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BCTLA

THE BOOKMARK



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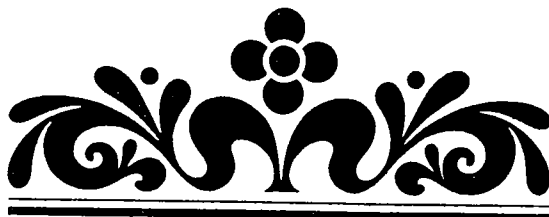
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IN CIRCULATION

by **DIANA POOLE**, BCTLA President

When I wrote my first "In Circulation" column for the September 1988 issue of The Bookmark, I was extremely optimistic, as the newly elected president of the BCTLA, that this was going to be an exciting and busy year, indeed, a great year! We were to celebrate the Golden Jubilee Year of our organization and there were a number of exciting events on our calendar. Now as I write this column for the June issue, and look back on the year that is just past, I feel that I can say "I told you so!" For a recapping of some of our activities and a review of the year, I refer you to the President's Annual Report in this issue of The Bookmark.

I am equally optimistic about the year ahead, especially with the implementation of some of the mandated changes in the new School Act, and in the changes to district contracts. As a Professional Specialist Association, we must approach the changes positively and ensure that we are in the forefront of implementation so that we can continue advocacy for our educational goals and programs. Surely, with ungraded primary classes and integration of the curriculum from grades 4 to 10, with emphasis on a learner-focused curriculum, on literacy, problem-solving and creative thinking skills, on use of new technologies and development of new instructional strategies, a major focus of these educational changes must be on resource-based learning and school library resource centres. If we are convinced of that, then it is now our advocacy role to ensure that Ministry officials and departments, district and school administration and our teaching colleagues are also convinced of the important role of teacher-librarians and school library programs in implementing the provisions of the new School Act in a way that is beneficial to us, to our colleagues, and especially to our students.

We must ensure that the teacher contracts deal as equitably with teacher-librarians as with other members of school staffs, that we do indeed get duty-free lunch hours and preparation time without reduction of library services, and that there are the appropriate personnel in place to ensure this. No longer can any teacher-librarian hold and expound the view that he or she is only interested in the professional development

mandate of our teachers' organization or specialist association. In this new reality, with the political structure and education system we now have, we must be political to achieve our professional autonomy, professional goals and equity in the workplace. To think otherwise is counterproductive. Only then may we function as professional educators and thus fully meet the needs of our students.

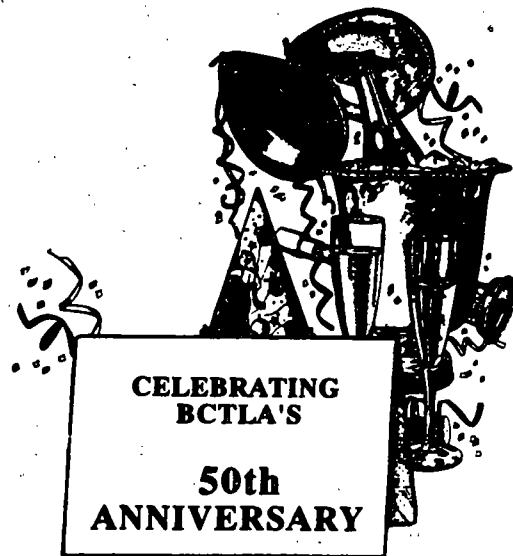
With the combined executive meeting in June and this issue of The Bookmark, the British Columbia Teacher-Librarians' Association brings to an end the celebration of the Golden Jubilee Year. It is fitting that in this issue are articles with an historical theme, and I am sure that once again we will enjoy many hours of renewal and inspiration as we peruse the ensuing pages. Thank you a thousand times over to our fine editorial board and to the members of the executive for their wholehearted, generous and unstinting support of our organization.

Have a happy, restful and revitalizing summer. See you in September!

June 1989
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BCTLA

THE BOOKMARK



WE BELIEVE IN MAGIC... your magical thoughts, your magic desire to see your ideas and your articles in next year's **BOOKMARK**



SEPTEMBER '89: 'HUMOUR ME''

Looking for articles, units on how humour is/can be used to enhance learning experiences in the classroom; your experiences in promoting laughter; humour as a teaching device; your favorite funny encounter with a student; the funniest excuse for lost and "I forgot-to-return-because" books; how to use humour in motivation; humourous display or promotional ideas; favourite "funny" books; bibliographies. If it's funny, we want it!
Deadline for submissions to the editors: 1989 JULY 22



DECEMBER '89: "FOCUS ON FICTION"

Reading across the grades; what are we doing with fictional reading and whole language; genres; units and bibliographies; your favorite read-alouds; fictional promotion; and any other ideas you have.
Deadline for submissions to the editors: 1989 NOVEMBER 14



MARCH '90: "THINK ABOUT IT!"

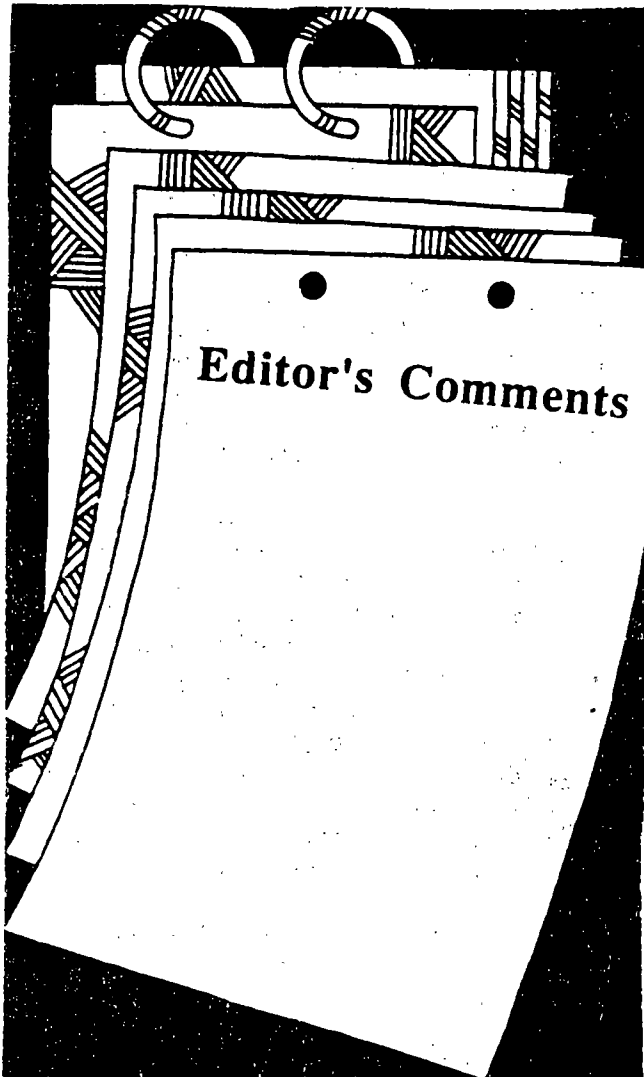
Thinking skills; theory; key thinkers in this area; applications in units; scope and sequence of information skills.
Deadline for submissions to the editors: 1990 JANUARY 13



JUNE '90: "DEVIL'S ADVOCATE"

Does not presenting or buying materials in certain areas, constitute censorship? Do we avoid controversial approaches to Social Studies? How much lip service are we giving to "cooperative teaching" – is it really happening? We are looking for your articles on different

SUBMIT YOUR ITEMS TO ONE OF OUR EDITORIAL BOARD MEMBERS AS SOON AS POSSIBLE. DON'T LET A DEADLINE PASS YOU BY! WE ACCEPT ARTICLES MONTHS IN ADVANCE AS WELL AS UP TO THE DEADLINE DAY.



This issue is another Goodbye issue for the editorial board. Paste-up day is always hectic, but over the past few years Trish Maskell has performed the role of calmer-down, bringing the issue together, making sure that everyone is doing the next critical task. As the senior editor this past year, I had a relatively easy time for, when I was too busy to respond to queries, Trish was always there to answer questions and give suggestions. This is her last issue, and we shall miss her talents.

I thought that it might be appropriate for this historical issue to record for posterity the current process of putting together an issue of the journal.

Identifying themes for the year is the first step. It is surprising how quickly we forget what has been done in previous years, but we do have to maintain some kind of balance over the years as well as within the current year. Generally, the issue themes are established by consensus, after a brainstorming session which is accompanied by raucous laughter, some bad jokes, and real collaboration.

The next step is to advertise the themes to chapter councilors and members and to start soliciting contributions. Plans are established for these tasks at a meeting, which occurs just before or after the previous issue has been pasted. We work on quite tight time-lines for such a substantial journal and depend heavily on the fact that members' interest will be attracted by a theme to contribute something valuable that they have developed. Advertising the themes in advance in the journal has consequently become increasingly important.

Each issue has a pair of editors who take specific responsibility for drumming up material for that issue, but the other editors identify tasks that they commit themselves to do. At our planning sessions the editors record a list of commitments as the meeting proceeds. In addition, there are regular responsibilities for continuing features and jobs. For example, I am responsible for this column, the Letters to the Editor column and the Reading Checklist column, for setting and conducting meetings, for making coffee, for finding new editors, for assigning editing and inputting work to editors, for securing supplies, and for doing some follow-up work to ensure that there are no problems. As well as the editors' work, additional material is supplied by BCTLA Executive Board members, who are among the most prolific of our contributors.

The editors are all quite skillful in telephone solicitation, but there is no doubt that more chapter involvement would assist them tremendously. Each editor tries to deal with the material that they have committed themselves to secure, and they edit it and input it into the computer. An editor who does not have access to a computer forms a cooperative liaison with one of the other editors who has agreed to do extra inputting. Materials which come to the senior editor are parcelled out on the basis of "who can handle the work this time?" For this purpose, an informal running record of commitments is kept by the senior editor.

Our production manager, Jim Crook, is a key person in our current system. He is the resident Macintosh expert who continually astounds us by his knowledge of gimmicks, secret keystrokes, and formatting shortcuts. If you have a locked disk with 25 pages of typed text already inputted, then you come to appreciate Jim's skills more and more. This has happened to me! Editors send their disks to Jim, who does formatting, final editing — he has a good spell-checker — and prints out the final copy on a

laser printer. This issue will have major sections which have been formatted on Pagemaker, a process that we hope will be followed more in the future. With each new issue, we seem to learn more about what the computer can do for us, and we are sure that our ability to handle this technology will develop and continue to make production easier.

While the editors work away at content and the production manager works at publishing quality, the advertising manager is busy securing ads from companies, who are supposed to provide camera-ready material for paste-up day. Often, one or more of these is arriving as we are putting the issue together. Each issue will have five or six advertisements, some of which are standing ads in all four issues of that year. Audrey Campbell has done an outstanding job in this role over the past several years. We are still looking for a replacement, since this will be her last issue as well.

Barring unforeseen circumstances, the editors, computers, finished copy, disks, camera-ready advertising copy, copyright free illustrations, light table, etcetera, all arrive together at my home one Saturday morning at nine a.m. We usually have three or four computers and a laser printer in action, adding last minute text, making corrections, and sometimes inputting whole articles that have arrived at the last minute, but which we cannot bear to leave out. There will be two computers in the dining room, one or two in the living room, and one in the den. Less computer-oriented editors hide in quiet places to read the final copy and try to catch any outstanding errors. It is always surprising what new and exciting errors can be picked out by fresh eyes.

The basement is reserved for those who are working on paste-up. They surround the pool table, squabble over the use of the light table or use the big sliding glass doors as a light source to ensure that text is on straight. Articles are pasted onto blue-squared layout sheets provided by the BCTF printing department. Someone looks for illustrations (we really should choose themes on the basis of how easy they are to illustrate) and someone else designs the front and back cover. Harold Berson is the latest editor to display skill in this area. People rip up and down the stairs, rushing items to the computers for corrections, adding different headings, seeking new opinions over a problem. Roles aren't strictly defined, yet everyone seems to know what to do.

By lunchtime, Donna Doerksen is ready for a

break and goes out to buy submarines or pizza. By this time everyone has a buzz on from the amount of coffee they have drunk and the excitement of the day. If things have gone well, editors will be overly optimistic, saying things like, "Maybe we'll be finished by four today" when everyone knows it is an insane expectation. If things have gone poorly (e.g. my locked disk or Jim forgetting to bring the finished printed copy!), then editors will be overly pessimistic, saying things like "Who can come help tomorrow?" when everyone knows that would be the ultimate insanity. We are volunteers, but we are not masochistic volunteers — not yet, anyway.

Late in the afternoon, things are beginning to take shape and I am beginning to get testy. The editors pile finished copy into rough order according to the major sections. The senior editor and another editor sort the finished copy into final order, number the sheets in pencil, and prepare an index. Several editors use the paper cutter and light table to apply pre-pasted page footers to the sheets. The penultimate task is to input, then print the table of contents. After that, the only thing left to do is to fill out the printing requisition, and the issue is ready for Donna to take to the BCTF the following Monday.

The editors pack up their personal treasures — scissors that really cut paper, a good ruler — or hang around for a glass of homemade wine, and another paste-up day is past. Sid and I always plan to do something on paste-up evening which requires no energy. Thank goodness for an understanding husband!

Two to three weeks later depending upon the BCTF printing service and Canada Post, like magic, The Bookmark is delivered to *your* door.

Bookmark mathematics: (200 pages x 4) = 4 issues = 1 year; 14 editors + 870 BCTLA members = 66 tons of creativity and intelligence (calculating an average weight of 150 lbs per person); estimate of untapped existing creativity — excluding editors' creativity which waxes and wanes with each issue — is equal to average weight x number of non-contributing members = 57 tons of available energy and resources. Why not translate your untapped creativity into X pages for Volume 31, No. 1, 2, 3, or 4?

LETTERS TO THE EDITOR

from **EILA GEORGE**, teacher-librarian,
and **BEV GREENING**, teacher, S.D. # 88
(Terrace) and proud of it!

When we opened the Pacific Rim issue of The Bookmark, with a flush of success in seeing our first unit, "Orienting to Japan," in print, we didn't know whether to laugh or cry at our new-found residency in Prince George. We've always harbored hopes that we were in demand throughout the province, but didn't think it was so great that they'd second us without telling us! Jettisoning that illusion of grandeur, we decided that when your last name is George all those who live south of the 54th parallel must assume that you live in 'George — as it is affectionately known to Northerners. However, we figured that city slickers have somewhat more intelligence than that. We were left with only one possible conclusion — word has finally reached Vancouver that there is life beyond Hope but it apparently extends as far as Prince George and no further. Now, come on gang, the University of the North has been approved in principle and even the government recognizes that there are sentient beings beyond Prince George.

We close affectionately with this little ditty ...

There once was a journal of great repute
Which issued a major geographical fluke.
The T-Ls who guide those map-reading skills
Wiped out half of the province beyond "them thar hills."
The T-Ls who reside in the metropolis called Terrace
Wrote letters to the Editor designed to embarrass.
The next time you move us, please do the job right
Make us consultants in Maui, like York's Alan Knight.

RESPONSE: We have paid for this error dearly. Unlike the talented duo from Terrace, ditty writing is not the forte of the Senior Editor, and other Editorial Board members declined the assignment. With abject apologies to poets throughout the province, we offer the following, somewhat informal apology to Bev and Eila ...

There once was an editor named Liz,
Who typed like a regular whiz.

With key strokes at random,
She moved authors in tandem,
This arbitrary, devious ms.

Two puzzled young writers for Bookmark,
Liz shifted to 'George as a lark.
If Eila's name had been Hades
Then these mystified ladies
Would find their new home exceedingly stark.

from **DAWN TRAVIS**, district library
coordinator, S.D. # 81 (Fort Nelson)

I have been enjoying The Bookmark for the past eight years. It is always full of useful units, exciting topics and helpful hints. Whenever surveys are printed, I am able to compare my district with other districts, and obtain a general feeling about conditions throughout the province. One question continually comes to mind. Why aren't all the districts asked to complete these surveys? School District # 81 (Fort Nelson) would gladly answer these questionnaires, if they were received. Perhaps you could add us to your mailing list.

Enclosed, please find a copy of our revised Policies and Regulations for libraries within our district. If you can use this information, please feel free to do so.

RESPONSE: We have sent your letter to the newly elected vice-president of the BCTLA, Patricia Finlay, since one of the responsibilities of the vice-president is to conduct the annual Working & Learning Conditions Survey. The survey is sent out each September to BCTLA Chapter Councilors in districts and areas where there are chapters. These individuals are responsible for distributing the forms, collecting them, and returning them to the vice-president at the Fall Council meeting. In areas where there is no chapter, an attempt is made to identify someone who will take responsibility for securing information from teacher-librarians in the schools. You may wish to volunteer for this task in your district. We have also sent the Policies and Regulations materials on to Patricia, since teacher-librarians who want samples of this type of publication can write and request them from the vice-president. Thanks for writing.

SCHOOL LIBRARY BOOK PURCHASE PLAN COMMITTEE MEMBER- SHIP

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The Resources Branch of the Ministry of Education invites applications from interested teacher-librarians to serve as members of the School Library Book Purchase Plan Committee. This committee is responsible, in conjunction with Ministry personnel, for annual selection of books published in British Columbia within the last three years which are suitable for purchase by school libraries through this plan.

The Task

Specific Terms of Reference for this committee are appended. Members of the committee review approximately 150 - 200 titles submitted by BC publishers. These submissions are then analyzed by the Ministry to determine that they meet the criteria established for provincially recommended materials in terms of instructional design, social considerations, and suitability for the intended audience. Members are recalled to finalize the list of selections and to review the annotation for each title. Publication of titles is via the annual School Library Book Purchase Plan Circular.

Composition of the Committee

Four teacher-librarians are required (two elementary and two secondary). Two appointments will be for a two year term and two for a three year term. One member of the current committee will be retained for the first year of the new committee's term to provide orientation to procedures.

Selection of Committee

Representatives of the British Columbia Teacher's Federation and the Resources Branch of the Ministry will review all applications submitted. Appointments to the Committee will be made by the Schools Programs Division of the Ministry. Factors

in the selection of the committee will include representation from rural and urban communities, gender balance and a range of teaching experiences. Demonstrated expertise in review of materials as evidenced by reviews in such publications as The Bookmark will also be considered an asset. As a matter of general policy, the Ministry of Education requires that all committee members be free of any contractual affiliation with educational publishing companies.

Committee Operation

- The term of appointment to this committee is two or three years.
- The committee will be chaired by a representative of the Resources Branch.
- Members will be released from their districts to attend meetings (usually in Victoria).
- The Ministry will reimburse districts for the costs of teacher release.
- Committee members ordinarily meet for four days annually (three days in late January/early February and one day in late March/early April).

Applications and curriculum vitae should be submitted to:

Robin Syme
Director, Resources Branch
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V2M4

Application deadline is June 30th, 1989.

Appendix 1 - Terms of Reference - School Library Book Purchase Plan Selection Committee

Membership

- four BC Teacher-Librarians (two elementary and two secondary); two members (one elementary and one secondary) will serve a two year term, and two (one elementary and one secondary) a three year term.
- Ministry of Education, one member (chairperson)

The LBPP Selection Committee will assist the Ministry of Education in selecting material for purchase under the Library Book Purchase Plan. All recommendations will be made to the Director,

CSLA TO MAKE DECISIONS, TAKE RISKS, AT AGM

by ANGELA THACKER, President,
Canadian School Library Association

Decision-Making: Risk-Taking is the theme of this year's CLA Conference, and for CSLA members this challenge is going to have particular significance.

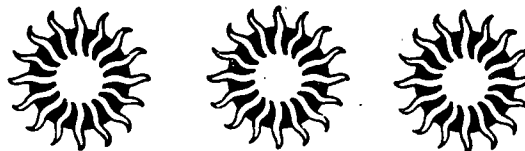
The first of CSLA's goals this year, as it has been for many years, is "To provide teacher-librarians in Canada with a voice at the national level." The question of how best to do this is one to which there are many answers, reflecting many points of view that alter in response to changing circumstances. Whether the Canadian School Library Association should be a Division of the Canadian Library Association, a Division of a national educational organization, a national coordinating system for existing provincial school library associations, or an independent group has been considered and re-considered many times. One thing that has always been clear is that there are many complex questions and no simple answers. However, the majority of the CSLA Executive feels that it is time to examine the situation once more, and to seek the best possible structure for a national organization whose aim is to serve the needs of teacher-librarians in Canada. At present CSLA is severely inhibited in its efforts to deliver services to its members by the fact that its Divisional grant falls far short of its needs; this year, for example, the amount needed by CSLA to run its programmes was \$23,225.00. However, although CSLA members brought \$42,470.00 to CLA in membership fees in 1988, only \$13,148.00 was returned to CSLA to run the Division in 1989, the remainder being retained by CLA to provide general membership services.

In order to bring this discussion into the public forum and to provide members with a formal channel for expressing their opinions, the following motion will be presented at the CSLA AGM to be held in Edmonton on Friday, June 23:

That the Canadian School Library Association, a Division of the Canadian Library Association, be dissolved.

The CSLA Executive's decision to bring this motion to the AGM has not been made lightly, nor was it unanimous. As it is a reasonable assumption that all current members of the Canadian School Library Association are committed to the concept of a national organization for teacher-librarians it means that the idea of CSLA "dissolving" its relationship with CLA must go hand-in-hand with a plan that calls for the formation of a new association that retains and builds upon all the many positive aspects of the present structure, eliminates those that cause problems, and adds facets that will enhance and enrich in the future. It may be that the result of this current re-examination of the situation will result not in the formation of a 'new CSLA' outside CLA, but in the improvement of the existing CSLA within CLA; either way it is the hope of the CSLA Executive that the outcome will be a stronger and more effective organization for Canadian teacher-librarians.

To prepare CSLA members for the important decisions ahead, a document containing background information, in question and answer format, has been prepared and distributed to all CSLA members. Copies are available upon request from Angela Thacker, President, CSLA, 2561 Western Ave., North Vancouver, BC V7N 3L2 (Envoy: A.THACKER; Fax: 604-925-3467).



PRESIDENT'S ANNUAL REPORT 1988-1989

by Diana M. Poole, president, British Columbia Teacher-Librarians' Association.

As you are well aware, 1988-1989 is the year that we, the members of the British Columbia Teacher-Librarians' Association, celebrate the golden jubilee of the founding of our association. Teacher-librarians in British Columbia are a very special group of educators. They are usually unique to a school. They are not only skilled teachers but also skilled administrators and communicators. They live in a world of cooperation and become masters of guiding, encouraging, assisting, participating, and adjudicating. They are high profile in education matters. They serve on ministry curriculum committees, school and district committees, the executives of local associations, bargaining teams, professional development committees. They even become presidents of the BCTF. They educate not only the children of B.C. but each other through workshops and seminars, peer coaching and by a universally unselfish sharing of knowledge and ideas. They produce publications that are read and used across the country because in them can be found in printed form this generous giving of information, ideas and strategies. These publications win awards. And they have been doing this as an association for 50 years.

I am proud and honoured to be the president of the BCTLA during this golden jubilee year. I join with previous presidents in marvelling over the incredible rewards, the professional and personal growth that one experiences in this position. Thank you for allowing me this privilege.

Thank you members of the executive for your support and assistance during the year. Ken Adsett as vice-president has provided quiet, unfailingly support and assistance, taking on those extra tasks that needed to be done as well as refining and streamlining the working conditions survey and report, and communicating with chapters. We will miss him next year but wish him well as he continues with his work in the Victoria chapter and his school. We will also be losing Gail Schutz from the executive and we will miss her. I have noticed that recording secretaries with the BCTLA have a short lifespan and

am wondering if it has anything to do with the nature of the job. Gail has been accurate and prompt in her work, and has provided us with succinct comments when we needed them in our discussions. Again Gail finds she must dedicate more of her time to a growing program. Gail and Ken - good luck and keep in touch.

Patricia Finlay came to the executive this year, full of enthusiasm and creativity. We have profited from her knowledge, her thoughtful contributions to discussions and her letter writing. If that was not enough Patricia has generously volunteered extra time to help with many tasks and to work on committees. I look forward to working with her next year, as well as with Robyn Smart who counts our money and pays our bills. Robyn has freely volunteered her time as well to tasks outside a treasurer's job description. Barb Hall as past-president is the calm, informed voice at the other end of the frantic telephone call, the wisdom and sense of continuity across the board table, the willing worker for those specific tasks that the rest of us find so overwhelming, such as working her way through the maze of the Membership Guide and Constitution to alter the by-laws affected by the membership changes in the BCTF.

Joanne Naslund, our Continuing Education Chairperson, was at the beginning of this year working as co-chair with Patricia Shields. When Patricia resigned, Joanne bravely faced the extensive task alone. She has been coordinating a number of projects and with the assistance of the committees has been making a great deal of progress. Many chapters have received her support in planning professional days, with the help of Lynne Shoop on Vancouver Island and, recently, Dwain Wesse in the Lower Mainland. Thanks to all these people that keep our special projects and professional development in the forefront of our goals as an organization. At this time I would like to publicly thank Patricia Shields for her many years of dedicated work on the various committees. The association misses her contributions and wishes her well in her career. We hope she will continue to give us her advice and support.

Lynne Shoop continues as our liaison with the BCLA and has also undertaken Education for teacher-librarianship, which means that she also works as an intermediary between our organization and the universities. Anyone that knows Lynne well, will understand that her quiet diplomacy makes her perfect for these tasks. She also has a very calming effect at executive meetings. Donna Doerksen, as publications coordinator, also represents **THE BOOKMARK** editorial staff at the executive meetings.

Donna uncomplainingly does double duty - having to attend the executive meetings as well as the editorial meetings and paste-up days. Not only that, but she also puts in untold hours entering and editing material for **THE BOOKMARK**.

To Donna and Liz Austrom and the incredible hardworking editorial board, thank you and congratulations from all the members of the BCTLA. As you have probably all heard by now, the Canadian School Library Association has chosen **THE BOOKMARK** again this year to receive the CANEBSCO award. This is the second time in three years. Congratulations Liz and Trish Maskell as editors of the award-winning year, and also the staff - Harold Berson, Jim Crook, Dianne Driscoll, Donna Doerksen, Lee Inkster, John Pope, Barb Smith, Mercedes Smith, Hazel Starling, Carl Stymiest, Willa Walsh and Yoskyl Webb. A special thanks to Yoskyl who has decided to retire from the editorial board this spring. I think we are all aware of Yoskyl's contributions to **THE BOOKMARK** over the years, her numerous articles and her cooperatively planned units.

Hours of dedication time have been given by many people: our archivist, Gordon Stubbs; Penny Haggarty and Val Hamilton our Reviewing Service Coordinators; Bill Scott in Publication Sales; Odie Kaplan as Nominations Chairperson; Marilyn Lund in Membership; Advertising Manager, Audrey Campbell. Audrey has also decided to resign and I would like to extend to her a special thanks for all the years of service. When one names people so that their contributions should not go unnoticed, there is always a risk of missing someone. If you have been missed from the list of people providing ongoing service to the BCTLA, please accept my apologies and thanks.

So what have we accomplished this year? The promotions package developed by the Victoria chapter was sent to the chapter councilors in time for School Library Week in October. We have five special projects in the works right now - some just begun, some nearing completion. The collection of Science Fiction/Fantasy booktalks collected by the Terrace chapter should be out to the membership in June. Two language arts projects to support the new curriculum are in the committee stage - one partially funded by the BCTF, the other contracted by the Ministry. Prince George chapter is working on this year special outreach project, and a package of materials will be sent to each BCTLA member in time to celebrate School Library Week in the Fall. Thank you to all those BCTLA members who have and are working hard on these special project committees.

The goal of articulating the educational needs of our profession with the universities has been met with some success. I refer you to the committee report for Education for Teacher-Librarianship for details. The year's activities in this area have culminated with the plenary session held this morning, to facilitate dissemination of information on university programs to teacher-librarians across the province and to provide feedback to the university faculty.

The annual conference and AGM has been hosted most ably and successfully this weekend by the Delta and Richmond Chapters, under the leadership of Dick Young and Isabel Lincke. The "PACIFIC RIM" theme could not have been more timely, registration of more than 350 delegates may be an all-time record, and we have all benefited from the programs offered. A grateful thank you to the many people involved from the BCTLA executive and membership.

We have incorporated the new membership requirements of the BCTF into our association and have begun operating under the new, expanded mandate for Provincial Specialist Associations. I now attend PSA Council meetings to meet the requirements of PSAC being a council of presidents. I have also attended BCTF conferences and meetings to which PSA's formerly were not invited. Regular communication has been made possible with the other PSA presidents and members of PSA Council

via a modem which has been installed at BCTF expense. The BCTLA has taken every opportunity to be a voice for its membership in BCTF affairs.

The individual chapters and the BCTLA executive have sent written reactions to the proposals of the Royal Commission and the new School Act. Thanks to Ken Adsett and Liz Austrom for providing leadership in preparing reaction papers. The BCTLA executive will continue to represent the concerns and needs of teacher-librarians and school libraries during this transitory period in educational policy in B.C. We continue to lobby for a Ministry Policy statement for school libraries with little progress being made at this time. We remain hopeful, however, that once the reorganization of the Ministry departments following the implementation of the new School Act is complete, we can then expect more action on our requests.

A reminder to our membership that a new committee will be sought for the Book Purchase Plan for the Fall, and advertisements for these committee positions should be appearing soon in Ministry Circulars and the BCTF newspaper *TEACHER*. We urge you all to be cognizant of any ministry committee that may be advertised in the next year, as our aim is to make sure that teacher-librarians are represented on every committee and that our aim of resource-based learning integrated into the total school program is achieved.

As this golden jubilee comes to a close and becomes part of BCTLA history, I remind the membership that hopefully the largest issue of **THE BOOKMARK** yet produced, is due to be assembled shortly. I urge you to make your contributions to this issue, so that you too can be a part of our history!

And now, what of the future? Looking ahead to the coming year, I would like to welcome Steve Harris back to the executive, this time as Corresponding Secretary, and at the same time thank him for so ably chairing both the Chapter Councilors' meeting and this AGM for us. Welcome to Odie Kaplan as Recording Secretary, who I know will have much to contribute. I look forward to working with Patricia Findlay again, in her new role of Vice-President and with Robyn Smart, continuing as Treasurer.

Conferences for both 1990 and 1991 are already in the planning stages. The annual Spring conference and AGM in 1990 will be hosted by Nanaimo, Port Alberni and Mount Arrowsmith chapters in late April or early May at a location somewhere in Central Vancouver Island. In 1991, the conference will be hosted by Vernon chapter on April 26 and 27 at Silver Star Mountain. Thank you to these chapters that have agreed to take on the task. I assure them that they will find it a most rewarding and fulfilling one. A reminder as well of the two conferences in the Fall: the Western Canada School Library Conference to be held on October 12th. to 14th. at the Cedardale Centre in West Vancouver, sponsored jointly by the West Vancouver chapter and the BCTLA, and Update '89 sponsored jointly by the faculties of education of UBC and UVic and to be held at the Graduate Centre at UBC on the provincial professional day, October 29th, 1989. Ken Haycock will be the keynote speaker at both these conferences.

Thank you everyone for this year - I have enjoyed myself very much. I look forward to the next year with anticipation.

Diana M. Poole, President.



TREASURER'S REPORT

by **Robyn Smart**, Treasurer, British Columbia Teacher-Librarians' Association.

Date: March 15, 1989

CODE	INCOME	BUDGET	YEAR TO DATE
C901	Balance on hand: June 30, 1988	19400.89	19400.89
C903	BCTF Grant	9555.00	9555.00
C904	Fees	23575.00	19760.00
C905	Other		
	Advertising	2000.00	1965.00
	Resource Material	1000.00	924.00
	Misc.	4000.00	4650.00
	TOTAL:	59530.89	56255.39

CODE	EXPENDITURES	BUDGET	YEAR TO DATE
C907	Exec. Board Mtgs.	6000.00	2299.68
C908	PSA Council Mtgs.	500.00	
C909	Committees		
C910	Annual General Mtg. 750.00		
C912	Bookmark, BCTLA Reviews	20000.00	7176.73
C913	Other Publications	5000.00	252.72
C914	Conferences:		
	Delegates to Conferences	1000.00	315.60
	Conference Development	1000.00	645.03
C915	Chapter Support:		
	Travel Allowance	10000.00	4609.78
C917	Operating Expenses	9080.89	1333.80
C918	Curriculum Develop.		
C919	Special Projects:		
	Membership	100.00	5.81
	Scholarship	2000.00	
	Other Projects	1000.00	
	Honorarium	100.00	
C920	Miscellaneous	3000.00	2992.49
	TOTAL:	59530.89	19631.64
	BALANCE	0.00	36623.75

Respectfully submitted,

Robyn Smart, Treasurer.

