slips
5. pencils
6. Scavenger Hunt (teacher-librarian made activity)

PROCEDURE:

1. Bring class to library resource centre. Let them know that they will be locating materials re different cultural groups but first will have a review session re location of materials in the library and the use of card cat. Have quick demo by student re the different sections of the library. (eg. Fiction, E. Fiction, Non-fiction, Reference, A/V machines, Card Cat., Vertical file, Picture file, Check out desk,)
2. Divide class into half alphabetically and play "Scavenger Hunt". This can be done in 10 minutes and will get all students to locate items in each area of the library.
3. Introduce the card catalogue. Discuss types of cards, their purposes, and how to use the information on the cards to help locate materials in the library.
4. Intro playing of "Card-o-log". Divide class into four groups and let students play (approx. 10 min.)
5. Review format of card catalogue, use of call slips, and ask each student to locate one print material for some aspect of a culture. (see list above)

LESSON NINE: LIBRARY

LEARNING OUTCOMES:

1. **Content:** - Research information re cultural group
2. **Skills:** - Review use of card catalogue.
- Use call slip from previous lesson to locate non-fiction material on shelves.
- Use Table of Contents and Indexes

PURPOSE:

1. To review and extend the child's ability to locate information in books
2. To review use of card catalogue.

MATERIALS:

- card catalogue
- call slips
- library resource centre

PROCEDURE:

1. Students use call slip information from previous lesson. Review procedures for locating books on shelf using call numbers on spine labels.
2. T/L demo use of Table of Contents and Index. Have students use Table of Contents and Index in their material to locate pages with relevant information to their topic.
3. Students to make notes re their topic.

LESSON TEN: LIBRARY

LEARNING OUTCOMES:

1. **Content:** - Research an aspect of the culture of one immigrant group
2. **Skill:** - Use reference materials to locate information
- Use indexes

PURPOSE:

1. To allow students to be more effective in locating information.

MATERIALS:

1. encyclopedias
2. almanacs

2. almanacs
3. atlases
4. overhead transparencies of encyclopedia index, atlas index and almanac index

PROCEDURE:

1. T/L demo use of encyclopedia index. Use overhead to show format of index and its use.
2. T/L demo use of atlas index with overhead.
3. T/L demo use of almanac index with overhead.
4. Divide students into three sections and have each section use indexes to locate at least one piece of information in encyclopedias, almanac, and atlases. (each section to use one type of material at a time... e.g. section A to use encyclopedias, then at teacher signal, move to atlases, until all three groups have had a chance to use all types of materials.)

CULMINATING ACTIVITY

Class will have a multicultural luncheon and afternoon. Students will work with a partner to prepare a national food dish, will dress in national costume, and will be prepared to talk about some of the contributions of the ethnic group to our society.

Foods will be served at a pot luck luncheon to be held at 12:30 in the library for the class and teachers of the school.

STUDENT EVALUATION:

The purpose for evaluating student work is to assess student growth and development and examine areas of strength and weakness for further development.

Evaluation should look at the student's knowledge of the processes of language, his/her competency with language use, and the student's own personal growth over time. It should focus on the positive gains made, and strategies to further student growth.

Evaluations should look at the student's ability to locate materials in the library using the card catalogue. He/she should be evaluated on his/her ability to locate information in print and non-print formats.

The evaluation of student work should be embedded in each lesson. Through teacher/student conferencing, as well as daily assessment of whether the student has met the lesson objectives, the teacher should be able to evaluate student progress.

BIBLIOGRAPHY OF MATERIALS USED



READING:

Heaps, Leo. A Boy Called Nam. Canada : Macmillan, 1984. ISBN: 0-7715-9799-1. (out of print)

- excerpt found in: Run Forever. Holt, Rinehart and Winston of Canada, 1986. (Impressions series) pp. 250 - 255. ISBN: 0-03-921902-X.

- *This true story describes a Vietnamese family's coming to the decision that two of the children should be sent out of Vietnam in the hope that they might make a better life for*

themselves and perhaps someday help the rest of the family leave Vietnam. Nam and his sister Ling were the two children chosen to leave with thousands of other "boat people" in an effort to escape the unjust government. After several days, the overcrowded rickety old boat is attacked by pirates and three people killed. To complete the tragedy, a violent storm capsized the boat and Nam became the only survivor. He eventually made his way to a refugee camp in Hong Kong and was later adopted by a Canadian family living in the Lower Mainland.

Kurelek, William and Engelhart, Margaret S. They Sought a New World: The Story of European Immigration to North America. University of Toronto Press, 1985. ISBN: 0-88776-172-0.

- excerpt found in:

Knock at the Door. (Impressions series) Holt, Rinehart and Winston of Canada, 1988. ISBN: 0-03-921904-6. pp. 124 - 131. .

-This book was originally written at the request of European publishers because they felt that Kurelek's paintings told in very human terms the lives of the European immigrants to North America. Through 28 paintings Kurelek depicted the lives of different ethnic groups in North America - predominantly Canada but also including regions of the northern United States. Accompanying each picture is a short essay by Engelhart on topics such as "Getting to the new land," and autobiographical comments by Kurelek.

Cooper, Terry T. Many Friends Cooking: An International Cookbook for Boys and Girls. New York : UNICEF - Philomel Books, 1980. ISBN: 0-935738-00-2 pp. iv, xvi, 27.

- A very child-oriented cookbook containing eating customs and national dishes from around the world.

LISTENING:

Clark, George L. "The Passers-By". True Poems and Narrative Tales of a Backwoods Boy. Victoria, BC: Fleming-Review Printing Ltd., c1961, 1978. p.84.

- *hints at the silent, unknown contributions made by all people.*

Heaps, Leo. A Boy Called Nam. Canada : Macmillan, 1984. ISBN: 0-7715-9799-1. (out of print)

- see comment under "Reading"

"Canada". Fancy Free. Vancouver: Price Printing Ltd. (for North Vancouver School Board), 1967.

- *a poem written by a North Vancouver Grade 7 student in 1967 but talks about Canada being a place of freedom for all.*

WRITING:

Andrews, Jan. (ed.). "You Have Two Voices". The Dancing Sun : A Celebration of Canadian Children. Victoria : Press Porcepic, 1981. ISBN: 0-88878-196-2.

- *an interesting poem narrated by a person who realizes that his friend has so much to say and is uninhibited when talking in his own language but who is so restricted when trying to express himself in his new language - English.*

Newman, Fran. "Chinese New Year". Hooray for Today. (with posters and teacher's guide) Scholastic-TAB, 1979. (second printing 1980) ISBN: 0-590-07623-X.

- *this book describes different days which are celebrated in special ways in Canada. Specifi-*

cally, this selection has two components; the first provides factual information about why and how the day is celebrated, and the second part provides a child's thoughts and feelings about the celebration.

Wallace, Ian. Chin Chiang & the Dragon's Dance. Vancouver : Douglas & McIntyre, 1984. ISBN: 0-88899-020-0.

- written about a young boy presumably in China, we see how he celebrates Chinese New Year and some of the fears he has when he is expected to take part in the Dragon's Dance.

SPEAKING:

Cooper, Terry T. Many Friends Cooking: An International Cookbook for Boys and Girls. New York : UNICEF - Philomel Books. c1980. ISBN: 0-935738-00-2. pp. iv, xvi, 27.

- see comment under "Reading"

Young, Douglas. "Community". All Over the World. (Impressions series) Holt, Rinehart and Winston Ltd., 1988. ISBN 0-03-921906-2. pp. 78 -81.

- this piece provides a more factual accounting of what constitutes a community in an academic sense. It suggests that a community can consist of people of one cultural group or one language group or one belief group, and it discusses some of the ways in which these groups strive to retain their identity. Also discussed are some of the reasons for the development of prejudices. The author ends the passage by observing that it is these special "groups" which make our communities interesting.

BOOKS FOR INDEPENDENT READING

Freedman, Russell. Immigrant Kids. Dutton, 1980. ISBN: 0-525-32538-7.

- provides a fuller picture of early European immigrant life in North America

Green, Carol. Holidays Around the World. Children's, 1982. ISBN: 0-516-41624-3.

- research and enrichment about how holidays are celebrated around the world.

Hughes, Shirley. All Shapes and Sizes. Douglas & McIntyre, 1986. ISBN: 0-88894-516-7. - - a look at "people's characteristics"

Kurelek, William. A Northern Nativity. Tundra, 1976. ISBN: 0-88776-071-6.

- a multi-ethnic look at the universal meaning of Christmas

Kogawa, Joy. Naomi's Road. Oxford, 1986. ISBN: 0-19-540547-1.

- a semi-autobiographical novel of a young Japanese Canadian girl. This presents her recollections of her days of relocation away from Vancouver during World War II.

Parry, Caroline. Let's Celebrate : Canada's Special Days. Kids Can Press, 1987. ISBN: 0-921103-38-7.

- an excellent book describing special days as celebrated by different ethnic groups in Canada.

Smucker, Barbara. Days of Terror. Irwin, 1979. ISBN: 0-7720-1280-6.

- novel depicting the emigration of the Mennonites from Russia to North America after 1917. Deals mainly with a family that settles in Manitoba.

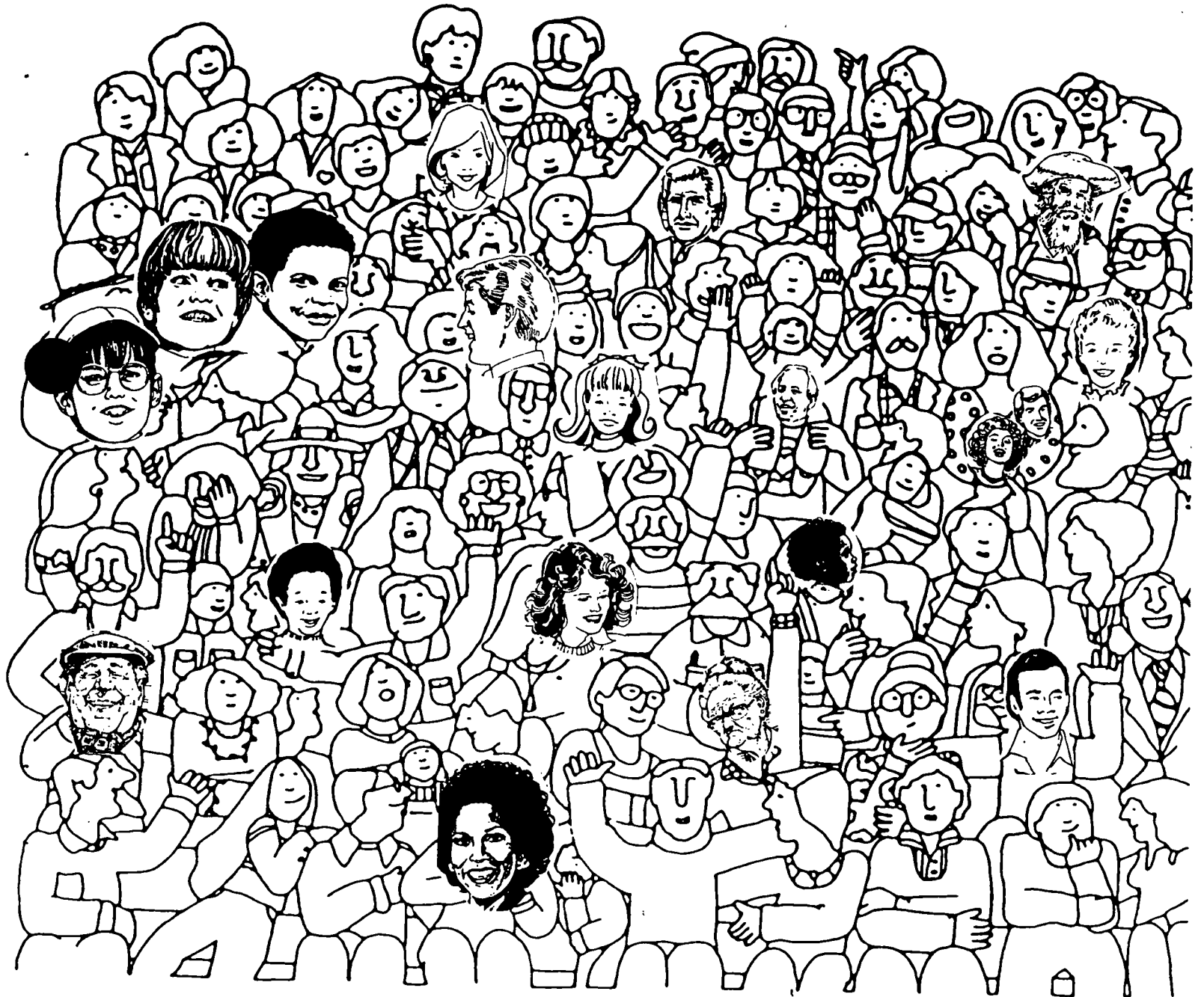
Smucker, Barbara. Underground to Canada. Penguin, c1978. ISBN: 0-14-031122-X

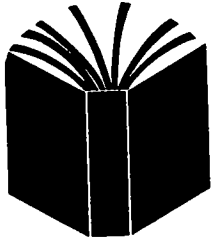
- the story of a young slave girl using the underground railway to escape slavery and make her way to Canada.

Tanaka, Shelley. Michi's New Year. Irwin, 1980. ISBN: 0-88778-205-1
- a beautifully illustrated picture book about a Japanese girl's first New Year in Vancouver
in 1912.

ALSO:

Little, Jean. From Anna. and other Jean Little books
Smucker, Barbara. Amish Adventure.





Plan to attend a
Province-wide Seminar for Teachers
on
Publishing in Schools: "Learning By Doing"
Friday, March 30, 1990

Teachers and students take part in a variety of formal and informal publishing activities, from school newsletters to student papers or school annuals. Teachers can use publishing in school to develop many aspects of their students' education:

- leadership skills
- language skills and ability to think critically
- organizational and business skills.

The Canadian Centre for Studies in Publishing invites teachers and members of the publishing community to a day-long exploration of the uses of publishing in schools. Not only is publishing a natural way to integrate a variety of learning experiences, it can also lead to real career options for students in the growing field of communications.

The theme "Learning by Doing" underscores the seminar's approach: teachers, designers and publishers will present workshops, and exchange experiences and ideas. The day includes a look at classroom successes and innovations in:

- Writing and editing
- Working with available resources – from Gestetner to laser printers
- The editorial process
- Elements of good design and production
- Distribution and marketing
- Publisher, printer, desktop publishing displays.

All teachers are welcome. Because of the wide-ranging dimensions and uses of publishing in schools, the session will be of interest to teachers from Grade 6-12:

- English or language arts teachers
- School librarians
- Social studies teachers
- Art teachers
- School principals and other school administrators
- Any teacher responsible for school annuals, newspapers, newsletters or other publication.

- The Conference kit will contain useful materials and suggestions for classroom use.
- This seminar will also lead into a summer institute in publishing for BC school students at Simon Fraser University.

Registration fee (tax deductible): \$100 before February 1; after February 1, \$115.

To register or for more information, contact

Publishing in Schools
Canadian Centre for Studies in Publishing
Simon Fraser University at Harbour Centre
515 Hastings Street
Vancouver, B.C. V6B 5K3
Tel. 291-5100 FAX 291-5098

REGULAR FEATURES





I'd rather
know some
of the
questions
than all of
the
answers.

James Thurber



LOGON

Journal of Computing in Childhood Education, a new international journal, reports on computer technology in early childhood and elementary education. \$36.00 (U.S.) individual or \$58.00 (U.S.) for libraries. Sample issue: \$10.00. Contact: Association for Computers in Mathematics and Science Teaching, P.O. Box 60730, Phoenix, AZ, 85082, USA.

CONTRACT LINGO

Quesnel has contract language for minimum staffing for libraries:

"Students	Teacher-librarian
1-100	staff decision
101-200	0.5
201-300	0.6
300 +	1.0

Reasonable effort will be made to supply library aides."

by **DONNA DOERKSEN** teacher-librarian, Emily Carr Elementary School, SD#39 (Vancouver).

DELAY

BCTLA's Science Fiction / Fantasy Booktalk / Bibliography will now be printed in 1990. Watch for it next spring. Title: Imagination or Reality?

STOTT

A Jon Stott children's literature workshop will be held in:

- Victoria: Thursday, March 8, 1990.
- Burnaby: Friday, March 9, 1990.
- Kelowna, Monday, March 12, 1990.

Title: "Myth, Legend, Fantasy".

Cost: \$60.00. Contact: Children's Literature Services, 8724 - 101 Street, Edmonton, Alberta, T6E 3Z7

BLACK HISTORY

Video called Singing Stream: A Black Family Chronicle traces 20th Century black history through cultural and musical traditions of a North Carolina family. Price: \$110.00 (U.S.). A 60 page comprehensive transcript costs \$4.00 (U.S.). Contact: Davenport Films, R.R. #1, Box 527, Delaplane, VA, 22025. USA.

CONNECTIONS

Richmond's chapter publication prepared for the 1989 Annual Conference, Teacher-librarians Making Connections is still available for \$5.00 plus postage. Cost: \$2.55. Contact: Pat Walach, 9491 Ash Street, Richmond, BC, V7A 2T7. Tel: (604) 277-7128.

CONCERNS

The three top concerns of BCTLA's fifty Chapter councillors at the October 21, 1989 meeting were:

1. contractual concerns
2. automation
3. budgetary.

KID PROOF

Kid Proof is a whole language newspaper published monthly in Canada. It is designed for elementary school children. Cost: \$8.00 for 10 issues. Contact: Kid Proof, Box 234, Radville, Saskatchewan, S0C 2G0

REVIEWERS

The Bookmark would like more reviewers. Review a couple of books a year, keep the copies and see yourself in print! Contact: Val Hamilton, c/o Vancouver School Board Library Services, 2530 E. 43rd Ave., Vancouver, BC, V5R 2Y7.



RECIPES FOR FUN

A non-profit American childcare center has produced a book of early childhood arts and crafts activities. Included are recipes for salt putty, mud and sawdust doughs, paints and edibles. Available for \$7.00 (US) from "Big Oak" Childcare Center, 2030 Winnebago Street, Madison, WI, 53704, USA.

KIDS

Manitoba teacher-librarians had a conference on October 20, 1989, titled "Kids Teaching Teachers". A student panel/debate was the keynote attraction. Workshops with student facilitators: poetry, drama, puppetry, juggling, print making, filming, and more. An interesting concept.

RADIO FRANÇAIS

A group of young media specialists have produced CPOP, a "radio station" format program on cassette to foster and develop french comprehension through lively animation. For more information: Pop-Club, C.P. 195, Station A, Ottawa, ON, K1N 8V2 or tel: 1-800-267-3369.

LEARN SIGNS

See & Sign, Inc. has developed a series of colouring books using pictures to teach sign language. Developed for hearing-impaired children but of use to developmentally delayed children too. Format: 8 1/2" x 11". Cost: \$6.95 (US). For more information: See & Sign, P.O. Box 618054, Orlando, FL, 32861-8054, USA.

CLA 1990

Conference theme: "Libraries: a return to myth and magic", June 14-17, 1990, in Ottawa, Ontario.

NATIVE KIT

All My Relatives is a 117 page kit sharing native values through the arts (stories, poetry, songs, drama, art). It attempts to show that these values are essential to our planet's survival. This K-7 kit is activity-oriented. Contributions from David Suzuki, Chief Dan George, Basil Johnston and many others. Produced by the Canadian Alliance in Solidarity with Native Peoples. Cost: \$10.00 (30% discount for 10 or more copies). Available from: Canadian Alliance in Solidarity with Native Peoples, P.O. Box 574, Station P, Toronto, ON, M5S 2T1.

MEDIA LITERACY

Saskatoon School Board has developed a media literacy program and skills continuum, K-12. Contact: Mick Ellis, Educational Consultant: Audio-Visual Education, at the Saskatoon School District.

EL SALVADOR INFO

A 2-4 page bi-monthly newsletter, El Salvador in Brief, gives an overview of recent events. Subscription rate: \$5.00 for 3 months (6 issues). To order: Deborah Cohen, Central America Information Project, P.O. Box 27024, Lombard Concourse, Winnipeg, MB, R3B 3K1.



COPYRIGHT

CLA workshop, "Copyright Update" will be held in Victoria, May 2, 1990. Non-members: \$185.00, members: \$150.00. Registration: Tel: (613) 232-9625 or 1-800-267-6566.

NEW SUBJECT GUIDE

Book Finders for Kids is a 16-page booklet, designed for children to use independently, lists over 400 non-fiction subjects and matching call numbers chosen for young learners. Cost: \$2.95 (US), plus to greater of \$1.00 or 10% of order total for shipping and handling. Point Publications, P.O. Box 145, Pt. Lookout, NY, 11569, USA.

YA PRIZE

The winner of the 1989 Young Adult Canadian Book Aware is January, February, June or July by Helen Fogwell Porter, Breakwater Books.

NEW MAG

Library Talk, a magazine for elementary school teacher-librarians is available for \$39.00 (US) from Linworth Publishing, Suite One, 5701 North High Street, Worthington, Ohio, 43085, USA. It is intended to meet the everyday concerns of the elementary teacher-librarian. Write for a preview copy.

PRO D

Apply to BCTLA's Ken Haycock Award for professional development support. Toward credit, non-credit courses or workshops, conferences in the field of teacher-librarianship.

SERVICE

Nominate a non-teacher-librarian who has made an outstanding contribution in support of school library resource centre programs. for BCTLA's Distinguished Service Award.

GLASNOST

For free samples and rates of Soviet periodical subscriptions, contact People's Co-op, 1391 Commercial Drive, Vancouver, BC, V5L 2X5. Tel: 253-6442.

1000th MEMBER

Karin Phillips, from Mission, is BCTLA's one thousandth member. She works part-time in the library at Durieu School. This is her first year working as a teacher-librarian. A colleague of Karin's recommended membership to her as soon as she accepted her new role at the school. Karin's prize is a free registration for the BCTLA Spring Conference in Parksville.

SPRING CONFERENCE

And on the subject of the Spring Conference.... Don't forget to apply early for funding to attend:

Location: Island Hall, Parksville.

Theme: Libraries, Literacy and the Year 2000.

Cost: \$120.00, which includes all meals.

Dates: April 26 (noon) - April 28, 1990.

Registration details available later. elsewhere in this issue.

TRAINING

An intensive workshop to train leaders in offering presentations on co-operative program planning and teaching will be held in Vancouver, March 19-23, 1990. Ken Haycock and other trainers will lead the sessions. Cost: \$550.00. Contact: Eirian Tzetzos, Dyad Services, call collect (604) 734-0255 or Fax (604) 736-3823. Attention: Dyad.

HINT

When filling out evaluation/feedback forms for Ministry of Education programs, it is recommended that, on items for which you have partial agreement or conditional agreement, you choose the response "NO, but ..." rather than "YES, but ...". This recommendation stems from the manner in which responses are analyzed.

OPPORTUNITY

Finding it difficult to get to big city for courses in teacher-librarianship? Is it impossible to get enough people to fill a distance education course in your district? Your school district, staffs and you want qualified, trained teacher-librarians -- right? UBC is working on a new possibility. Your school district or professional development fund could guarantee the funding for the difference between the number of teachers registered in a course and the minimum number needed to fill a course. That way the 6 or 8 of you could take the course in your district and everyone wins -- university, students and school district. Contact Joanne Naslund at 434-1081 or Ron Jobe at UBC.

BCLA / 1990

The BCLA Conference will take place May 2-5, 1990 in Victoria. Theme: "Working in Interesting Times". For more information: Suzanne Finlay, #110 - 6545 Bonsor Avenue, Burnaby, BC, V5H 1H3. Tel: 430-9633.