THE BOOKMARK ANNUAL REPORT

by LIZ AUSTROM, senior editor



The Bookmark is only as good as its contributions from teacher-librarians. This year has been a positive experience for the editors, as teacher-librarians throughout the province, from other parts of Canada, and from Australia, have decided to participate in the professional sharing that is a central goal of our journal. Contributions have been so outstanding that once again The Bookmark has received the Canadian School Library CANEBSCO School Library Media Periodical Award. The 1989 award will be presented to Trish Maskell and me as representatives of the entire editorial board at the June CLA Conference in Edmonton.

The editorial board has undergone a few changes during this past year. Trish Maskell turned over the job of senior editor to me, but remained on the editorial board for another year. Her last editorial work will be for the June 1989 issue, but we are fortunate to have her promise to continue as a contributor. Yoskyl Webb pasted her last page numbers for the March issue, after several years of dedicated work. Lee Inkster, Barbara Smith, Carl Stymiest and Willa Walsh joined the board for the September 1988 issue, while Elaine Clague begins work on the June 1989 issue. Old hands on the board are Harold Berson, Jim Crook, Donna Doerksen, Dianne Driscoll, John Pope and Mercedes Smith. The editorial board seems to be a continually self-renewing organism; as people leave, they suggest others who might be good editors, and these new people bring in other teacher-librarians. I have agreed to continue as senior editor for another year, hoping to find someone else to take on the task in 1990-91.

Our advertising manager, Audrey Campbell, who took us from a position of very little advertising revenue

to a significant amount of money, has decided to leave the job. Her work has been most valuable to the BCTLA for, while advertising revenues have not covered the cost of producing and mailing the journal, they have certainly defrayed many of the costs. This has permitted us to have a larger, more comprehensive journal. We owe Audrey our thanks for the efficient way she has performed this role.

The theme approach continues to operate successfully. In the 1988-89 publication year, theme issues included Communication (September 1988), Picture This — Visual Literacy (December 1988), Pacific Rim (March 1989), and BCTLA's 50th Anniversary (June 1989). Planning for the 1989-90 publication year has established the following themes: Humour Me! (September 1989), Focus on Fiction (December 1989), and Think About It (March 1990). Suggestions for the June 1990 issue are still being considered and submissions are welcome.

The editorial board urges all BCTLA members to show their issues to teacher-librarians who are not members, to talk about the value of membership, and to persuade individuals to join. The grant that we get from the BCTF is based upon the number of members in our Professional Specialist Association, the BCTLA. If you want to support continued quality in The Bookmark, encourage others to join.

Finally, on behalf of the editorial board, I would like to thank all those individuals who have taken the time to write articles, share their teaching units and strategies, prepare bibliographies, send items for Notes & News, submit chapter reports, write letters, and participate! Your support makes this journal work, and your support keeps the editorial board eager to make The Bookmark as good as it can possibly be. The end-of-paste-up-day editor, with eye strain and sore shoulders from holding pages up to the light in a window, glue on all exposed areas of the body, and paper cuts on the fingers, appreciates your support.

BCTLA MEMBERSHIP REPORT: 1988-89

Membership in the BCTLA has increased from 826 in March, 1988 to 892 in March 1989 (the most recent totals available). This is a considerable increase for this year. A summary of the present total is:

Full BCTF members	747
BCTF associate members	15
Non-BCTF members	120
Student members	2
BCTF honorary associate members	1
PSA honorary life members	7

Many thanks to the vast majority of members who renew their memberships automatically, without delay, and congratulations to those chapters councilors who are making a real effort to achieve 100% BCTLA membership in their own LSAs. Thanks go also to the editors of The Bookmark, whose excellent work has attracted even more non-BCTF members from all across Canada.

Respectfully submitted,
Marilyn Lund, Membership Chairperson

BCTLA ADVERTISING REPORT: 1988-89

The following revenue has been generated through the sales of advertisements in The Bookmark.

September issue	620.00
December issue	560.00
March issue	987.00
June issue (projected)	725.00

We have had several companies sign contracts for our frequency discount. I hope the members are aware of these companies who constantly support our publications, and patronize them when they can.

This is my last year as advertising manager. I enjoyed the job and wish my successor all the best.

Respectfully submitted,
Audrey Campbell, Advertising Manager

BCTLA/BCLA REPORT: 1988-89

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

In February a joint statement was issued by the BCLA Intellectual Freedom Committee, the BCTLA, the Federation of B.C. Writers, the Vancouver Art Gallery and other organizations for the 5th Annual Book and Periodical Development Council's Freedom to Read Week. Members of the BCTLA attended the whole language workshops hosted by YAKS in the Fall of '89 as well as workshops on censorship. Unfortunately, the planned combined BCLA/BCTLA conference for 1990 to be held at the new conference centre in Victoria had to be cancelled due to financing problems, but hopefully we will be able to plan other combined activities in the future.

In essence, it is an ongoing process of "more of the same" with continued exchange of articles, information, areas of expertise and support. We are moving slowly but steadily towards linking all libraries as members of a united team, and this travelling together is proving to make the journey much more exciting!

Respectfully submitted,
Lynn Shoop

NOMINATIONS REPORT: APRIL 1989

Nominations for the 1989-1990 term of office for the Executive Board members closed on February 1, 1989. Since only one nomination was received for each position, all the nominees have been declared "Elected by acclamation". The following individuals will form the 1989-1990 Executive Board. We thank them for letting their names stand for office; we congratulate them and wish them well as they serve the membership over the next year.

President: Diana Poole (re-elected) - Chilliwack.
Vice-President: Patricia Finlay (formerly Corresponding Secretary) - Burnaby
Corresponding Secretary: Stephen Harris - Courtenay
Recording Secretary: Odie Kaplan - Burnaby
Treasurer: Robyn Smart (re-elected) - Prince George

Respectfully submitted,
Odie Kaplan, Nominations Chairperson

BCTLA PUBLICATIONS REPORT: SPRING 1989

This has been and continues to be an active year for publications in our organization. One project is near completion, one just beginning and one in progress. Past publications are still selling as well.

As publications coordinator I have attended all BCTLA Executive meetings and worked as a liaison between The Bookmark Editorial Board and the BCTLA Executive.

1. Science Fiction / Fantasy Annotated Bibliography.

This year's major project in publications will be published and distributed in June. The Terrace Chapter, Liz Austrom, Barb Smith and Dianne Driscoll have all been involved in this publication along with the many reviewers from around the province. Thank you to all who have participated in this bibliography.

The bibliography is arranged alphabetically by author. There are six indexes; subject, title and reading level indexes for both Science Fiction and Fantasy.

The bibliography will be advertised and review copies will also be sent to several journals. Cost per copy for selling has not yet been established.

Dianne Rabel (Prince Rupert chapter) has been enlisted to distribute the bibliography. Her name and address will be published in The Bookmark.

Any profits from this publication will go into the BCTLA budget.

2. Literature-Based Bookmark Publication - a 1988-89 BCTF Special Grant Project.

A team of teacher-librarians from Vancouver Island North (District #89) and three lower mainland teacher-librarians have banded together to compile a literature-based publication using articles from The Bookmark. It should be published and distributed free to all members by the end of June or in July.

A distributor needs to be enlisted for sales.

Any profits from this publication will go into the BCTLA budget.

3. Fuel for Change / French Subject Headings.

See Sales Summary (next two pages) to February, 1989.

Thanks to Bill Scott for handling distribution and advertising for these two publications.

POSTAGE RATE CHANGE:

Postage for sending out our publications has now increased due to the book rate no longer being available to them. The cost for mailing will have an impact on our budget and I recommend that a comparison be made between past rates and what will now be charged, and that the membership be kept informed. I suggest that the Executive Board examine the information and look into ways for this extra cost to be absorbed. Impact on membership fees in the future?

Example of changed mailing rates for The Bookmark:

December, 1988 issue (Book Rate): 718.00
For March, 1989 issue (1st Class): 2 101.12

Respectfully submitted,
Donna Doerksen, Publications Coordinator

FUEL FOR CHANGE

SALES SUMMARY to February, 1989.

1986

236 copies sold, some at \$12.00, some at \$15.00

Financial information:

Income:	
Cash/cheques	3413.95
Bank interest	30.38
Total	3444.33
Expenses:	
Refund cheques	269.71
Bank service charges	3.06
Sent to BCTLA	2000.00

Balance on hand December 31, 1986 1171.56

1987

298 copies sold; some at \$12.00, some at \$15.00

Financial information:

Income:	
Cash/cheques deposited	3816.30
Bank interest	31.84

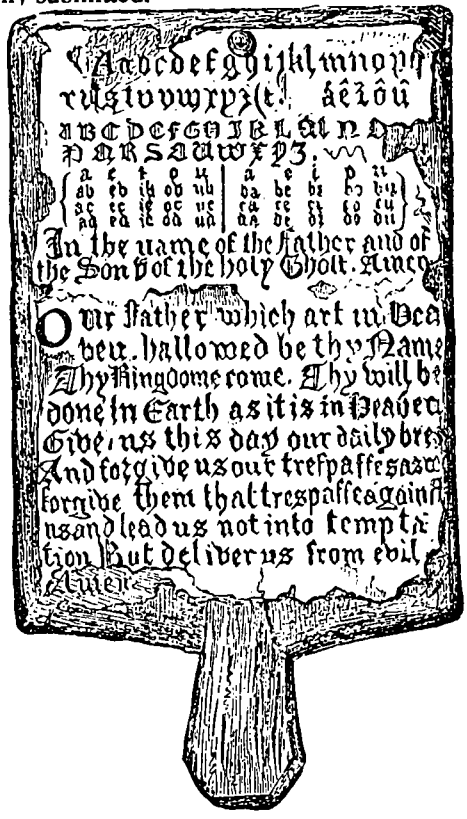
Young Relationships balance transferred in :	409.89
Total	4258.03
Expenses:	
Refunds	155.00
Loomis bills (S.D. #32)	47.71
UBC returned copies	216.00
Service charges	3.20
Sent to BCTLA	4800.00
 Balance on hand December 31, 1987	 207.68
 1988	
158 copies sold; some at \$12.00; some at \$15.00	
Financial information:	
Income:	
Cash/cheques deposited	3200.80
Bank interest	36.56
Total	3237.36
Expenses:	
Sent to BCTLA	1900.00
Refund cheques	23.00
Total	1923.00
 Balance on hand December 31, 1988	 1522.04
 1989	
14 copies sold	
Financial information	
Income:	
Cash/cheques deposited	389.00
Bank interest	3.88
Expenses:	
nil	
 Balance on hand February 20, 1989	 1914.92

NOTES:

1. Uneven cents are due to U.S. exchange on cheques deposited and issued in refund.
2. The first 10 people who bought a copy in 1986 paid \$12.50 as that was the price I was told until it was established at \$12.00 prepaid; \$15.00 billed.
3. Refund cheques were issued to anyone sending the wrong amount of money (the first advertised price was \$20.00).
4. Expenses for running the sales (postage, telephone, etc.) are not shown here (except for two Loomis bills in 1987) as the BCTLA treasurer re-imburses me directly as I submit expense vouchers (expenses for postage are estimated at \$150.00 per year; check with treasurer).

5. Income for 1988 includes 128 copies of French Subject Headings at \$5.00 each. I keep track of sales separately for Fuel for Change and French Subject Headings but all monies are handled through the one account. Copies of French Subject Headings ordered on purchase orders are billed at \$5.00 plus \$1.00 shipping and handling.
6. Figures for total sales include those given away free, especially in 1986 when a number of members wrote stating that they had never received their complimentary copy.
7. I do not keep track of the sales by price paid and therefore number of copies sold will not exactly total monies received. However, I do have every order ever submitted so this breakdown by price could be determined if you so wish.
8. In June, 1988 sample copies of both Fuel for Change and French Subject Headings were sent to all provincial school library organizations asking them to include information about the two books in a Fall 1988 publication of their journals. To date, Manitoba, Alberta, Nova Scotia, and Ontario have produced such ads.
9. Some of the monies shown as deposited in 1989 are from sales of 1988 as cheques for billed copies arrive 6-8 weeks after the copies are entered as sold.
10. Currently there are 250 copies of Fuel for Change and 900 copies of French Subject Headings available for sale.

Respectfully submitted,
Bill Scott



Old fashioned horn book. Harper's

CONTINUING EDUCATION REPORT: 1989

This year continuing education has involved assistance with professional development activities throughout the province, as well as work on a number of special projects. It has been an exciting year, but difficult because of membership issues. Continuing education by necessity involves a wide range of workshop leaders, educators, professionals and individuals who may or may not be BCTF members.

Professional development days have benefitted from the presentations of many BCTLA members, and the strength of our continuing education network lies in the expertise and willingness of the BCTLA teacher-librarians to share their talents. It is hoped that more efficient ways of finding out about available workshops will be organized in the coming year. The "Guide to Planning a Workshop" by Patricia Shields which appeared in *The Bookmark*, September, 1988 will be revised and reprinted in the September, 1989 issue.

The BCTLA has received two PSA grants. The first was for the publication of a handbook outlining strategies for developing effective library resource centre programmes. This document is in a draft state, and it is anticipated that it will be printed in June, 1989. The working committee consists of Liz Austrom, Roberta Kennard, and Jo-Anne Naslund. Patricia Shields as a contributor to the publication has provided considerable guidance in the writing and development of the handbook.

In our application for a second PSA grant, we propose to publish a document that includes units and articles on literature based reading. The working committee made up of Donna Doerksen, Dwain Weese and Patricia Finlay is soliciting any literature/language based cooperatively planned units or bibliographies. This document is to be printed in June, 1989.

A preliminary meeting with the Curriculum Development Branch of the Ministry of Education was held in March, 1989 to review the details of our project proposal regarding the library resource centre and the Language Arts-English program. In it we outlined the development of a resource book and video programmes to be a part of the revised Language Arts-English curriculum. There has been considerable interest in this project and approval is pending upon receipt of a more detailed proposal with a table of contents for the publication. The working committee

made up of Marsha Ivany, Liz Austrom and Jo-Anne Naslund will complete this proposal and submit it by the end of April.

The Language Education Department, Faculty of Education, University of British Columbia is in the process of reviewing the Library Education programme. Representatives from BCTLA and the University of Victoria attended the meeting and a good discussion of the programme occurred. Library Update 89 will be held at UBC in the fall, and the Continuing Education Committee will be involved in planning this one day event.

Dwain Weese, teacher-librarian at J.N. Burnett Junior Secondary, has agreed to serve as Continuing Education Co-Chairperson. His assistance and enthusiasm are very much appreciated.

Finally, I would like to express my gratitude to Liz Austrom, Patricia Finlay, Roberta Kennard, Diana Poole, Patricia Shields, Lynn Shoop and to all those teacher-librarians who have over the past year given of their time so unselfishly for purposes of professional development.

Respectfully submitted,
Jo-Anne Naslund, Continuing Education Co-Chairperson



BCTLA ARCHIVES REPORT: APRIL 1989

The archive collection of the BCTLA continues to grow. I took on the responsibility for organizing and maintaining the collection in May 1987. The first written report on the progress of the archives was presented to the Fall Council meeting on October 29, 1988, and this report appeared in the December issue of The Bookmark. It outlined the nature of the materials being collected, the general plan for organizing them, and mentioned some areas where there were weaknesses that might in time be corrected.

During the past six months, there have been a number of developments. As a result of appeals in The Bookmark and the BCTF Teacher for specific items missing in the archives, help has come from teacher-librarians who evidently searched their files and were able to find and send along some elusive items to fill the gaps. We can now report that we possess a complete file of The Bookmark and its predecessor, The Newsletter, from the first issue of The Newsletter in November, 1959, up to the present time. Along with these periodicals are the various other publications of the BCTLA, such as occasional papers, book reviews, bibliographies, etc.

The non-print materials have also been added to through donations from UBC and CSLA, the latter sending us copies of taped interviews with notable B.C. teacher-librarians, one of the products of the CSLA oral history project of 1984-85. These tapes are now in the process of being transcribed.

In this particular year, when the BCTLA is celebrating its 50th anniversary, the archive collection is proving it can be a valuable resource, providing documentation for events of the past that deserve to be recalled and personalities that stand out in the history of the organization from its very modest beginning in 1939. As with any similar collection, it only justifies its existence when used as a research tool, and it is in this way that the archives will make a contribution to the special historical issue of The Bookmark in June.

Submitted by Gordon Stubbs for the members of the Standing Committee: Gordon Stubbs, Glen Pinch, Daphne Buchanan

CHAPTER RELATIONS REPORT: 1988-89

There are now fifty-one chapters of the British Columbia Teacher-Librarians' Association. Joining us this spring is the Howe Sound Teacher-Librarians' Association (S.D. #48). Welcome, Howe Sound!

I wish to thank all the members and especially the Chapter Councillors who completed and compiled the Working and Learning Conditions Survey in the fall. I hope the results which were published in The Bookmark were of use in negotiating new budgets and contracts. 1101 teacher-librarians in 54 school districts took part in the survey.

Thank you, also, for the prompt submission of chapter reports and the names of executive officers and chapter councillors. It is most important to have these in June so that we can make contact for the several association matters that need urgent attention early in the school year. Chapter reports, published in The Bookmark, are valuable records of activities and sources of ideas. Letters were sent in the fall to chapters who had not submitted their reports. It is a condition of membership that these reports be submitted each year and failure to do so may result in the default of chapter membership. (BCTLA By-Law 5:5.b; Policy B:3).

Respectfully submitted,
Ken Adsett, Chapter Relations Chairman

EDUCATION FOR TEACHER- LIBRARIANSHIP REPORT: 1988-89

Liaison with both the University of British Columbia and the University of Victoria began early in the year initiated by the faculties of education. In September, Donald Hamilton (UVic) spoke to an executive meeting on some of his concerns with the programmes in the universities. From that early initiative has developed the plenary session at this Spring Conference.

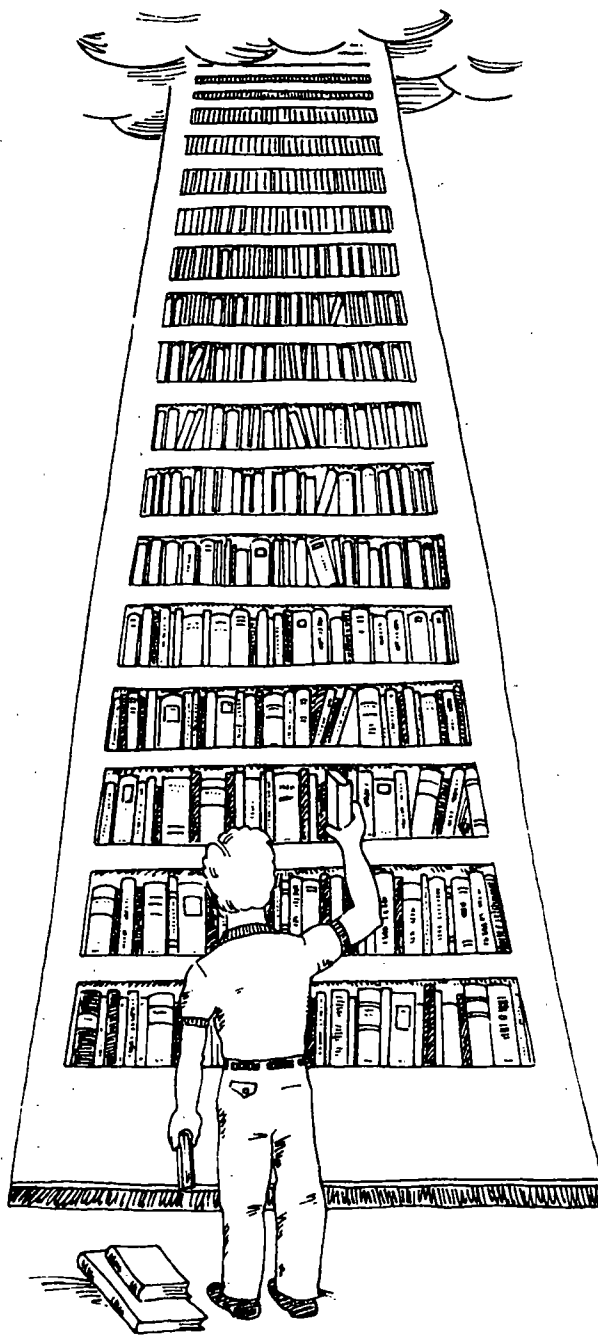
Ron Jobe (UBC) spoke to the executive at the January meeting and following that initial contact, chaired a meeting at the Language Education Department at UBC. The Dean of Education, Dr. Nancy Sheehan, the head of the Language Education department, Dr. Victor Froese, members of the faculty, representatives of the Faculty of Library Science, Donald Hamilton (UVic), and BCTLA members representing ten school districts and chapters were in attendance.

The Diploma and Masters' Programmes at UBC were discussed, and suggestions were made as to their improvement by the membership. More off-campus courses were requested, and a greater flexibility in exchange of credits between UVic and UBC were requested.

A plenary session was held at this Spring Conference in Richmond on the morning of Sunday, April 9th. Members of the panel were Dean Nancy Sheehan (UBC), Dean Robert Fowler (UVic), Ken Haycock, Bob Tavemer (Member-at-Large, BCTF), and the session was moderated by Liz Austrom. Panel members spoke on the role of the faculties in education for teacher-librarianship, preparation of teachers to participate in resource-based learning, the future of such programmes and their concerns. Unfortunately no amount of letter-writing and telephoning could persuade the dean or instructors with Simon Fraser University Faculty of Education to participate in this session.

With over 300 of our members with 6 units or less of school library courses, we must continue to urge the education faculties to make courses as accessible as possible to teacher-librarians across the province and to make sure that the programmes meet the present and future needs of our profession, while at the same time encouraging our membership to take advantage of the programmes offered.

Respectfully submitted,
Lynn Shoop / Diana Poole



BCTLA AWARD OF MERIT - 1989

Presented at the Spring Conference by,
DIANA POOLE, president, BCTLA.

Winners of the BCTLA Award of Merit are practising teacher-librarians who make an outstanding contribution to school librarianship in British Columbia. They demonstrate the planning and implementation of a school library program of such exemplary quality that it serves as a model for others. They are also involved in one or more of the following — service to the profession through its organizations; commitment to professional growth through continuing education, research or participation in national organizations; the sharing of ideas and resources through such means as workshops and publications.

This year the executive was very impressed with the number of nominations and with their professionalism. It was extremely difficult to choose just one person for the award. This year's winner more than meets the requirements in all of the stated areas. She has shown leadership at the individual school level, but has also offered to help others through her work on executives and committees, in professional development and at conferences at the local, provincial and national levels. She has given workshops on cooperative planning and teaching to teacher-librarians, education and summer school students, parents and classroom teachers. She has taught classes both at UBC and UVic. She has been involved in the production of three publications for the Vancouver School Board. She has changed the way teachers and administrators look at the role of the teacher-librarian and of resource-based learning. Her sharing of ideas and resources for skills integration into classroom activities, has been enhanced by her sharing of methods to become a more effective teacher. Not only has she served as a model for B.C. teacher-librarians, but visitors from the United States and Australia have also observed her exemplary program.

Her nominator says and I quote: "Her commitment to her students and her colleagues is such an integral part of her nature that to ask ... [her] to list her achievements is, for her, more of an embarrassment than a task ... I would nominate ... [her] if for no other reason than to acknowledge the help she has given me personally, but I make this nomination on

behalf of the hundreds and hundreds of students and teachers, administrators and parents that Peggy [Beck] has helped, taught and changed." Peggy, would you come up and receive your Award of Merit. Thank you Debra Simmons for nominating her.

DISTINGUISHED SERVICE AWARD - 1989

Presented at the Spring Conference by
DIANA POOLE, president, BCTLA.

Through the Distinguished Service Award, the BCTLA 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. The contribution made by the recipients should be outstanding in its own field, altruistic and significant in the terms of the continuing history of school library service.

An independent jury of three BCTLA members was selected to adjudicate this award. Thank you to all those who nominated a very impressive group of people. The award this year is given to a person who fulfills the requirements in so many ways, that it is almost impossible to condense the achievements into a two minute recognition speech.

Needless to say, even in training, this person was considered to show "exceptional professional promise". An understated foreshadowing of things to come. The outstanding contribution in support of effective school library resource centre programs in BC is probably centred on the program advocacy — for the role of teacher-librarians, for resource-based learning through cooperative program planning and teaching, for the school library resource centre and its essential nature in the education process. Program advocacy, not only in the district of the recipient, but provincially, nationally and internationally.

The winner of this award is presently involved in the development and delivery of curriculum and

programs, management of resources and technology, professional and staff development and training for senior education officials, administrators and teachers. This person has served on advisory boards, committees and councils for the Ministry of Education, the Cultural Services Branch, the Canada Council, UBC and Vancouver Community College. Publication of articles and books number over sixty in six countries.

District achievements have included recognition of the significance of library services, information skills in the curriculum, instructional materials, the leadership role of the teacher-librarian and of the school resource centre as a viable and separate department in secondary schools. This person has been active in curriculum and program development, implementation and assessment, emphasizing the role of the teacher-librarian in working on curriculum committees, curriculum assessment and interpretation, and in the delivery of the curriculum in collaboration with the classroom teacher.

I could go on and on, and I apologize for all the significant things I may have omitted. It is difficult to be in this profession and not be aware of the contributions of this person in the field of teacher-librarianship. If you have not guessed yet who is this year's winner of the Distinguished Service Award, who else in our profession could be more aptly described by the Americans as having "the energy level of ten Mounties" than ... Ken Haycock? Thank you Michelle Farquharson for nominating him. Ken, would you please step forward and accept this award.

KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD - 1989

Presented at the Spring Conference by
DIANA POOLE, president, BCTLA.

The BCTLA recognizes the need to further the professional development of one of its members by giving an award to be used for any credit or non-credit courses, workshops, conferences or programs in the field of teacher-librarianship. This award, the Ken Haycock Professional Development Award is to

be given for the first time this year.

Only members of the BCTLA may apply for this award, and they must use the award money (\$500.00) within 12 months of the presentation. The award will be paid upon proof of completion of the course, workshop, conference, or program, and following submission of an article to *The Bookmark*.

The recipient of this award for 1989 is **Madalena) D'Onofrio**, Chapter Councilor from Port Hardy. She is the teacher-librarian at Robert Scott Elementary School. Lena has completed 10 1/2 units of her Diploma in School Librarianship at UBC. This summer she will be taking three courses, with the help of this award, to complete the Diploma program.

We are privileged at this time to have Ken Haycock, for whom the Award was named to acknowledge Lena as this year's winner.

BCTLA LIFETIME MEMBERSHIPS - 1989

Presented at the Spring Conference by
DIANA POOLE, president, BCTLA.

GLEN PINCH

A motion was passed unanimously by the chapter councilors of the BCTLA at their meeting on April 8, 1989, to bestow an honorary life membership on BCTLA member and long time chapter councilor from Langley - **Glen Pinch**.

Glen served as secretary for the BCTLA, and then as president from 1979 to 1980. He has been a member of the Archives Committee for a number of years, and has agreed to continue in this position after his retirement from teacher-librarianship in June of this year.

Glen has taught several courses at UBC - in fact for two years was a member of the staff. He has taught in Fiji, and next year has agreed to teach a Selection Course in Hong Kong.

For his long term service to the BCTLA and to teacher-librarianship, Glen must be recognized. The

executive was pleased to nominate him, the chapter councilors endorsed the nomination unanimously, and it is now my pleasure as president of this association to bestow this membership upon him. Glen, would you please step forward and be recognized.

GRACE FUNK

A motion was passed unanimously by the chapter councilors of the BCTLA at their meeting on April 8, 1989, to bestow an honorary life membership on long time BCTLA member, Grace Funk.

Grace is a member of the Vernon Chapter and during her career as teacher-librarian and a member of the BCTLA has provided a great deal of service to her fellow teacher-librarians and to school librarianship.

Grace was involved in the Harwood Demonstration Library Project in Vernon, has taught library courses for UBC, UVic, and the University of Saskatchewan. She has contributed to many publications over the years such as Canadian Materials, The Bookmark, BC Teacher, and Hornbook as well as serving as editor of BCSLA Reviewing Service from 1976 - 1980. She is a winner of the CSLA Margaret B. Scott Award of Merit. At present, Grace is the editor of CUE Journal, the publication of the Computer Using Educators of BC PSA; an expert in children's literature; an avid computer user and a reader of science fiction.

Grace has decided to retire in June. She will be missed by the membership but knowing Grace, we will receive the benefit of her wisdom and long experience for years to come.

Grace, would you please step forward and be acknowledged as a BCTLA lifetime member.

GORDON STUBBS

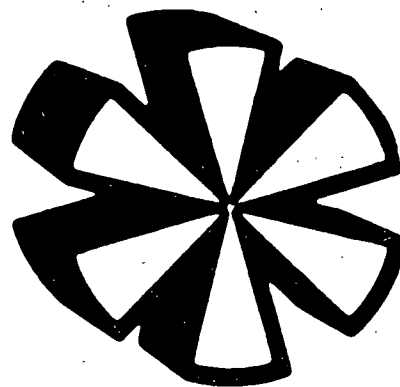
A motion was passed unanimously by the chapter councilors of the BCTLA at their meeting on April 8, 1989, to bestow an honorary life membership on BCTLA archivist, Gordon Stubbs.

Dr. Gordon Stubbs served the field of teacher-librarianship and the cause of school libraries for many

years as a member of the Education Faculty of UBC. Many of the people in this room and across the province took library courses from Gordon. Indeed, he was one of the initiators of the program at UBC and was instrumental in getting a program established that at one time employed four full-time staff members. Those were the days!

Since his retirement from UBC, Gordon has gracefully and enthusiastically accepted the position of archivist for our association. In a methodical and organized manner, he has produced order out of chaos, has collected many missing materials and filled many of the gaps in the collection. Gordon has, with the assistance of the archival committee, Glen Pinch and Daphne Buchanan, produced a record of the history of this association that is exceptional. In this golden jubilee year of our association, the archives have already proved their worth as Gordon has been delighted to indicate.

Unfortunately Gordon was unable to be with us today, but a bouquet of spring flowers will be sent on your behalf to his home tomorrow, with notification of the lifetime membership.



THE NOMINEES FOR THE 1988-89 AWARD OF MERIT

1. Peggy Beck - teacher-librarian, Magee Secondary, School District #39 (Vancouver)

- teacher-librarian at Churchill, University Hill, Killarney and Magee Secondary Schools
- has worked on committees and/or executives for Canadian School Librarians' Association, BCTLA, Vancouver School Board, Vancouver Secondary Teachers' Association
- nominated for having shown leadership "not only at the individual school level, but through committee work, professional development and conferences at the local, provincial and national levels" and for her commitment to the "sharing of ideas and resources".

2. Shirley Bens - teacher-librarian, Sir Frederick Banting Junior Secondary, School District #43 (Coquitlam)

- member of the executive and various committees of the Coquitlam Chapter of the BCTLA, member of the Computer Users and Educators of B.C.
- nominated for being "committed to professional growth, her own and that of fellow teacher-librarians" and for "contributing generously of her time and energy to the professional development of teacher-librarians in the District of Coquitlam"

3. Patricia Finlay, teacher-librarian, Forest Grove Elementary, School District #41 (Burnaby)

- member of executive of BCTLA and the executive and various committees of the Burnaby Teacher Librarians' Association, staff representative to BCTF AGM
- nominated for her contributions at the school level, "the work she has done to improve the image of teacher-librarians, school libraries and school library programs within our district" and her commitment to teacher-librarianship and professional development.

4. Brenda McMorland, teacher-librarian, Barriere Elementary, School District # (Kamloops)

- member of executive of Kamloops chapter of BCTLA, Chapter councillor to the BCTLA
- nominated for being a "dedicated conscientious teacher-librarian who continually strives to stay abreast of current events and issues that may impact the library-resource centre" and for being "the driving force in the district's various library programs as well as the revitalization of the Kamloops chapter of the BCTLA".

5. Karen (Bonnie) Parks, teacher-librarian, Parkside Centennial Elementary, School District #35 (Langley)

- member and executive member of Langley Teacher-Librarians' Association
- nominated for "services, programmes, cooperative planning and dedication that are second to none" and for "her commitment to professional growth".