CANCOPY

In the copyright sphere: Publishers and authors are negotiating having formed CANCOPY, a collective to negotiate and collect rights payments for photocopying of print materials.

HAZARDOUS

An upgraded Handbook of Hazardous Materials examines and describes hazard potential of 450 widely used chemicals. Contains new information on storage, expanded glossary and up-to-date toxicology section. Available for \$16.00 (US) from Alliance of American Insurers Order Dept, 1501 Woodfield Road, Suite 400 West, Schaumburg, IL 60173, USA.



BOOK GLOVES

...Are reusable, adjustable plastic envelopes. Cost: \$1.50 (US). For more information: Book Gloves, P.O. Box 2282, Boulder, CO, 80306, USA.

BC WRITERS

The Federation of B.C. Writers has published the names and addresses of 250 B.C. writers and their special talents. Members are listed alphabetically by region and there is an index to related skills and an index to genre. Also included is Sandy Duncan's article, "How To Host a Reading in Your Community". Available for \$14.95 from Federation of B.C. Writers, MPO Box 2206, Vancouver, BC, V6B 3W6 or by calling 683-2057, or toll-free outside the Lower Mainland: 1-800-663-0796.

CLA AWARDS

Categories: Teacher-Librarian of the Year, Research in School Librarianship in Canada, Award of Merit and Distinguished Service Award for School Administrators. Nominations deadline: December 31, 1989. Contact: Dianne Oberg, Department of Elementary Education, University of Alberta, Edmonton, AB, T6G 2G5

NEW ASSOCIATION

Discussion and organization are underway regarding the development of the Association for Teacher-Librarianship in Canada. Keep posted for more details. If you want to support this developing association, become a member for \$20.00. The Association for Teacher-Librarianship in Canada, 2561 Western Avenue, North Vancouver, BC, V7N 3L2.

SLIC DEADLINES

Contributions to School Libraries in Canada Spring issue should be in by March 5, 1990 to Marilyn Ming, 838 Stevens Street, White Rock, BC, V4B 4X3. Marilyn moved to BC this summer to work at Langara College's Library Technician Training Program.

GLOBAL EDUCATION

Dwain Weese, on behalf of the BCTLA, attended a meeting regarding global education. Needed are names of resource people, teachers and teacher-librarians with a background and interest in global education. If you have units, ideas or good resources contact Pat Clarke, B.C. Global Education Project, 2235 Burrard, Vancouver, V6J 3H9, Tel: 731-8121 or 10800-663-9163, Fax: 731-4891.



CLA NOTABLES: THE BEST OF THE YEAR (1988)

Best Canadian Picture Books

Downie, Marie Alice. How the devil got his cat.
Gay, Marie-Louise. Angel and the polar bear.
Jam, Teddy (pseud.). Night cars.
Khalsa, Dayal Kaur. My family vacation.
Khalsa, Dayal Kaur. Sleepers.
Kavalski, Maryann. Jingle bells.
Lunn, Janet. Amo's sweater.
Muller, Robin. Little Kay.
Poulin, Stéphane. Could you stop Josephine?
Thornhill, Jan. Wildlife ABC: a nature alphabet.
Tibo, Gilles. Simon and the snowflakes.

Prepared by Irene E. Aubrey for the Canadian Library Association Conference: Edmonton, June 24, 1989.

Notable Junior Novels

Godfrey, Martyn. Send in Ms. Teeny Wonderful.
Hodgins, Jack. Left behind in Squabble Bay.
Katz, Welwyn Wilton. The third magic.
Korman, Gordon. The zucchini warriors.
Major, Alice. The Chinese mirror.
Paperny, Myra. Nightmare mountain.
Pasnak, William. Under the eagle's claw.
Roberts, Ken. Hiccup champion of the world.
Truss, Jan. Red.
Wilson, Eric. Code Red at the supermall.

Prepared by Jennifer Hinchcliffe and Lois Voegtlin, Edmonton Board of Education, for the Canadian Library Association Conference: June 24, 1989.

Notable Young Adult Fiction

Bell, William. The Cripple's Club.
Brooks, Martha. Paradise Cafe and other stories.
Dale, Mitz. Round the bend.
Godfrey, Martyn. Mystery in the frozen lands.
Houston, James. Whiteout.
Luiken, Nicole. Escape to Overworld.
Luiken, Nicole. Unlocking the doors.
Philip, Marlene Nourbese. Harriet's daughter.
Porter, Helen Fogwell. January, February, June or July.
Sutherland, Robert. Son of the hounds.

Prepared by Nancy E. Black, Saskatoon Public Library, for the Canadian Library Association Conference: June 24, 1989.

PROGRESS

In 1989 about 300 English children's books will be published in Canada; in 1979 there were fewer than 50 published. In Quebec fewer than 10 titles were published in 1972 and in 1989 about 200 will go to print.

NEW AWARD

Christie Brown & Co. is sponsoring a new award given for excellence in the writing and illustrating of Canadian children's books. Contact: Mr. Christie's Book Awards, 2150 Lakeshore Boulevard West, Toronto, ON, M8V 1A3. Tel: (416) 252-4411.

ROLE POSTER

The Ontario School Library Association has published a glossy, yellow poster on the role of the teacher-librarian.

GRATIS

Gratis, Free Materials of Interest to Canadian Educators, can now be subscribed to for \$20.00. It lists what Canadian businesses, associations and government departments have to offer. Also offers tips and ideas on how to use what others have no use for. Example: a recipe for dryer lint dough. Contact: Teachercare / Gratis, Box One, Jean Cote, AB, T0H 2E0.

ARRIVED

Books sent by the Ministry in their Library Book Purchase Plan should have arrived at your school. If not, contact the Ministry to enquire.

FREEDOM

Freedom To Read Week is coming up, February 16-23, 1990.

LESSON AIDS

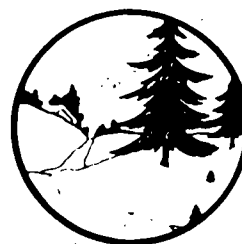
BCTF Lesson Aids Service is seeking projects to support the Primary Program. How about working with a teacher to publish a cooperative unit? Contact: Lesson Aids, BCTF, 2235 Burrard Street, Vancouver, BC, V6J 3H9. Tel: 731-8121 or 1-800-663-9163.

PACIFIC SOURCES

Guide to Sources on Asia and the Pacific by Peter Maidstone and Deborah Taylor introduces materials on Pacific Rim written in English and of use to students, teachers and teacher-librarians. There are five sections: newspapers, journals, books, organizations and films. ISBN: 0-96918442. Contact: Camosun College, 3100 Foul Bay Road, Victoria, BC, V8P 4X8.

FILM SOURCE

Films produced by companies, organizations and interest groups are available for free loan from LM Media Marketing. Cost: return mail. Users are asked to fill in a report card for each title. Catalogue of over 2000 titles. Contact: LM Media Marketing Services Ltd., 15161 Fraser Highway, Surrey, BC, V3R 3P2. Tel: 588-2214.



PEACE

The Canadian Children's Book Centre has prepared a bibliography, "Good Books, Good Friends: A Resource Guide to Canadian Children's Books on Peace and Conflict Resolution". It is a part of their Book Week Kit but also available separately for \$4.00. C.C.B.C., 229 College Street, 5th Floor, Toronto, ON, M5T 1R4.

WALLACE

Now available is a "Meet the Author/Illustrator" video on Ian Wallace. Available from the Canadian Children's Book Centre for \$75.00.

POSTER

Ted Harrison's poster for International Children's Book Day (April 2, 1990) is now available from IBBY Canada for \$10.00 or \$5.00 when 10 or more are ordered. Order from: L. Deterville, New Toronto Library, 110 - 11th Street, Etobicoke, ON, M8V 3G5.

ROUNDTABLE

Upcoming Vancouver Children's Literature Roundtable events:

Thursday, Jan 25 - Elliott Gose and Margaret Mahy.

Tuesday, February 13 - Another Cecil Green Gala Dinner.

PEARSON

Pearson on the Prairies, an immersion program for teacher-librarians will take place on July 29 - August 3, 1990 in Medicine Hat. Cost is \$350.00. This program may be applied to a University credit course. Contact: Arne Handley, 574 - 6th Street, N.E., Medicine Hat, AB, T1A 5P3.

HONOURED

Mel Rainey has been awarded a lifetime membership for his services as past president of our association and in the area of teacher education.

YEAR 2000

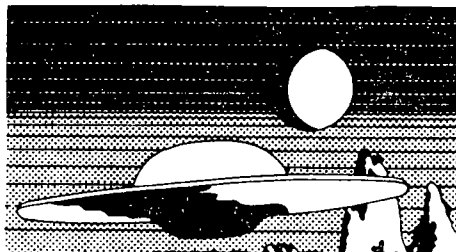
The BCTLA along with facilitator Joan Robb met on November 17 at the BCTF building to review and respond to the Year 2000 document.

CM

CM: Canadian Materials, published by the Canadian Library Association, has a new look and new organization. It will carry more author information and attempt to have more relevant and timely reviews.

SPACE LINK

Connect your computer via modem to NASA's Space Link in Huntsville. Call: 1-205-895-0028. Call before 8:00 AM for cheaper rates. Log on and collect free information. First contact is lengthier as details are collected.



HONOURED

Audry Lundie, teacher-librarian at Seaforth Elementary in Burnaby was awarded for her outstanding application of information technology in the classroom by Northern Telecom.

KIDS CAN

Houghton Mifflin is now Canada's educational distributor for Kids Can Press. Contact: Barbara Fowler, 2095 W. 45th Ave., Vancouver, V6M 2H8. 263-1613





JAN CLEMSON, National Film Board, and
CHUCK HEATH, Teacher-Librarian

NEW RELEASES

AL PURDY; A SENSITIVE MAN
NFB 1988 55 min.
Al Purdy creates his art through seeming artlessness. His lyrical voice hides itself in a tone that is conversational, jokey, even rambling. This film subtly echoes its subject, illuminating the poetry of Purdy with a deceptively casual assemblage of words and images. For Purdy, what matters most is his art, and true to Canada's character, he catches with an unpretentious voice the "incandescent moments" that he sees existing in all our lives.

WINTER PROPHECIES THE POETRY OF *Ralph Gustafson*



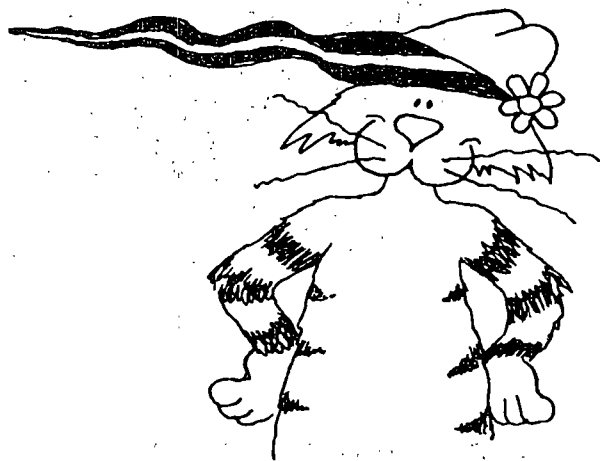
"The first poem I wrote was at about seven, I suppose, which is not precocious. Mozart was writing symphonies at that age."
—RALPH GUSTAFSON

**WINTER PROPHECIES: THE
POETRY OF RALPH GUSTAFSON**
NFB 1988 30 min.
"If you can eat, travel, have music, a fireplace, and poetry, there's nothing much left that you need, or want even." This film on Ralph Gustafson gives off a remarkable glow. Its winsome warmth comes partly from lyrical images of the Eastern Townships of Quebec in both winter and summer, and from the music of Chopin which Gustafson plays superbly on his piano. But the bright charm of "Winter Prophecies" derives mostly from its glimpse of a life that is unpretentious, yet nearly ideal.

THE DINGLES

NFB 1988 8 min.