6. Pat Rowland, teacher-librarian, Tumbler Ridge Elementary, School District #59 (Peace River South)

- member of BCTLA, Peace River South Teacher-Librarians' Assoc., Provincial Specialist Association for the Gifted
- nominated for inspiring teacher-librarians in her district and demonstrating "that effective library programs receive enthusiastic support from classroom teachers who become lobbyists for personnel, funding and adequate systems to organize the school library collection".

7. Marilyn Swetlikow, teacher-librarian, Rossland Secondary, School District #11 (Trail)

- member of Trail and District Teacher-Librarian Associations, executive member West Kootenay Teacher-Librarians' Associations
- nominated for "her support of students and teachers", her "pivotal role in organizing work units with teachers" and her contributions to the professional development of other teacher-librarians both in and out of the district as well as local public librarians.

THEME SECTION



**CELEBRATING
BCTLA'S**

**50th
ANNIVERSARY**

PRESIDENTS OF THE BCSLA AND BCTLA

1939-40 MURIEL CARRUTHERS*
1940-41 MARGARET (RATHIE) GINTHER
1941-42 JEAN WOODROW
1942-43 MARGARET COOK
1943-44 JEAN (WITBECK) VICK
1944-45 MARY COLEMAN*
1945-46 CORDY MACKAY / MYRTLE
BATCHELOR
1946-47 MYRTLE BATCHELOR
1947-49 LUCY HOWELL*
1949-51 MARGARET MURRAY
1951-53 HILDA SMITH
1953-55 CHRISTINE SUTHERLAND
1955-57 JOSIE MACDONALD
1957-58 MAY MARTIN
1958-59 DORTHY MCLELLAN
1959-60 DORTHY WILLIAMS
1960-61 MARION WYLIE*
1961-62 ED BURCHAK
1962-63 HARRY NEWSOM
1963-64 GRACE D'ARCY
1964-65 MARY COGGIN
1965-66 ED ALBRECHT
1966-67 ROBERT BROWN
1967-68 MARGARETTA RICE
1968-69 ALAN FRASER
1969-70 ELSIE WAGNER
1970-71 ROGER BEHN
1971-72 FRAN SBROCCHI
1972-73 GERRY CONSTABLE
1973-74 MEL RAINEY
1974-75 ANGELA THACKER
1976-77 BLAIR GREENWOOD
1977-78 DOUG TROUNCE
1978-79 MEL MAGLIO
1979-80 GLEN PINCH
1980-82 WILLIAM SCOTT
1982-83 ALAN KNIGHT

BCTLA PRESIDENTS

1983-84 ALAN KNIGHT
1984-86 LIZ AUSTROM
1986-88 BARBARA HALL
1988-89 DIANA POOLE

* Deceased

HONORARY LIFE MEMBERS

MURIEL CARRUTHERS*
JOHN CHURCH
GEORGE COCKBURN*
GRACE D'ARCY
SHEILA EGOFF
MARGARET GINTHER
WALTER LANNING*
FRAN SBROCCHI
ELSIE WAGNER
FLORENCE WILLSON

* Deceased

And our 1989 Life Membership Award
Winners are:

GRACE FUNK
GLEN PINCH
GORDON STUBBS



SCHOOL LIBRARIES IN BRITISH COLUMBIA: FROM BOXES OF BOOKS TO RESOURCE CENTRES, 1872 - 1970

by Frances M. Sbrocchi

The history of school libraries in British Columbia must begin with the recognition that the term school library has not always meant the same to all of those who spoke about libraries or even to those who used or built school libraries. For the first fifty or perhaps even sixty years of the history of the schools in British Columbia the school library was a collection of books in a box or a cupboard or, if the school was more well-situated than most, two rows of well-worn works along the green shelf under the windows of each classroom. The concept of a school library as a pleasant and busy room filled with the bustle of students seeking information from a multitude of varied texts, magazines, pictures and machines, where a lively special sort of teacher-book-person helps everyone to find his way through the organized but varied and often confusing mass of material is relatively new. It has been, therefore, a puzzle to decide just where the story of school library development should start. There is no doubt that this is a history that has no end.

Because the concept of a school library and of what the library and the librarian should do is forever changing this paper will take into consideration those agencies which have been directly concerned with the process of finding books, places to read or borrow books, and people to help students learn about books, within the organized school system of the Province. Those new media which have become an essential part of the process of storing and exchanging knowledge in this century will not be treated separately from the printed word. Whatever the name we give to a library, whatever we name the librarian, that person remains a distributor of history, an organizer of information, and the changing concepts encompassed in such terms as media-specialist, coordinator, or audio-visual supervisor are but extensions of meaning which can, if the reader is willing, be added to his conception of the term librarian. The term school library will, then, be recognized as used here

within the limits of the time and the place in the history in which it appears.

This relaxed attitude toward the definition of the term library has allowed this paper to begin the history of school library development in the province with the beginning of schools. The responsibility for establishing school libraries in British Columbia fell first to the Department of Education. The activities of the Department have been woven through the story of school libraries and many individuals within the Legislative Assembly have from time to time dealt with the welfare of the school libraries. Some have been mentioned but there are many threads still to be traced in this area.

The second, and much more readily visible agency that had a strong influence on the story of school libraries has been the Public Library Commission of British Columbia and its various agencies. Regional libraries have done much to provide the children in or out of our schools with books. This is particularly true in the years prior to 1950 when school libraries as separate institutions were almost unknown outside of the larger cities.

Yet a third kind of organization, and by far the most influential political force in the evolution of school libraries in British Columbia has been the individual school board because the real welfare and the financial structure of the school libraries of the province have been the responsibility of the local districts and of the District Superintendents or Inspectors of Schools. For this reason, much of the story of school library development had to come after 1946 when the larger school unit gave the individual school board a sufficiently large tax base to make the provision of libraries possible.

A fourth agency which has been able to change and mold the development of school librarians and, through them, the schools is the University of British Columbia, especially through two departments: The School of Librarianship and the Department of School Libraries within the Faculty of Education. The training of librarians for the schools has been a most significant part of the development of the concept of a school library as a living and expanding area and of the librarian as an active force within the educational system. This has been brought about by the efforts of individual professors and teachers, some of whom can be mentioned; others whose stories are still a part of the changing structure.

The influence of the British Columbia Librarians Association should, perhaps, have been discussed more fully. This organization has been an unfailing friend to the school libraries since its inception. Other librarians' groups and associations have also had a part to play in the program.

The fifth agency, the history of which is an integral part of school library history in this province, is a branch of the British Columbia Teachers' Federation known, at one time, by the long title of The Secondary School Librarians Branch of the British Columbia Teachers' Federation; later owing to the good sense of some of its members, a title change to The British Columbia Teacher-Librarians' Association; and still later entitled The British Columbia School Librarians' Association; and, for most of this paper, to be labeled simply by the name best known to most of its present members, the BCSLA.

Royal Commissions have, from time to time, influenced the educational system of this province. Here an attempt is made to discuss only those effects of recommendations which have had a direct bearing on school library programs. Much has been left unsaid about the indirect effect of changing educational structures and curricula upon libraries. The Levirs Report to the Provincial Department of Education in 1964 has had repercussions that have not yet been completed but these have been treated fully elsewhere and hence, have not been discussed at length here.

Finally, John Church's report, Personalizing Learning is not merely a collection of facts and figures that establish a picture of school libraries as we presently find them but is a portrait of the future.

If there is a thesis to present here it is that the system of school libraries in British Columbia is not a system but rather a collection of libraries – good, bad and in-between – or it is a collection of school district library systems meeting varying standards. For this reason, the histories of a number of school district library systems have been chosen to demonstrate patterns of progress. That there are similarities to these patterns is evident. That the development has come rapidly since 1960 is also clear. It is hoped that the information garnered here will be of some value to those who plan future developments.

Lastly, it has been the request of school librarians for many years that the Department of Education

provide a Supervisor or Consultant for the Province. It appears that many of the reasons for the existence of such an office have disappeared as the school librarians have themselves met standards and provided means of consultation, education and communication. Yet it is evident that only a central administrative authority could tie the varying threads of progress into a system rather than a collection of school libraries.

The history of school libraries in British Columbia began ninety-nine years ago when the new government of the new Province of British Columbia passed Bill No. 16: An Act respecting Public Schools.¹ The legislation provided \$40,000 for the establishment of a public school system for the province. A Board of Education and a Superintendent of Education were immediately appointed to administer the fund and to oversee the school districts. The Board of Education was to adopt "a uniform series of text books to be used in public schools."² The Act, developed from a pattern established in Ontario, is significant for its omissions. The government provided funds for authorized text books but made no mention of supplementary books or of library facilities although such services had been well established under Egerton Ryerson in the older province.³ Later legislation was to provide a grant of \$.50 per student up to \$50 per school with which to purchase school library books, provided that the local school district could contribute an equivalent sum. Many years were to pass before local school boards were able or willing to understand the importance of a school library in the educational program. The Department of Education has always been willing to allow schools to have libraries but has never been able to provide more than minimal financial or supervisory support toward their development.

The evolution of an efficient system of school libraries in British Columbia is still not complete as the growth of the individual library has been dependent upon the amount of money that could be raised from local property taxation and, therefore, on the good will and educational level of the local voter. Fortunately, the school system provided by the School Act of 1872 did provide a fairly solid basis for education in the province. The local school districts have, during the past twenty years, given careful consideration to the support and development of libraries.

A very long slow period of development from

1872 to 1950 has been followed by a very rapid growth since 1950. Although province-wide standards have been established for curricula, the school library remains on the periphery of the system so some students have excellent service and others very little more than those in New Westminster in 1872 where Mr. Jessup recalled:

We visited public school in New Westminster taught by M.W.H. Burr. Thirty three children in attendance — of those 7 were girls. Reading and spelling to 4th Book of Lessons very good. Arithmetic moderately so. Pupils in simple rules only. Grammar not far advanced or very good as far as the class has gone. Geography class not at all creditable. Writing mostly poor. Scholars very orderly and quiet. School house the best in the province but somewhat out of order. Well adapted for two departments male and female. A good supply of maps and charts in duplicate, but deficient in blackboards.⁴

Today, a few children in outlying districts have texts and a few dozen books at their disposal while those in the cities have access to school libraries which provide several thousand books as well as city libraries.

The provision of books for schools began when the Superintendent of Education, John Jessup, was, however, able to order texts. This enabled the Department of Education to enforce minimum standards for student achievement in the scattered one-room rural school of the province. The Superintendent was able to purchase 330 books for \$880.22. His budget is not indicated but the sum of \$40,000 had been set aside by the act of 1872 to cover all expenses for the public schools. His letter to the book company indicates a truly librarian-like concern for stretching the funds:

I presume you will allow ten per cent discount, or perhaps more, on your catalogue prices — at any rate, in view of supplying the Public schools of this province with books it might be to the advantage of your firm to make the prices as low as possible.⁵

This first book order was the beginning of the text-book branch of the Department of Education, a

service which assisted schools, particularly the scattered one-room schools throughout the province to select and purchase texts as well as some approved supplementary readers and story books. Texts were supplied to elementary school children. Secondary school students were expected to purchase their own texts until 1949 when the Department set up the plan presently in force of text book rental.⁶ This establishment of a central authority which had almost complete control of book purchases in the province had two distinct results: all students had an opportunity to achieve a basic minimum standard of reading; teachers and students were prevented from experimenting or developing reading interests very far beyond the minimal standards provided by the authorized book lists.

Regulations for the establishment of school libraries changed from time to time during the first half of the twentieth century but the philosophy remained the same. The Department gave permission to each district to purchase library books, the grant remained a sum "not to exceed \$50".⁷ Books of an immoral or sectarian character or which were hostile to the Christian religion were not to be permitted in school libraries. Trustees were to supply book-cases and regulate the circulation and preservation of books in a "book provided for the purpose". The Superintendent of Education retained the power to approve or disapprove purchase of library books:

Until the Council of Public Instruction has prepared and published a list of books for such libraries, Trustees purchasing library books with school funds shall first send to the Superintendent of Education for approval a list of the proposed books, their publishers and prices.⁸

In addition to preparing a full report on the number and condition of the books in the school library, the librarian, by 1919, was to see that books were covered with stout paper, to see that books loaned to a family that had an infectious disease were not returned but paid for; to allow only one book to be borrowed at a time; and to assess fines of 5 cents per week for overdue books. No books were to be allowed out during vacations. This issue of the School Act also recommended that books be kept under lock and key when not on loan and that "a dictionary for reference form part of the equipment and that it be kept outside the library; all pupils above the junior grade should know how to use it and

should be accustomed to refer to it."⁹ Later issues of the School Act did not spell out the rules in such precise detail but it was not until 1936 that the Council of Public Instruction was empowered to expand the grant to a total of \$150 for larger districts, not more than \$25 for each school therein. Union libraries were to receive grants from time to time for school library purposes.¹⁰

Nearly sixty years went by before the educational authorities of the province became award of the school library as more than just a small collection of approved books, kept in a locked cupboard, reluctantly lent to the better students. One of today's teachers reports that in his childhood's village school there was a set of Encyclopaedia Britannica on a shelf in the teacher's staff room; brave and good students were allowed to knock on the door and get permission to read. He did. He is now a college librarian. All was not lost.¹¹

The Public library service of British Columbia began with the establishment of the Legislative Library in 1863. By 1908 a Provincial archivist was appointed. In 1898 the public were given access to the legislative library for reference use. The services of the Provincial Library gradually expanded and a traveling library system developed until by 1917, "there were almost two hundred libraries in circulation, twenty-five of which were selected for schools and thirty-five to meet special needs such as books in foreign languages or on specific trades."¹² The system of traveling libraries grew steadily especially after the formation of the Public Library Commission in 1919. The Open Shelf Library Service emphasized service to teachers and schools in outlying areas of the province. A collection of children's books, professional books on education and even a picture collection was developed. By 1944, according to Beard, the annual circulation of materials from this collection reached almost fifty-two thousand volumes.

C.K. Morison, a pioneer head of the Commission has written a number of interesting and amusing articles regarding his work. His report to the April, 1944 Pacific Northwest Library Association Bulletin describes the service: The Open Shelf featured special services to 4000 students taking high school correspondence courses from the Department of Education; 1500 pupils taking Elementary Correspondence Courses had access to a juvenile collection; teachers whether in areas served by public libraries or not could obtain professional books. All books were on six week loan with postage paid both

ways by the Commission. Traveling libraries were sent to 250 one-room school annually. These collections consisted of 60 books "a cross-section of the best juvenile literature to be found in a public library."¹³

Mr. Morison also describes the arrangement of a pool service for school libraries in the Prince George area:

... an arrangement was made with school inspectors who were 'official trustees', to put school library service in two inspectorates completely under the administration of the Public Library Commission.

Books from these schools were sent to Prince George where they were overhauled and useful books were prepared for re-issue. To these were added books which the Commission would have loaned in any case, together with others purchased with school and Department of Education funds. From the combines pool libraries are now yearly assigned by the Commission librarian, in consultation with teachers and in relation to respective enrollments and needs of the moment.¹⁴

Morison describes the difficulties that were encountered in extending such a service to the entire province. Among these were the autonomy of many rural school districts, uncoordinated responsibility for school library service and the need of a Provincial Director of School Libraries. The first of these problems was to be overcome by the imposition of the larger school administrative unit by the Public School Act, April 1946. The remaining difficulties have not been completely solved.¹⁵

As long as the one-room rural school remained the basic teaching arena for the children of the province the Open Shelf Library was the most important supplementary source of information. Other agencies, Parent-teacher association, the I.O.D.E. and local groups frequently made donations of money or books to provide small classroom collections for the children. These efforts were sporadic, however, and often ineffectual as no single teacher or trustee was responsible for the selection and care of the books. The librarians from the Open-shelf service did all they could within the limits of time and budget to provide their distant customers

with the materials that were so scarce in B.C.'s scattered hamlets and logging communities. "30,628 books for the last year," says Margaret Hincks, "usually 60 to a school. From September to June they must be literary food for young minds growing among the mountains, valley and seas of this sparsely-settled, diversified province, often they are the only reading material available to the children beyond their textbooks."¹⁶

One of the most sophisticated experiments in rural education prior to the implementation of the larger school unit took place in the Nanaimo-Ladysmith United Rural School District in July 1942. Rural Schools published a report by James Allen, the principal, that indicates the willingness of the teachers, the trustees and the Superintendent, Dr. W. Plenderleith to co-operate in building a central library for a rural school. Book stock was increased from 200 - 2000 books, a room was set aside as a library and furniture was constructed for it. Books were catalogued. Magazines were provided. The concept of a school library as a research resource center was obviously developing as the larger school districts were to make it possible for more funds to be obtained for libraries to grow. A renovated basement room, no regular librarian but two-thousand books was a vast improvement over a 60-book 'library' from Victoria. These reports in B.C. Schools indicate a willingness on the part of the Public Library Commission and the Department of Education to work together and to give encouragement to the local district in increasing library service. There was not, however, a unified or systematic attempt to develop school libraries at this time although the Programme of Studies for the Elementary Schools of B.C. suggested scheduled periods of library use for specific grades as early as 1936. The larger high schools, usually situated in the larger towns, in many cases provided a library reading room and some teacher-librarian service as early as 1920. This development grew in a different pattern from that of the elementary school system and will be considered later in this paper.

The history of Vancouver school libraries has, for a variety of reasons, traced a pattern quite different from that of the small school districts or of the smaller cities in spite of the imposition of a province-wide curriculum. In 1925, Dr. George Weir, head of the Department of Education at the University of British Columbia and Dr. J. Harold Putman, Chief Inspector of Schools in Ottawa conducted a thorough study of the school system of

British Columbia.¹⁷ The report which was presented to the Minister of Education as a result of their investigations devoted a full chapter to the state of school libraries and made a number of significant recommendations for changes in the system. It is worthwhile noting that the two educators invited E.S. Robinson from the Vancouver Public Library to make a study of the school libraries in the city.

Robinson reported on the conditions in classroom libraries in the elementary schools as well as on the secondary school and Normal School libraries. His colleague, Miss Thompson, was appalled to find that the Alger books, books by Bertha M. Clay and the Burgess stories were among the most popular items on the shelves of the classroom libraries. These, she considered to have failed to withstand the "test of scientific accuracy or literary merit." This situation can be readily understood because the libraries were contributed by the children themselves, an acquisitions policy that did not meet with the approval of the survey team. Miss Thompson also deplored the use of simplified classics and recommended the purchase of good quality editions of standard books with good illustrations.

In Miss Thompson's opinion, the supply of supplementary readers was good but reference material was badly needed by all of the schools. She suggested that "some scheme of cooperation between the schools and the public library be arranged so that suitable classroom collections could be provided in all schools."¹⁸ The books in the existing collections were in very poor condition and not organized or recorded. Lord Tennyson School had apparently made a good start in selection, a suitable school library. Teachers and principals had been enthusiastic regarding the establishment of school libraries as part of the public library system. Her report stressed the need for suitable library quarters, suggesting that the only solution available at the time might be the use of a classroom. She recommended that the larger schools establish separate libraries with a trained assistant in charge. A recommendation was made that legislation be enacted to provide for adequate library facilities in all new school buildings.

Mr. Robinson found conditions in the high school library visited quite unsatisfactory:

The books were all under lock and key except for dictionaries, encyclopaedias, etc. The remainder of the material was not selected particularly for high school purposes and much of it might have been donated. The records of

the books were not such as permitted the full utilization of the material nor could any attempt at well balanced collection be made without careful cataloguing.¹⁹

In this school a teacher gave the library an hour or two of time. The rest of the day the library was locked. Mr. Robinson recommended that high school libraries should be staffed by full-time trained librarians and that the books be catalogued by the public library. This last suggestion is most significant as Robinson was himself in later years to be instrumental in carrying out the establishment of just such a system in the city.

Robinson's report on the library of the Normal school calls that facility the poorest in the city. His list of inadequacies in that institution is impressive: lack of space, poor book selection, lack of reference material, duplication of materials because teachers kept books in their offices, poor distribution, and total lack of organization or cataloguing. The Normal School in 1925 had no librarian. Training for teachers in the use of library materials consisted of handing out a list of books suitable for children to the students and the presence of a "small model library"²⁰ in one of the offices. As well as recommending that a qualified librarian be hired for the Normal School, Robinson outlined specific duties for such a person that should include giving instruction in the use of libraries, taking direct charge of all books, instructing students on the use of books and libraries by children, book selection for children. He reiterated his recommendation that the public library catalogue books.

Mr. Robinson's summary of the problems facing school libraries in Vancouver in 1925 defines the problems facing those in charge of the schools and the library system so clearly that it is necessary to restate it:

The outstanding feature in library work in the schools of Vancouver today is the complete absence of trained people who are qualified to do library work. A school without a teacher or a church without a preacher would function with the same degree of efficiency as does a library without a qualified librarian. In fact, many of the schools would be better off without present book collections. It is obvious that the wrong book in the hands of a child can do harm which it would take years to correct. The decidedly poor physical appearance of the books also tends to

discourage rather than encourage reading as well as giving the child the impression that good literature is associated with cheap and poorly bound editions.

There are two factors to be considered in the establishment of school libraries in Vancouver today. The first is that they would be something of an innovation in school work, with the result that a certain amount of inertia and even direct opposition would have to be overcome before their establishment could be accomplished. This is reasonable to expect when it is known that many people, even some high in official circles have little or no conception of the value of library work. In Seattle today the high school librarians hold positions ranking in salary and status with that of the teachers. In the little town of Bellingham the normal school library consists of 32,000 volumes with a trained staff of four or five people. Libraries must be worthwhile institutions when we consider the outlay necessary to maintain them.²¹

Robinson stated that he personally knew eight British Columbians attending library schools in the United States and mentioned the difficulty of getting such people to return to Canada to work. His reference to standards attained in the State of Washington is significant because it was to Washington that British Columbia was to look for training for librarians for many years to come. The difficulty of persuading those in authority of the importance of libraries in the educational process is still an important factor in retarding library growth.

Before leaving the history of school libraries prior to 1930, it is necessary to mention an incident that was to have a permanent effect on the development of the libraries and, above all, on training for school librarians in the province. One afternoon, in the late years of the decade, a young teacher of English and History, Walter Lanning, was called into the principal's office of the Vancouver Technical School. Would Mr. Lanning, his superior wanted to know, be willing to take some training in librarianship as it was considered ill-advised to sully the all-male atmosphere of the school by employing a lady librarian.²² Some diplomatic negotiations resulted in the young graduate of U.B.C. accepting the position with the understanding that he would undertake a series of summer school sessions, at his own expense, in order to qualify himself for the position thereby rescuing the school from the dire fate that threatened.

Walter Lanning spent the following four summers at Columbia University. Here, he was able to meet with librarians from all parts of the United States as well as to have an opportunity to study under several of the foremost educators on the continent. He became full aware of the need for high standards of service in school libraries and of ways and means of adapting professional library training to the needs of the school librarian.

From this oldest and best school of librarianship in the world, Lanning brought back to Vancouver a wealth of information and a determination to work with others to establish a school library system that was neither provincial nor inefficient. When teacher-librarians in Vancouver as well as the school board saw the need for a system of training in the profession, Lanning was able to meet that requirement.

The situation in Vancouver was, by the middle years of the next decade, ready for new developments in the library field. By 1935, several schools had set aside space for a library; a number of elementary schools had book collections in a central area as well as classroom library corners; secondary schools were beginning to appoint teacher-librarians, the Vancouver Public Library was providing a program for children. The curriculum under the influence of the progressive movement had become more diversified. Methods of teaching reading demanded a wider selection of material and supplementary readers as well as reference texts were much in demand. The emphasis in educational programs at the elementary and junior secondary levels had turned toward developing the interests of the individual child rather than on having him achieve the ability to pass a final examination each year. Teacher training had improved, and the nature of the economic depression made it possible for the Vancouver School Board to be highly selective in employing teachers. The need for libraries was evident; the people were available — library development awaited the plan and the money. The end of the depression and the beginning of a new era for school libraries in British Columbia came in 1939.

In that year a Pool Library, unique in Canada, was established in Vancouver.²³ The services of the Public Library could be used to catalog and acquire books for the school system. The Vancouver School Library System was the result of a conference between Owen J. Thomas, Inspector of Elementary Schools, Hugh N. MacCorkindale, Superintendent of

Schools, and E.S. Robinson, Director of the Vancouver Public Library. Robinson, it should be noted, was the librarian responsible for the report enclosed in the Putman-Weir Survey,²⁴ which had recommended much greater cooperation between school and public libraries. MacCorkindale and the Director of the Public Library were close personal friends. O.J. Thomas had been a school principal who had encouraged library development. As principal, according to custom, he had been active in selecting and purchasing books:

When he became inspector of elementary schools he carried with him into his new position his enthusiasm for books and his belief in the importance of the library in the school, and a strong determination to improve existing conditions, and although there were many other problems of school administration to claim his attention, he always maintained a special interest in libraries and librarians.²⁵

These three men were not only able to see what was required to set up a suitable organization for school libraries, but also had the authority and the foresight to put the plan into action.

The first step made according to the Recommendations re Operation of Library Pool was the selection and organization of personnel. A book selection committee consisting of the Inspector of Elementary Schools, the Supervisor of Primary Education, the Supervisor of Special Classes, the Head of the Boys' and Girls' Department of the Public Library, the Head of the Schools Department of the Public Library and six elementary school librarian-teachers was established. Three of the librarian-teachers were to retire and three were to be appointed each year on January 1. At a later date, representatives from the secondary schools were to be invited to attend the meetings of the committee. The committee was to meet monthly to consider suggestions received for books to be purchased and to authorize such purchase. Each school was, the recommendations implied, to appoint a librarian-teacher through whom communications regarding books were to be submitted to the Library Pool Committee. This committee was made responsible for the purchase of books for a pool library organized and catalogued under the auspices of the Vancouver Public Library and housed in the Public Library. A second committee was established to adapt the Dewey Decimal Classification System for school use and to make lists of subject headings, etc. for picture files, vertical files,

and the like. Within a short time, a supervisor of school libraries was to be appointed.

Under the scheme established, each elementary school in Vancouver was to have a collection of books under the direction of a teacher-librarian maintained by an annual grant from the school board. The elementary pool collection in the Public Library supplied books from which each school could borrow books on a per capita basis. The Schools Department of the Public Library appointed a librarian whose responsibility it was to co-ordinate the services mentioned. The school board undertook to pay for the books, the staff, and the supplies while the library provided quarters and library facilities. In addition, each school was expected to provide its own permanent collection, which was also to be ordered and processed by the Public Library. The Book Selection Committee undertook to provide a basic list from which books were to be ordered.

Another aspect of the first recommendations for the establishment of the Pool Collection was the development of a collection of publishers' samples and complimentary copies of books for teacher-librarians and the members of the Selection Committee. The Pool brought together those samples that, in many school districts, sit unused and unknown to teachers in the offices of various members of the professional staff. This type of service, still maintained in Vancouver, should be available to all teachers in the province. School Districts may maintain liaison between publishers, and teachers, but none of the smaller districts have had the facilities or the personnel to provide the extent of service possible in the Vancouver system. Currently, it is possible for a Library Supervisor to purchase copies for evaluation that are later distributed to schools, thereby giving many teachers, as well as librarians, an opportunity to see materials that they might otherwise have overlooked. The Pool Librarians, with the cooperation of the Vancouver Public Library, for many years gave assistance to librarians from other districts by providing a book display at the Annual General Meeting of the British Columbia Teachers' Federation.

The long-term results of this outstanding example of cooperation between school and public library can be measured in terms of service rendered and library growth. There is no way to calculate the effect on students who were able to use the service. Vancouver today has a librarian in each of 69 elementary schools, 19 full-time secondary school

librarians and a staff of three professional librarians at district level. All books are catalogued at the District Centre, which has now moved from the Public Library to the campus of Vancouver City College. Secondary school libraries have had cataloguing and processing services since 1953.

In 1939 the Pool collection had a total of 2,187 volumes from which 1,999 books were distributed to 53 elementary schools. In 1971, the school library budget was \$226,875 for elementary school library service and \$176,500 for secondary schools.²⁶

The system established a high standard of service that demanded better training for school librarians, a demand which was to have an effect on school libraries throughout the province. The establishment of a selection committee that included supervisory personnel as well as teacher-librarians set a pattern for communication between individual schools and the central library which is still maintained. School librarians in Vancouver have been free to devote time to the service of students because the Resource Center provided cataloguing and processing services, a form of service in which Vancouver was the pioneer. The evolution of a sophisticated system for school libraries in Vancouver provided an impetus toward better school library service throughout the province.

Unfortunately, for the sake of school library development outside of the major city, the pattern set in 1939 by Vancouver's three wise men could not be readily transferred to other communities. That city had the only public library large enough and sufficiently staffed to provide the cataloguing and acquisitions service to schools. The Superintendent of Schools in Vancouver had at his command a highly centralized system under a single school authority. Even after the establishment of the larger school units in 1946, no other school district in the province had the resources or the personnel to make similar schemes viable. The greatest impact of Vancouver's school library system on other schools of the province came through the efforts of individual teachers, principals, and librarians who, seeing an effective program in action, demanded better service in the schools in outlying areas. Because each district had to persuade authorities to make libraries possible, progress was slow and often painful. The gap between the standard of service available in Vancouver and that available elsewhere in British Columbia was not bridged until the 1960's.

The establishment of the tradition of in-service training for school librarians was, perhaps, the single most influential outcome of the sudden move made in 1939 by Dr. H.N. MacCorkindale. Since each school in the city was to appoint a teacher-librarian, it became immediately necessary for the people taking over the task to provide at least a minimal form of instruction on the intricacies of Dewey and the puzzles of circulation and accounting. The first move was a series of short courses conducted in the libraries of the Tennyson and Strathcona Elementary School Libraries. Among the librarians who taught these classes were Miss B.C. Carruthers, who later became Supervisor of School Libraries for the City, Miss Coleman, who had been in charge of the Tennyson School Library, Miss McArthur and Miss Helen Creelman, the first Vancouver Supervisor.

This group of energetic librarians, together with their colleague-students and the secondary school librarians of Vancouver were to become the nucleus of the Library Section of the British Columbia Teachers' Federation at its charter meeting in April 1939. It was through the activities of this organization that standards for the establishment of school libraries and the need for training in school librarianship became evident to teachers throughout the province.

1939, a key year in British Columbia school library history, also brought the opening of the first summer school course in cataloguing and classification given by Mrs. Nina Napier at the summer school for teachers in Victoria and the establishment of a night school class under the direction of Mr. Lanning. Miss Carruthers and Miss Helen Creelman were responsible for teaching short courses at the University of British Columbia during the summer sessions of 1938-1940. Recognition was given to teachers who took the courses by the department in the form of a library specialists' certificate for elementary teachers.

In 1957, when the University of British Columbia established training programs for school librarians, Walter Lanning took charge of the Curriculum Laboratory as well as the teacher training program for school librarians. Thus, through the influence of a small number of dedicated, persistent, and determined teachers, a corps of school librarians was developed, a group of people who knew what school library service ought to be, who knew also the formidable barriers to be overcome in establishing that service. Miss Carruthers used to transport boxes

of books from Vancouver each year to provide the necessary material for her courses in children's literature, material that was not available in the old Victoria High School where she gave her classes. Mr. Lanning moved back and forth from his winter work in Vancouver to Victoria College summer after summer, carting his tools from place to place.

Miss Carruthers lived to see the establishment of a system of school libraries in Vancouver that was equal to the best in any Canadian city. Walter Lanning retired in 1971, having seen the development of his one-man summer session course into a department of the University of British Columbia's Faculty of Education. A pattern of close communication between the university and the schools has been established through the efforts of these teachers and their students, a pattern which became evident from the first training sessions and has been maintained.