Based on the children's story illustrated by John Bianchi, this magical animation film is bound to win little kids' hearts! "The Dingles" brims with sparkling colours, singular characters that children can relate to, languid sunshine and warm friendships, sudden adventure and suspense, a happy ending, and just plain good fun!



CANADIAN WRITERS

Canada has a rich heritage of writers. Several have been portrayed on film and many of their stories have been adapted to film. Here's a selection of titles which we feel belong in Canadian school library resource centres. All are available on 16mm film and can be purchased from the NFB. Some are available on video from Image Media Services.

FILMS ABOUT CANADIAN AUTHORS

APPRENTICESHIP OF MORDECAI RICHLER

NFB 1986 57 min.

A wide-ranging account of how Montreal writer, Mordecai Richler, reshaped his early boyhood experiences in successful stories and film.



ATWOOD AND FAMILY

NFB 1985 29 min.

An intimate view of one of our most elusive literary figures, filmed at her family's island retreat.

AUTHOR OF THESE WORDS: HAROLD HORWOOD

NFB 1982 29 min.

Well-known Newfoundland writer, Harold Horwood, has livened up the Atlantic scene with his wit and observations.

THE CANADIAN OBSERVER: AN INTRODUCTION TO HUGH MACLENNAN

NFB 1985 25 min.

MacLennan paved the way for a national literary movement by writing about distinctly Canadian topics and places.

DARTS IN THE DARK

NFB 1980 16 min.

One of Canada's foremost storytellers, this self-proclaimed "folksy foothills philosopher" is revealed in a classroom adaptation of the longer production "W. O. Mitchell: Novelist in Hiding."

Also available from Image Media

EARLE BIRNEY: PORTRAIT OF A POET

NFB 1981 53 min.

Known as the grand old man of Canadian poetry, Earle Birney speaks lovingly of his craft and explains the process of translating poetic inspiration into a successful work of art.

Also available from Image Media.

F. R. SCOTT: RHYME AND REASON

NFB 1982 58 min.

An absorbing documentary about this remarkable multi-faceted Canadian poet, teacher, social reformer, activist and champion of civil liberties.

OUR KINDA TALK: AN INTRODUCTION TO MARGARET LAURENCE

NFB 1978 24 min.

This classroom version of the original one-hour film, "Margaret Laurence: First Lady of Manawaka," brings the writer's dynamic personality and powerful fiction right into the classroom.



OUT ON A LIMB: AN INTRODUCTION TO JACK HODGINS

NFB 1981 22 min.

This popular westcoast writer is shown discussing the development of his career highlighted by colourful readings from his most popular novels and short stories.

Also available from Image Media



TEN MILLION BOOKS: AN INTRODUCTION TO FARLEY MOWAT

NFB 1981 25 min.

A classroom version of the one-hour film, "In Search of Farley Mowat," reveals this Canadian celebrity's love of storytelling and how his life experiences find their way into his best-selling novels.

Also available from Image Media

THE UNGRATEFUL LAND

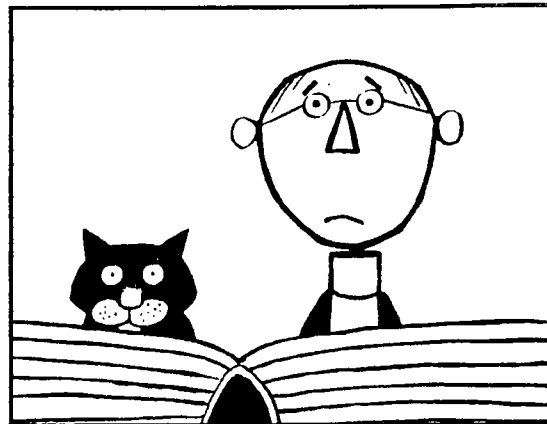
NFB 1972 27 min.

A sensitive portrait of Roch Carrier, Quebecois novelist who remembers the backbreaking hardships his family faced in small-town Quebec. He is perhaps best known in English for his absorbing story, "The Hockey Sweater."

FILMS BASED ON SHORT STORIES

AWFUL FATE OF MELPOMENUS JONES

NFB 1983 8 min.
Another Stephen Leacock gem brought to the screen by way of film animation.



The Awful Fate of Melpomenus Jones

BLACKBERRY SUBWAY JAM



BLACKBERRY SUBWAY JAM

NFB 1984 8 min.
An animated version of the popular children's story by Robert Munsch.

CAPITAL

NFB 1981 21 min.
W. D. Valgardson's short story set in Manitoba about how a father and son survive on reconditioning old cars and selling them to any unsuspecting buyer.
Also available from Image Media

MARY OF MILE 18

NFB 1981 12 min.
Ann Blades' unique illustrations receive special treatment under the animation camera to tell this favourite children's story.
Also available from Image Media

MY FINANCIAL CAREER

NFB 1962 7 min.
An old Stephen Leacock classic which lives on and on.
Also available from Image Media

PIES

NFB 1983 13 min.
Wilma Riley's prairie story about how two women from vastly different backgrounds and standards of cleanliness resolve their differences through a unique pie.



THE STREET

NFB 1976 10 min.
An animated interpretation of Mordecai Richler's "The Street" - a poignant story of how two young children deal with their grandmother's death.
Also available from Image Media

THE SWEATER

NFB 1980 10 min.

Based on a short story by writer Roch Carrier, this award-winning animated film evokes the Quebec of the forties and that wonderful time when all youngsters idolized hockey hero, "Rocket" Richard.



THE SWEATER

TEACH ME TO DANCE

NFB 1978 29 min.

A tense but touching drama of how two girls, suffering from their parents' prejudices, maintain their inseparable friendship.

CANADIAN SHORT STORIES - NO. 1

NFB 78 min.

A compilation video containing the following 7 films - all for \$89.95:

Morning on the Lievre - Lampman

My Financial Career - Leacock

Cornet at Night - Ross

The Red Kit - Hood

The Street - Richler

Espolio - Birney

The Sweater - Carrier



W. O. Mitchell

ASK THE EXPERTS

Compiled by **BARBARA SMITH**, teacher-librarian, Burrard View Elementary School, SD #44 (North Vancouver).

"What is the procedure for weeding a collection? When? Should certain areas be weeded first? What advice can you give for weeding of old dictionaries? It seems a good idea to keep at least one for the sake of the "old English" but how do I make a choice? Is it a good idea to retain one or two outdated atlases?"

Obsolete resources containing inaccurate or out-of-date information as well as shabby and worn out resources are detriments to an attractive and useful collection. Weeding, or discarding learning resources, should be considered as a continuation of the selection process and almost as important as the selection of new resources. Just as teachers and students can be encouraged to identify new titles wanted or subject areas that need enhancing, so they can help by letting you know of titles in the existing collection that should be removed.

Weeding should be carried out continuously throughout the year. Weeding of the vertical file and back issues of nonindexed periodicals needs constant attention. The best time for a thorough look at the entire collection is probably during annual inventory.

Some useful parts or sections of resources weeded from the collection may be saved; e.g. pictures may be clipped from discarded books or magazines for the vertical file, slides may be mounted from frames of a discarded filmstrip, but generally resources weeded from your center should not be added to some other collection. (From School Library Handbook, edited by Blair Greenwood, School District #44 (North Vancouver).

The actual procedure will vary from school to school and from district to district. The following steps must be included.

1. Assessing the collection as a whole.
2. Assessing sections of the collection.
3. Removing items from the shelf.
4. Removing listings from the catalog and shelf list.
5. Removing the numbers from holdings tally or list.
6. Marking the items as discards (to avoid the 'cat came back' syndrome).
7. Getting rid of the items (Walter Lanning said he used to dig a trench in the school yard and bury them!)

Retaining old dictionaries and atlases is not recommended. A good unabridged dictionary will contain all

the archaic English required in most schools. Historical atlases are preferable to outdated atlases in tracing the evolution of national boundaries. It is difficult to ensure that users will not stumble into the 'archive' by accident, when researching.

The following criteria for weeding are summarized from the excellent article "Weeding the School Library Collection" in School Libraries in Canada (Summer, 1982), by Blackhall, Elliot, Karas, Mackenzie and Webb.

I Introduction: the teacher-librarian is a materials expert and as such is competent to evaluate the collection on an on-going basis. TAKE COURAGE AND WEED!!!

II What to Weed

1. Obvious Weeds
 - a) Worn and damaged titles
 - b) Superseded editions
 - c) Duplicates
2. Thoughtful Weeds
 - a) Material containing information not easily accessible
 - b) Material that contains outdated, inaccurate factual content; outdated interpretations, values and/or attitudes
 - c) Material for which format or reading level is inappropriate to the reading and/or interest level of the students
 - d) Material which is no longer in demand, or which no longer supports the curriculum
 - e) Material that is condescending, stereotyped, patronizing or biased
 - f) Material which has not circulated in 3 to 5 years
 - g) Material which is not SI metric should be given special consideration

III Specific Guides in Weeding

The authors suggest discarding encyclopedias and atlases after 5 years, non-indexed periodicals after 2 years, and practically everything after 10 years!

IV What Not to Weed

- a) classics
- b) out-of-print items which might still be of some use
- c) local interest, local history
- d) materials unique in content, format, illustrative technique
- e) resources in subject areas which are particularly sparse, especially when needed to avoid bias in the collection
- f) expensive items such as Canada, the Year of the Land

The only thing you can be really sure of in weeding is that you will find a need for the item three days after you have thrown it out. That's life.

QUESTION: [Editor's Note: The following comments are not really a question, but a statement of a problem which will affect more than one district in the province during the coming years. We are interested in getting reactions from individuals who have had experiences they would like to share. We hope to print a comprehensive response in the March issue.]

At the BCTLA Fall Council meeting, Jim Skinner, BCTF representative, discussed aspects of Bill 67 which he felt would impact on teacher-librarians. Division 4 — Home Education impacted upon the library in which I was substitute teacher-librarian for the 88/89 school year.

A private tutor for several students that attended the school borrowed a few books for her students. This had been okayed by the permanent teacher-librarian and I could see no problem with this. Part way through the year, a teacher requested some curriculum guides but the tutor had signed them out through the school office. Another teacher wanted some professional materials, and again they had been signed out by the tutor. The person doing the overdue list showed me a bundle of cards, all signed out by the tutor. We realized that the tutor had about 150 items from the school. The principal was not sure about district policy in light of the impending Act and asked for clarification at the district level. The answer that he received was that this borrowing was probably going to be allowed under the new Act. The Board had not set up policy or guidelines as yet to deal with a situation such as this.

I later found out that the tutor also borrowed from the other schools that her clients attended. She had quite an impressive library. I am left with a number of unanswered questions:

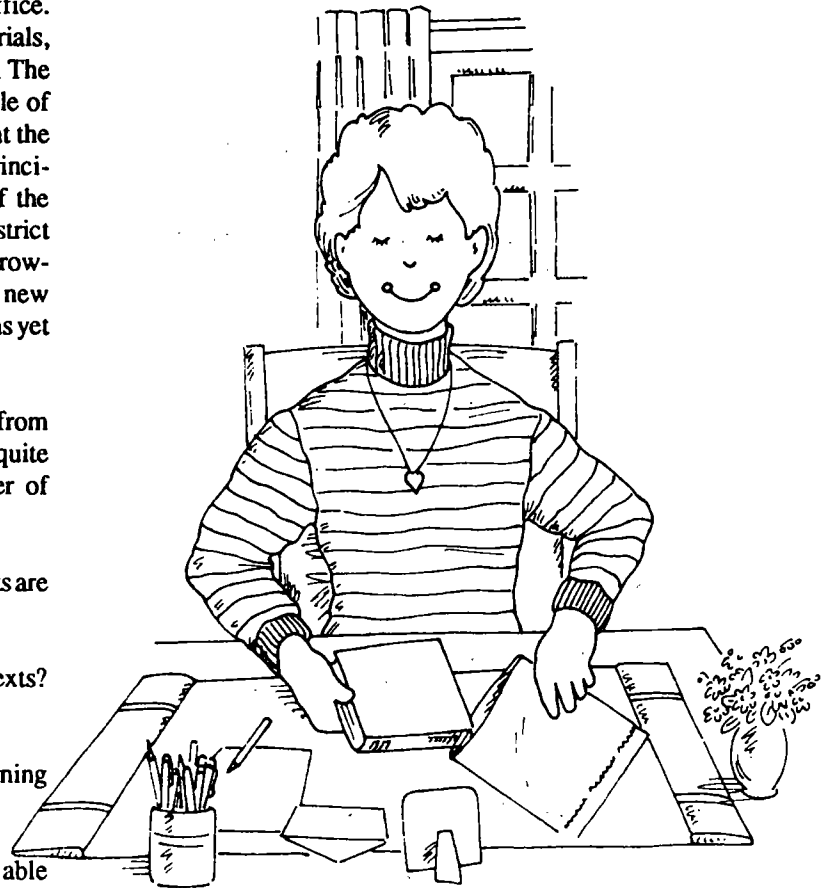
- What happens when two or three home students are registered in this school?
- What does the word 'materials' refer to? (texts? library books? teachers' copies? filmstrips?....)
- Do teachers in the school have priority for learning resources?
- Will parents of home-school students also be able

to borrow 'unlimited' amounts of resource materials?

- Should there be a time limit for the use of such materials by private individuals?
- How much assistance will teacher-librarians be required to provide to home-school parents who wish to use our facilities?
- Will teacher-librarians also be required to assist home schoolers who come to the school during the teaching day, or after school to work on projects, etc.?

We have no guide lines yet from our Board to provide direction with the above questions. I believe this covers the situation as it happened in this school district and raises some questions that all teacher-librarians should be concerned about.

— "A School District
in BC."



READING CHECKLIST... ✓

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

There is nothing like being an author to make one understand both the trauma of the writing process and its joys. Seeing the wide range of problems and errors that are possible makes one both more critical and more understanding of other writers' minor lapses, omissions and errors. There is definitely a measure of pride in seeing one's work appear in a professional looking publication. I therefore make no apology for recommending in the Advocacy section a book that I co-authored with a wonderful team. You can put it down to pride if you wish, and simply ignore my recommendation! Please note how brief and modest the annotation is. The publication has been sent to a variety of professional journals, so watch for "real" reviews in other publications.

ADVOCACY

Implementing Change: A Cooperative Approach to Initiating, Implementing and Sustaining Library Resource Centre Programs is a combination of change theory, research on professional development, communication strategies, and practical ways to use the ideas presented to impact on the implementation of a library resource centre program based on cooperative planning and teaching and resource-based learning. Written by a team of experienced teacher-librarians, Liz Austrom, Roberta Kennard, Jo-Anne Naslund and Patricia Shields, the document incorporates the practical with the theoretical.

COOPERATIVE PLANNING

Teacher-librarians commonly think of cooperative planning as being applicable only in a teacher(s) and teacher-librarian teaming situation. At H. T. Thrift Elementary in Surrey, cooperative planning has been used as a staff development process that is supported by the administration with time for planning. In "Collaborative Planning: A Staff Initiative," Pam Lipschultz and teacher-librarian Sharon Wood describe the process followed in implementing this staff development process at H. T. Thrift

(Research Forum, no. 5 (Fall, 1989), pp. 8-12). Useful tables which include the goals and objectives and steps taken to achieve them are included in the article.

In the process of building better staff collaboration, central concerns addressed included the development of a school-based scope and sequence of research and study skills and the improvement of collaboration between the teachers and the teacher-librarian. The power of the staff development approach taken was that there was an emphasis on improved communication between all teachers as well as attention to building a positive climate for learning. Thus, collaboration became a focus that impacted on the whole school. The positive reaction and continuing involvement of staff in monitoring and revising the process was a contributing factor to its success. The authors conclude by saying that they "believe that a school-based organizational plan that has a cooperative planning process at its core can facilitate peer supervision, communication, educational change, and improved student learning."

This is an interesting read for those who are interested in promoting total staff involvement in a collaborative venture because it includes actions based on findings from the current literature on implementing change.

EVALUATION OF THE LIBRARY RESOURCE CENTRE

Nancy A. Brown presents four models for evaluating the effectiveness of a library operation. Most appropriate for public and university libraries, the strategies discussed in "Assessment Perspectives: How to Make the Case for Better Library Funding" (Library Administration and Management, vol. 3, no. 2 (Spring, 1989), pp. 80-83) will also provide the teacher-librarian with some ideas for using evaluation as an effective communication tool.

The four models that are presented in some detail include:

1. The Goal Model — This approach involves establishing goals that can be evaluated, and dealing with goals that are less easily quantified.
2. The Resource Model — This is a statistical approach which establishes how many resources have been acquired from the

available funding.

3. The Process Model — This model looks at how the operation functions and determines how the organizational structures affect the attainment of goals.
4. The Satisfaction Model — Various groups of users of the service are surveyed to determine their needs and whether or not these are being met.

Commonly, we think of the Resource Model only when we are developing budget presentations, or we may incorporate a part of the Goal Model, plus a soupçon of the Satisfaction Model. This brief article will be useful in suggesting a more broadly-based and cohesive strategy.

An article which relates to the Satisfaction Model discussed above is "The YA Librarian as Flight Attendant" (*School Library Journal*, vol. 35, no. 14 (October, 1989), p. 52). In a light-hearted style, Pamela R. Klipsch asks how attentive we are to the needs, preferences and reactions of adolescents. Using her suggestions for goals and responsibilities to design a user evaluation of the climate as well as the services of the library resource centre, could result in a new perspective on teenagers being held by library staff. The author ends her plea for a more positive view of adolescents with the wish that adolescent patrons and the YA librarian will "fly together." Let's add support staff to this flight!

INFORMATION TECHNOLOGY

Roger Ashley's "Databases — Some Guidelines in Selection" (*Media Spectrum*, vol. 15, no. 4 (Fourth Quarter, 1988), pp. 21-27) is as good an article as I've seen on this topic. It is written from the perspective of a teacher-librarian who needs to make a choice on whether or not to use databases as information sources and how to go about it once the decision is made. As well as providing a great deal of information in a succinct fashion, the article makes effective use of questions to structure the following sections:

- Databases: Which Ones Do I Choose?
- Section I
 - Part One: Summary of Major Information Databases.
 - Part Two: Summary of Major Information Utilities.

— Part Three: Which are Specifically School Related?

- Section II: The Key Question Checklist
 - What to Expect from a Database Vendor
 - Subscriptions
 - System Manuals and Documentation
 - Search and Search Language
 - Search-Aid Features
 - Training
 - Customer Support
 - Online Display and Off-line Print Options
 - Document Delivery Features

Following the guidelines given in this article will make the process of selecting databases much less stressful.

An article in the same journal issue covers "Einstein," one of the databases recommended by Ashley as being "tailored for education needs." In "E=MC²: Doubling Your Library Media Resources with Einstein," Richard A. Wiltse discusses how this service has been used in his secondary library resource centre. The value of Einstein is that it is a "gateway" service which gives access to several major database systems. Interestingly, the author comments that over two years of use, eighty percent of that use has been by students, while only fifteen percent has been by teaching staff.

I recommend this entire issue of *Media Spectrum* to your attention, for its theme is "Technology in the Media Center: Focus on Management."

For a great deal more information on the same topic, try Doris M. Epler's *Online Searching Goes to School* (Oryx Press, 1989. ISBN: 0-89774-546-9), a book that both shows the beginner how to go about adding online tools to the library resource centre's information tools repertoire, and how to add online searching to the instructional program. Practical aspects like budgets and maintenance questions are addressed in separate chapters. Easily read, even by the unconverted computerphobic, this title is practical and definitely school library applicable. A very up-to-date bibliography will lead the keen teacher-librarian to other sources of information.

I note that Epler's book has been recommended in the "Professional Reading" column of the 1989 October issue of *School Library Journal* as "valuable assistance for school library media specialists who are attempting to initiate an online searching curriculum...."

WHOLE LANGUAGE

The members of the Language Education Department of the University of British Columbia are at it again! First they donned costumes and went to court in the video Whole Language on Trial. Now they have collaborated on Whole Language: Practice and Theory. Edited by Victor Froese and published by Prentice-Hall Canada (1990, ISBN: 0-13-958562-1), this thick paperback looks at whole language from many practical perspectives that will be of interest to classroom teachers and teacher-librarians.

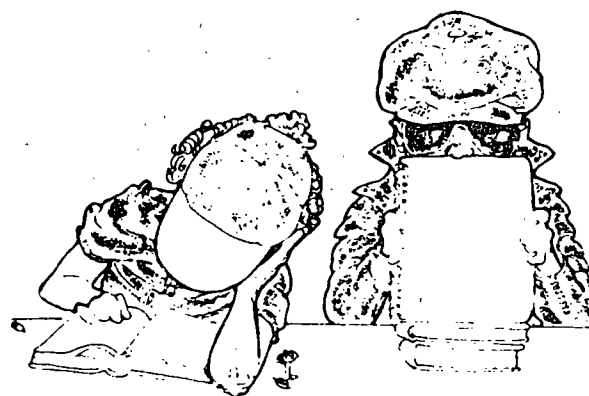
I particularly enjoyed reading Chapter 4: The Writing Connection, which was written by Dr. Syd Butler, who was the professor in an English methods course I took eons ago. Other UBC trained educators will make similar connections, since chapters are written by UBC professors Claire Staab, Marion Ralston, Lee Gunderson, Patrick Verriour, Ann Lukasevich, Gerry Snyder and Jon Shapiro, as well as Victor Froese, who heads the department. I was struck as I read by the way that this book puts into the current whole language context many of those approaches and concerns that were innovative and recommended by research in learning those many years ago. Why are educators so slow to implement new teaching strategies and approaches?

Topics of other chapters include classroom "talk," reading, drama, the use of literature, student assessment, how to organize a whole language classroom, involvement of parents in the program, and research perspectives. Each chapter includes a list of professional resources that district resource centres will wish to check for titles to be added to their own professional resource collections. In addition, there are many children's titles recommended, especially in Marion Ralston's chapter on using literature and Ann Lukasevich's chapter on organizing the whole language classroom.

The major disappointment I have with this book is caused by the fact that the authors clearly do not understand the many ways in which a vital connection between the classroom program and the library resource centre program can and should be made. There are recommendations for classroom collections, with no recognition of the increased benefits available to students from a circulation of resources to the classrooms and back to the library resource centre. Although there are suggestions that the "librarian" can assist with identification of titles for

theme approaches and with special celebrations, there is no suggestion that the classroom teacher work with the "teacher-librarian" to build an integrated approach to information skills and language development within a literature-based context. The writing team should have included someone with a recent background in teacher-librarianship.

Despite this major caveat, I recommend the title. Its British Columbian authorship makes it a title that will be referred to in professional course work, and it is one that teacher-librarians should be prepared to use and discuss.



THE CONTINUING EDUCATION EXCHANGE

by JO-ANNE NASLUND and DWAIN
WEESE, co-chairs, BCTLA Continuing
Education Committee.

In this new feature column, our goal is to facilitate education for teacher-librarians by sharing professional development ideas, by summarizing successful professional development activities, and by including the names of people who may be contacted for further information and ideas. Audio-visual resources will be highlighted and whenever possible made available for your use. We hope that the exchange will foster and support networking, professional dialogue and creative options for professional growth.

PROFESSIONAL DEVELOPMENT PLAN

If you have not already done so, establish your professional development plan for the year. Refer to page 66 of Implementing Change and to the sample letter in Appendix A of the same document for ideas. Your plan may include requests for release time and funding to attend conferences and workshops, but remember that professional dialogue with your colleagues through visits to neighbouring schools, through the sharing of units and displays, and through discussion times to talk about topics like management strategies are also effective options. By sharing your professional development plan with an administrator, it is sometimes possible to arrange release time for local area networking.