The history of the British Columbia School Librarian's Association is an essential part of the pattern of communication between school and university libraries, between the public and school library in the community and between the teacher whose objective is to give the student the most valuable information in the most interesting manner and the school board or the Department of Education that must provide the means to that end. From its inception, on the 11th of April 1939, a branch of the BCTF, the Association of British Columbia School Librarians has found it necessary to push and prod, to persuade and tug, the Department of Education toward an understanding of the purpose of the school library and toward establishing 20th century standards of service. Miss Ethel Sawyer from the University of Washington indicated an understanding of the need for communication at that very first meeting of the association, as she discussed the relationship between the children's librarian and the child. This inaugural meeting covered topics that were to be of concern to school throughout the following 30 years: the need for minimum essential books for various size and types of schools, the need for increased grants to schools in outlying districts for purchase of books, the need for careful description of books required for courses by the Department and the need for a school library department within the administrative structure of the provincial body.²⁷

The Department of education was later to recognize the significance of the School Library Association by appointing a number of its members to the Library Revision Committee, an organization set up to establish the authorized basic book list for

British Columbia schools. Among the names of members of the Revision Committee formed in 1945 are several charter members of the School Librarians' Association; W. Lanning, B.M. Carruthers, Miss Higgenbotham, Miss Rathie (Mrs. Ginther, present Supervisor of School Libraries in Vancouver), Miss Coleman and Miss Batchelor.

Outside the city of Vancouver, the development of school libraries and the acquisition of school librarians was a slow and painful process. That progress was made at all is due in large part to the continuous service given to that development by Vancouver librarians and their successors. As other school districts built libraries, the original membership of 46 in the association grew to over 500 and the influence of the school librarian in individual districts increased; the relationship between the Department of Education and the school libraries, however, appears to have remained static.

The histories of the British Columbia School Library Association and of the development of libraries are inseparable, from 1940 on. The war years were a period of consolidation within the city of Vancouver with little or no activity in other areas of the school library field. Smaller districts were still relying on the services of the public library. The Vancouver School Library Association and the Library Section of the British Columbia Teachers' Federation were so closely associated that one ex-president had difficulty recalling which group she had presided over.²⁸ The next decade was one of gradual expansion. As the larger school units established in 1946 began to build composite high schools in towns throughout the province the need for trained librarians grew. The rapid expansion of the towns and the large increase in population made it necessary for local districts to provide better equipped elementary as well as secondary schools. Changes in curriculum created greater demand for school libraries and the rapid economic expansion which followed the war made it possible for local school districts to provide better school buildings and more equipment for the libraries. Book publishers, starved for paper as well as writers during the war, produced a vast number of new texts and reference books to meet the demand of an increasingly sophisticated market in the United States which overflowed into the Canadian school system.

High schools built during the period of expansion had library rooms. The demand for trained school librarians was met by employing librarians

trained in Washington State, by persuading teachers to become librarians, by increasing the number of courses available in librarianship at the University of British Columbia and, in 1961, by the establishment of the School of Librarianship at the University.

In addition to the numerous petitions to the Department of Education concerning standards and grants for school libraries the British Columbia School Librarians' Association during the first ten years provided an opportunity for members to hear and to discuss a variety of subjects. At meetings in the Cosy Tea Room or Spencers' Dining Room once or twice each year at which topics discussed ranged from the conduct of libraries in Hawaii, Russia and the United States to the necessity for courses in book-binding. From 1940 until well into the 1950's the fees for membership in the organization remained at 25¢ per annum and the cost of annual dinners ranged from \$1.25 per plate downward. That the organization was less than affluent is revealed in annual accounts which gave year end surpluses of \$3 to \$5.

Nevertheless the organization was doing useful and vital service, the members had access to displays of the best of modern children's books at the displays provided by the Vancouver City Library, displays which were open to rural as well as city teachers as they were held in conjunction with the Annual General Meeting of the Teachers' Federation.

As early as 1944, the BCSLA became concerned with audio-visual materials for the schools. The April 11 meeting of that year chaired by Miss Ann Whipple discussed the pictures provided by the National Film Board. The National Gallery of Canada was providing silk screen pictures for schools. In 1948, Mr. Pollock discussed the provision of filmstrips, films and other materials by the Visual Education Office in Vancouver. Mimeographed lists of films were distributed to the members at meetings. In 1945, "the usual allotment of \$5. for convention expense" covered the cost of procuring three films for the Annual General Meeting.²⁹ School Broadcasts were, by this time, an integral part of the program of studies.

Two topics discussed at the January 31, 1945 meeting reveal the growing interest of British Columbia School Librarians in the broader field of Canadian Librarianship. The Canadian Library Association offered membership to school librarians. The need for a National Library was discussed. By 1948, time was devoted to the use of a new Canadian

Periodical Index in schools. Mrs. Brunette from the staff of the Vancouver Public Library, a long-time friend and associate of the school librarians, became the key contact between the two groups. The relationship between the School Librarians Association, the British Columbia Teachers' Association is not always easy to define. Because members of the BCSLA have often been members of all of the groups it has often been possible for contacts to be made through them. The interest of the public librarians of British Columbia in achieving high standards of service to children was to be demonstrated throughout the next twenty years. Active cooperation was the key.

Membership in the British Columbia School Library Association grew very slowly during the first ten years. The members were, however, provided with a means of communicating with each other and with government as well as professional organizations. There was close communication between the Association and the teacher-training institutions of the province, institutions which were doing a most necessary task in providing the school system with a corps of school librarians who understood the basic techniques of their profession. Through the Association members and teachers were receiving information regarding current developments in education and in library services. School librarians were consulted and did take an active part in the preparation of the book lists authorized by the Department of Education and in planning such items as a handbook for school libraries. Petitions to the Department were answered, like prayers, according to whim from on high:

It is the understanding of the Department that boards of school trustees are making a genuine effort to equip their schools with the library and reference books necessary for carrying out of the new programme. Where school libraries have been neglected in the past, the cost of bringing up to date the libraries in one or two years would be burdensome to the districts. If a school board refuses to give reasonable assistance in this matter it is requested that their neglect be brought to the attention of the Department. The funds presently at our disposal are not sufficient to enable the Department to make larger grants for school library purposes.³⁰

As the reply above was received in response to a suggestion made by the librarians that the grant be raised to \$50 regular to a maximum of \$100 per

school up to 3 rooms of to \$500 for largest schools little action was to be expected. Nevertheless a course of study in library was established for junior high schools³¹ which revealed not only an expectation that students would have access to well organized collections of books but also that the staff and students were expected to understand the use and value of the library:

As new methods in school technique are developed, the school library becomes more and more the centre of activities of the school. New curricula and modern methods make demands which can be met only by adequate library service within the school itself. The library is the heart of the school and as such its influence radiates to every department.³²

If, too often, it was forgotten that radiance from the schools heart was burnished by gold, the administrators of the school system were, at least, aware of the goals toward which school librarians were working.

The Annual General Meeting of the School Librarians in 1949 heard an address by Professor Geoffrey Andrews of the University of British Columbia that provides a worthy close to the decade which really saw the beginning of school libraries in the province and, at the same time held promise of both the success and fear for the years to follow. Miss MacIvor quoted the talk rather fully in her minutes as follows:

Defining the members of the interpretative professions as those who interpret contemporary society in one or more of its aspects to their fellow citizens, Mr. Andrews went on to emphasize the enormous and almost terrifying power they exert on the modern world. Yet those who enter these professions, newspapermen, radio talks producers, politicians et cetera receive no kind of specialized training to fit them for their responsibilities. The educational system has failed then in that firstly it has not provided them with a thorough knowledge and understanding of contemporary society. Secondly, it has not trained them in methods of critical appraisal. Thirdly, it has not taught them where to go and how to obtain knowledge. In our special position as librarians it is the last failure which challenges us most.³³

As school libraries grew and new school

librarians came into the profession between 1950 and 1960 the greater portion of the time and effort of the Association was spent in attempting to find leadership at provincial level to answer the challenge.

The first concern of the school librarians in the new decade was the elimination of compulsory library periods at junior high school level in the course of study that had recently appeared. Librarians were also aware of the need for definition of the position of the librarian in high schools and began to seek means to have the duties of school librarians defined. Young Canada Book Week, a national program for the promotion of books and libraries, became a yearly effort. Book lists and aids for book purchase were discussed regularly. A modern Canadian librarian might find some paradox in minutes of meetings where in February one year Mr. Dick Diespecker spoke on "Canadian Authors, the Uninvited Guests" and the need for more Canadian literature in schools while just a month later Miss Carruthers stated bluntly that, in purchasing, "We cannot do better than rely on lists."³⁴ The list of lists given out and recorded on the date of the latter talk included two out of a total of eleven that were Canadian, one from the CLA and one from the British Columbia Department of Education.

The whole matter of the Authorized Book list for Schools of British Columbia was to be of concern throughout this period for in 1953 Mr. Spragge, of the BCTF wrote regarding the lack of supplements to the basic list, the ambiguity of the regulation regarding whether or not schools were allowed to order books not found on the list, how the supplements which had formerly been supplied by the B.C. Schools Magazine could be replaced. Apparently the philosophy of a prescriptive rather than a suggestive list of books authorized simply died a gradual death without any overt action on the part of either librarians or government. The librarians at the April 17, 1953 meeting were evidently well aware of other useful aids to purchase suggesting the use of the Ontario Library Review, Wilson Bulletin and other Wilson publications as means of supplementing the B.C. publication. Later the government was petitioned to update the standards for school libraries expressed by the Manual for School Libraries in B.C. At that time, a request was also sent to the Department of Education requesting that a basic book collection be provided for school libraries. The lack of any decisive action on the part of the Department either to establish grants particularly for school libraries or to take punitive action against those who

ignored the authorized book lists seems to have had little effect on the development of the libraries. Once again, the individual school district, school or library remained free to develop as best it might.

The quality of teacher training for school librarians also received attention from the School Librarians Association from time to time. In 1953 the BCTF was requested to establish a workshop in library for renewal of teaching certificates, that summer sessions be announced well in advance. Teachers at that time were concerned regarding the slowness of the Registrar's Office of the Department of Education in granting certificates, this lack of action being an inconvenience to librarians as to other teachers.

In 1956 an attempt was made to survey conditions in school libraries in the province by Mr. Morris and Mr. A. Fraser. These two gentlemen found, however, that the expense and time taken by such a project was greater than could be afforded by individuals with the blessing of the Association. Thus, a full scale survey was to wait until well into the 1960's. The whole matter of training of school librarians and conduct of school libraries in British Columbia seemed, at that time, to need study. It is worth noting that Mr. A. Fraser was later to become president of the BCSLA and that during his term of office the survey that had not been fully completed in 1956 was reborn.³⁵

As the school system expanded, other groups were added to the British Columbia School Librarian's Association, in 1951 representatives from the North Shore and from the Fraser Valley were added to the Executive. Prince George has, apparently an active association underway by 1952 as the minutes of March 7 of that year record a request from Miss Jeanette Sargent, Librarian with the support of the school teacher librarians that further attention be given to the matter of the appointment of a Supervisor of School Libraries at Provincial Level.

An active association of school librarians began in October of 1953 at the Okanagan Valley Teachers' Convention. By the spring of 1954 this small group of librarians had established a spring workshop and inservice training session that was to become an annual event in the area and was to have a particularly strong influence on the development of school libraries throughout Central British Columbia. School librarians from Revelstoke to Lillooet, from Osoyoos to Clearwater many of whom had, since

taking over school libraries, been working in isolation were able to pool ideas and to learn new methods through these workshops.

This group was concerned with methods, standards, ideas, innovations as well as welfare of librarians and special services to teachers. The workshops covered various topics from bookbinding to courses at the College of Education, from vertical files to the implications of centralized authority, from primary book lists to the problems of Canadian publishers. Book displays and demonstrations of equipment as well as of audio-visual material were included in plans for each workshop. This group of librarians grew from a nucleus of six members to over fifty in the next ten years,³⁶ the increase in membership reflecting not only the increased number of libraries to be found in both elementary and high schools in the area but also the active and interested type of teacher that chose to become a school librarian.

From its inception in 1939 the British Columbia School Librarians' Association was aware of the need for some sort of organization at Department of Education level which could coordinate the activities of school libraries throughout the province and could be held responsible for the achievement of high standards of service on a systematic basis. The Executive spent many hours discussing this matter and finding new ways to approach the government on the issue. The letter from Prince George mentioned previously was but one among many submissions from school librarians regarding this matter. A resolution asking for a library coordinator for the province was submitted to the Annual General Meeting of the BCTF in 1952. The matter continued under discussion until 1957 when another such statement was submitted. In 1959 after a lengthy discussion the matter was shelved for a time, not, however because librarians were not aware of the continuing need for a solution to the problem but rather because the association had run out of methods for approaching the Department and because BCTF policy had never favoured a top-heavy administrative structure centered in Victoria.

The British Columbia Library Association supported a survey conducted by Richard L. Darling and a number of associates during 1958 and 1959 under the auspices of the Pacific Northwest Library Association which is one of the few sources of detailed information regarding the conditions to be found in B.C. school libraries. This survey dealt in

detail with the relationship between school and public libraries and librarians throughout the Pacific Northwest. Darling refers the Department of Education Bulletin as stating that the Superintendent of Education and the Chief Inspector of Schools were given the task of co-ordination and supervision of libraries along with the remaining tasks involved in developing curricula.³⁷ His comment on the situation, based on a wide sampling of opinion sought from both librarians and teachers and on his own observations in schools, reveals his dissatisfaction with the British Columbia situation:

If school library development from elementary through secondary schools in the Pacific Northwest falls short of its potentials, a large measure of the fault lies in delayed recognition of the need for trained professional leadership at the state or provincial level. No state or provincial department of education in this area has on its staff a library-trained specialist with full time and authority to plan and direct a program of library development suited to the needs of the particular area.³⁸

In this province the Textbook Branch was handling book order with superintendents and inspectors making suggestions for book orders. No specific library grants were made for school libraries:

Provision of books for the school library is a responsibility of the School Board. The amounts expended vary with the resources of the school district, but an amount of approximately \$1 to \$1.50 exclusive of supplementary readers is suggested. Libraries for small schools in outlying parts of the province are obtainable from the Traveling Library Division of the Public Library Commission through its headquarters in Victoria or its Branch at Prince George and Dawson Creek.³⁹

Statistical evidence then, as now in British Columbia, was difficult to obtain. The only record which gives such detailed information as book stocks, accommodations, and administration of school libraries is the report for accreditation of high schools which is not available for public use.⁴⁰

The Pacific Northwest Library Association Survey suggested that the Vancouver system described earlier in this paper could be transferred to other areas. Walter Lanning, on the other hand, in an article for the British Columbia Library Quarterly as

late as 1963 gave a list of reason why the need for a coordinator continued to be required among which were the lack of any one person at Department level whose exclusive business it was to promote school libraries and indifference of other officials to the place of the library in the school; the need to interpret library service to the Department, administrators and teachers; the need for the collection, interpretation and evaluation of library statistics; a need for someone to design school libraries; the need for a consultative service to assist in starting new programmes in various school districts and to supervise the standards of existing programmes; the need for a person to correspond and confer with teachers and distributors on school requirements and resources available.⁴¹ Darling commented favorably on the local system in Vancouver in 1958 but suggested that even at local level only three districts had at that time a degree of centralization and supervision necessary to provide efficient service.⁴² The school librarians of British Columbia, however, had the means at hand to influence local boards. District supervisors or library consultants were employed in many areas in the following decade. Many of the tasks that would otherwise have been done by a provincial consultant became the task of the British Columbia School Librarians Association.

The school librarians of British Columbia were aware of the necessity of attaining high standards of service and well aware that "Good standards. . . set minimums below which a school must not fail and goals of excellence toward which schools may aim."⁴³ The Pacific Northwest Association Survey did little to comfort them. Although there were many more school libraries in British Columbia by 1959, a very few could be said to attain even minimum library standards and most fell far below the average of neighboring states. Few elementary schools outside of Vancouver City had libraries and trained librarians. Even at senior high school level many school librarians in large urban areas were still teaching regular classes or supervising study halls. Nowhere were there sufficient books. Whether or not visual aids belonged in the school library was still a matter of question. 42% of B.C. school superintendents still felt responsible for proposing the preliminary library budget.⁴⁴ Many schools in the province were still relying on the Public Library Commission to supply classroom collections. There were, however, a number of events which enlightened and enlivened the picture. One was the achievement of the new program for training school librarians through the College of Education at the University of

British Columbia whereby a program of four courses leading to a Bachelor of Education degree with a library specialty was offered after 1957. Another was to be the establishment of the School of Librarianship at the University. The Survey itself together with the publication of a new edition of Standards for School Library Programs⁴⁵ provided food for discussion as well as goals, although distant goals, to work toward.

In 1959 the appointment of the Chant Commission which was to examine the whole educational structure of the province of British Columbia led to increased hope on the part of the British Columbia School Librarians Association and the British Columbia Librarians Association that changes could be brought about which would allow the libraries to achieve better standards. Miss Elizabeth Smillie was appointed head of a committee to prepare the BCSLA brief on school library standards to present to the Royal Commission, while Miss Carruthers prepared a submission to the Commission regarding the need for a coordinator.⁴⁶ Other teachers as well as public librarians and private individuals also submitted briefs to the Commission which to no one's surprise came to the conclusion that there were "very wide differences in the premises devoted to school library purposes and the number of books which libraries contained."

Dean S.N.F. Chant and his colleagues found, as had the authors of the Putman-Weir Report thirty-three years before, that the library quarters of some schools were cramped and inadequate and that "...on their shelves too large a proportion of books of a vintage that indicated that they may have been given to the school by well-intentioned persons who were probably not reluctant to dispose of them in a good cause."⁴⁷ (Donors of school library books seem to have a taste for religious tracts or slightly pornographic second-rate novels and reside too far from the middle of the Peace River Bridge for easy disposal of same.)

School librarians may have been somewhat surprised by the results of the report which indicated that fully 50% of the school principals in elementary schools and 58% of the secondary school principals considered the school libraries to be rendering either satisfactory or very good service while only 12% of the elementary school libraries and 7% of secondary school libraries were rated by principals as 'poor'.⁴⁸ Apparently the principals were either more complacent than the authors of many of the briefs presented or, might it be suggested, less aware than the librari-

ans of the type of service that could have been rendered where adequate funds, staff and materials were available.

As the median amount of annual expenditure per pupil for library books in high schools was \$1.75 and in elementary schools \$1.40,⁴⁹ and the largest book collections reported were in three elementary schools and four secondary schools which had between 9,000 and 10,000 books⁵⁰ librarians might question the conclusion that the general conditions in school libraries were better than "... many of the comments in the briefs and hearings implied."⁵¹

That close to 400 schools in the province had been able to build book collections of 1,000 or more books is, however, evidence of growth and improvement in spite of the problems encountered.

School librarians were to receive slight comfort in the Commission's recommendation that the regular allotment of funds by school boards to libraries be increased from \$2.00 to \$3.00 per pupil. Once again, it was suggested that more integration of public and school library facilities be considered.

The Chant Commission did recognize that the Industrial Arts and Home Economics facilities in schools came closer than other subjects and especially libraries, to achieving province-wide standard. . . that these subject areas were the only ones in which there were specialist coordinators in the Department of Education was noted.⁵²

Although the Royal Commission recorded that "some schools had well-qualified librarians and other had none,"⁵³ and that many schools had less than sufficient books, the authors made many suggestions regarding the need for better library instruction and more use of the library as a reference centre. The emphasis in the school library was to be upon the development of study skills. Pupils were to be taught how to use library materials, to collect facts upon which to base conclusions. Library periods should be devoted to "diligent search and study" and not used as time for mere browsing for pleasure. The school libraries were to be well supplied with reference works.⁵⁴ Just how these worthy goals were to be accomplished on an annual budget of \$3.00 per pupil, especially in a secondary school with a possible attendance of 500 students for example was left to the local school board, the principal and the librarian to puzzle out.

Fortunately, the Chant Commission also recommended that a "survey be conducted to determine the adequacy of school libraries, particularly those in small schools, rural schools and schools which enroll both elementary and secondary grades..." This recommendation was carried out. Mr. Levirs, the author of the 1964 survey, had read enough publishers' catalogues to have a rather more realistic view of the stretchability of one Canadian dollar.⁵⁵

The school library scene at the end of the 1950's was by no means a dark or even a gloomy picture. Although the Department of Education did not see fit to provide the leadership requested repeatedly by the librarians there was a growing amount of support for school libraries in individual districts. The cost sharing formulas allowed schools to employ librarians and to purchase books on a budget shared by the districts and the Department. Teachers and principals, interested in new developments in curricula and increasingly aware of the need for enlarging the opportunities for a variety of experience for each individual child, saw new uses and needs for the services of the school library. The growing number of trained school librarians who were aware of the educational value of carefully organized and well selected book collections were able to make a stronger impact on the school systems within which they were employed. British Columbia school librarians were well aware of the influence of a good library system in nearby Washington State. Canadian publishers and booksellers were producing better quality materials for schools and American and British publishers were flooding the market with excellent children's books. Useful tools for book selection were available and becoming daily aids to teachers in the province and invaluable to librarians who had learned to use them. In-service training in one form or another, workshop or short summer courses, was available to many librarians. Public libraries were growing larger and more readily accessible as the larger towns in the province either came into regional systems or developed their own municipal libraries. A number of school superintendents were willing to support teachers and principals in their demand for better library services. Above all, the British Columbia School Librarians' Association was able to attract into its ranks a number of skilled and intelligent teachers who were to provide the leadership from within the organization that had so long been sought from without.

Increased interest in school libraries on the part of school superintendents was another important

reason for the rapid development of school district resource centres patterned to some extent on the pioneer Vancouver Pool Library after 1960. In addition to H.N. MacCorkindale and Owen Thomas of Vancouver and Dr. Plenderlieth, who gave school libraries special attention and leadership and active support, special mention is due to Earle Marriott who played an active part in the establishment of the Kamloops District Library and gave his time and effort to assist the growth of the Surrey library system. C.J. Frederickson, Burnaby Superintendent was an active participant in early school library development. D.P. Todd and S.J. Graham gave time to planning large secondary school resource centres in Prince George and New Westminster. Nelson Allen was a friend to libraries wherever he was stationed. Many other British Columbia superintendents have worked with the school principals and librarians to plan and obtain support for libraries which suited the needs of their respective districts. During the 1960's school boards in many areas of the province were persuaded to employ librarians in both elementary and secondary schools; to increase per capita allotments for purchase of books and other library resource materials. In many areas district librarians were employed. Where schools were too small to support a full-time librarian on staff school boards were persuaded to employ a traveling teacher-librarians who spent part of the week in each of several schools. The concept of a school district resource centre from which individual schools or school libraries could draw a variety of materials became familiar to school personnel and administrators throughout the province. The Department of Education through the school superintendents and through the efforts of F.P. Levirs, Superintendent of Education, who completed the aforementioned 1964 Survey of British Columbia School Libraries, has in recent years done much to assist the school boards in providing greatly improved school libraries and school library programs. Since the appointment of J.R. Meredith to the administrative staff it has been much easier for the British Columbia Teachers' Federation through its Curriculum Committee to communicate the needs of the schools to the Provincial Government. As a result of this increased opportunity to communicate the School Librarians Association has been able to suggest ways in which school libraries and school library systems should be developed to demonstrate to school boards the value of good school libraries to the individual child. Many school boards have, in turn, been able to persuade local citizens to allot the funds necessary for rapidly developing library systems.

Active support for school libraries and for the activities of the British Columbia School Librarians Provincial Specialists' Association has come from the BCTF. The system of providing a per capita grant for membership in each of the specialists groups by the Federation has enabled the BCSLA to become a province wide organization. Many members of the BCSLA have served the Teachers' Federation as individuals as well as members of a special group. An outstanding example of the kind of leadership that can be found was the assistance given by Miss Dorothy Williams, Librarian Delbrook Secondary School; and Mrs. Grace d'Arcy, District Librarian for School District No. 69 (Qualicum), to F.P. Levirs in developing a practical set of standards for school libraries.⁵⁶ The University of British Columbia has also drawn upon the ranks of the BCSLA for teachers for the University Summer School Sessions. John Church and W.V. Allester of the Executive of the British Columbia Teachers' Federation have been in constant communication with the BCSLA and with the Department of Education in promoting the development of school libraries. The completion of the report, Personalizing Learning. A Study of School Libraries and Other Educational Resource Centres in British Columbia, sponsored by the Educational Research Institute of British Columbia and the British Columbia Teachers' Federation by John Church in 1969 provides an especially worthwhile example of cooperation between school librarians and other teachers as well as among a number of organizations.⁵⁷ The establishment of the Resources Centre of the BCTF building in Vancouver under the able administration of Miss Helen Mason, a graduate of the University of British Columbia School of Librarianship, has provided another essential service to school librarians. The readily available reference service provided by the Resources Centre Staff is enabling school librarians to receive information regarding the activities of national and international library organizations on request.

The annual meeting of the BCSLA of 1961⁵⁸ indicates the progress made in developing school libraries in the province to that date. In addition to the original nucleus of Vancouver and Lower Mainland representatives the organization had been enlarged by the admission of three local chapters. Mr. E. Albrechts reported 15 paid up memberships in the Kamloops-Okanagan District, Miss M. Rice reported one of the Victoria Chapter and Miss Hilda Granger discussed the extension of membership in

the Surrey Chapter to school librarians from Delta and Langley. This meeting received news of the prospective opening of the School of Librarianship at the University. Dean Neville Scarfe, Head of the Faculty of Education, discussed his own attitude toward the report of the Chant Commission regarding school libraries expressing regret that the Commission had looked upon the librarian merely as "an efficient tool" rather than an "imaginative originator of new horizons". "The report," said Dean Scarfe, "has merely tightened up the old machine and libraries do not flourish in a rigid system. Children must be trusted to read, the more they are forced the less likely they are to read." School librarians in the next decade were to spend many hours discussing and defining their own position within the educational structure while at the same time they were actually conducting the daily routine affairs of the school library.

A note of interest to all BCSLA members is recorded in the minutes of the BCSLA of October 19, 1963. Don Nelson reported that the first BCTLA Newsletter would soon be issued, a newsletter that he hoped would contain information from the Department regarding the Program of Studies, an article on the need for a Provincial Consultant, information regarding certification of school librarians, their training and a list of ALA accredited institutions, an outline of summer session courses in librarianship at UBC, a reminder of the reduced fee for BCTLA members in the BCLA and publicity for the current issue of the BCLA Quarterly which was to contain information on school libraries. This list indicates something of the range of interests that school librarians possessed and also is an indication of the valuable tool that the newsletter has been to all of the BCSLA members through the years. This publication, renamed Bookmark,⁵⁹ under the able editorship of Mr. Nelson and his successors had done a great deal to keep the membership of the Association up to date on current issues of interest. Other publications supported by the Association have been a journal Tikanagan and more recently, a series of Occasional Papers edited by Grace Funk and Don Nelson and Focus on Canada, a series of reviews edited by Angela Thacker and Marian Pocock.⁶⁰ The Association owes a considerable debt to the members who have given much time and effort to the not always easy or even pleasant chore of producing the bulletin among whom were Anthony Ramsdale, Don Nelson, R.W. Brown, Grace Funk, K.F. Rollins, and E. Burchak. The Bookmark and the Newsletters have been retained and bound. Information therein has

provided a good deal of background information for this paper. The publications of the BCSLA have provided a means of communication and of consultation which in the absence of a Department of Education Consultant could not have been made available to teachers as well as school librarians. The greatly increased membership in the British Columbia School Librarians' Association has been partly the result of the need for information that has been supplied by The Bookmark.

Outside of the British Columbia scene two events of the early 1960's were to have significant effects on the development of school libraries in this province. One was the publication by the American Library Association of Standards for School Library Programs in 1960⁶¹ and the other was the impact of the Knapp School Libraries Project in the United States. The Standards were to provide Canadian as well as American School librarians with a basic checklist of goals toward which they could work while the schools chosen as recipients of funds from the Knapp Foundation served as demonstration laboratories in school library service.

A visit to the Knapp Project school at Richland Washington was organized by Don Nelson for the BCSLA during April 1964. This visit by a bus load of British Columbia librarians to a neighboring state was to have a long-lasting influence on the concept of the services that could be offered to children where a well-trained library staff had the support of an interested school board and enough money to make changes. The old building in which the Knapp School Project for Richland had been developed offered no more in the way of space or even equipment than could be found in many British Columbia schools but with imaginative use of space and adequate help of both a professional and a technical nature a busy resource and reference centre had been established. Here, tiny children were using card catalogues, running projectors, consulting with the librarians about projects and enjoying a cosy home-like school library which, at the same time provided very formal and complete instruction to older students on matters such as note-taking. This visit was followed by a visit to Vancouver by Mrs. Anna Beachner, the Richland School Library Supervisor.⁶² To librarians it is always essential to have visible goals toward which they strive. The Richland Demonstration Library provided not only a concept of the school library as an active resource centre but also seemed to provide a form of goal which seemed to be possible for a British Columbia

school to achieve.

The Pacific Northwest Elementary and Secondary School Libraries Survey had, in 1959 mentioned the position of district librarian in British Columbia very briefly giving particular attention only to the well-established Vancouver system which was at that time under the able direction of Miss Carruthers.⁶³ By 1963, the BCSLA found it necessary to undertake a study of the role of the district librarian in the Province.⁶⁴ The rapid expansion of school library systems in many areas of the province had made it necessary and possible for the school districts to employ local supervisors or pool librarians. There has always been some difficulty in defining the exact role played by the district librarian as well as a tendency to change the name of the office from time to time and from place to place. In some areas the title 'District Librarian' came to mean a supervisor of school libraries and/or a school library consultant. In others the district librarian was merely a school librarian who worked in several schools. Some areas developed resource centres which became the focal point of school library activity while in others the individual school library remained an independent institution and the district librarian was an administrative assistant at school board level. The office of district librarian in one or two school districts grew out of the necessity for maintaining a central pool of reference books for teachers. Whatever the title, or whatever the particular terms of reference used in by any school district, the district librarians of British Columbia were to become leaders within the BCSLA as well as in their school systems. By 1969, when the Church Report was compiled, 46 school districts employed district librarians.⁶⁵

The Survey of School Libraries suggested that district librarians were needed to provide library service in schools too small to maintain a full-time librarian or to undertake processing of library orders, cataloguing of books or maintaining pool collections. The responsibility of supervising school libraries was not, according to F.P. Levirs, the responsibility of the district librarian except in very large school systems. He suggested that one school in a district where there were few schools large enough to maintain separate libraries provide a central or district library service. He mentioned that some districts had developed bookmobiles. Of the 20 district librarians who reported to Levirs only five had "adequate professional training". The report does not define the term used,⁶⁶ however the suggestion is made that only librarians with professional qualifications be ap-

pointed to positions where they had full responsibility for the library development in the district.

The evidence of all three of the reports mentioned above is that without any fixed plan at Department of Education level each school district was gradually working out its own system for school libraries. It is almost impossible to make a general statement regarding the terms of reference used by the school boards. An examination of the history of the development of the district library or resource centre in each of several districts has, however, made it possible to draw the following conclusions. First that the interest of the school superintendent in school libraries often led him to advocate to the school board that a district librarian be employed; second that the successful evolution of a district library depended upon the ability of the district librarian to obtain the cooperation and assistance of school principals; third that given the opportunity teachers became active supporters of the school library system; finally that no school district can provide good school library service without a considerable portion of the finances being devoted to the purchase of books and audio-visual materials as well as to the salaries of professional and clerical staffs. That the formation of a consultative or supervisory system for school libraries at the provincial level would also demand both financial support and active interest and participation from officials and staff is, perhaps, why British Columbia has not followed the lead of neighboring states or provinces in this area. It appears, however, that allowing the districts to develop according to the needs of the individual areas has had a number of advantages that frequently disappear when a system becomes too centralized. Not the least of these has been, in British Columbia, the development of individual leaders among school librarians. The great disadvantage has been the lack of any overall minimum standard of service to students. The province has some outstanding school libraries and a number of very good school library systems but, as the evidence provided in the Church Report shows clearly, too many students still do not have access to the sophisticated reference libraries that they need if their education is to be complete.

It is the intention of this paper to examine the history of three school district library systems. Not one of the histories can be said to be typical for there are not types of school library systems in the province. There are common threads to the pattern of history in a number of areas but, for the most part the

development of school libraries in each district is unique.

There are, however, reasons why school libraries were to flourish in the 1960's as they had never done before. Not the least of these was the support given to school library development in the province by the British Columbia Librarians' Association during the previous decade. The BCLA had welcomed teacher-librarian members and had devoted several issues of the excellent BC Library Quarterly to the welfare of school libraries. Although the attempts made by the Librarians' Association to set up a demonstration school library did not come to fruition the efforts in that direction received attention from teachers and school administrators who, in turn, paid more time and attention to understanding the necessity for better library service and difficulties faced by school libraries. Vancouver School Libraries had set an example of service and of cooperation among librarians.