CONTINUING EDUCATION NEEDS ASSESSMENT

At the October 24 Fall Council Meeting, the continuing education themes which were identified by Chapter Councilors as priority topics included:

- cooperative program planning and teaching;
- qualifications of teacher-librarians;
- automation;

- development of district policies regarding teacher-librarians and library resource centres;
- contract negotiations;
- whole language and literature-based programs;
- The School Act and the Year 2000 documents; and
- French Immersion.

We will attempt to highlight resource people in these areas and recommend contacting Jo-Anne Naslund (434-1081) with requests.

A detailed continuing education needs assessment will be conducted in January 1990 by Don Hamilton, Ron Jobe and Jo-Anne Naslund. The information collected will be used extensively to aid in the development of university offerings such as institutes and courses, and in the development of non-credit professional development workshops and conferences. Your assistance and attention in completing the Continuing Education Needs Assessment will be essential.

COMPUTERS AND LIBRARIES

Les Ellis, from Bert Bowes Junior Secondary School (Fort St. John), is prepared to offer workshops on computers. He can be contacted at school (785-6717) or at home (785-2280). His experience as his school's computer resource person and as a member of the District Computer Committee may be of interest to teacher-librarians and teachers involved in district programs.

Dick Young, from South Delta Senior Secondary, is also prepared to conduct workshops on computers and library management systems. He can be contacted at school (943-7407) or at home (581-1961). His interest in mission statements may be valuable to teacher-librarians who are in the process of drafting proposals for computer library management systems.

AUDIOVISUAL RESOURCES

An edited version of Fuel for Change (13 minutes) has been produced by the Saskatchewan School Libraries Association and is available upon request. Please contact Jo-Anne Naslund to borrow a copy for a two week period. Call 434-1081 and leave your request, name, address and the dates required on the answering machine tape.

One Classroom, an 18 minute video, is available from PEMC and looks at an elementary whole language classroom. After an introduction by Donald Graves, a student named Johanna leads the viewer through the reading room, speaking of her own experiences and of her peers as they work independently and in small groups on various activities that include proofing and publishing their own books. This video may be useful in initiating discussion of classroom collections, in encouraging inclusion of student published materials in the library resource centre, and in focusing attention upon independent use of the library resource centre as part of a whole language program. Other titles in the Writing and Reading Process Series are Time and Choice: Key Elements for Process Teaching and Writing Conference Principles. These videos are available for preview at the Curriculum Laboratory, UBC (LB 1573 0542 1986 Video).

Circles of Learning (38 minute video) is available from the Cooperative Learning Centre, University of Minnesota. The program, written and directed by Roger Johnson and David W. Johnson, shows an elementary and secondary teacher learning to use cooperative learning strategies in their classrooms. Emphasis is upon the attitudes and skills necessary for effectively fostering the positive interdependence that is central to cooperative learning. The advantages of working in small groups are that students learn skills that can be transferred to any work environment — listening, problem solving, asking for help, and encouraging others. Roles of encourager, checker, praiser, and recorder are ones which students can learn to identify and later use. Available for preview at the Curriculum Laboratory, UBC (lb 1029 G7572 1983 Video).

1990 INTERNATIONAL YEAR FOR LITERACY

Plan now for continuing education opportunities for you, teachers and parents that focus on literacy. Watch for ideas and suggestions to follow in our next column. If you have conducted literacy workshops, please share your ideas with us.

ROLE OF TEACHER-LIBRARIANS IN THE EDUCATION OF TEACHERS

John Ormond, Coordinator Professional Programs in the Faculty of Education at Simon Fraser

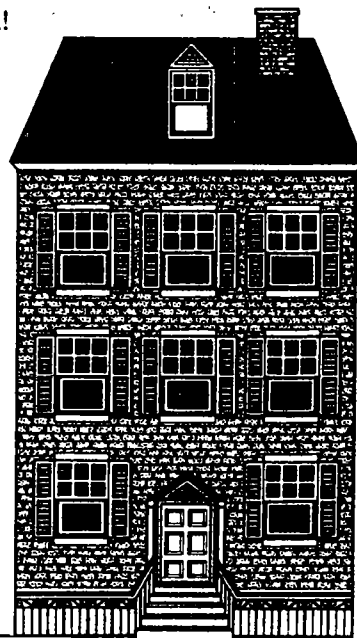
University, participated in the Update '89 panel discussion about student teaching. Following the conference, he sent a letter expressing his enjoyment of the day. We wanted to share with you some of his comments.

I very much enjoyed the experience on Friday. It certainly gave me much to think about. Your members displayed laudable commitment to the profession and a remarkable willingness to play an important role in the development of student teachers. However, they made it perfectly clear that the universities have a reciprocal responsibility to formalize students' assignments and experiences so that the teacher-librarians can exercise their responsibilities more easily.

In response to the discussion I had with two teacher-librarians from Kelowna, I have issued a memo to all Simon Fraser University Faculty Associates recommending that they have their students work cooperatively with a teacher-librarian in the design of a teaching unit. As well, I am looking into the possibility of a summer session course of which cooperative planning would be a major component. The course might be entitled "Exploiting the Resources Available to a Teacher." Those people to whom I've spoken on campus are very enthusiastic about the possibility.

I hope that the day met all the goals you had set for the conference. It clearly provoked me into thinking more carefully about the important role teacher-librarians can play in the education of teachers.

Special thanks to John Ormond for his letter. We look forward to working with him to further the success of these initiatives. Bravo to the teacher-librarians from Kelowna!



KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the need to further the professional development of a member of the BCTLA by giving an award to be used for any credit or non-credit courses, workshops, conferences or programs in the field of teacher-librarianship.

ELIGIBILITY

To be eligible for the award an applicant must be:

- 1. A Canadian citizen.*
- 2. A resident of British Columbia.*
- 3. A member of the BCTLA.*
- 4. A holder of a valid B.C. Teaching Certificate.*

TERMS OF THE AWARD

The recipient shall:

- 1. Use the award monies within 12 months of presentation.*
- 2. Provide proof of registration for the course, workshop, conference or program.*
- 3. Submit an article to The Bookmark.*
- 4. Receive payment of award monies upon proof of completion of the course, workshop, conference or program and submission of the article to The Bookmark.*

APPLICATIONS

A complete application shall consist of:

- 1. An application form.*
- 2. A statement of purpose for taking the course, workshop, conference or program.*
- 3. Two letters of reference.*
- 4. An outline of the course, workshop, conference or program.*
- 5. Application forms are available from the Corresponding Secretary of the BCTLA.*
- 6. Forms must be submitted by April 1.*
- 7. Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.*

SELECTION PROCESS

- 1. The recipient of the award shall be selected by a special committee appointed by the Executive Board.*
- 2. The selection committee shall consist of one member of the Executive Board and two chapter councilors.*
- 3. The selection committee shall meet consideration of applications. If an award is given, the decision will be made by May 15 and all applicants will be notified.*

APPLICATION FORM
**KEN HAYCOCK PROFESSIONAL
DEVELOPMENT AWARD**

Name of Applicant: _____

School District: _____ No. _____

School: _____

Elementary: _____ Secondary: _____ (check one)

Home Address: _____

Telephone: _____

Description of Activity: _____

(attach additional information, brochure, outline, etc.)

Amount Requested: \$ _____

Suggested Attachments:

Curriculum Vitae
Statement of Purpose
References

DEADLINE: APRIL 1, 1990

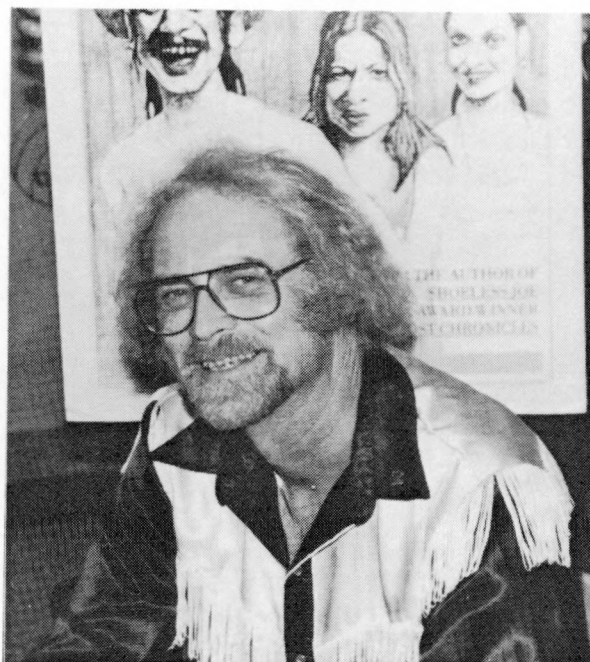
THE PORTRAIT: W. P. KINSELLA

by LINA D'ONOFRIO, teacher-librarian, Roberts Annex, SD #39 (Vancouver).

With all the publicity that Canadian author W.P. Kinsella has received with the making of the movie "Field of Dreams" adapted from his novel Shoeless Joe, he seemed an ideal author to choose for this edition of Bookmark.

W.P. Kinsella was born in Edmonton, Alberta in 1935. He spent the first ten years of his life in northern Alberta before his family moved back to Edmonton. He was the only child of John and Oliva Kinsella and didn't begin to attend the public school system until the fifth grade. Kinsella has stated that the isolation he experienced during his early years helped him to develop an active imagination which later assisted him in the writing of his stories. Kinsella wrote and published several short stories when he first got out of high school but marriage and the arrival of two children meant that he needed to find work that would enable him to support his family. Before Kinsella became a full time writer he worked at a variety of jobs which included work as government clerk, account executive, owner of a pizza restaurant and taxi-driver. He wrote as much as he could in his spare time during this period of his life. Kinsella began university at the age of 35 and completed a B.A. from the University of Victoria in 1974. In 1978 he received his Master's degree from the University of Iowa and later taught English and creative writing at the University of Calgary until 1983.

It was when Kinsella was in his 40's that he first began to sell his fiction regularly. In fact it was while he was driving taxis to support himself through university that Kinsella first received literary recognition for his short stories about the Ermineskin Indian Reserve in Alberta. These stories, which many of us have read and loved, revolve around Silas Ermineskin, his girlfriend, Sadie One-wound, his friend and noted ladies' man Frank Fence-post and Mad Etta, the 400 pound medicine lady. At an author's talk that Kinsella gave at the Britannia Public Library this October he discussed how he came to write about the Indians of the Ermineskin Reserve. He stated that he first got his idea after giving a group of young Indian boys a ride in his taxi. He said that the "kids had such a wonderful sense of humour that it first



germinated the idea of writing about Indians." Kinsella admitted that he has had very little contact with Indians but claims that he could write similar stories about any "other oppressed minorities." Some Indians have resented Kinsella's stories but many praise him for using humour to portray positive aspects of their lives through his short stories. He has just published his sixth collection of native stories in The Miss Hobbema Pageant and like many of you I look forward to reading about the adventures of Silas and Frank on the Ermineskin Reserve.

W.P. Kinsella also writes stories and novels about baseball. He is noted for being the only writer to write short baseball fiction. He said that he has always had an interest in baseball and attributes this to his father who talked a great deal about the sport when Kinsella was a child. Some of the novels and short stories that Kinsella has written about baseball include Shoeless Joe, The Thrill of the Grass, and The Iowa Baseball Confederacy. When asked about "Field of Dreams", the movie version of Shoeless Joe, The Sun reported Kinsella as saying "It isn't a baseball movie....it's a love story that is peripherally about baseball...When I saw the script I knew that it was going to be good." Kinsella told the audience at Britannia Public Library that he wouldn't change anything in the movie.

Kinsella has also written short fiction on a variety of themes other than natives and baseball. The Alligator Report contains many short stories that are set in Vancouver's skid row area. The book Red Wolf, Red Wolf focuses on lost youth and the compromises love and relationships force on us.