The newly opened School of Librarianship at the University was headed by Dr. Rothstein whose interest in school library standards was well-known to teachers and librarians in the province and whose reputation was international. He brought to the school Miss Sheila Egoff from the Children's Library in Toronto. Sheila Egoff was willing to travel about the Province assisting teachers to understand and accept the importance of providing children with the very best of the world's literature for young people. The members of the staff of the School were able and willing to lead assistance to teacher-librarians either at the University or through workshops and in-service training sessions.

School librarians were also welcomed and helped by Walter Lanning and his colleagues at the Curriculum Laboratory at the Department of Education of the University. The Summer Sessions at UBC were to provide more than just courses in the necessary technical and academic skills of librarianship. They became a central force in developing standards that could be taken back to individual schools and district libraries. Librarians became acquainted with each other and with fellow teachers through the training sessions.

Faculty members from both areas attended BCSLA executive meetings giving of both time and knowledge to support the efforts of the teachers. The BCSLA as it grew stronger was able to provide communication between school librarians and the

University regarding standards of training, practical school requirements, the need for organization and the necessity for freeing teacher-librarians from the clerical tasks common to all libraries received attention from both groups.

The improved economic situation throughout North America had its result in a vast upsurge in book production. Librarians became interested in paperback editions of books for schools and in the many forms of media that became available. Publishing firms and bookstores at home as well as in the United States and England gave careful attention to the needs of school children. Better educated school administrators and teachers demanded and got texts and library books which were suited to the needs of an expanding school curriculum. Commercial cataloguing and central processing of books as well as some audio visual material became available and, as it did so, was demanded by school librarians.

The Department of Education gave F.P. Levirs and his associates an opportunity in 1964 to develop a practical set of standards for school libraries in the province. That the Department also was guilty of failing to institute those standards is unfortunate. Nevertheless this survey did make it possible for all teachers and superintendents to see directions in which they needed to be going and many local districts made valiant efforts to institute acceptable libraries. School libraries could no longer be defined as mere collections of books in classrooms or cloakrooms after the publication of this, the Department's own statement.

Members of the British Columbia School Librarians Association took an active part in the Canadian Library Association. Mrs. Coggin became President of the Canadian School Library Association and was active in the work of developing Canadian School Library Standards. Grace d'Arcy, Florence Willson, and Harry Newsome are among the members of the BCSLA who assumed positions of leadership in provinces to the east.

The history of the development of the Kamloops School District Resources Centre and the school libraries in District No. 24 reveal a procedure not uncommon in British Columbia. The Minutes of the School District make little mention of purchases for library books these would, logically, be made from individual school budgets and not be brought to the attention of full meetings of the Board. Those minutes reveal, however, the status of other media as

new purchases were made. Radios were obtained for rural schools in 1948 when the School Board gave a grant equivalent to the amount donated by the parents and that could be raised by school products for such purchases. In February 1949 the sum of \$400 was set aside for purchase of radios for rural schools. Also in 1948 the board paid 50% of the cost of a gramophone for the Westwold School. This rural school was advised not to purchase a battery radio at that time as electrical service would reach the area by the following year. The board also assumed 25% of the cost of supplying two projectors, screens and a generator for use in rural schools in that year. A "sound Mirror recording machine" was provided for Kamloops High School in May of 1950, the year in which arrangements were also made with Mr. R. Smith of the Film Board for service to schools. Electrical outlets were provided for Lloyd George School classrooms in that year. Mention was also made in 1951 of the necessity for providing a blue printing darkroom for the Kamloops Senior School.⁶⁷ The two largest elementary schools in the area were at that time Lloyd George with an enrollment of 364 students and Stuart Wood with 365 pupils. A one-room rural school was built in Red Lake in 1949. The next twenty years were to see a full scale library program established in Kamloops, a resources centre built, an all-out attempt to provide audio-visual services for a student population which had become large enough to demand the services of as many teachers as there had been students in 1949.

The first appointment of a full-time librarian in the District was made when Miss Ruth Harrison was appointed to the Kamloops High School. In June of 1953, Miss Harrison had enough books that needed organization and cataloguing that she appealed to the Board for Assistance for the summer. On the recommendation of Mr. E. Marriott, Inspector of Schools and M. Gurney, Principal, the Board made provision for an allotment of funds out of teaching supplies to provide for payment of a student assistant for Miss Harrison.⁶⁸ This was the first mention of a clerical assistant for any school library in the area. It gives some evidence of the willingness of the District Board to recognize the necessity for giving the school library encouragement. In more recent years, this district has been a pioneer in developing a program whereby elementary as well as secondary school libraries receive stenographic and clerical help.

An interview with Mrs. Etta Guss, the pioneer District Librarian for the elementary schools of the area revealed both progress and the lack of it up to

1960.⁶⁹ When Etta Guss was appointed to the office in 1960 at the request of Superintendent of Schools, E. Marriott, there were no elementary librarians in the city. Two high schools had full-time librarians. Mrs. Guss said that her first task was to count all of the books which were scattered about in classrooms, cloakrooms, cupboards and offices of the elementary schools. She described one of those as the "most unbooked" school that she had even seen and mentioned that not all classroom teachers were enthusiastic about having a strange new person with an odd title crawling about in their classrooms shaking the dust off some of the aged and broken literature of the shelves beneath the windows. Having made the count and established an office in the basement of the School Board Building, Mrs. Guss enjoyed spending the \$2500. which was her first budget. Soon this small allotment was increased to \$1.50 per pupil and enough books were purchased to distribute to the schools from a pool collection. Mrs. Guss had the blessing of the Superintendent of Schools and his assistants in spearheading a drive to have central library in every elementary school that could possibly be considered large enough to warrant it. She enjoyed working with the new school librarians. Among the first appointed were R. Evans and Mrs. Spain. Films were distributed from the new office which soon became so busy that Mrs. Guss had to seek secretarial assistance.

By 1964, on the recommendation of Mr. George Jones of the Burnaby Public Library who had been requested by the District to make a survey of the needs of the school libraries in the area, Mrs. Guss was ready to begin centralized processing and ordering of all books for the elementary school system. A staff of four to six assistants and the librarian were soon cataloguing and processing over a hundred thousand books per year.

Mrs. Guss pioneered a number of programs in library instruction in the elementary schools, encouraged visits to the city library, fought for central library rooms in all schools and tried to encourage school librarians to get as much training as possible. Her spirit of cooperation and enthusiasm did much to help other librarians. Workshops in Kamloops were assisted and encouraged. By the date of her retirement, 1967, every school child in the district had access to some form of well-selected and organized school library and the majority of elementary schools had lively school library programs underway.

The pool collection became less useful as the

individual schools obtained central libraries and as space was needed for audio-visual resource materials which is still exchanged through the Centre, the central children's library in Kamloops has been dispersed. The Resource Centre, presently administered by Mrs. P. Ohs, still does central processing of elementary school library books but the elements of service at present are the acquisition of a professional library for teachers, a previewing service for materials, the storage, repair and acquisition of audio-visual material and a multitude of other administrative and organizational tasks that the increasing size of the Kamloops school system makes necessary. The tradition of in-service training is not neglected here and many librarians from other areas visit this centre throughout the year.

The growth of the Surrey District School Library System from the tiny nucleus of a teachers' professional library that could be carried about from one meeting to another and which had been purchased from a fund of teachers' contributions has been told by Margaret Land in a recent edition of the S.T.S. Bulletin. This ingenious little library contained 178 books by May of 1961. That any kind of professional library had been developed at all is a triumph of persistence and persuasion by a far-sighted small group of teachers in an area in which, during previous times, it had been almost impossible to obtain a book-cover or enough texts for half a class. Among the teachers who helped to develop this first library for teachers were Hugh Harvey and Hilda Granger, an early member of the Executive of the BCLA.⁷⁰

The Surrey District Library began to serve students and to build one of the outstanding school library systems in western Canada under the leadership of Superintendent of Schools, Earle Marriott, who appointed Mrs. Mary Coggin to the post of Coordinator and Consultant for school Libraries in 1961. It is no co-incidence that Mr. Marriott was also the administrator at the inception of the District Library in Kamloops. Mrs. Coggin gives special credit to the Superintendent for his interest and his assistance in libraries through the years. At his request she gave up teaching and promised to undertake the difficult task of setting up a proper library system where there had been a "deplorable lack of service."⁷¹

As the Department of Education school building manual until 1965 made no provision for a central library in a school even if it was large enough to have

one, Surrey built library shelves into multi-purpose rooms. Mrs. Coggin used a school classroom for her office, workroom and storehouse until 1964 when the library moved into the new school administration building. She set up a teachers' professional library, gathered and catalogued the books that were in the District, acquired and displayed publishers catalogues and held book displays for teachers. The library served as a curriculum laboratory where teachers could find and work out new means of using new materials. A pool collection of books for individual reading for smaller schools was developed. Very expensive materials and equipment that is used only from time to time are kept in the Central Library in Surrey and dispensed to teachers and schools on request.⁷²

A tribute to Mrs. Coggin's skill as a supervisor and as a consultant in close contact with the schools of her district may be shown by figures alone. Surrey District did not have a central library or a librarian in an elementary school in 1961. Today there are 31 school librarians in Surrey, all of whom have had library training. The services of a librarian, in some cases, have to be shared between two schools but even four-room schools house separate libraries. All of the high schools in Surrey have full time librarians and clerical assistance is provided.

In addition to serving her own district so effectively, Mrs. Coggin has found time to attend UBC and attain a B.L.S. degree, to teach at the Summer School, to serve as the B.C. representative on the Canadian School Library Association. Mary Coggin has assisted other teachers groups provide in-service workshops in many areas of the province.

The three qualities that seem to be essential within a school district before an effective library system develops appear to be demonstrated in the two sample histories chosen above and in the one which follows. First, as noted previously, the Superintendent of Schools is, in the British Columbia school system, the key to professional development in this specific area. Without the co-operation and interest of the Superintendent it is very difficult for members of the teaching staff to reach the ear of the School Board. Second, is the willingness of the Board to provide the funds for the initial stages of library development. Third, the personal qualifications and skill of the librarian or librarians given the responsibility for carrying out the library program must be such that the value of that program can be readily seen. Once underway, the system can be

expected to grow and prosper. Students and teachers who have had access to really good library service will use and demand it. Those who have not learned to use libraries tend to be apathetic. If, then, it appears that this paper indulges in a too-personal approach it is because it is apparent that the success or failure of the individual library program has been dependent upon the personal enthusiasm and diplomatic skills of the teachers and administrators directly concerned with the initiation and organization of the program.

Support for innovations in library programs has resulted in interesting experiments in many individual schools. Coquitlam has, under Allen Fraser, librarian and E. Albrecht, Director of School Libraries, incorporated a full scale public library into the senior-secondary school. Mr. Albrecht has also instituted a processing and catalogue program, where a team of stenographers move from school to school.

The history of the development of the school library system in Cowichan District begins rather differently than that in area previously mentioned. First according to the very thoroughly documented study presented to the Faculty of Education at UBC in 1964 by Gerard Watson, a local elementary school principal, the initial impetus for the institution of good library facilities in the district came from a member of the School Board, Mrs. I. Tarleton.⁷³ A library committee formed in May of 1962 consisted of two elementary school principals, Mr. J. Gillatt and Mr. Watson himself, Mrs. Tarleton and Mrs. Merry the Elementary Supervisor. As the Committee quickly discovered that when all books in the elementary schools of the District were called in for processing there were only 2,000 suitable for inclusion in a library emergency action was needed. The problem of distributing so small a collection to the many one and two-room schools in the area was solved, for the time, by the renovation of a "superannuated" school bus to provide a mobile library. Local teachers as well as the P.T.A. gave gifts as well as money. The largest school in the district, the only elementary school entitled to a librarian, "allowed its new librarian to become bus driver, librarian and inspiration to the Library Committee, students and everyone concerned in the enterprise."⁷⁴ Office quarters in a basement and a minimal amount of clerical help were made available. This valiant beginning resulted in the circulation of 40-45 books to every classroom with renewal privileges every three weeks. This mobile service proved its value to the school board, the Superintendent of Schools, Mr.

Jones, and most important of all to the students and their parents.⁷⁵ The Library Committee, brimming with the enthusiasm of success, continued to study ways and means for further advances.

By 1965, three elementary schools had central libraries and the bookmobile service was proving less effective than central libraries in the schools because, although it had done yeoman service when needed most, the bus service could, at best only spend 10-12 days per year in any one school and served as a source of recreational rather than reference reading material.⁷⁶ Cowichan District has preserved a pool collection to serve its one-room schools. This District library has become a fully developed resources centre supplying all types of audio-visual materials to schools. The librarian here serves as supervisor and consultant for all schools in the area. All books are either commercially processed or processed in the Centre. Some clerical assistance is provided. Very few libraries have fewer than ten books per student and many have achieved a much better ratio than this.⁷⁷ All students in Cowichan School District have access to a very good collection of books and other materials and teachers are provided with excellent sources of materials for curriculum development.

In Cowichan, as in Vancouver, Kamloops and Surrey, the key to rapid expansion of school libraries has been the effective cooperation of all agencies of the administrative structure. Cowichan has, however, as added feature. The regular reports and supply of written material in the form of Committee Briefs and communications provide a most effective and valuable history of the development of the system. The preservation of this type of document in local archives is one of the accepted tasks of the librarian, and, in this case, provides the District Librarian with material that enables him to see where he has been in order to plot the next steps. The Library Committee seems also to be a unique feature of the Cowichan system, a feature which has provided an excellent means of communication between School Board, Administration and the librarians and teachers.

There are many more school systems in this vast province. This paper has dealt only with the four where personal experience has illustrated what was before and what came after. That school libraries have an extremely important role to play in the education of children in today's world is a truism. The methods whereby good school library service can be achieved vary greatly but the importance of

finding the skilled people to do the task can not be overstated. Some of the individuals who serve school libraries work through agencies, agencies of government, or professional associations, or universities. In every area the association is only as effective as the individuals who work within it. Libraries are built by people for people. The School Library System of the Province of British Columbia is still to be built. The school libraries are being built now.

This paper has dealt only with the history of the school libraries and with the development of agencies which have been responsible for the promotion of those libraries. In 1969, at the request of the BCSLA, John Church was asked by the British Columbia Teachers' Federation and the Educational Research Institute of B.C. to present a study of school libraries and other resource centers in order that those interested could see where the libraries had been and were going. The result of his efforts, and those of Allan Fraser, is a document that provides a blueprint for the future as well as a mirror of the present. Mr. Church's study, Personalizing Learning⁷⁸ dealt with all aspects of the library world, from philosophy to filmstrips, from the broadest aspects of plan for the orderly development of a library system in British Columbia to intimate details of day to day organization. His recommendations provide guidelines for the development of excellent service in the field. Librarians will be working toward those goals in the coming decade.

The school system of British Columbia is 99 years old. School libraries, as resources and reference centres are a relatively recent development. Without the careful planning and determined efforts of many good and strong men and women, the education system of this province would not be the living, changing force that it has become. Strength and determination are still required if the libraries are to be built as carefully and as quickly as they must be if they are to keep up with the needs of today's young people. The library must serve the daily needs of each student. John Jessup rode a horse from Hope to Williams Lake while John Church was able to get to Prince George in half an hour. Each provided the essential pioneer spirit that keeps education alive and strong. Each set standards and established goals to be attained. Librarians have always been able to see that there are standards which all should achieve. It is not always so easy to see that achievement is always the responsibility of the individual. "Libraries are people places," says a slogan we stick on our car bumpers. Librarians are expected to build libraries. The librarians mentioned in these pages got on with the

job.

Acknowledgements

I would like to thank those who took time from busy lives to talk to me about schools and school libraries and the people who built them. A special world of thanks is due to those who provided material from the archives of district libraries. Among those who made this paper possible are Walter Lanning of the Faculty of Education, University of British Columbia, W.G. Nutt, District Librarian, Cowichan, Mrs. Mary Coggin, District Librarian, Surrey, Mrs. M. Ginther, Supervisor of School Libraries, Vancouver and Mrs. Etta Guss, former District Librarian, Kamloops.

I am also indebted to the British Columbia School Librarians' Association for allowing me to use their records and to the Kamloops School Board for allowing me to see the Official Records.

There are many friends of school libraries who have been mentioned in this paper and many more who have given time, effort and understanding who are not. I hope that one day it will be possible to discover more of the stories. Meanwhile, I hope that this effort will assist others in making such friends known.

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HARWOOD DEMONSTRATION SCHOOL LIBRARY PROJECT 1971-1975

by GRACE FUNK, teacher-librarian,
Harwood Elementary School, S.D.
#22 (Vernon).



In 1969 John Church, of the British Columbia Teachers' Federation staff, and Alan Fraser, President of the British Columbia School Librarians' Association, visited many school libraries in BC, and finding their general strengths and operation to be somewhat less than satisfactory, recommended that a demonstration school library project be set up. Its purpose was to show visitors, particularly teachers and school trustees in British Columbia, what could be accomplished by library centered, "personalized" learning. The recommendation cited the expectation of "anticipated improvements in the total educational performance and accomplishment of pupils in a school with an expanded and enriched library program."

The BCTF adopted the recommendation, then appointed John Church to take charge of the project. Two demonstration school libraries were planned: one in Vancouver, where many visitors might naturally be expected to come, and the other in the interior of BC, under circumstances quite different from the metropolitan area. When the possibility became known, the Director of Instruction in S.D. # 22, Mr. Bernard Webber, with the enthusiastic support of the staff of Harwood Elementary School, immediately applied to have a demonstration school library set up in Vernon. The Vernon School Board supported this idea.

The plan was subsequently modified somewhat; Harwood School in Vernon was named as a demonstration school library, but unlike Lord Selkirk

School in Vancouver, Harwood never received any special funding for materials or equipment, nor any large gifts of books or the loan of any equipment.

For four years the Demonstration School Library Project funded travel costs for the Director and members of the Advisory Board, travel costs for Harwood teachers to travel to other schools, and printing costs of a visitors' brochure. The Vernon School Board provided a part-time and then a full-time aide for the teacher-librarian, who was thus freed to talk to visitors, and to try to carry out some testing of existing library and research skills. An attempt was made to establish a base-line for measuring improvement. A slide-tape presentation was prepared, revised, and shown to visitors. Student guides were trained and available for visitors. John Church conducted studies to measure changes, if any, in pupil growth in skills and knowledge, and in pupil and teacher attitudes at Harwood and at two "control schools"—one in Vernon and one in Kitimat. He published a yearly report of his findings. During the first or preparation year, 1971-72, the entire Harwood library collection of about six thousand volumes was recatalogued and an integrated multi-media collection was organized.

The stated objectives of the Harwood Demonstration School Library Project were:

1. To provide at least one center in the British Columbia interior where teachers and school trustees could: see in action...

- the effective use of a variety of media by pupils and teachers;
- pupil growth in a school where the library resource center) offered a comprehensive library and learning resource services for all pupils and teachers;
- pupil growth in a school where the pupils have constant access to a wide range and increased number of media; and
- the process and product of cooperative planning, teaching and evaluation by different kinds of teams, e.g. teachers, teacher-librarians, professional personnel and support staff.

exchange ideas...

- with the professional staff of the demonstration school.

2. To provide a means of testing the hypotheses that improved library services, improved quantitative standards and expanded school library facilities would facilitate the growth of skills and concepts and

the emergence of a lasting commitment to learning in pupils.

3. To ascertain to what extent, if any, the spillover effects of the demonstration school library project would influence the provision of library services in adjoining schools.

The school defined its instructional program within the framework of the project in four major dimensions:

1. Teachers and teacher-librarian establish the library as the central core of education in the school.

2. Teachers and teacher-librarian cooperatively:

- plan the various instructional programs, fully utilizing resource personnel, teachers' special abilities and providing real experiences in the school and community;

- carry out the teaching and learning activities in a way that generates enthusiasm in both pupils and teachers;

- provide pupils with access to all instructional materials;
- evaluate and report on the appropriateness of various materials;

- evaluate the instructional program; and
- evaluate the general performance of the pupils with particular attention to academic improvement.

3. Pupils are afforded the opportunity of personalizing their own learning (with consultation) through one or more of the following procedures:

- writing or selecting their own learning objectives within the curriculum;

- organizing some of their own learning activities;

- selecting what materials they will use in their learning activities; and

- evaluating their own learning in relation to the objectives – their own and those imposed, and those of the small group in which they choose to work.

4. Pupils, through the use of the library or library media, work to assume responsibility for their own learning within the curriculum.

For four years the demonstration carried on successfully as a demonstration. Visitors were frequent, and enthusiastic. The evaluation was less successful; a full-scale evaluation, to be carried out

by the Educational Research Institute of British Columbia (ERIBC), never materialized. Attempts to show how the library program influences learning floundered because nobody really knew (and we still do not know) just how learning takes place. The "spillover" effects in Vernon were immediate and far-reaching. The demonstration project demonstrated very clearly that good library programs need library aides, which were rapidly supplied to all the schools in Vernon, and are, for the most part, still there. The support for good school libraries which the Vernon School District initially demonstrated by wishing to become part of the project, has continued through the years.

Harwood School library itself demonstrated to all comers what could be done in the way of materials collection and program within a school board budget. Since that matter of funding was never clearly understood at the time, I wish to make one more attempt to set the record straight. Harwood library never received any special funding, either from the School Board of S.D. #22, or from the Demonstration School Library Project, or any other source. Nor was any equipment loaned to the school. Consequently, at the end of the project, Harwood library was able to carry on in much the same manner that it had been doing, and in fact, it still does!

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SELKIRK DEMONSTRATION SCHOOL LIBRARY

by CAROL MILLER, teacher-librarian,
Lord Selkirk Elementary, and LIZ
AUSTROM, district principal, Curriculum
Resources, S.D. # 39 (Vancouver)

In 1971, the BCTF selected Lord Selkirk School in Vancouver as a site to test the ideas offered in John Church's Personalizing Learning: A Study of School Libraries and Other Educational Resource Centres in British Columbia (Vancouver: Educational Research Institute of BC, 1970). Recommendation eight of that study was that a demonstration school library be established with an "expanded and enriched library program" based on a wide range of multi-media materials, and that the impact of this program be evaluated to determine whether or not student learning was enhanced.

The selection of Selkirk Elementary was a signal that the researchers were serious in their intent to see whether such a program had value, for this was not a privileged school. It had a relatively high turnover of population and could definitely be described as an "inner city" school. The main school had over eight hundred students, K-7, with an annex enrolling approximately another 150 primary students. Almost half of the children were from English as a Second Language backgrounds, one quarter came from families with at least four children, and many from single parent homes.

The principal, L.P. Rogers, was eager to foster newer and less traditional practices in the school library resource centre and supported the project very strongly with the teaching staff. Carol Grimmer [Miller], the teacher-librarian, and the whole staff of Selkirk were involved in establishing the objectives for the project, a key factor in securing the commitment of the staff.

The Vancouver School District authorities provided two full-time teacher-librarians and two full-time clericals for the start of the project in September 1971. As the project became active,

the number of visitors increased to the point where Carol Grimmer spent half of her time explaining the program to them, consequently leaving only one and a half teacher-librarians available to actually work on the program. Although even this was better than the level of staffing received by neighbouring schools, it was not a rich formula in a school of over 800 students. An agreement to increase the number of resource titles to acceptable standards over a three year period was unfortunately not supported by the pre-requisite budget. Consequently, donations of materials, particularly audio-visual items, were sought from suppliers. The key decision to change to a flexibly scheduled library operation became effective in September 1971, a practice that still continues.

Some extra assistance was provided by other agencies. The BCTF provided some significant support for the duration of the project, including monies for inservice education for the teachers and for printing brochures. In addition, John Church was to spend at least 10% to 20% of his total time to serve as project coordinator. The Educational Research Institute of BC provided a grant of \$1200 for the evaluation program, which was to measure changes in:

1. teachers' perceptions and attitudes,
2. pupils' perceptions and attitudes,
3. pupils' knowledge and skills regarding the library, graph and table reading, and use of reference materials such as the dictionary.

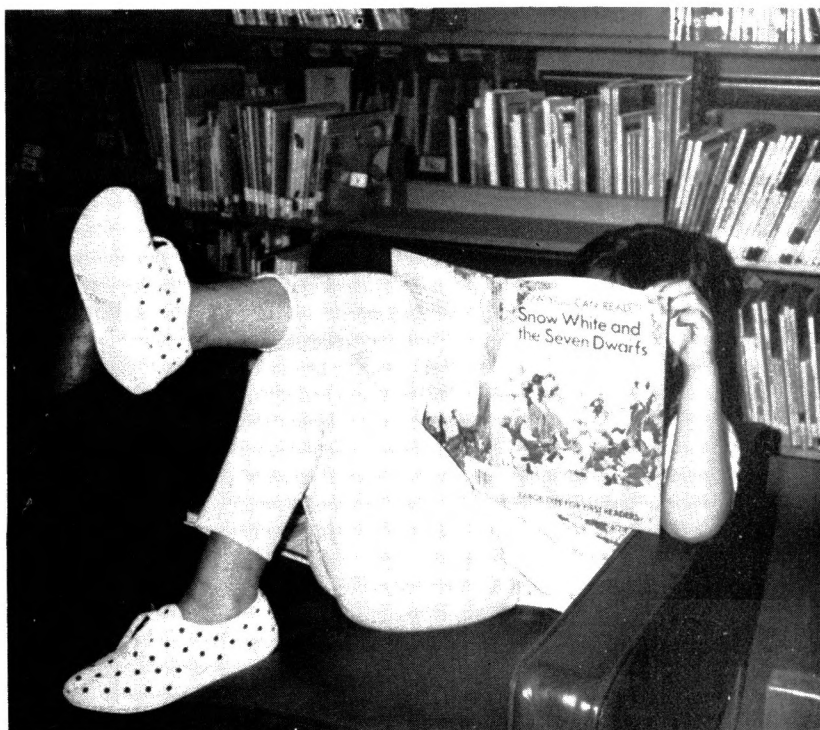
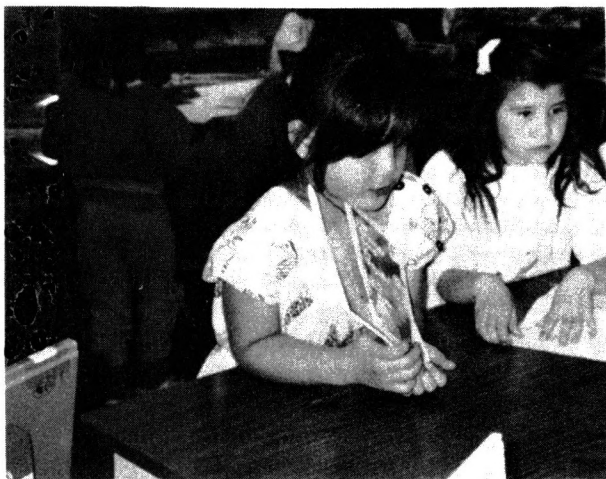
Improvements in other areas in the school began to occur in the 1972-73 school year. A learning assistance centre and a primary integrated day program both evolved at the initiative of the teachers. This school year was the first year of implementation, the previous year having been used for establishing the baselines and planning the program. In the 1972-73 school year there were 1225 visitors, most of whom stayed at least a full morning or full afternoon in the library resource centre. This numerical challenge to the teacher-librarian's time was an indicator of the interest in this new approach to the school library program.

Among the visitors to the program were most of the secondary teacher-librarians in Vancouver, who spent four days each at Selkirk, with a substitute being provided by E.R.I.B.C. to the secondary school. The basis of this practice was the desire to evaluate whether or not there would

be any "vertical spillover" to the secondary schools in the system, which were considered to be a much more difficult venue for change than the elementary.

Evaluations of the program were very positive. An article published by E.R.I.B.C. in its journal (*Edge*, 1973, issue # 1, p. 5) was appropriately titled "Happiness Is a School Library." The article focused on the positive attitudes of students, their involvement in their learning experiences, the variety of activities, and the helpful attitudes of the adults — professional, support and volunteer — as they worked with the students. The "buddy system" of older students reading to younger students, which is still in practice in 1989, was commented on in this article. The animals and models which were "come-ons" in 1973 have been reduced in 1989 to a single Hermit Tree crab called Lightning, since the library resource centre is now part of the students' everyday life and come-ons are no longer needed. The emphasis on student success has not changed, however, but is a constant factor in the program. The stress is still on building on students' innate curiosity and wonder in order to meet their needs, and to ensure that they have a chance for success and happiness.

The snapshot given by this 1973 article is replicated in the 1989 photographs that follow this brief article. They speak louder than words can, that the Demonstration School Library Project at Selkirk Elementary has had a long-term impact on the school program and on the many students it has served for almost twenty years. As student reporter Anne Yu said in an education spot aired by the CKVU television station, students think that Selkirk School's library resource centre is "one of the most exciting school libraries in British Columbia."



TIDBITS - FROM THE BCTLA NEWSLETTER and THE BOOK-MARK (About 25 years ago - the midway mark!)

by Trish Maskell, teacher-librarian, Crofton House School, Vancouver

HOW THINGS HAVE CHANGED!

- February 1960 - Treasurer's Report at January 29th showed: Bank balance . \$57.33
Petty cash \$ 7.07 Total
\$64.40

- *What a change and we can still use more money in the budget!*

- October, 1962 - "Greetings to all our members, in our first newsletter of 1962-63, and there are 164 of us to greet!" - *Look how we've grown!*

- October, 1962 - "DO WRITE. DO RENEW YOUR MEMBERSHIP. DO JOIN YOUR BC TEACHER-LIBRARIANS' ASSOCIATION: Fees are \$1.00 per annum." - *Why does it always seem so much cheaper in the old days even taking inflation into account?*

- June, 1963 - "The BCTLA Chapter from Greater Victoria, which includes twelve secondary schools, reports that a mobile stenographer is employed now to assist school librarians by spending three or four days in each school typing letters, lists and cards."

- June, 1963 - "In Delta, under the enthusiastic direction of the District Superintendent, Mr. Bill Reid, a basic collection is being placed in each elementary school, and all larger elementary schools hope to have school librarians in the near future."

- October 1962 - "Miss Evelyn Cruise, Schools Librarian, Vancouver School Board, spoke well about BC's and particularly Vancouver's developments in the field, and outlined for us the system of co-operation worked out between the schools and the Vancouver Public Library. Vancouver now has central library rooms in both secondary and elementary schools, but the ordering and processing of the books are centralized in quarters provided in the main building of the Vancouver Public Library." - from a



report on the Pacific Northwest Library Association Conference, Aug. 25, UBC. *It wasn't all that long ago that public and school libraries were closely intertwined!*

- **October, 1965** - "Rapid changes in British Columbia schools have been bedeviled by the lack of sufficient numbers of trained and experienced teachers. This is now a problem that district superintendents also face when trying to establish libraries in the numerous large elementary schools." - *This one may soon have to switch over to the "Some things never change column! Will the circle be unbroken...*

SOME THINGS NEVER CHANGE!

- **April 1960** - "The BC Library Association and the BC Teacher-Librarians' Association in conjunction with the Committee on Liaison with Asian Libraries of the Canadian Library Association, sponsored a conference on the above theme (Asia and Canadian Libraries), held at International House, University of British Columbia on Saturday, April 2nd, from 9:30 a.m. to 12:30 p.m. This was one of a number of sub-conferences held at the time of the Western Regional Conference sponsored by the Canadian National Commission for UNESCO on the theme "Asia and the West: Canada's Role." *Shades of the Pacific Rim all those years ago!*

- **June 1962** - "Whereas the BCTLA has for a number of years recommended that The Library manual for Public Schools of BC be revised, BE IT RESOLVED that the BCTLA ask the Department of Education to select a committee and have The Library Manual revised. (submitted by Mr. Mattice.)"
- Annual General Meeting, June 1962. *Sometimes you really get a feeling of deja vu - scary!*

- **March 1963**

- "The books we read when we are young are
The most important books we will ever read.
They reach us freshly.
They enter our minds at a time
When our minds are as open as the prairies
were
To the first settlers

They can bring the whole world to us,
And,
If the world they bring is a true one,
They are almost more valuable
Than school.

- Message from HUGH MacLENNAN as patron of Young Canada's Book Week in 1961."
Right on, Hugh!

- **May 1963** - "There is no room in the profession for pettiness, for disgruntled people, for those who feel that professional training cannot benefit them - in short there must always be full co-operation in striving for common goals in education." - Editorial - Mrs. Grace D'Arcy

- **June, 1963** - "As reflected in the increased activity of the British Columbia Teacher-Librarians' Association in the past two or three years, school libraries are on the move. Many teacher-librarians feel that we are ready, in this province, to rocket to a new concept of school library service. ...As teacher-librarians we must accept the changing role of the school library. To meet the needs of space-age education, we, ourselves, must accept the library as the true materials center of the school - the fountain of learning. Surveys have shown that the librarian, not shortage of funds, is the single greatest obstacle to progress in library development." - Harry Newsom, President BCTLA - *Ouch!*

- **March, 1964** - "Since the Authorized List was published in 1955 many changes have taken place in the world around us. There has been an explosion of knowledge as well as of population. The curriculum is expanding and the emphases have changed. References that were satisfactory ten years ago are now sadly out of date." Guest Editorial - Mr. Bruce A. Barr, Research Assistant, Division of Curriculum of the Department of Education. - *Twenty-five years and we're still singing the same song!*

- **December, 1965** - "Notes and News" makes its first appearance in the BCTLA Newsletter. - *Honest! We didn't know there had been a predecessor when we named the present column.*

- **November, 1966** - "You will note the new title; in fact, the first title for a BCSLA newsletter. We thought that the newsletter of such an important body of people as the school librarians deserved a name. We thought of several:
The Shelf-list - too prosaic
The Catalog - too reminiscent of drudgery
The Libertine - too risqué, and the pun didn't really fit

And so, The Bookmark. Librarians wishing to protest may form a line on the right and take their turn." - *Whew! Did they really want to call us The Libertine?*

OASIS IN THE RAIN-FOREST

School Libraries in Northern Vancouver Island

Personal Reflections of John Ferrari

Where the hell is Port McNeill?

I accepted a half time teaching position in May of 1966 at North Island Secondary School in Port McNeill. Port McNeill wasn't even on the map, although Port Hardy was. Of course it would be an easy drive from Campbell River, up the east coast of Vancouver Island. I didn't realize, until late August, the highway ended at Kelsey Bay. Then you took a five hour ferry ride to Beaver Cove. Wherever that was. Or you drove the six hours via "the back logging roads" to Gold River and back to the east coast to Port McNeill. Wherever that was. After arriving at Beaver Cove I discovered there was still a forty-five minute drive, over more frightening logging roads (only open from 7 am to 5 pm). When I and a fellow pioneer teacher Dave Harrison and his wife and family arrived at Beaver Cove, it was raining. Now it was raining. The windshield wipers could not keep it off. Someone said, "Welcome to the rain forest."

Where the hell was Port McNeill? In attempting to find Port McNeill, you had to keep getting out of the car, in total darkness and in walls of rain, to go over to the seemingly two inch square signs that roughly indicated Port McNeill was "that way". That in itself was a problem, because "that way" was always at the fork in the road. Finally, the last sign and the last "which way" decision was made, and there was Port McNeill. A small logging camp, no paved roads, no street lights, one store, one garage, one hotel: population 462. Teachers were assigned to things called teacherages. As a single teacher, there was not a teacherage for me. I was put up in "the hotel" for over a month. I was later billed for the hotel. To this day I have never paid the bill.

Day two. Where the hell was North Island Secondary School? This brand new "state-of-the-art" consolidated high school. You'd think you could find a new high school in a village of 462 residents. I did find the elementary school surrounded by "portables" that looked more like rabbit hutches. I couldn't find the high school because it hadn't been built yet. Not

only that, the site for the school wasn't even "logged" yet, although the machines were in place on the site.

So I started my teacher-librarian career in half an empty classroom in a "rabbit hutch". I had 1,000 paperbacks ready for the opening day of school, and as an introduction to the unheard of "library".

However, as the school was not yet built, it wasn't even designed. I had the opportunity, upon persistence, to design the library. I discovered the Provincial School Building Code did not accommodate a library for a school being built to house some 500 students. My political career was launched. I'm building the first School District #85 library collection, teaching half time, and convincing the principal, school board officials, the architect, and the contractor that a space larger than 20' x 30' was required. Eventually, after considerable lobbying, the space I determined from CLA standards was allotted.

Rest easy? Not on your life. The library needed to be furnished. I discovered that the principal, Bill Duyvedaardt, had \$100,000 to equip this new school. I convinced him, in all fairness, the library should have at least \$15,000. He gave ten. Another political lesson learned. I ordered Reska shelving, designer tables, upholstered furniture, Bro-Dart accessories, and talked the architect into designing a charge-out desk. Then I wanted paintings and a carpet. Two original Henry Speck paintings hang in the library today. But, hold everything. A carpet! In 1966 who ever heard of a carpet in a school library? The concept had to be discussed at the school board level. Such extravagance! When the presentation was made to the Board, one member commented, in reference to myself, "Where did we pick up this guy from anyway?" The carpet went in, and has since been replaced.

A year and a half later we moved into the new building. Now four times its original size. How was I to move 2,000 catalogued books from one place to another? It was simple. Talk the school bus superintendent into making 3-4 school busses available. Line up a bunch of students with armfuls of books in order. Seat them backwards in the busses, so that when they arrive the books could be placed on the new Reska shelving in proper order. Watch the mud and the new carpet.

The school was officially opened. The mayor and council came to see. When they walked into the library, the mayor, Gerry Furney, spontaneously

commented, "What do you know, an 'Oasis in the Rain forest'". I was bursting at the seams.

I was sure glad I talked the architect at the cocktail party the night before into removing the assigned blackboard (not yet known as chalkboards), and in its place hung the two Henry Speck originals. There are no chalkboards in School District #85 libraries today. Once you get a chalkboard, it's so easy for administration to turn the library into a classroom.

I needed a library clerk. Again, who ever heard of two people in a library in 1966. Everyone knew a teacher-librarian did all the typing and circulation of books. A brief had to be prepared to describe to the School Board what a professional teacher-librarian did. They had no idea. I gathered my strength and invited them to observe me teaching library and research skills. Cooperative teaching wasn't heard of then. However, I had arranged with a teacher to come in while the trustees were there and ask me for assistance in preparing a social studies unit. I was learning about lobbying. I got a four hours a day library clerk. Well, it was a start.

Northern Vancouver Island was growing. New schools were being planned. Existing schools did not have centralized libraries. One day the secretary-treasurer, Alf Wilkinson, asked me if I would like to start libraries in other schools. I agreed. I guess advertising a 3/5 district librarian position coupled with a 2/5 teacher-librarian position, was not necessary. I was able to hire a half time clerk at the district level.

My second library was at Alert Bay. There were years of books collected in classrooms. They were all delivered to the library/classroom. Or I should say dumped—all over the floor. You can imagine the task. I was able to hire a clerk to help. I now had three clerks. So I gathered them together, put them up in a hotel in Alert Bay for a week, and the four of us set out to organize. No processing, no cataloguing, no weeding. Soon, the so-called library was in some order. After yet another brief to the School Board, a second professional teacher-librarian was hired. This process was repeated at Robert Scott School in Port Hardy. Each time gathering a clerk, but no professional teacher-librarian. This was repeated nine times. Each new library came on-stream faster and more easily, because soon I seemed to have an army of clerks invading a school for a week. One school principal was dead set against centralized school

libraries. He was convinced classroom libraries were the best way to go. I spent considerable time attempting to solve the problem, without taking it to the School Board. One day the solution hit me: I hired his wife to be the library clerk. Very soon we had a furnished and carpeted room.

The situation needed further School Board commitment and funding. Long before policy statements were the thing, I convinced the Board they needed a statement. They made their own brief policy to establish central libraries in all schools and fund accordingly, and when the five new schools then on the drawing board were built, these schools would have centralized libraries/resource centers.

Soon after being involved at the district level, I discovered such places as "Isolated Schools". Seven of them to be exact. An "Isolated School" is a one room, multi-graded school in some far-off place, only accessible by airplane. These schools should have equal library service. Thus started the idea of a central library—rotating books. A brief was made requesting such a library, along with a budget for flying. A couple of historic BC coastal Isolated Schools were Echo Bay and Minstrel Island.

Herein started a whole new adventure. Many a tale can be told about flying with bush pilots in Beaver aircraft. The plane we seemed to get most had the disconcerting serial number of 009, the 9th Beaver ever made. Those pilots would seemingly fly in any weather. I developed what became known as the "\$25 000 shuffle". Every time it looked like we were going to hit the dock, or dropped 100 feet, have one wing go under a wave, or just miss a tree-top, I would pretend to shuffle my papers and books so I wouldn't have to look. Nothing ever happened. After chartering Alert Bay Air Services a hundred times, they presented me with a company hat. I would rather have had a spot on a paying TV commercial, attesting to the fact I had flown with them a hundred times and was still able to tell the tale. No such luck. They sold out, and we began to take a helicopter.

The stalwart teachers of those schools (besides teaching seven grades, you had to be able to fix your own light plant) had no communication with the outside world. BC Tel was not yet in the fixed land radio business: I was able to convince the School Board that what we needed was our own internal radio telephone system.

Alas, there are only two of those Isolated

Schools left; however, many a fond memory can be conjured up about servicing the Isolated Schools.

The school libraries to 1975 were staffed by clerks. I discovered something called "Canada Works". I applied for and received a \$100,000 grant which put one clerk in each library for a year. At the same time the School Board approved a \$100,000 two year library upgrading program. We had nice looking libraries, all with the same furniture, but very few books. I suggested that the National Book Center in Toronto, and Baker and Taylor in Reno, fly me to their warehouses. I would buy \$50,000 worth of books from them. They agreed and I went to each place for a week.

What were needed now was professional teacher-librarians. With the aid of Superintendent Mike Roscoe, we were able to convince the Board to hire four teacher-librarians above existing staffing formula. After brief in-service on how to interview and hire, I started on a new career. I often wondered if I could pass my own interviews.

Up until this time there was no such thing as a separate library book budget. It was relatively easy to point this out to the superintendent and secretary-treasurer, who created a budget category of \$3.00 a pupil. A start anyway. It's now \$13.00 a pupil.

The libraries were book libraries. The School District had no other media collection. The concept of a District Resource Center was born. This time they advertised for a full-time resource center coordinator/district librarian. I applied and in 1975 got the job. Finally I could work on all the concepts full time.

After meticulously working at establishing thirteen libraries, staffing them with some professionals and some clerks, tragedy struck. The Robert Scott School burned down in late 1974. The library clerk and I stood in tears, watching, helpless at 5 a.m. The just-started resource center was boxed up and moved out of the two classrooms it had occupied; I moved back to being a teacher-librarian from whence I started in 1966, and waited.

While driving around Port Hardy, I noticed a four-wide trailer unit, empty and for sale. I rushed to the secretary-treasurer, who agreed to put the purchase concept before the Board. They bought it, and moved it, and we were back in business. This time with a full fledged budget and a staff of three,

including a media technician.

By 1977, I had a staff of seven professional librarians and thirteen clerks. An advisory committee of librarians was formed. The first thing we did was to become a PSA. The second thing we did was to draw up a library policy and a selection policy.

In 1980 the Board accepted the policies. We now had 13 professional teacher-librarians, and clerks in each library.

For years I had been looking at CLA standards of 30 titles a pupil. In 1981 I decided to take a survey. Including resource centre holdings and school library holdings we had reached the standards and were lending media at the rate of one item every 26 seconds during the school day.

In late 1980, the School Board decided to build a new office building. They were going to sell their present office portable, and the Resource Centre portables. Where was the Resource Centre to go? Are the plans for the new building prepared? NO. I wondered about the basement of the new building. As it happened the site chosen seemed to be on a rock. But the rock only came half way under the building. They would have to build high or include a basement. If the top level was on top of the rock, why couldn't the lower level be on the lower part of the rock? I presented my idea to the secretary-treasurer and the architect. When the plans came out, the Resource Centre was on the ground level and the Board Office was on the second level.

In late 1981 we moved into the ground floor of the new building. After all teaching resources do provide the groundwork for any educational system. We had a staff of three and a half, including an electronics technician, and offered teachers "Resources Unlimited — just about".

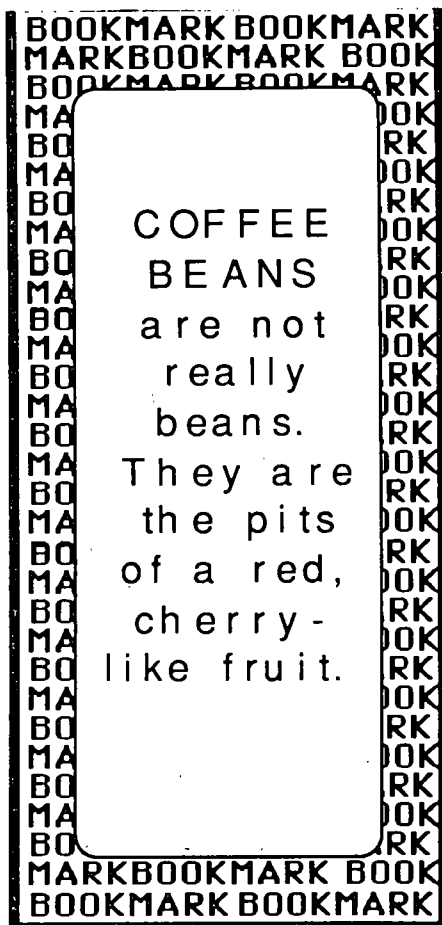
Rest easy. Not on your life. Restraint hit. Why did restraint hit school libraries so hard? With the so called information explosion, and advent of computers, I have never been able to figure it out.

Our library budget was cut in half, the media technician position was terminated, a resource centre clerk was let go, four teacher-librarian positions were not renewed, elementary library clerks were eliminated, and I was placed on half-time. Exactly where I came onto the scene some 15 years earlier. However, today the situation is almost back to where the

Library Policy says it should be.

I started a school library system from half an empty classroom in a "rabbit hutch" and was able to see by the time of my retirement, which is coincident with BCTLA's 50th Anniversary, a well developed, integrated system that the community can be proud of. A system, operating on the collegial advisory levels in the areas of resources, educational television, computers and text books. A system of 13 integrated, attractive, well-stocked library collections, with one library working on automation. A system staffed by outstanding professional teacher-librarians assisted by dedicated clerks. A library system serving 3 000 students with an inventory of over 30 titles a student with a value exceeding five million dollars, complemented by a Resource Centre holding an inventory worth over half a million dollars, offering unlimited resources to teachers—just about.

Fourteen "Oases in the Rainforest".



WHO ARE THE PIONEERS?

by CHRISTINE SPRING-GIFFORD

Don Hamilton, champion of school librarianship, has earned the reputation of being one of the most outspoken leaders in the field of school librarianship. This outspokenness, however, comes from a deep personal conviction of the importance of good school library programs.

Hamilton, like many other members of the profession, came to school librarianship by way of teaching. Having become interested in libraries while growing up in Calgary, Hamilton had intended to go into library work after graduating from university. He even went as far as to look into an internship with the Calgary Public Library. However, the need to financially support his growing family led him to seek a more lucrative position as a teacher in the outback of Ontario.

School libraries in the mid-sixties were at a rather sad state of their development. Therefore, when Hamilton approached his first principal about working in the library he was enthusiastically accepted on the condition he would take some courses. Hamilton's motives were not completely altruistic. To use his own words, "It looked like it was easy. I determined that if one could be a school librarian it would be much easier than attempting to teacher 200 odd students the mysteries of English composition and the marking thereof."

Hamilton was fortunate to take library courses from Margaret Scott who recognized his potential as a teacher-librarian. Encouraged by Scott, Hamilton went on to complete a Master of Library Science degree from Kalamazoo, Michigan and also to become very involved with the Canadian School Library Association (CSLA).

Armed with his new degree, Hamilton accepted a position at the University of Victoria as education librarian and professor of school librarianship. These new endeavors proved to be very challenging. However, as usual, Hamilton met the job head-on and was soon able to boast a successful school library program and a model curriculum lab.

Hamilton also made his presence felt in CSLA. He was not afraid to speak his mind, to play the

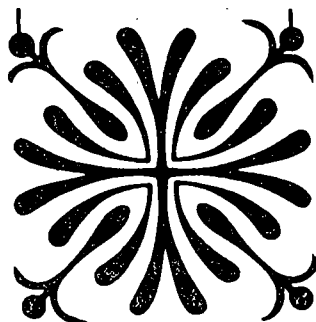
Devil's Advocate, or to question tradition. He will be remembered by many, to use his own words, "as one of the young Turks" who quickly rose to the chairmanship of CSLA while challenging the old guard all the way. Hamilton will also be remembered for his efforts to promote Canadian Materials, the publication that began in the International Year of the Child and later, in periodical form, became an important reviewing source for new materials. His tour across Canada on a shoestring budget to promote Canadian Materials was only one example of his dedication to school librarianship.

However, perhaps one of Hamilton's greatest contributions has been the conference held at Pearson College on Vancouver Island. Realizing that short-term conference and workshops do not allow for the complete immersion in school librarianship, Hamilton organized a week-long conference bringing top speakers and teacher-librarians together. This immersion, Hamilton realized, was an important way of getting people so tied up in the profession that it became a passion. Such a passion, Hamilton recognized, was necessary if new leaders were to emerge.

Hamilton's own passion for school librarianship still exists. His years of devoted effort have made him an established leader. This recognition recently earned him the prestigious Margaret B. Scott Award. This honor would surely have pleased his teacher, Margaret Scott, who encouraged him so many years ago.

Note—This article is based on an interview of Mr. Hamilton conducted by Art Forgy in August, 1984.

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CURRICULUM AND LIBRARY RESOURCE SERVICES AND PROGRAMS IN BRITISH COLUMBIA: 1850-1980

by BARBARA HALL, teacher-librarian,
Duchess Park Secondary, S.D. #57 (Prince
George).

The development of school library programs in any historical context must begin with the first Canadian attempts to provide resource materials beyond the textbook, whether these resources might have been a collection of books stored in a dingy locked cupboard or titles lined up on the wooden shelf under a classroom window. As adequate facilities, resources and staffing are the building blocks of any school library programming, some mention must be made of the origins of these foundations.

Egerton Ryerson as Chief Superintendent of Education in Upper Canada was responsible for the establishment of "common school libraries" in the School Act of 1850. This act and the Rules and Regulations of 1853 might be called the first "library law" in Canada. Ryerson was influenced by Horace Mann's and Henry Barnard's fight for educational opportunities for the common man in the United States. As early as 1839, Mann had advocated public libraries in all American school districts in support of the caveat that students limited to a textbook would "contract the habit of being content with ignorance". (Davies, 1979, p. 28). Although these collections were referred to as "school libraries", they were really intended for community use but were kept under the tight control and funding of school authorities. Ryerson, like many nineteenth century educators, believed in the value of a book as a source of intellectual exercise and moral training. Books were "exemplars of the past" and the sole purpose of common education in this period was to "cultivate the intellect" by exposing students to the great classical works of the western world. (Tanner, 1980, p. 67).

With this premise in mind, Ryerson created a select catalogue of very didactic and utilitarian titles

which were only available from a central depository. This method of centralized book distribution was probably the forerunner of many later provincial textbook branches and recommended departmental basic lists of supplementary books for school libraries. Ryerson's adherence to strict selection policies appeared in a directive issued from the Council of Public Instruction: "No consideration would be given to works of a licentious, vicious or immoral tendency, or hostile to the Christian religion". (Stubbs, 1966, p. 14).

Although many of these common school libraries were established in Upper Canada between 1850 and 1870, lack of funds and poor management caused the system to disintegrate to the point of almost disappearing by Ryerson's retirement in 1876. Subscription, association and apprenticeship libraries such as the Mechanics Institute replaced the common school libraries and their services laid the foundations for later public library development.

In the late nineteenth and early twentieth century, most educators still believed in a rigid doctrine of mental discipline. The curriculum was usually isolated from human experience and verbatim memorization and rote learning were the accepted methods of the day. The textbook determined the curriculum as it was the sole source of knowledge, "the alpha and the omega of classroom teaching". (Davies, 1979, p. 28). This traditional concept of learning was evident in the first Free Public School Act of British Columbia in 1872 when no mention was made of supplementary reading or library facilities. Funding was only provided for an "authorized uniform series of textbooks". (Sbrocchi, 1972, p. 3). Later legislation did make some attempts to establish classroom collections with a grant of 50 cents per pupil up to \$50 per school for the purchase of library books. All titles were to be approved by the Superintendent of Education.

In larger schools in the Vancouver district, a few centralized libraries began to appear by 1920. Unfortunately, in the School Act of 1919, books were still to be "kept under lock and key" when not on loan but a reference dictionary was to be kept outside the room which "pupils above the junior grades should know how to use". (Sbrocchi, 1972, P. 5). Rosoff (1971) described education of the first two decades as a rather "sterile and unimaginative process" with the school library, if it existed, used as a glorified study hall and books only borrowed for personal reading. Davies (1979) refers to the "two by

four" concept of education in this period (between the covers of two books and the four walls of the classroom) which viewed the library as a book dispersal and storage center.

From the 1920's to the 1940's, under the influence of Dewey, Bobbit and Freud, some attempts were made to move away from a traditional textbook orientation to make some kind of provision for individual differences and for the use of information for reasons other than indoctrination and intellectual virtue. This "progressive" education movement argued that the curriculum should meet the needs of society and the needs of the child. Demands for social reform and developments in the behavioral sciences formed the basis of programs that were more relevant to the life experience of the learner. (Tanner, 1980). Textbooks began to list problems for further study and book reports, formal debates and essays became popular exercises that promoted more use of non-subject oriented materials. In this attempt to "substitute critical thinking for rote memorizing", the library could provide a variety of materials to supplement the textbook and librarians and teachers began to "give some attention to the problem of formal library instruction". (Rosoff, 1971, p. 50). One of the first books on school library management and programming was published by the American Library Association in 1930, Lucille Fargo's The library in the school. This handbook helped the few librarians and teachers struggling to establish centralized collections in the urban areas interpret the function of the school library in terms of the changes taking place in education.

Materials and facilities were unfortunately lacking in the rural areas of British Columbia as the local tax base could not support the luxury of a library in a two room school. With the formation of the Public Library Commission in 1919 and the creation of an "open shelf library service" in Victoria, some supplementary sources of information were made available to teachers and students in remote areas of the province right up to the 1960's.

The 1925 Putman-Weir report, Survey of the School System, devoted a full chapter to recommendations for school libraries and suggested that they be staffed by trained librarians who could "instruct students on the use of books and libraries". (p. 547). The authors of this report were upset with methods of teaching to competitive examination from uniformly prescribed textbooks.

Whether the new spirit in modern education manifest in such methods as the socialized recitation, project activities and the Dalton plan which depend primarily on an intelligent use of the library will rescue the educational systems of Canada from the grip of the formal disciplinarians and examination worshippers is a question hardly admitting of serious doubt. Our schools and teacher-training institutions are slowly responding to the new currents of pedagogical thought, but the spirit of progress seems scarcely to have made its influence felt in the improvement of rural and many urban school libraries. (p. 326)

The depression years closely followed this report and brought drastic cuts in school budgeting which only pushed library development further down the list of provincial priorities.

The end of the depression marked a new era for school libraries in British Columbia. In 1939, the Vancouver School District established centralized libraries in all their elementary and secondary schools with the Public Library system doing the ordering and cataloging of the collection. Each school had a core reference collection supplemented by a traveling pool collection from the Public Library. This demanded in-service training for school librarians and the first move was made to conduct short courses at summer school sessions at the University of British Columbia in 1939-1940. The Vancouver system was to have an effect on school libraries throughout the province but the "gap between the standard of service available in Vancouver that available elsewhere in British Columbia was not bridged until the 1960's". (Sbrocchi, 1972, p.13).

The year 1939 also marked the beginning of a branch of the B.C. Teacher's Federation, the B.C. School Librarian's Association. From its inception, this organization has been the moving force behind school library development in the province. They have provided the leadership and support to the many skilled and intelligent teachers who fought desperately for high standards of library service and programming over the years.

During the inter-war period, it is rather surprising that more active library development was not associated with the "progressive education" child-centered movement as the library method of instruction "represented an alternative to the formal mechanical processes of classroom instruction involving

textbook reading and daily recitation so often eschewed by a sizable group of progressive educators". (Morrill, 1981, p. 145). Many of these educators did not see the school library as a means of individualized instruction. Kilpatrick and his "project method" of instruction actually promoted a hostile attitude towards books as he felt there was a danger in books becoming a substitute for "real experience". On the other hand, Aikin in his report on the Eight Year Study of graduates from the progressive schools of 1932 to 1940, observed that: "the school librarian is no longer the forbidding guardian of the sacred books; she has become just about the most useful person on the school staff". (Morrill, 1981, p. 148).

British Columbia curriculum in the 1930's and 1940's was influenced by this progressivism or "new education" as teachers experimented with the "activity method" or "enterprise" whose aim was "to motivate the child to learn by organized group activities". (Johnson, 1964, p. 64). The leading exponent of this movement in Canada was Donald Dickie with her book, The enterprise in theory and practice (1941).

As a result of wanting subject content to be more "meaningful" to the child, audio-visual aids became the means of breaking away from textbook-centered teaching. To meet this need, the B.C. Department of Education established a Visual Education Department in 1946 and School Radio Broadcasts in 1943. This was the beginning of a multi-media approach to learning and later influenced the materials stored in school libraries.

It is interesting to note that the first Manual for small school libraries was issued by the Victoria Public Library Commission in 1940. The manual was an attempt to guide teachers in standard library practices. Most of the text was devoted to mechanical processes but the last section listed a series of suggested lessons for teaching the use of the library when the need arose. In effect, this was the first recognition of the teaching function of the school librarian. The irony of the publication was that the provincial government was still only contributing \$50 per school per year for library materials and only large districts such as Vancouver had established any kind of centralized libraries in their schools. Although "progressive" education projects were supported by the department, they were not supplying the materials to make this method of teaching possible.

Larger school administration units were established by the Public School Act of 1946 and composite secondary schools began to appear in larger communities throughout the province. As the interior towns increased in population, there was a demand for better equipped elementary and secondary schools with library rooms. The Board of Trustees in the larger communities made a genuine effort to equip their schools with library and reference books in order to carry out the new programs. As the provincial Department of Education still gave little help in funding, it was rather amusing to read the statement made in the 1946 Programme of studies for the junior high schools of B.C.:

As new methods in school technique are developed, the school library becomes more and more the centre of the activities of the school. New curricula and modern methods makes demands which can be met only by adequate library service within the school itself. The library is the heart of the school and as such its influence radiates to every department. (p.203)

This course of study also included a list of library skills with compulsory library periods to be part of the curriculum at the junior secondary level.

In the post war period, the library never quite rose to the expectations of being "the heart of the school" in that library development was hampered by an anti-intellectual attitude and a scoffing of "life adjustment education" by conservative groups. The cold war fostered a "trend toward conformity which discouraged the open discussion of controversial issues in the classroom. The result was a neglect of school libraries and a disregard for the benefits of diversified reading." (Rosoff, 1971, p. 51).

The 1950's found mounting attacks on Progressivism and schools were attacked by Pestor as "educational wastelands" and by Lynds as breeding grounds of "quackery". In Canada, Dr. Hilda Neatby's book, So little for the mind (1953), echoed this uneasiness with the achievements in public education. When the Russians pierced the space barrier with the first sputnik in 1957, more fuel was added to the public cry for a critical examination of the educational system. British Columbia teachers were charged with being overly influenced by the ideas and methods of American Progressivism.

In the "light of world conditions", the Government of British Columbia appointed a Royal Com-

mission to inquire into, assess and report on "the various phases of the provincial education system with particular attention to programs of study and pupil achievement". (Johnson, 1964, p. 256). The Chant Commission (1960) concluded that the general aim of the public school system in British Columbia should reflect an increased emphasis on the basic subjects of the curriculum which would promote the intellectual development of the student. They also felt that any techniques such as the "project method" should be a supplement and not a substitute for "didactic instruction". A great stress was once again placed on subject content.

Although the Commission recorded that many schools had less than sufficient books and no qualified librarians, they suggested the need for better library instruction and more use of the library as a reference center. "Library periods should be devoted to diligent search and study and not used as times for mere browsing for pleasure. The school libraries should be well supplied with reference works". (Chant, 1960, p. 363). Just how these recommendations were to be carried out with an annual budget of \$3 per pupil was a mystery left to the local school board, the principal and/or the librarian to solve.

By the end of the 1950's, the B.C. School Librarian's Association and many principals and teachers in individual school districts, who were interested in new developments in curriculum, saw the need for a variety of experiences for the individual child and the need for the services of a centralized library in every school. The cry for better training of school librarians was answered by the University of British Columbia in 1957 when several courses leading to a Bachelor of Education degree with a library speciality were offered. The graduates of this program, aware of the value of organized and well selected book collections, were to make a strong impact on the districts in which they were employed.

A revised version of a 1948 Library manual for the public schools of British Columbia was issued by the Department of Education in 1955. It suggested that a teacher-librarian have definite time assigned to the library each day in all school with enrollment over 100. The manual stressed the practical administrative procedures and routines of organizing and maintaining a collection but little space was devoted to instruction in the use of the collection.

In the School Building Manual of 1962, a school with an enrollment of 412 was permitted to build a

separate room for library purposes provided that space was counted as a teaching area and used to register a class. This encouraged the practice of using the librarian to do some of the teaching for the registered class in the library room which left little time for other students to use the facilities. Library period became another scheduled "subject" for students to take and searching skills were taught in isolation from the rest of the curriculum. Many schools boasted about individualized instruction but subject areas were still very compartmentalized and most teaching was confined to the classroom. The lack of qualified personnel also helped to inhibit the development of any quality library service or programs at this time.

During the 1960's, expanding enrollments and a better economy coupled with revolutionary social changes and technological advances, helped to accelerate the development of school libraries. It was a decade of "explosion of knowledge and the explosion of information in all forms" and educators began to realize that many of the "new educational programs had little chance of succeeding without the support of good library resources and services". (Scott, 1972, p. 118). Brunner, in The process of education (1960), advocated the discovery or inquiry method of learning which provided a sharp contrast to the closed walls of the classroom. Taba in Curriculum development: theory and practice (1962) observed that "teachers must provide individuals with a variety of modes of learning: reading, doing research, writing, experimenting, observing, analyzing, manipulating and constructing if they are to have equality of opportunity to learn". (Tanner, 1980, p. 420). Other advocates also suggested a change toward more individualized learning and inductive teaching which created a need for informational resources and services to be readily accessible within the school. The formation of the Canadian School Library Association in 1961 also gave teacher-librarians in British Columbia a strong support organization to help them make the public more aware of the new informational needs of the learner and the librarian's role in the process of teaching and learning.

One of the recommendations of the Chant Commission in 1960 was followed up in 1964, when F.P. Levirs was commissioned to do a Survey of British Columbia school libraries. In this survey, he compared the status of school libraries in the province to the Standards for school library programs published by the American Library Association in

1960. He soon found that the provision of library services in the schools of British Columbia was far below these standards especially in elementary schools with enrollments under 500. Most schools did not even meet the standards suggested by the B.C. Library Manual of 1948, never mind the revised 1955 version. Of the elementary schools reported, only about 15% had any kind of centralized library room while 85% of secondary schools reported had centralized library rooms. Many of the teachers employed as librarians had little training in library work and only 5% of the schools met the minimum figure for book collections recommended by the American Library Association standards. Levirs (1964) recommended that: "no classroom library can provide the total range of material essential to the encouragement of good reading and reference habits" (p. 8) and "the librarian must have time to perform the main function of organizing and administering the library so that it is an integral part of the instructional pattern in the school". (p. 48).

In 1967, the Canadian School Library Association issued the first written statement of the role of library service in the Canadian educational program. Standards of library service for Canadian schools recommended both qualitative and quantitative guidelines for good school library service. "A library without a program is not a library" (p. 4) challenged the traditional concept of the library as simply a collection of materials. Good service was outlined as a "planned program" which provided for teacher and student needs in regards to instruction, enrichment and recreation. Although the report stated that "the unique role of the school library was to serve the instructional needs of students and teachers" (p. 5), "the school library has another role, that of helping students to acquire critical judgement, desirable social attitudes and learning habits through the development of library skills" (p. 6). This statement and others stressed the teaching and guidance role of the school librarian. Perhaps the central focus of all the recommendations for standards in library service is best summed up in the following excerpt:

Essentially, the school library is an integral part of the school. It is an accepted principle that the aims of a school library will reinforce the aims of general education; e.g. if an aim of general education is to develop an individual to the full extent of his potential, the library will recognize each pupil's needs in the areas of reading for personal interest and information and the development of the necessary skills essential to

independent use of all materials of learning.
(p. 2-3)

The standards set down by the CLSA in 1967 and the recommendation of the 1964 Levirs report were reflected in a new Library manual for the Public Schools of British Columbia issued by the Department of Education in 1968. Members of the BCSLA worked closely with the department in designing this handbook. Once again the manual was a very practical outline of procedures and routines, but this time, an entire section was devoted to the role of the library and the library instructional program in the school. A statement made in the introduction to the manual reflected the change in the 1960's to an emphasis on learning rather than teaching.