Kinsella has won numerous awards for his books. Contemporary Authors lists Kinsella as having received an award from Canadian Fiction for Illiana Come Home in 1976, and honorable mention in Best American Short Stories in 1980 for Fiona the First. For Shoeless Joe Kinsella has received the Houghton Mifflin Literary Fellowship in 1982, the Books in Canada First Novel Award in 1983 and the Canadian Authors' Association prize in 1983. He also received the Alberta O'Hagan novel medal, the Alberta Achievement Award for Excellence in Literature, and the Stephen Leacock Award for Humour for The Fencepost Chronicles.

Today Kinsella lives in White Rock with his third wife, writer Ann Knight. He continues to write on a schedule of two days on and one day off. He works on several different projects at one time. He does all his first drafts in long hand, then later transfers them to the computer for revisions. He maintains that he wants to keep writing two books a year and that he has so many stories in his head that he'll be writing for many years to come.

Kinsella's advice to young students is to read as many good authors as possible and to remember that writing is "ability, imagination, passion and stamina."

Kinsella's latest book is The Miss Hobbema Pageant. He has also published a book of poetry with his wife, Ann Knight. Kinsella is now working on a trilogy of novels set in the 1940's which focus on his childhood memories. We can all look forward to the many books that Kinsella will publish in the years to come and laugh and cry reading them as we have with his past works.

"And what is literature, Rado," he said, "but an insider's newsletter about affairs relating to molecules, of no importance to anything in the Universe but a few molecules who have the disease called 'thought.'"

Kurt Vonnegut
Bluebeard New York:
Dell, 1987. p188



BCTLA REVIEWS



E Dixon, George.
Cat Lady from Koo Koo Bay [kit]. -- G. Dixon, 1988. -- 1 booklet, 1 cassette, 1 finger puppet kit. -- \$6.99.

Cats - Fiction.

Crown Publishers Incorporated
546 Yates Street
Victoria, V8W 1K8

The Cat Lady from Koo Koo Nut Bay is a kit containing a cassette with a read-along book and pictures to be colored, cut out and used as puppets with the story. It tells about an old woman who keeps dozens of cats in her small house in the town of Koo Koo Nut Bay. She goes away for a weekend, her musical cats hold a wild party, and the mayor breaks it up, sending her to court and the cats to other homes.

This tale, illustrated by Sam Shoicet, is intended for elementary school children of unspecified age. There is little action, so while the vocabulary would be suitable for older children, they would expect more of a plot. Younger children would enjoy the music and the ability to follow the cassette. The black and white pictures are amusing but heavily detailed and hard to focus upon. They do not always enhance the story. I feel that sometimes the need to make the couplets rhyme created awkward sentence construction. One particular line is unnecessarily ungrammatical, "There's facts we must face!".

The actors from Kaleidoscope Theatre and the musicians, the CFAF Dixie Cats, do a fine job of entertaining the listener with jolly words, songs and background noises. I am not sure if children would understand references to the Sirocco Club, the mamba and cha-cha, an agent-theatrical, and wedgewood plates, but they would probably enjoy the light-hearted story of a cat loving old lady.

Valerie Jones, Victoria.

Editor's Note: Some reviewers in this issue will be identified only by name and city. We apologize for the omission of position, school, and school district.

F Crook, Marion.
Crosscurrents. -- Overlea, 1988. -- 203 p. -- ISBN 0-7172-2476-7. ISBN 0-7172-2477 5
(pbk.). -- \$3.95(pbk).

Mystery and detective stories.

This mystery adventure story is set in New Westminster and the Fraser River. Much of the action takes place on a tug boat; this coastal background is convincingly developed and helps to create interest for British Columbian children. Megan, the spunky 11 year old heroine, and her male sidekick become involved in solving a mystery that centers around the deliberate sabotaging of a tug captained by her uncle. The plot has enough action and twists to sustain interest, though I suspect many readers will detect the two villains long before the main characters.

Although Megan grows and develops during the novel, other characters are very flat or "fuzzily" written. I found this fuzziness particularly apparent in Megan's mother's motives for sending her daughter and friend to spend the summer in New Westminster.

However, I doubt that these reservations would bother Crook's intended audience. This book would make a more than adequate addition to the paperback collection for Grades 5 to 7.

David Young, Royal Oak School, Victoria.

F Crook, Marion
No safe place. -- Overlea, 1988. -- 196 p. -- ISBN 0-7172-2294-2(pbk.). -- \$3.95(pbk.).

Mystery and detective stories.

Just after 16 year old Susan George has been invited to accompany her landlady Evelyn to a wilderness lodge, she finds that she needs to baby-sit her 2 year old cousin Jenny. No problem. Jenny travels along to Chianka Lodge in the Chilcotin where Evelyn is starting a job as cook. A student pilot named Susan flies the group to the lodge. Upon their arrival Susan and Evelyn discover that Evelyn's predecessor had gone missing.

Shortly after, the body of the ex-cook is discovered. Indications are that she has been murdered. The owner's seem reluctant to contact the RCMP, so Susan makes contact via the plane radio to her RCMP boyfriend. One exciting incident leads to another, and after a hair raising solo flight to Vancouver, Susan learns that the wilderness camp is merely a front for criminal activity.

This is an extremely light novel. It would appeal to young adolescent females who enjoy mysteries spiked with a little romance. It certainly does not make my "Must Have" list.

Susan Frost, Victoria.

F Crook, Marion.
Stone dead. -- Overlea, 1987. -- 142 p. -- ISBN 0-7172-1615-2(pbk.). -- \$3.95(pbk.).

Mystery and detective stories.

This book reads like a poor half-hour television show filled with a disconnected stream of action and misunderstanding.

In its 142 pages of very large print, it squeezes in two murders, one attempted suicide and a never-ending string of mindless, trivial relationships. The characters treat the murders with such a vague and casual manner, you feel as if it was perhaps just another one of those bad days in the Caribou.

In its favor, there is no gratuitous violence presented. The murders are clean and behind the scenes, scrubbed as bloodless as the rest of the story.

What can I say that is positive about this book? Certainly the first page grabs the reluctant readers and pulls them into the book with some catchy dialogue and promises of immediate action. But, where are they pulled to? To an experiential void that all readers would do well to avoid.

Not recommended for purchase.

Frances Witt, Victoria.

F Page, P.K.
A flask of sea water. -- Oxford, 1989. -- 1 v. (unp.) : ill. ISBN 0-19-540704-0. -- \$18.95.

Fairy tales.

This is a traditional fairy tale where the poor goadherd wins the hand of the princess and becomes successor to the land-locked kingdom of Ure. Although their initial attraction is based on their physical features, they do show a sense of commitment to each other. The young man, with intelligence, perseverance and kindness, wins over his competitors (wealth and connections) in their search for sea water.

The 19 pages of text are interspersed by 11 full color illustrations done by Laszlo Gal. The pictures complement the text and are done in Gal's usual soft, eye-catching style. They match the lyrical tone of the text. The illustrations and proper names suggest an Asian setting, yet the theme is universal.

Patricia Page is a Victoria resident and has written several award winning volumes of poetry for adults. This is her first work for children. Her life-long interest in fairy tales is evident in this story. Similarities to other fairy tales (three suitors, a magic stone, helpful elderly characters, an evil wizard's spell) help to identify this as a traditional tale. Yet this story seems to have more; understated humor, two main characters willing to patiently wait for the best is life and words written by a poet.

On the Fry graph, the readability level is Grade 6. The interest level would be late primary to intermediate. The tone of the book suggest it should be read aloud by teachers and parents to the younger classes. This book would be appropriate in a recreational reading setting and as part of a fairy tale unit for middle intermediate students. I would recommend the purchase of this book for school and public libraries.

Dave Boettcher, Teacher-librarian Moberly Elementary School School District #39 (Vancouver

F Weir, Joan.
Ski lodge mystery and other stories. -- Overlea, 1988. -- 159 p. -- ISBN 0-7172-2293-4.
ISBN 0-7172-2292-6(pbk.). -- \$3.95(pbk.).

Mystery and detective stories // Short stories.

As the title states, this is a collection of short stories under a proposed series, Mystery Club. All of the stories center on a group of Grade 5 students who coerce the principal and their teacher to let them form a mystery club which meets every Wednesday afternoon. One stipulation is that the club must have a minimum of ten members.

Each Wednesday one member has a turn at telling a mystery or puzzle story. The other members try to solve the mystery. The author has provided the solutions at the end of the book, and they are referred to by page number.

This would be a good read aloud, as students would listen carefully for the clues to be able to solve the mystery. Recommended for Grades 2 through 5.

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

304.2 Healing the wounds : the promise of ecofeminism / edited by Judith Plant. -- Between the Lines, 1989. -- 262 p. -- ISBN 0-921284-14-4 (Cloth) \$34.95. -- ISBN 0-921284-15-2(pbk.). 15.95.

Human ecology / Feminism.

The book's title Healing the Wounds: the Promise of Ecofeminism is both a pessimistic and an optimistic synthesis of the content.

The wounds the feminist movement has long been trying to resolve have found their parallel in the environment, in the way the environment is treated and mistreated in our society. The wounding are the same, the solutions similar and the activists still the unpowerful.

The thesis is that a society which operates by patriarchal rules and structures is a society that views *other* as unnecessary, threatening or intolerable. *Other*, according to this book, can be defined in two main ways:

1. people who that remain outside the mainstream by choice or who are excluded because they are disabled, poor, female, or native;
2. nature.

Others are forced to adapt to the needs of the dominant group, to reject their notion of individuality or power. Failure to do so brings further isolation, poverty, persecution or sometimes death. The environment too is subjected to the whims of the patriarchal machinery.

The model admired in a system that is intolerant of diversity is the scientific, objective model, a model that devalues intuition, emotion, nurturance and caring in favor of objectivity, rationality and accountability.

Ecofeminism is a promising movement because it questions the whole notion of lack of diversity. It questions the whole notion of myopic scientific modelling. It recognizes that questioning prevailing ideas and structures is intelligent, not deviant. It recognizes that the emotional and caring issues in our society play an equal, and often more critical role, in decision making. Ecofeminists seek to empower others to act, value the individual and reject leadership by dominance.

This book has some important questions for classroom teachers to ponder. Is there a definite bias in our education system toward a scientific, dualistic system of planning evaluation? Are there few points given for questioning, for caring, for nurturing within our classrooms? The classroom must provide a place where students can safely examine and evaluate the structures and precepts of our society, to consider their origins, to evaluate their usefulness and then to update, reinforce or eliminate these precepts where appropriate.

Healing the Wounds argues that, ecofeminists must take their rightful place in setting the political, social and educational agendas, and they must do this very soon. Until they do, little or no change will occur. We, as a society, will continue to over use our environment, we will continue to diminish human emotional needs, and we will continue to have a society dominated by a privileged few who will continue to dictate both rules and consequences for all.

Kathleen Mackinnon, Victoria.

344.71 Rovet, Ernest.

The Canadian business guide to environmental law : protect yourself, protect us all! --
Self-Counsel, 1988. -- 155 p. -- ISBN 0-88908-682-6. -- \$8.95.

Environmental law - Canada // Pollution - Law and legislation.

Self help law books are nice artifacts in any library. We must always remember that humans must grow into the relevance of law. While reviewing this neat package which attempts to bite off Canadian environmental law, I needed to address its probable use in school libraries. Young students may bruise their psyches if required to read complex law language. Self-Counsel's manual attempts to illustrate the essence of Canadian environmental law (no easy task!). Written in simple language, the book does a credible job of speaking to business persons. Young people may fail the book because of its scope. Law means statutes, proclamations and procedures...it also means Provincial versus Federal jurisdictions.

The global overview is succeeded with sections on: prohibited conduct, waste management, spills, investigation and enforcement, penalties and a series of self analysis series for business people.

Can this wee volume serve as a reference aide? Because its coverage is so grand and its language is plain prose, its reference attributes are weak. We are treated to an extended table of contents which highlights chapters, but no index. We are given appendices which are paginated as part of the main body. The appendices include verbatim small print examples of Canadian environmental law.