As a result of the prodigious explosion of knowledge and the changing practices for increased individual study, the unique importance of the library is recognized as never before. It is therefore imperative that the library provide efficient services and resources equal to meeting this challenge. (p. 3)

The library was still described as the "heart" of the curriculum and a trend toward inquiry and skill development rather than an emphasis on subject content was reflected in the section on the library instructional program: "the most important things for students to learn in the library is how to find, extract and organize the information available there". (p. 8). Mention was also made of the need for teacher/librarian cooperation in planning library assignments and the teaching of necessary research skills. The manual stressed the need for the library to be integrated with the classroom and suggested that the media program be based on the needs of the students. Other references to the role of the librarian in reading guidance and their part to play in the development of pleasure in reading as a "life-long habit" stated some of the objectives school librarians had been working toward for the past twenty years. Hints at flexible scheduling and free student access to the library throughout the school day reinstated the need for adequate staffing to develop the services and programs of the library. When suggestions for library work also began to appear in the departmental courses of study for Language Arts, Social Studies, Science and English, the guidelines outlined in the 1968 manual were reinforced.

The B.C.S.L.A., as well as many principals and teachers, soon became concerned over the lack of

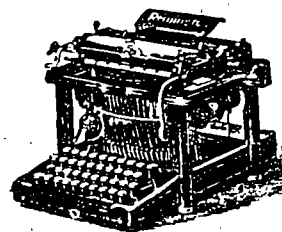
action by districts in implementing the recommendations of the Levirs 1964 survey. In 1968, the British Columbia Teachers Federation and the Education Research Institute, felt there needed to be an evaluation of existing library services in relation to the modern curricular objectives of individualized instruction and the new technological innovations and advances in media production. John S. Church was commissioned to do a survey and published his report, Personalizing learning, in 1969. In a summary of this report Mr. Church states:

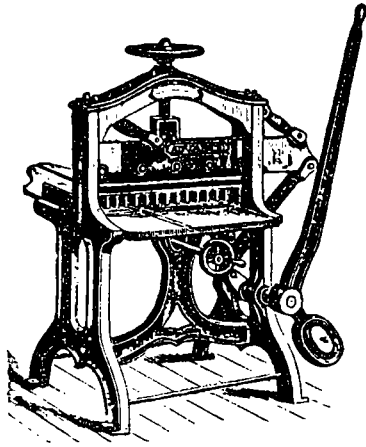
As a learning centre, the library provides a major means of personalizing and humanizing educational. It can challenge, excite and lead pupils to new depths and to new areas of knowledge. It can activate and liberate and this makes pupils independent learners. (p. 18)

As he looked at what was actually happening in school and district libraries throughout the province, he commented:

It is both ironic and tragic that new curriculum developments require the implementation of new library standards, when apparently not a single district in the province has even attained the goal of ten books per pupil recommended in the 1964 survey. (p. 9)

Unfortunately, he also found that only about 50% of elementary schools even had a centralized library. The report made 44 recommendations for the improvement of library service and programs in the province which were to be implemented over a period of three years in an attempt to realize C.S.L.A. standards. He felt that schools must work toward a pupil-oriented rather than teacher-oriented library by changing the concept of the school library from that of a "book warehouse" to that of a "supermarket" of multi-media resources which would be the main "marketplace" for learning.





With a change in provincial government, two recommendations of the Church report were followed up during the next few years. A demonstration school resource center was set up in Lord Selkirk Elementary School in Vancouver to study the improvements in total educational performance of pupils in a school with expanded and enriched library resources. Capital grants were given to school districts to increase school library collections up to 20 books a student. This was to be followed by an equal capital grant for audio-visual materials. Unfortunately, this grant never came into being as the polls elected a new governing body that did not consider school libraries an educational priority.

The Church report received a great deal of publicity in the province focusing the attention of many principals, teachers and librarians on the need for improved library services and better training for teacher-librarians. The emphasis on the teaching function of the librarian increased the pressure in many districts for support staff, centralized technical services and flexible scheduling.

The swing to a skills model of learning as well as a trend toward methods of scientific inquiry with carefully planned "behavioral and performance objectives" and "learning outcomes" in the late 1970's saw new programs of study becoming more structured and more dependent on prescribed packaged materials and testing. The influence of Bloom's "mastery learning" plan was seen in the scope and sequence charts developed for the acquisition of skills at various grade or age levels. Cries of "back to the basics" led to a concern with the "lifetime" skills an individual would need to survive in a complex and changing technological world.

As a result, the Department of Education issued a Guide to the core curriculum in 1977 which outlined the basic skills a student should learn before leaving

school. "Goal K" in the document, "the development of research and study skills is essential in all fields of learning and it is the responsibility of all teachers to encourage this development whenever possible" (p. 29), challenged both teachers and librarians to make more effective integrated use of learning resources. As noted in the ministerial statement of library policy in the new handbook, Sources and Resources (1978), "the concept of the library as central to the educational process in the elementary and secondary school has gained acceptance since the emphasis in education has gravitated towards the individualization of instruction and towards development of research skills". (p. vii). The new standards for Canadian school libraries as outlined in Resource Services for Canadian Schools (1977) also discussed the cooperative planning of research skills to help students make effective use of resources and the need for "active participation of the librarian in the development of curriculum and the implementation of programs designed around the use of learning materials in all media". (p. 12). The teacher-librarian was now faced with the task of encouraging teachers and students to discuss problems, assignments and materials if the media center program was to assist, enrich and initiate activities that supported an integrated curriculum.

The change from one curricular movement to another whether it is a broad fields curriculum, an experience based curriculum or a core curriculum, has had an enormous impact on collection development and media programs as each movement has demanded more and more resources. Hug (1975) writes:

The staggering problem of providing an adequate information base for schools as they move from one curriculum design to another has too frequently blocked effective integration and encouraged library media programs to develop independent, bureaucratic structures of their own. Consequently, the media program is viewed as a competing entity among other discrete entities in the total education program, rather than a necessary component that must function in specific ways if programs are to be developed and implemented. (p. 37)

This attitude has too often led to formal library instruction with the mechanics of research taught as an isolated skill. Hopefully, the "accountability" of the 1980's and the move toward province-wide testing and narrow performance objectives will not

stop teachers and librarians from breaking down subject matter barriers and attempting to integrate knowledge with the needs of the student. School librarians must be "advocates for students and teachers to teach survival skills in information management and to make school library media centers stimulating environments for learning in non-traditional modes". (Clark, 1979, p. 369). If we are going to look for educational change in teaching and learning in the next two decades, we must view "learning as a lifelong process" and realize that the "aspirations and abilities of the student are best served when the student's learning experiences are at least partly self-directed rather than selected by teachers". (Shane, 1977, Cardinal principles for education change: 1976-2001). A society living in the age of computers and satellites can no longer be satisfied with "talk, chalk, cells and bells" (Davis, 1979, p. 29), but must "develop and maintain a library media program that will serve as the launching pad for learning take-off, will provide not only the fuel to power the thrust for learning but also the flight plan, and then provide the needed expertise in readjusting the flight plan to accommodate unexpected adventurous flights of fantasy". (Davis, 1979, p. 32).

The following excerpt from Church's study of "personalized learning" in 1971, sums up the role of the library in the education program.

What a school thinks about its library is a measure of what it feels about education. The school which sees education as something it does to students will have a small, attractive and well-patrolled, and unused library. The school which thinks of education as something it helps students to do for themselves will have a large, active, busy library in which the kids are moving about, learning from materials and from each other, and creating an atmosphere of people in pursuit of something. (p. 4)

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CHAPTER VIGNETTE HOPE IN THE 1970'S

School libraries were first established in Hope in the 1950's, and by the early 1970's all schools had libraries. Originally Hope was part of the Fraser Valley East Regional Chapter of the BCSLA. In February, 1978, the Hope Chapter was founded as a separate member, and by June of that same year it had expanded to include Agassiz-Harrison. The main concerns of these 1970's years were the implementation of Sources and Resources, the creation of a District Library Handbook (which included statements on staffing, funding, teacher-librarian qualifications, services and programmes), and the promotion of the affiliation with the Fraser Valley Regional Library system. A good, cooperative relationship was established and led to joint celebrations of National Book Festival Week and other notable events. By now, the Chapter had a high percentage of membership and was active both locally and provincially. These were the highlights of the 1970's in Hope.

Hope Chapter

CHAPTER VIGNETTE PRINCE GEORGE IN THE 1980'S

The 1980's brought a time of severe reduction of district support for school libraries in Prince George and around the province generally. Many district co-ordinator positions were terminated or vastly reduced, and the time spent in library support services was cutback. In 1984, Prince George formed a Learning Resources' Advisory Committee to help maintain some of the services lost to restraint. It included the Director of Curricular Services and seven teacher-librarians – one of whom would be the current president of the local chapter of the B.C.T.L.A. Due to the district cutbacks the LSA had to assume a leadership role for school libraries in Prince George at this time.

The major accomplishments of this time period featured the Board's acceptance of a Learning Resources Policy for the district. The local chapter also planned two provincial conferences--one in 1981 and the other in 1986.

The 1981 conference was co-chaired by Anne Rowe and Bob Taverner and it was held at the Inn of the North. Nancy Polette was an inspirational luncheon and workshop session speaker--and David Ricardo Williams an unforgettable breakfast speaker. Inspirations, a locally produced booklet of library teaching ideas was available to registrants.

Tiu Noukas chaired the organization of the 1986 conference "Branching Out" which featured local resource persons. Inspirations II was available for registrants and Ann Walsh, author from Williams Lake, was an entertaining and thought-provoking breakfast speaker. Monica Hughes, the featured dinner speaker, just made it through her perfectly-timed speech in order to catch the plane back to Vancouver! Plane schedules were a problem at this conference.

The local chapter is alive and well and looking forward to remaining an integral part of educational change in B.C.

PGDTLA

A HISTORY OF BOOK SELECTION AND CENSORSHIP IN THE PUBLIC SCHOOLS OF BRITISH COLUMBIA

by DIANA M. POOLE, teacher-librarian,
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Over two thousand British Columbia high school students signed a petition in 1978 opposing censorship and declaring their freedom of choice in the selection of their reading material. This petition was presented to the Richmond School Board and was probably the most publicized event in the history of censorship in British Columbia public schools. Typically, the case had far-reaching effects. Langley school district ordered the book removed from library shelves, and it became the hottest selling item in bookstores not only in the two districts but across the province. I first heard about the event in 1983 on taking up my first position as a teacher-librarian. I was advised by a fellow teacher-librarian that it would not be wise to have the book, *Go Ask Alice* in my collection because it was controversial and could cause me problems. Needless to say it was and still is one of the most popular and most read books in my library.

Generally censorship cases are not this well publicized and certainly not well documented. Censorship is a loaded word like abortion, prostitution, AIDS, pornography, homosexuality. It is not something we discuss freely. When censorship occurs, most school personnel and school boards just wish it would go away. Often material that is challenged is quietly removed from the collection, sometimes to reappear a few years later. The only time that an attempt at censorship in schools is documented is if information filters through to the news media, the challenge is handled at district level and is on an agenda of a board meeting to be recorded in minutes and in the press, or if some offended individual writes a letter to the local newspaper or in other ways airs his or her views of a particular book.

When reviewing the history of censorship a great

deal of dependence must be placed on the information available from newspapers and, as we all know, full information on the cases is not always available and errors, omissions and inconsistencies can occur. As far as possible, the information following was verified by school board minutes or through surveys to schools and districts.

KEEP US BRITISH

When the School Act of Upper Canada began the system of authorized texts for schools in 1848, provincial boards of education were required to discourage the use of books not suitable for schools and recommend others. An annual list of textbook authorizations began in 1888 and of course is still with us today. If Canadian texts could not be found, then British books were to be chosen.

Interestingly enough, the first documented banning of a textbook in British Columbia occurred in 1920 when J.D. Maclean, Education Minister, removed W.L. Grant's *History of Canada* because of its anti-British tone. As one critic stated: "This is a British country and if we are to maintain it as such, and raise British subjects we must instill nothing but British ideas and British principles into the minds of children and have a more loyal and national spirit exhibited in our Schools..."

A group of "militant Orangemen" were the main opposition to the text. MacLean later admitted that they were "extremists" and that he had decided to get rid of the criticism by banning the book. This was the only book of Canadian history being used in British Columbia!

PLAYING POLITICS

Another history text was challenged in 1943, but without success. John Stanton, a candidate for the Vancouver School board and a member of the Trade Union Representation Committee, claimed that British Columbia school texts "utterly distort" history and one contained "nonsense about Russia". To prove his point he described how H.B. King's *History of England* claimed that the secret police and army rule Russia by holding the people in check, and how it slandered Stalin as a dictator. Stanton pointed out that this was all "nonsense in view of the way people of Russia have fought in this war".

PTA FIGHTS "DIRTY BOOKS"

Growing concern of the materials being used in the school was expressed by the Parent-Teachers' Association in a brief in 1946 on some of the magazines that were coming in from Toronto. It recommended to the Department of Education that it appoint qualified librarians to all public schools to "stimulate better reading habits in children". The association called a meeting of eighty organizations in 1948 to get the B.C. government to ban "dirty books" from the province. Roderick Haig-Brown, author of prize-winning Starbuck Valley Winter protested: "As writer I am opposed to censorship in any form. As a magistrate I don't think it can be enforced. As a father I want my four children to have access to the widest range of literature."

In 1963, the British Columbia Parent-Teacher Federation went as far as to ask the government to establish a provincial board of censors similar to an Ontario board. The parents expressed concern about children bringing obscene literature to school.

CALL US CANADIANS

Concern about the American influence in the schools through the use of American textbooks grew in the 1950's and 1960's. A Vancouver trustee wondered if the American influence was not too great. He cited the use of the Webster's Dictionary and History of Canada, a grade twelve text written by an American professor.

Ten years later, the Vancouver trustees would still be debating the issue of the number of American authored and published supplementary texts in local schools. They claimed that there were more American texts being used in British Columbia schools than in any other province or territory. One trustee suggested that the textbook review committee of the Department of Education should find American texts that were "appropriate for Canadian schools", while another trustee worried that the "American influence in printed matter is beyond our control".

Education Minister Leslie Peterson explained that Canadian authored and published texts were used whenever possible but if they were not available then an American text was "carefully adapted to Canadian requirements". He maintained that the department put "quality ahead of patriotism" in text book

purchasing. In 1962, a report in the Vancouver Sun indicated that 50% of the textbooks were Canadian authored, and of the rest 24.2% were American authored and published.

During this time a movement occurred in the rest of Canada away from authorized to approved text books. With emphasis on decentralized curriculum decision-making, the educators were given far more freedom in their choice of textbooks from a list approved by the provincial departments. The responsibility for choice was handed over to teachers, department heads and school principals, with final responsibility for approval being left with the local school boards. British Columbia was the only province to remain with the monolithic choice of texts.

DEFENDING THE FAITH

A number of censorship cases arose in the sixties, where books were challenged and then defended, usually by the group most closely involved with the use of the books in the classroom. The school superintendent in the Victoria school district removed Salinger's Catcher in the Rye from the supplementary lists because one parent had complained that her 17 year old son read the book as a suggested assignment and she felt it inappropriate reading for school students. The Victoria school trustees supported the superintendent's action, noting that someone had to make these decisions. Many of the trustees had not read the book but listened to excerpts read by the school superintendent. Other education officials criticized the trustees' actions but in the meantime a Victoria book store sold two dozen in a single day. A letter from the president of the Secondary Association of Teachers of English protested the banning made on the basis of one complaint.

In the latter part of the 1960's, a provincial liberal said, as part of his election campaign in Vancouver, that Truman Capote's The Grass Harp taught in the Vancouver Grade 11 classes, "smacks of anti-semitism, anti-Negroism and just plain smut". A defence of the book was written by Dr. Hulcoop of the University of British Columbia, and the campaign to remove it was not successful.

A Victoria school trustee said he wanted a province-wide grade 12 English text, Story and Structure, banned because of the short story Defender

of the Faith by Philip Roth containing a four letter word and "other vulgar language". He expressed concern about: "...a lot of young nuns who take adult education studies as well. I would hate to think they would have to read stories like this."

Initially, the Victoria school board voted seven to two against banning the book but then the Duncan school trustees unanimously agreed to send the Department of Education an official objection to the story. When Education Minister Peterson ordered the curriculum committee, which unanimously recommended the book, to meet and reconsider their decision, the Victoria school board chairman said that Peterson was acting for "political gain". The curriculum committee resigned en masse, but the author Roth and the publisher resolved the conflict by advising that there was a "more recent" version of the story with the offensive words removed, which would appear in the new edition.

The B.C. Department of Education told principals and teachers they could mark out the four-letter word if they objected to it or trade the book in on a revised edition. Vancouver English teachers, however, voted to leave the story unexpurgated and asked the Vancouver School Board for a vote of confidence in their decision. The members of the board stated that they had "faith in English teachers' professional ability" and that they did not feel competent to decide questions of obscenity and censorship.

A book recommended by the Secondary Association of the Teachers of English for use in the grade 9 and 10 was banned during a ten-minute closed session of the Cranbrook School Board. Flowers for Algernon was withdrawn when a parent claimed it was "filthy and immoral". Copies were retained in the high school library.

WAR MEASURES AND OTHER ACTS

The 1970's began with teachers losing their freedom of speech and ended with one of the most controversial censorship cases in B.C. public school history. In reaction to the War Measures Act introduced at the time of the F.L.Q. crisis, the British Columbia government ordered school boards to fire any teachers who were advocating the policies of the F.L.Q. or the overthrow of a democratically elected government by violent means. When both the British Columbia Teachers' Federation and the B. C. Civil

Liberties' Association filed a writ asking that the order be declared unconstitutional, John Turner, who was Federal Justice Minister at the time, said that he warned the British Columbia Attorney General not to extend the War Measures Act beyond the activities of the F.L.Q. He later admitted in the House of Commons, however, that the provincial attorneys general could use the Act any way they wished.

The grade 6 Social Studies text Let's Visit Russia, published by Longman's Canada and John Day Company of the United States, was withdrawn following a complaint by the North Vancouver school board who pointed out the book's "objectionable passages" to the Department of Education. The board instructed its teachers to use the offensive passages to develop critical thinking among students. The book contained such statements as the U.S.S.R. was solely responsible for the wars in Vietnam, Korea and the Middle East; the U.S.A. saved all Europe, Greece and Turkey from becoming Communist; Russians rarely kept their promises. The textbook selection committee had ordered a British version of the book, but Longmans had sent the American edition.

A mother in Mission burned a "filthy book" (title not given) that her child brought home from school. She then had to purchase another copy so that she could take it to a board meeting and show the trustees the offending passages which she had marked. The superintendent, while deploring the vulgarity, did not consider the book pornographic and so the book remained on the library shelves.

In Keremeos, local parents decided that W.O. Mitchell's Who Has Seen the Wind was teaching their sons and daughters how to swear aloud in front of the class. The English teacher pointed out that these words were uttered by the town's drunkard in the book and that there were "many incidents which support and reinforce Christian concepts."

In January, 1976, a newspaper reporter in Surrey expressed concern that the Surrey school board "had been taken over by a bunch of prehistoric ghouls" when he considered the "widespread swing to conservatism and district-wide alarm over Surrey's infamous family life program". His premonitions were well-founded for in February the board voted to eliminate the controversial family life program from the school district curriculum. They did this without prior discussion with the schools' liaison committee, and the teachers called in the British Columbia

Teachers' Federation to investigate the "direction" of education in Surrey – including alleged removal of books from the school libraries and the proposal of one trustee to eliminate role-playing and values clarification from the curriculum. As the Surrey Teachers' Association president explained: "...some librarians have begun imposing "self-censorship" by removing books which they feel might be unacceptable to the school board.

The mayor of Surrey, one year later, worried publicly that "pornographic" books used in Vancouver schools might get into the hands of Surrey children or "adults with sexual perversions". He found the two books, Show Me How Human Life Begins and The Sex Book "sickening" and "offensive". He said that Canadians should read The Bible, but refused to comment when asked if he felt certain biblical extracts were obscene. There was no record of either of the two books he complained about being in Vancouver schools.

The Kelowna school board voted four to two in favour of removing a science fiction book from a grade twelve English reading program. Following a complaint from one parent, they decided that This Perfect Day was too mature for the students because of an explicit rape scene, sexual encounters and "liberal use of a four-letter word to describe sexual activity". Two of the six trustees read the book and gave a formal report on it.

THE "ISMS"

During the seventies, besides the demands for more Canadian published materials, various pressure groups were attempting to influence the department of Education in its textbook selection. There was a growing concern about the way some texts represented certain segments of society. In 1971, native students attending a conference on Native education asked the federal government to remove statements from curricula and textbook materials "prejudicial to Indians". Then, in 1972 there was a number of complaints about the story of Almighty Voice in "The Long Arm of the Law", a short story in the grade 5 reader Under Canadian Skies. The Greater Victoria School Board was divided on the issue but one trustee felt that the story suggested that the violence used against Almighty Voice was justified. Another opposed the story on the grounds that it stereotyped native peoples by using phrases like "heap big Indian" and "squaws". The B.C. Associa-

tion of Non-Status Indians stated that the story perpetuated the caricature of native peoples as "braves" and did not treat Almighty Voice "as an ordinary man". As the educational director for the association commented: "Who knows how many thousands of kids minds have been poisoned by this type of thing. Our men are not bucks and braves and our women are not squaws. We do not say 'heap big Indian' and things like that."

Women in Teaching, a group concerned with the role of women in schools, referred two resolutions on curricula and textbooks to the British Columbia Teachers' Federation. The President of the Status of Women Council of British Columbia, speaking to the Canadian Federation of University Women, called on women to pressure for change in text books so that, in the future, women would be shown in diversified roles and behavior. The British Columbia Ministry of Education asked for documentation and gave its support to the position of the speaker. A year later, the Education Ministry said a complete review of all texts would begin to eliminate all sexual stereotyping of women but that the sexist texts would not be removed. When they needed replacing, every effort would be made to find better ones.

A special consultant was appointed to advise on sexual stereotyping in textbooks and curricula, and she told the British Columbia School Librarians' Association that outdated texts with sex stereotyping must be removed. She claimed that this would not hamper intellectual freedom; what the students read was already censored in an attempt to introduce them to quality materials.

This issue culminated in the withdrawal by the Ministry of the Grade 9 short stories anthology, Strawberries and Other Secrets in 1978. The two specific criteria given were episodes of violence and a predominance of male protagonists. There had been no consultation with English teachers across the province. The British Columbia Teachers' Federation expressed a great deal of concern after receiving complaints from the English Teachers' Association, which had heard from many teachers in the province who were concerned because of the perceived excellence of the stories in the book and the lack of consultation in the changes to the curriculum. The Status of Women committee of the BCTF did not agree, however, stating that they had used the book in workshops for years as an example of "a blatantly sexist textbook". They felt that, while it might have literary merit, "the text does not reflect the kinds of

values that the BCTF supports". The President of the BCTF asked the Ministry in December of 1979 that procedures be set up to deal with the review of current and projected textbooks and criticized the way in which books were being withdrawn.

In 1979, a Textbook Selection Committee comprised of British Columbia teachers from all parts of the province was created. The coordinator of this committee is seconded to the Ministry of Education for one or two years. The committee is trained in analyzing textbooks according to subject suitability, readability and social considerations, including racism and sexism.

"ALICE IN WANDERLAND"

On January 24, 1978, the controversy at the Richmond school board meeting was reported in the Vancouver daily papers. The report said that during a "highly charged...meeting", Go Ask Alice, written anonymously, was banned from Richmond schools. One trustee claimed that the book could turn young people on to drugs, while another appeared to speak for many at the meeting when he said that the district had "no mandate for instruction of negative morals. True literature is able to describe real life and real events without stooping to gutter language.

Two other books were also discussed at the meeting: In the Heat of the Night by Ball, and Lord of the Flies by Golding.

Newspaper articles and editorials responded quickly by decrying the attempted censorship and questioning the role of schools. Headlining his article "Alice in Wonderland [sic]", the Province editor commented, "It's so easy to find reasons for banning books and so hard to justify them...if literature is to do its job of offering a mirror up to nature, to widen life experience so that growing minds can choose their options as adults, we must be careful not to put literature in a straight jacket."

A reporter wondered if some school boards would like to join "a fourth simian" to the three monkeys, one who would read no evil.

A Richmond trustee, opposing the removal of the book, worried about the effect of the censorship on other schools and school librarians and the problem of having to add another criterion to their book selection policy. She expressed concern over teacher

intimidation and over trustees' interpretation of their role. This censorship action had been taken because of a few complaints and she was not aware that correct procedure for filing of complaints had been followed.

The Richmond students objected to the principle of literary censorship and defended freedom of choice for their reading material in a protest petition signed by more than two thousand, which they presented to the school board. Support for the petition was given from the Richmond Teacher-Librarians' Association. Go Ask Alice remained banned in Richmond schools and on February 8th, Langley school board ordered that it be removed from school library shelves and placed in counselors' offices. This recommendation came from an ad hoc committee of school librarians, parents and trustees. One reporter commented that the book became "one of the hottest selling books" in Richmond and probably in other school districts as well. The Richmond public Library, which had received the copies discarded from the schools, could not keep a copy on the shelves.

THE EIGHTIES AND THE TEENAGE PROBLEM NOVEL

The banning of Go Ask Alice was probably the beginning of a trend in challenges and censorship that was to continue into the 1980's. In February of 1981, a school board directive from the board chairman was sent to all the elementary schools in Castlegar. It asked the twelve schools to surrender all copies of the Judy Blume books, Blubber and Then Again Maybe I Won't and Hila Coleman's Nobody Has To Be A Kid Forever. Two mothers had complained about the books and it had been a unanimous decision by the school board to have a district committee examine the books for merit. One mother described them as "soft-core pornography" and "filth". Norma Klein's book Love is One of the Choices was also mentioned although not withdrawn. When asked about the books, the coordinator of children's services at the Vancouver Public Library described them as belonging to an extensive "teenage problem" novel genre that some parents do not even realize exists. She went on to say, "...[these] books are popular because they are written at a very easy level and are about things kids do have trouble talking to their parents about.

In a reversal of roles in January 1983, a Burnaby mother complained because a school text had been censored. The standard school text of Shakespeare's Macbeth, published by Coles Books and recommended for use by the provincially appointed committee of teachers, was missing eleven lines from Act II, Scene 3. The drunken porter going to the door of Macbeth's castle to admit MacDuff and Lennox, explains the effects of alcohol on one's sexual prowess. The parent pointed out that the record supplied by the school included the particular passage. She observed that children cannot afford to be innocent in today's world and "if you take the reality out of what they read, they will be left defenceless".

Norma Klein's Breaking Up, another teenage problem novel, was removed from the junior secondary school libraries in the Vernon school district following a complaint by parents. It was removed in the Spring of 1984 to be reviewed by the district's Media Review Committee consisting of teachers, board members and parent representatives. The school district chairman felt that there was a place for the book which referred to female masturbation, lesbianism, descriptions of male sex organs and sexual activity, but did not feel it belonged in school libraries.

In May of 1984, Prince George school district banned the non-fiction book Boys and Sex. Although it is a factual book on sexual matters, the school board felt it promoted sexuality, bestiality, lesbianism and masturbation. Girls and Sex, which includes many of the same topics, was not banned. An appeal of the decision by the review committee led to the eventual reinstatement of the book.

A summer work project for some Terrace teenagers was banned from distribution in the schools by the school board in 1986. A booklet entitled Talking Back, discussing topics from birth control to sexism, was a twenty-two page publication sponsored by the Terrace Women's Centre. Two hundred copies were printed and distributed to the public library, two secondary schools and several women's organizations. The board voted to ban the booklet because of its lack of educational value. They said the topics such as birth control and sex belong in the Family Life Studies curriculum, a course which had been shelved by the Ministry three years previously. According to the Vancouver Sun this was not the first time that the Terrace board had removed materials from its schools.

In 1987, Wheels for Walking, Sandra Richmond's book about an 18 year old girl who becomes a quadriplegic was banned from an elementary school in Abbotsford because of strong language and one "sexual" scene. Richmond's appearance at the school as a visiting author was also cancelled. The decision was made after a parent complained, but there had also been other complaints in other school districts. Richmond, who is a parent herself, and who has talked to school children about the book, said, "I don't think you have the right to ??? window the world. I think it's good to show all sides. You can't create a perfect world."

For two years, Vancouver School District struggled in committee discussions to decide what to do with the book, Five Chinese Brothers, following complaints from the large Chinese community in Vancouver that the book was stereotypical and derogatory. The book, which had been published in 1938, was finally removed from the school libraries, and can only be used in classes studying stereotypes and racism. Eric Wong, the Vancouver school board's consultant on race relations and multiculturalism at the time, stated that, "If you use a book like that, it is going to have a profound effect on children, not just on the majority group, but also on the minority group."

FUNDAMENTALLY RIGHT

As in the United States, the 1980's in British Columbia have seen an upsurge of interest by some individuals and groups claiming to be speaking for some fundamental Christian religions, in the reading and textbook material in public schools. Books have been reportedly removed from school libraries, there have been complaints about the teaching of evolution in science classes and complaints about Family Life programs and of "secular humanism" being taught in the schools.

In 1988 in Kelowna, a representative of the the organization of Citizens for Human Dignity complained about Jeffrey Archer's book Kane and Abel being in a secondary school library. He indicated that the book was pornographic under the new pornography bill, Bill C54. This is the bill that was to be introduced by the Federal Government, but has been tabled partly because of the opposition it has received from groups all over the country, including the British Columbia Teacher-Librarians' Association

which is opposed to its far too broad definition of pornography. The complainant claimed that the rape scene in the book falls into the category of pornography. There was a great deal of publicity in Kelowna, with the individual writing letters to the paper, to householders and to the board, and employing a lawyer to back him in his demands that the book be censored. The school board upheld the committee's decision, however, and the book was retained on the library shelves. Another book challenged at the same time, For All The Wrong Reasons by John Neufeld, was removed from a junior secondary school's collection.

THE RESIDENT CENSOR

When Prince George had the challenges to the two non-fiction books Boys and Sex and Girls and Sex in 1983, the complaint was made by a parent who began visiting the library at her son's school "with the purpose of reviewing books that are on the shelves and being read by the students of the school". When her access to the school library was limited by the school superintendent and she was not allowed to borrow books, she sought a declaration from the court that her rights, guaranteed by the Charter, had been infringed. The BC Supreme Court judge found there was no infringement of her rights. After a five year fight for, as a Vancouver Sun reporter described it, "the right to snoop for smut on the library shelves", she has managed in January of 1989, to have the judge's decision overturned by the B.C. Court of Appeal, which ruled she can take her case to full trial. As her sons have long since graduated and the principal of the school is now retired, she may not continue with her battle to be able to review the books. However, she believes she has won a moral victory and certainly may have established a precedent.

THE LESSON OF THE TITANIC

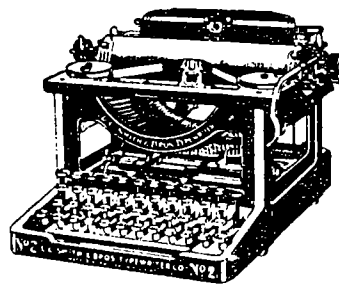
Just as with icebergs, what you read, hear and see on book censorship is only a very small, visible part of what exists. The survey of schools and districts that I completed in 1986 showed that a great deal more challenges to and removal of materials from library collections occurs than is reported in the news media. ("Surveying Censorship in B.C." The Bookmark, June, 1986) While most school districts have developed policies of a varying degree of adequacy over the last ten years to deal with the

selection of materials and with challenges to resources, school and district personnel are often reluctant to follow the policy because of trepidation with the process, concern over the amount of time and work involved and with the media publicity that may follow. Lessons to be learned from the sinking of the Titanic are that disaster often strikes when you least expect it and are having the most fun; if you do not read about and practice emergency procedures, when you hit the iceberg you panic, flounder and sink.