Though the work is targeted for business people, I recommend it for public libraries and senior secondary school libraries.

Jim Duncan, Media librarian, East Kootenay Community College.

384.109 Neering, Rosemary. Continental dash : the Russian-American telegraph.
Horsdal & Schubart, 1989. -- 230 p. : ill., maps. -- ISBN 0-920663-07-9. -- \$22.95.

Telegraph - History

Horsdal & Schubart Publishers Ltd.
Box 1
Gange, V0S 1E0

The Pacific Rim, the important Asian markets, the world dominated by the United States and Russia, the Pacific as the center of world trade, the importance of instant communication and information are all concepts or phrases that are thought of as being new and current. They are not. They are concepts over 100 years old and were uppermost in the minds of many who planned, supported, and worked at linking North America and Europe with a telegraph line from San Francisco to London via British Columbia, the Yukon, Russian America, the Bering Sea and Siberia.

Rosemary Neering's Continental Dash is a scholarly work detailing all aspects of the Russian-American Telegraph. She explores the motives, the difficulties, the successes, and the failures. For this publication she has used numerous books, newspapers, articles, and unpublished sources. The archives of British Columbian and Western Union were important sources. Many of the illustrations were taken from the diaries and journals of the men involved with the exploratory work for the line.

While as the cataloging suggests, it is part of telegraph history, it also includes American history, Canadian history, and Russian history. It is an informative yet entertaining book. Although scholarly, there is also plenty of *trivia* type information. The first news item to reach British Columbia via telegraph was the assassination of Abraham Lincoln. Manyalla, the staple Korak food was made of clotted reindeer blood, tallow, half-digested moss from reindeer stomachs and dried grass. Glass insulators could be and were used as teacups.

The Russian-American telegraph, if it had succeeded would have changed the course of history. However, it seemed doomed to failure. Supplies and materials did not reach their destinations on time. The men in the field did not always receive the back-up the needed. The opposition was determined to complete the Trans Atlantic Cable.

Continental Dash will probably not be a high circulation item in most school libraries. However, it is a good resource for Social Studies courses and perhaps Science and Technology 11. Most students in Grades 9 to 11 should be able to handle the text. It is a title to be considered for secondary school libraries.

J. Patrick Romaine, Teacher-librarian, A.L. Fortune Secondary School, Enderby, School District #89 (Shuswap).

819.1 Abbey, Lloyd.
Abbey : selected poems, 1959 to 1989. -- Cacanadadada, 1989. -- 106 p. : ill. --
ISBN 0-921879-04-3.

Canadian Poetry.

CACANADADADA PRESS LTD.
359 Laval St.
Coquitlam, V3K 4W7

Spanning 30 years, this collection of blank verse presents varied poetic content. The book is divided into 6 distinct sections -- "Limbs", mostly vignettes of early life; "Leviathan", verses about sea creatures, especially whales; "Vistas", comments on politics and poverty in South America; "The Herons", a boy's search for something to love in the face of his father's harsh struggle to make a living; "Michael", a native leader's betrayal of ancestral secrets to an anthropologist; and "Signs", a couple's reaction to the wife's cancer and the husband's feelings on her death.

On first reading, one is struck by the difference between the impact of the personal and the impersonal verses. The expository poems (about geography, natural science, geology and history) are sometimes prosaic, for example, "...Nahai sat / alone, watching the rain and feeling like a / fool in his own house" (p. 84) or awkward, for example, "every landmass an / eruption on / the Tethys Sea" (p.38); but those which deal with father-son or husband-wife relationships, while often spare, are startlingly moving. "The Heron" and "Signs" are particularly successful.

Although there are many clear images, there is little humor in the verse; my own favorite lines are lightly untypical -- they comment on the flotation value of a middle-aged man's excess fat (p.40).

This book is recommended for college libraries; it might also be useful in senior secondary schools where English teachers have a strong interest in modern poetry.

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

819.1 Merrill, Tim.
Hearts the same. -- Caitlin, 1988. -- 55 p. ISBN 0-920576 23-0. -- \$8.95(pbk.).

Canadian poetry.

This slim volume of poetry offers a fresh look at ordinary events as they are highlighted with subtle similes and animal imagery. The subject matter is that of the everyday -- an accident, smoking, the trends of the 1980's, seagulls, animal abuse, the homeless. The writer, however, turns the prosaic into the poetic, and the reader sees the universal or the special uniqueness in the commonplace.

I enjoyed reading the poems but did not come away with any feeling of real impact. The curriculum match would be with English courses and the senior level featuring Canadian literature, and/or creative writing courses.

Two other titles by this author are Two Island Poets and In Bare /apple Boughs.

D.M.W. Walsh, Teacher-librarian, McNair Senior Secondary School, Richmond, School District #38 (Richmond).

- 921 Lehn, Cornelia.
The homemade brass plate : the story of Dr. Mary Percy Jackson / as told to Cornelia Lehn. --
Cedar-Cott Enterprise, 1988. -- 215 p. : ill., map. -- ISBN 0-9691961-2-1(pbk.). -- \$11.95(pbk.).

Jackson, Mary Percy // Women physicians // Frontier and pioneer life - Alberta.

Cedar-Cott Enterprise
45940 Collins Drive
Sardis, V2R 2E2

Dr. Mary Percy Jackson was a pioneer doctor in Northern Alberta who, in 1929, came from England to the small settlement of Battle River Prairie, 360 miles north of Edmonton. She had just finished 7 years of training and intended to stay in Canada a year - but she's still here.

From the time she was 10, Dr. Mary wanted to be a doctor. She certainly found her vocation in medicine, dealing with everything from breech births through tuberculosis epidemics to rabies scares. And she brought up her own two children and three step-sons as well. After 45 years in practice, she retired in 1974 to spend more time with her husband.

The story, written in the first person, is lively and full of human interest. Although it digresses occasionally from a straight chronology of the doctor's life, it is filled with details about the Indian, Metis, Mennonites and other northern settlers; the problems of practising medicine in such a distant outpost and the hardships and delights of dwelling in a small close-knit community.

Numerous photographs and an attractive cover add to the pleasure of this well-bound paperback.

If you have students interested in medicine as a career or in pioneer life, this is the book for your library.

Recommended for secondary schools. Fry readability: Grade 9.

Betty Errington, Teacher-librarian, retired, Burnaby.

- 971.1 Southern, Karen.
The Nelson Island story. -- Hancock, 1987. -- 219 p. : ill., map. -- ISBN 0-88839-196-X.
-- \$12.95.

Nelson Island (B.C.) - History // British Columbia - History, Local.

This book provides us with a comprehensive and detailed history of Nelson and Hardy Islands along with other islands of the Jervis Inlet area. This history touches on about 100 years of settlement and events of the area between Sechelt and Powell River, from the christening of the islands in 1860 to the new wave of aquaculture in the 1980's. The Nelson Island granite quarry started operation in the late 1800's and so began the settlement of the area. The quarry supplied fine quality granite, particularly to Vancouver and Victoria, for many buildings still standing today, the most notable being the Parliament Buildings. Logging hit the area in the early 1900's further increasing the population. In the 1920's many residents became involved in rum-running operations that serviced the Puget Sound area. Life was difficult and frequently lonely on these isolated islands, particularly for the women who were often left alone to care for the home and children. Over the years many types of people with varying lifestyles have populated these islands, the population figures rising and falling in cycles around quarry contracts or logging settlements. Today, with most of the old timers gone, the islands in this area are relatively unpopulated but, with the

forest growth soon to be ready for a second round of logging and the increasing interest in fish farming, the cycle may begin one again.

Abundantly illustrated with black and white photographs, maps and drawings this well-written, fascinating and easy-to-read book provides an insight into many aspects of B.C.'s pioneer days. Excellent.

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

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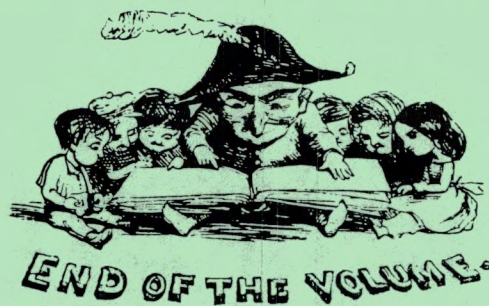
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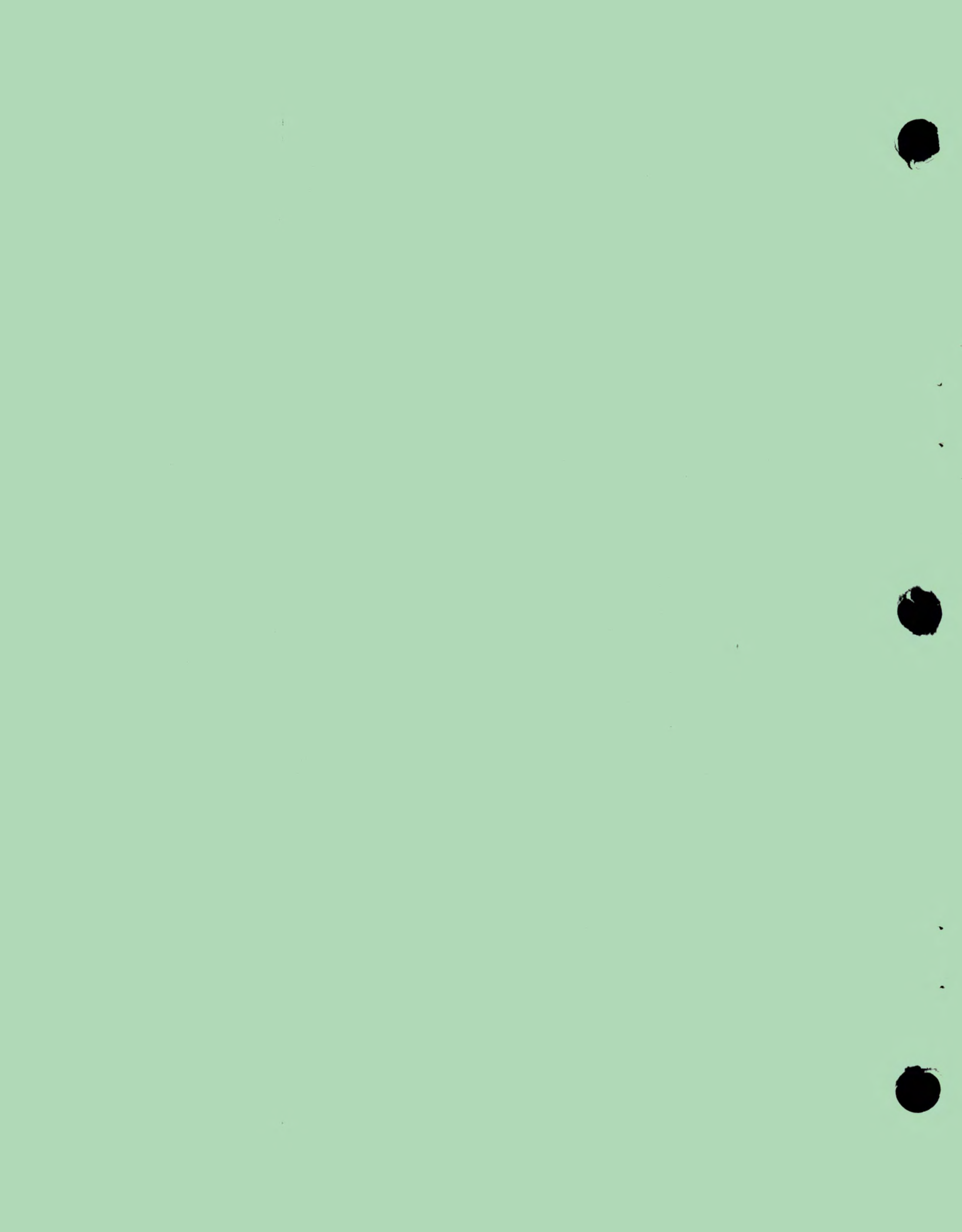
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Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.





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