It is good that we will continue to read in the newspapers of cases of censorship in British Columbia public schools. Much better that these events happen in the public eye and are open to discussion and group decision-making, than we continue to practice self-censorship when selecting materials that may be controversial, or surreptitiously remove books that have had complaints without allowing proper defense of the authors' right to create and the students' freedom to read.

BIBLIOGRAPHIC NOTE

As you can imagine, the newspaper citations, minutes of board meetings and BCTF correspondence on the material researched for the above history are too numerous to list here. If anyone would like this bibliographic information, I will send it to them on request. A book that must be acknowledged for supplying a great deal of information and providing entry points to the newspapers for the research was: Dick, Judith. Not in Our Schools?!! School Book Censorship in Canada: A Discussion Guide. Ottawa: Canadian Library Association, 1982.



VANCOUVER TEACHER-LIBRARIANS' ASSOCIATION : HISTORY

by DAPHNE BUCHANAN, teacher-librarian, Queen Alexandra Elementary School, S.D. # 39 (Vancouver)

1936-1939

The history of the Vancouver Chapter of the BCTLA covers the period from 1938 to 1989, with sketchy or unavailable information from the 1940s, 1950s and early 1960s. From small informal meetings to large structured association meetings, over the years, the central theme has been the improvement of library services, programs and, later, learning conditions. Hundreds of teachers, librarians, teacher-librarians and administrators contributed to the cause of school libraries in Vancouver. Many Vancouver Chapter members contributed their professional expertise on the local and provincial scenes, a few becoming well-known provincially.

As early as 1936, The Programme of Studies for the Elementary Schools of B.C. suggested scheduled library periods for specific grades. In Vancouver at that time, secondary schools and some elementary schools had librarians. In 1938, the Vancouver School Board (VSB) issued a policy stating that there should be a librarian in every elementary school. Most of these school librarians had to keep files and papers in boxes!

A new era for school libraries in Vancouver began in 1939. The Vancouver School Library System was initially launched by three men: Owen I. Thomas, Inspector of Elementary Schools; Hugh M. MacCorkindale, Superintendent of Schools; and E.S. Robinson, Director of the Vancouver Public Library. This group established a book selection committee, called the Pool Library Committee, which was composed of the Inspector of Elementary Schools, the Supervisor of Primary Education, the Supervisor of Special Classes, the Head of the Boys and Girls Department of the Public Library, the Head of the Schools Department of the Public Library and six

elementary school librarian-teachers. Turnover on the committee was created yearly by appointing three new librarian-teachers for three who retired. Later secondary librarian-teachers were given invitations to join the meetings.

The Pool Committee met monthly to consider and authorize books for purchase. Each school appointed a librarian-teacher to act as a book communicator to the Library Pool Committee. The Vancouver Public Library organized, catalogued and housed the Pool Library books purchased by the committee. Isobel McTavish, now a retired public librarian, attended meetings of the School Librarians' Committee to become acquainted with what teachers wanted and to inform librarian-teachers of new books acquired by the public library that would be of use to the schools. She enjoyed this exchange with the committee. To adapt the cataloguing for school use, a second committee drew up lists of subject headings for vertical files, picture files and others. Each elementary school borrowed books from the elementary pool collection of the Public Library on a per capita basis. Under this scheme, the VSB undertook to pay for the books, the staff and the supplies.

A highlight of school library development in Vancouver in 1939 was the provision of some in-service training to the newly appointed librarian-teachers. Walter Lanning became the first professional librarian in Vancouver schools, starting his career in the school library at Vancouver Technical Secondary.



The Association of British Columbia School Libraries, a branch of the British Columbia Teachers' Federation, was inaugurated on April 11th, 1939. Margaret Rathie (Ginther) was the first president (1939-1941), and later played a larger role with regard to Vancouver school libraries. The Associa-

tion was the only one in BC at that time and was also the embryo of the Vancouver Chapter of the British Columbia School Librarians Association (BCSLA). There was a nominal fee charged for joining the association. No concern for learning conditions existed at this time! Members held an annual dinner which was to become a tradition even to 1989. At the inaugural meeting, several needs were identified that were to be recurring topics of discussion in future years. These needs included the establishment of a minimum number of books for various sizes and types of schools, increased book purchases grants for outlying districts, a description of books for courses by the Department of Education, and a school library department at the provincial level.

1940's

Information about the Association of BC School Libraries (Vancouver), is unavailable for the 1940s, 1950s and most of the 1960s. However The History of B.C. School Libraries by Frances Sbrocchi mentions that a Revision Committee was set up in 1945 to establish the authorized basic book list for BC schools. Vancouver members on the committee were W. Lanning, B.M. Carruthers, Miss Higginbotham, Miss Rathie (Ginther), Miss Coleman and Miss Batchelor. During the war years, it appeared that the Vancouver Association consolidated itself with little school library development in the rest of the province.

1950s

Though no information directly related to the Association of BC School Libraries (Vancouver) was available, Elva Wilson, a school librarian in the 1950s recalls some experiences. Though Elva Wilson started her career as a school librarian, she later became the first librarian at Langara College when it opened in 1970, and had to fill a 5-storey library using a massive budget.

A group of school librarians still met monthly to review books purchased by the VSB, but catalogued and processed by the Public Library at the Main Street location. Sometime during the decade Evelyn Cruise was appointed library coordinator.

The greatest highlight for all school librarians

during the 1950s was the first offering of library education courses at U.B.C. in September 1958. Similar courses were to be offered later at the University of Victoria.

1967-68

The Vancouver Chapter and its executive set three important goals to accomplish during the year 1967-1968: to get the librarians' timetables freed from teaching and the library freed of teaching; to make the library a resource centre which included audio-visual software and hardware; and to establish a plan to accomplish these goals. The executive drew up a 'brief' which encompassed all goals. Early in 1968, an outline of the 'brief' was presented to school librarians for input and consideration. Contact with principals and vice-principals was necessary as the 'brief' included flexible scheduling. The President of the Vancouver Association of Administrators (Elementary) attended the April 1968 business meeting at which the 'brief' was discussed. Though questionnaire returns were few from school librarians, amendments were made and the 'brief' passed unanimously.

Copies of the 'brief' were sent to all principals, vice-principals, the school board and the BCTF's MacKenzie Commission on Education. Though a lot of work went into the preparation of the 'brief' and acknowledgements made by the recipients, it had no legal clout.

A sad incident occurred in February 1968 when the Chapter's president, Pat Lucas, died suddenly. June Curley undertook the job of acting president to June 1968 and also served as president for the year 1968-69.

1968-69

This was a significant year in the history of the Chapter. One of the goals for this year was to construct a constitution for the Chapter. A committee set up in the fall of 1968 prepared a draft constitution which was presented for approval at the June 1969 Executive meeting. The revised constitution was submitted to the BCSLA Executive and the 1969 fall AGM for approval.

A workshop entitled "Meditation on Media," held on February 1969, dealt with the thorny issue of multi-media in the school library. The guest speaker, Mr. Kilpatrick, from the Audio-Visual Department of the VSB, felt that school librarians didn't want to be involved with audio-visual materials. As a result, the Chapter would have to continue on its own to promote the idea of multi-media school libraries. Other seminars presented at this workshop were "Public Relations and the Librarian", "Demonstration of Resource Kits", "A Teacher's Use of the Library" and "Problems in the Unscheduled Library."

1969-70

The Chapter's constitution was ratified at the fall general meeting on 1968 September 19. Membership fees for the Chapter were 50 cents and for the BCSLA \$4.00 per year.

The Chapter still had to promote multi-media libraries if school libraries were to progress. A full day workshop titled "Assignment Library" was held in the spring of 1970. It included a multi-media show; a demonstration by 20 children using five different types of media for individual learning; a film, The Pleasure is Mutual related to picture book appreciation; seminars on the many uses of overhead projectors; the teacher, the library and learning; and reference in the classroom. Records state that 114 people registered for the workshops for a fee of \$12.00 each.

A newspaper article that stated there would be a holdback on libraries in the construction of new schools sparked a massive letter-writing campaign. The Minister of Education replied that there was no intention to eliminate libraries — the holdback was on gymnasiums!

Good news came in correspondence from Jim Killeen, BCTF President, that a library study recently completed by the Educational Research Institute of BC would place the resource centre at the core of school facilities. The Chapter increased its efforts to establish the importance of resource centres in the schools.

1970-71

The 1970s were an eventful and important period in the life of the Vancouver Chapter. Two highly profiled briefs dealing with learning conditions and professional development dominated the

latter part of the 1970s. The Selkirk Demonstration Library Project focused on the view of the elementary library as the centre of the school's educational program. Several school librarians in various capacities and/or coordinators received special recognition. A major effort was made toward achieving unscheduled or flexibly scheduled school libraries. The role of the school librarian was beginning to change.

For 1970-71, Chapter fees remained at 50 cents per member.

The Executive passed a motion to recommend that June Curley be made an Honorary Life Member of the BCSLA. They wished to honour June for her three-year association with the Chapter (two of them as president) during which time she chaired and participated in many important meetings. Later, on 1971 October 27, the Chapter presented June Curley with a scroll and a white and gold plaque in recognition of her outstanding service to the Chapter. The plaque honoured her with a life membership in the BCSLA (Vancouver chapter).

A motion was passed that the BCSLA representatives be on a staggered two year basis to encourage continuity. A letter was drafted to the Board with input from the Chapter regarding hiring practices for librarians.

The Chapter decided to hold a mini-workshop on the new media kit at five different schools. This arrangement would provide a more informal and relaxed opportunity for librarians to meet together, pool workable ideas and share mutual problems.

In September 1971 fees were raised to \$1.00.

The Executive passed a motion that a letter be sent to the BCSLA requesting that the association grant an honorary membership to Walter Lanning to honour his outstanding contribution to school libraries in BC. Reasons cited were: 1) his work in preparing the library manual, his creation of a simplified classification schema and lists of authorized books for the Department of Education; 2) his work in the Faculty of Education at UBC; and 3) his role in the establishment of the Curriculum Laboratory in the Faculty of Education.

As one of its goals, the Chapter proposed to prepare a brief on elementary libraries to be presented to the Learning Conditions Committee of the BCTF.

Considerable concern was expressed over the status of elementary librarians. An urgent general meeting was called 1972 March 8, over the threat that librarians were to be withdrawn. The 44 out of 72 librarians present were asked to fill out three forms relating to their working conditions. The School Board's goals for the 1970s appeared to indicate that elementary librarians might be reduced or eliminated.

The Chapter was asked to change the constitution previously submitted to the BCSLA to comply with a new by-law of the provincial body.

A major project of significance to school libraries, but not mentioned in the minutes, was the Lord Selkirk Demonstration School Library which was a result of recommendation 8 in John Church's report Personalizing Learning (1970). The project ran from September 1971 to June 1975. The Chapter had direct input into it as Mrs. Ginther, Library Coordinator, helped stock the library with donations of audio-visual software, and books from businesses and companies as additions to the existing school library collection. Carol Grimmer (now Carol Miller) was the head librarian, with the assistance of a second school librarian and two assistants funded by the Board. There was no budget in place to fund the library project and consequently the project did not meet minimum standards for resources. An extensive evaluation was done by the Educational Research Institute of British Columbia, while numerous school librarians viewed the project and added their comments.

1972

The general meeting on 1972 October 4, adopted the Chapter's latest version of the revised constitution.

Rita Ourom had previously attended an International Librarians' Convention in London, England and also visited an International Book Library for Children in Munich. The Chapter voted to set aside \$25 for the purpose of sending Canadian children's books to the Centre.

Rita Ourom and Stephanie Robb volunteered to work on a newsletter to be published either five or six times a year. A motion was passed to send the December newsletter to all school librarians, but further ones to Chapter members only.

The Chapter held a mini-workshop on 1973

February 8, entitled "Reflected Images: Librarians Look at Themselves." The Superintendent, Dr. Sharp and Director of Instruction, Dr. S.W. Martin attended as guests.

The Learning Conditions Committee revealed wide discrepancies in library programming. Some librarians had full classroom teaching loads, while others had an open-scheduled library. Many faced frustrations in trying to provide the services necessary in a modern resource centre. The Chapter moved to have this report and its recommendations brought to the attention of the Learning Conditions Committee of the Vancouver Elementary School Teachers' Association's (VESTA). In 1973 May, the Learning Conditions brief was accepted and incorporated with VESTA's report to the Vancouver School Board.

The AGM of the BCSLA in Victoria recommended that the BCTF appoint a provincial library coordinator.

1973-74

The topic of provincial library coordinator continued into the fall of 1973. The Chapter moved a recommendation that the BCSLA Executive discuss the topic of a provincial library coordinator.

Mel Rainey, BCSLA President, spoke to a fall general meeting about membership in the BCSLA, the criteria for minimum standards which were adopted by the AGM, the appointment of a provincial coordinator, the periodical questionnaire in The Bookmark and his preference that a member from each Chapter attend the BCSLA Executive meetings.

The Chapter decided to use their Learning Conditions brief to achieve the Minimum Library Standards that the BCSLA wished to implement by 1974. An information kit was prepared and distributed by the BCTF Learning Conditions Committees throughout the province. Time was short for Chapters and school librarians to prepare briefs to present to their school boards, as the boards were then in the final stages of preparing their budgets. To assist in this task, the BCSLA Executive sent a copy of Minimum Criteria for School Libraries to each chapter.

The Chapter sent a copy of Ann Blade's Boy of Taché to the International Book Library for Children in Munich. The Chapter was requested to supply some children's book reviewers for Marilyn Stusiak

of The Province.

In 1974 April, the Chapter executive sent three important recommendations to Dean Roy Bentley and Gordon Stubbs of the Faculty of Education, UBC: 1) that one member of the School of Library Department be appointed on a rotating basis from the field of practicing librarians; 2) that a compulsory course in the use of the resource centre should be required of all education students; 3) that training in the theory and practical use of non-book materials should be a compulsory part of all methods courses.

1974-75

Stephanie Robb retired as editor of the Chapter's newsletter Yachnooz. She suggested that an elementary and a secondary librarian work on the publication and a third be responsible for the production. Two secondary librarians volunteered to take over the newsletter.

The recommendations sent to the UBC Faculty of Education in 1974 April were presented at the fall general meeting. Don Rahrck described Education 389: Use of the Library for Teachers. A workshop was planned with UBC titled "Interaction With the UBC Faculty."

A Pacific Rim Conference on Children's Literature was held May 10th to 16th in Vancouver. Elementary librarians were excited about this prospect.

June Curley was elected vice-president of the provincial BCSLA.

Eleanor Lawrey, new Chapter president, urged members to take a professional interest in their positions. She intended to press UBC to make a literary use course compulsory for all students.

As of 1975 January, the membership consisted of 27 out of 29 possible secondary librarians and 53 out of 74 possible elementary librarians. Membership increased to 91 by May 1975.

The Executive discussed the matter of a District Library Policy. There was a need for additional librarians in the primary schools.

The Chapter agreed to sponsor a BCSLA full-day workshop. Since the workshop was on a Friday, a

one day's leave of absence was requested from the Board.

The Secondary School Librarian's Brief was presented to the Learning Conditions Committee at an April general meeting. The remainder of the First Year Plan called for the addition of 6.5 clerical aides to meet the required two full-time clerical aides in secondary school libraries over 1,000 students. The Vancouver Secondary Teachers' Association (VSTA) supported the request and representatives of the VSB agreed to meet with the committee for further discussion.

The Elementary Librarians recommended to the Learning Conditions Committee the following: 1) a consultant should be appointed from the ranks of the working librarians; 2) every school with 300 plus students should have a full-time librarian (i.e. one that does not teach another subject); 3) in the next year, an attempt should be made to have one full-time trained assistant in the 14 schools with over 600 students and, in the following year, a half-time fully trained assistant in the remaining 15 schools over 500.

As a result of a joint meeting with VSTA and VESTA regarding the Learning Conditions Brief, it was suggested that a Standing Committee which represented both elementary and secondary librarians should be set up early in the 1975-76 year to prepare proposals. A coordinated approach was seen as likely to meet with more success than had the 1974-75 efforts.

A motion was passed to recommend to the membership at the fall general meeting (1975) that the Vancouver Chapter become a member of the BCSLA. Some concern arose over that the Chapter's constitution stated that only BCSLA members could become members.

Provincial Specialist Association (PSA) fees were to rise to \$9.00

1975-76

In September 1975 a notice of motion "be it resolved that the Vancouver Chapter remain as a Chapter of BCSLA with full membership in that organization" was brought forth and passed at the fall general meeting. Benefits of belonging to the BCSLA were discussed.

The publication of the Chapter's newsletter for 1974-75 cost a total of \$40.00

One elementary librarian attended the American Library Association (ALA) convention in San Francisco. An elementary and a secondary librarian attended the Canadian Library Association (CLA) Conference, in Toronto in June 1975.

The president pointed out that the BCSLA was the third largest PSA in the BCTF and the largest organization of its kind in Canada. The Vancouver Chapter extended its executive to include the BCSLA Representative and the co-chairperson of the Learning Conditions Committee. In addition, the Vancouver Chapter helped the BCSLA with the running of Book Selection Workshops making use of a \$4,200 fund provided by the Ministry of Education.

(The Brief of the Vancouver teacher-librarians to the Learning Conditions Committee was completed by the ad-hoc committee chaired by Stan Copeland. The Brief emphasized three major points: 1) a library advisory committee should map out a formula for achievement of the Canadian School Library Association (CSLA) standards; 2) professional and clerical staffing requirements; 3) a library consultant to be appointed to assist the Library Coordinator. The school board advised the committee that professional staffing should be left to the board. The Brief was sent to VSTA and VESTA for consideration.

The Chapter requested that UBC and the University of Victoria advertise positions in the Library Education Faculty for summer school instructors and try to reflect the majority of women in the field when making faculty appointments.

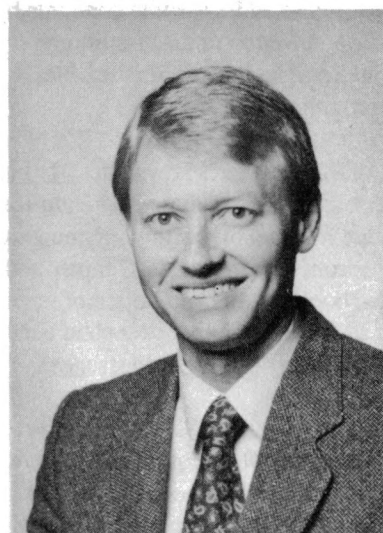
The Chapter passed a motion and sent a letter to Dr. Lupini, Superintendent, requesting involvement in the selection of the new Library Coordinator for the V.S.B.

On 1976 May 15th, a long, busy career came to a close with the retirement of Margaret Ginther, Coordinator of Library Services for the Vancouver School Board. She was honoured at a dinner on June 14th at the Vancouver Lawn and Tennis Club. This happy event was filmed. Margaret Ginther became an honorary life member of the BCSLA. Margaret had a long career associated with the school library system in Vancouver and participated in many changes.

The nomination chairperson proposed a slated of candidates for the executive be chosen in 1976 June and ready to start the new year in September. The executive positions had previously been filled in September.

1976-77

The highlight of this year was the appointment of Ken Haycock, formerly from Ontario, as the new Coordinator of Library Services for the VSB.



His view of a school librarian was that of a classroom teacher with the added responsibilities of promoting independent learning and implementing programs. The Chapter Executive passed a motion to invite Ken Haycock to attend meetings of the Chapter Executive and to receive minutes of the executive and general meetings.

The Vancouver Chapter was now allowed three votes at BCSLA meetings due to the size of the membership.

Matters for discussion raised this year were: 1) whether or not Vancouver school librarians should sponsor professional development activities; 2) the editorial policy of *Media Messages*, the newsletter of the Chapter; and 3) the size of the periodical budget and funding for professional magazines.

In 1976 December, a long brief consisting of nine topics for consideration was given to the Library

Advisory Committee, a committee which was established first as a selection committee for elementary materials, but which changed to an advisory committee to the Coordinator of Library Services when Ken Haycock assumed that position. In May 1977, a motion was passed directed to the VSB that "the Library Advisory Committee be a representational and invitational committee as defined in current School Board Policy and that a member of the Vancouver Chapter of the BCSLA be appointed to the Library Advisory Committee to represent the Vancouver Chapter."

The Chapter tried to address some concerns by holding a workshop in March to discuss library administration, audio-visual materials, flexible scheduling and program planning.

The format of the Chapter's newsletter Media Messages was discussed. The editor, Val Hamilton, proposed it include reviews of worthwhile materials, a helpful hints section, free materials, Chapter and BCSLA business, book awards and notice of meetings. Some help in defraying paper costs had been secured for the publishing of Media Messages.

Ten librarians, at a grant of \$50.00 each, were selected to attend the Kelowna Conference and AGM of the BCSLA. Some substitutes were provided.

Two Chapter members were elected to the BCSLA Executive for 1977-78; Dave Boettcher as Treasurer and Stan Copeland as Recording Secretary.

BCSLA membership fees were increased to \$15.00 as of 1977 July 1.

1977-78

Ken Haycock and Chapter secretary, Hellen Stephen planned workshops that were library-orientated and included the topic of flexible scheduling. Two workshops centred on English As A Second Language (ESL) and Young Adult Literature.

A copy of Murder on the Canadian by Eric Wilson was sent as the Chapter's contribution to the International Book Library for Children in Munich.

Considerable time and effort was spent on preparing a Learning Conditions Brief from 1976 to 1978. The Chapter invited the VESTA president to brief members on how their concerns could be met or

heard. The Chapter had two choices: 1) to ask for section status to enable a member to sit on the VESTA executive as a guest; or 2) or to encourage members to attend VESTA executive meetings. A motion was passed to include the BCTF Minimum Standards for Library Staffing in the Learning Conditions contract package to be discussed at the October 1977 joint meeting of VSTA and VESTA. The Chapter passed a motion that they apply to seek "section status" with VESTA and the application was granted in 1978 February.

An Ad Hoc Committee on Qualifications was struck to draw up a brief on Minimum Qualifications for School Librarians and establish a time schedule for implementation of these qualifications. Copies of the revised brief were circulated to the membership in early 1978. The brief was presented to the Contract Committee of VESTA/VSTA for approval in 1978. The brief also included a staffing formula and a request for clerical assistance. The Annex Head Teachers Association supported library staffing in the brief.

The Chapter was concerned with the revision of its constitution due to the recent revision of the BCSLA constitution. A committee of three elementary and three secondary librarians began revision in 1978 January. The benefit of a revised constitution was that with a more defined structure and objectives, the Chapter would have the means to contribute more to the BCSLA.

The Chapter expressed concern over the Department of Education Book Purchase Plan. It felt that the Ministry should provide cataloguing.

The School Board responded to the Learning Conditions brief in the fall of 1978. The positive aspects of the brief were: 1) it documented the workload of the teacher-librarians; and 2) it gave the exact number of people needed to meet the staffing requirements. The contents of the brief formed a significant guide for the Board to follow.

The book The Canadian ABC by Roy Peterson was sent to the International Book Library for Children in Munich as the chapter's contribution for 1978.

Liz Austrom, Chapter president for 1978-79 and also editor of Media Messages, reported that she would establish regular submission dates for materials to be printed. By doing this she hoped to produce

Media Messages on a more regular basis. She requested a \$20 to \$30 amount to improve the format of the newsletter.

Don Hamilton from the University of Victoria spoke about a "total immersion package" for teacher-librarians to start 1978 June 24th, for a week at Lester Pearson College. Don hoped to attract 100 qualified librarians.

1978-79

A significant document not directly mentioned in the minutes, entitled, Selection of Learning Resources: a Policy Statement (1978), was developed by the Library Advisory Committee, then revised and approved by the committee which was its successor, the School Resource Centre Consultative Committee and then given formal approval by the school board itself.

The highlight of the year was the presentation and ratification of the draft version of Minimum Qualifications for Teacher-Librarians in District 39 (Vancouver). A copy of page eight, Formal Requirements, was sent to members prior to the general meeting of 1978 September 25. At this meeting the document was discussed thoroughly, with members divided into three groups. At least four amending motions were presented. A motion was passed to table the brief to a special meeting on 1978 October 3. Non-attending members were to receive the draft and be informed of the special meeting. Dave Boettcher presented 16 motions for discussion related to the brief. The committee took the amended brief to the following groups for further discussion: the School Resource Centre Consultative Committee, which endorsed it, but indicated three areas of concern; the VSB officials and the Liaison Group where VSTA and VESTA were able to voice their opinions.

After considerable deliberation, presentations to numerous groups and confusion as to who was ultimately responsible for the brief, the revised and amended Minimum Qualifications brief was presented to the 1978 November 22 general meeting of the Chapter. The brief, in the meantime, had been routed to the elementary and secondary administrators' associations, the school trustees, and the secondary librarians' group. There was some confusion as to who did or did not have the opportunity to react.

After a careful explanation by the Learning Conditions Committee of VSTA and the president of VESTA, the Chapter was informed that it could not route briefs for policy purposes directly to the Trustees without directing the brief first to them. The Chapter had four associations to deal with — no easy feat. However, the Minimum Qualifications policy was finally approved by the Trustees on 1979 March 5 and incorporated into the VSB policy booklet, The Teacher-Librarian in School District 39 (Vancouver) — Role, Competencies, Qualifications.

Debbie Porteous, the Chapter's Learning Conditions Chairperson, was relieved to report that VESTA accepted the requirements on staffing for school libraries. In order to increase library staffing, the School Board presented a motion to transfer funds from materials to staffing. Later in the year, a joint VSTA./VESTA. meeting agreed not to send the staffing rationale to the Trustees. The staffing brief would only be used as back-up material for the Learning Conditions Committee.

The BCSLA was unable to change the date of School Library Week to coincide with the Children's Book Festival. Ken Haycock felt that a Professional Development Committee could be formed to coordinate Children's Book Festival for next fall. He suggested in a letter to Mel Maglio, BCSLA president, that all library weeks be combined.

The Chapter forwarded the book Boy Who Made Faces, by George Morris, to the International Book Library for Children in Munich.

Ken Haycock requested permission to use material from the Minimum Qualifications brief as he was chairing a committee for CSLA. Permission was granted at a general meeting.

The BCSLA Policy Handbook was published in draft form so members could have an opportunity to see and discuss its contents.

The Learning Conditions Committee pointed out that due to declining enrollment, seven elementary teacher-librarians would be dropped the next fall.

Two executive recommendations to be dealt with by the 1979-80 executive were: 1) that all executive and general meeting minutes be duplicated and sent to each member; 2) the Coordinator's position on the executive was to be by invitation only from the president.

The final Chapter dinner was held at the Vancouver Lawn and Tennis Club. There were no retirees. Entertainment was provided by Fran Norman, her madrigal singers and a string group. Members were encouraged to bring staff assistants and volunteers, a custom which has continued ever since.

1979-80

Ken Haycock was named Convenor of the Local Arrangements Committee for the BCSLA./CSLA Conference to be held in Vancouver in June 1980. Liz Austrom, chapter president, was asked to join the committee. The chapter provided suggestions and volunteers to assist.

It was decided that the Coordinator of Library Services would continue to attend executive meetings as in the past, unless notified to the contrary by the president of the chapter.

Summaries of executive and general meetings were to be published in Media Messages rather than circulating them, due to rising costs.

Executive members were urged to attend Vancouver School Board meetings when possible in order to keep informed of developments that might impact on library resource centres.

In a presentation to the Board's Budget Committee in October 1979, all five professional associations presented briefs on budget priorities which included teacher-librarians. A presentation by parents also addressed libraries.

Revision of both the elementary and secondary Social Studies curriculums presented concerns for library collections and programs.

Contact was maintained with the U.B.C. Faculty of Education over student-teacher preparation. A meeting was held March 1980 with Dr. Roy Bentley, Acting Dean of Education, and key people from each of the methods courses. Teacher-librarians gave a presentation which included an introduction to the changed role of the teacher-librarian and examples of cooperatively planned programs.

The membership voted by secret ballot in favour of a provincial library coordinator at the AGM in 1980 May. However, the proposition was voted against by the BCSLA's AGM in June.

Membership in the chapter numbered 90.

1980s

Through the 1980s, the Chapter was concerned with and focused on budget restraint, learning conditions, public relations and teacher education.

As costs rose in 1981-82, so did the Chapter's fees — to \$5.00. The membership included 98 members.

The Professional Development Committee raised the concern that student teachers should have instruction in cooperative planning. Consequently, Dr. Gray from the UBC Faculty of Education was invited to a general meeting to discuss ways in which student teachers could be made more aware of the teacher-librarian's role as a cooperative teaching partner.

The Chapter submitted West Coast Chinese Boy to the International Book Library for Children in Munich but as no correspondence was received, the Chapter decided not to donate any future titles.

The B.C. government proclaimed School Library Week, 1982 May 13-21.

A letter was written to the VSB Trustees regarding the need for a library consultant as part of the 1982 budget. The Learning Conditions Committee asked that preparation time for teacher-librarians be written into the 1982-83 budget. The restraint program announced in the summer of 1982 killed this request before it was even considered.

Government restraint during 1982-83 gave cause for concern to Vancouver teacher-librarians. Some of the proposals to save money were closure of the Teachers' Professional Library, elimination of coordinators, no substitutes for teacher-librarians and other non-enrolling staff, cutback of the district library budget and cancellation of the new automation project. In the spring of 1983, the district library budget was cut by \$360,000. A letter and brief had been sent to each school board from the provincial BCTLA, expressing the concern that the progress made in developing effective school libraries might be irretrievably lost with the effects of restraint.

On a brighter note, the Board approved the appointment of four Area Consultant Teacher-

Librarians, each working for one day per week, for 1982-83. However, although the Board gave approval in principle to the Chapter's recommendation that secondary teacher-librarians become full department heads, it refused to implement this request due to lack of funds

Another name change occurred in 1983 — the Vancouver Chapter of the BCSLA. was to become the Vancouver Teacher-Librarians' Association (VTLA.) following the name change of the British Columbia Teacher-Librarians' Association.

The Grolier Award for Research in School Librarianship was awarded to Ken Haycock, VSB Library Coordinator.

The area teacher-librarians' positions were renewed in 1983 for another year. Also, plans were proceeding as scheduled for the library automation project. Some of the proposed cuts to deal with restraint were saved!

By 1984, computers in Vancouver schools were a growing reality. Consequently, the role of the teacher-librarian in the use of microcomputers was mentioned as a topic for Professional Development in 1984-85. A teacher-librarians microcomputer users' interest group was formed.

The main thrust of the Working and Learning Conditions Committee for 1983-84 was putting together briefs to combat budget cuts.

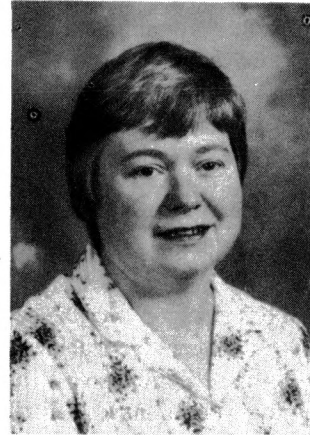
Ken Haycock, Coordinator of Library Services was reassigned to a temporary position as Acting Manager of Elementary and Secondary Education. Carol-Ann Haycock was appointed Acting Coordinator of Library Services for 1984-85.

Liz Austrom received the BCTLA. Award of Merit for 1984. Liz also became president of the BCTLA in September 1984.

The VTLA Executive established as its main priority for 1984-85 the maintenance of the status quo in the face of budget cuts.

A letter was sent to the Faculty of Education regarding our concern with student-teachers' lack of knowledge about cooperative planning and teaching. Also, a letter was sent to the BCTLA President regarding our concern over the UBC decision to discontinue school librarianship as a concentration.

The Vancouver Public Library expressed support for the need for clerical assistance in school resource centres.



Liz Austrom was appointed Coordinator of Library Services in November 1985. Her title was soon changed to Coordinator of Curriculum Resources and later, in 1988, to District Principal of Curriculum Resources. Despite her busy schedule with the Vancouver district and in her second year as BCTLA President, Liz managed to attend most VTLA executive and general meetings.

Supervision became a "hot topic" when it was revealed that some teacher-librarians were doing playground supervision as well as keeping the library open before school, at recess, lunch and after school.

A fee increase for 1986-87 was discussed and tabled. A new format for publishing the VTLA's newsletter Media Messages for 1986-87 was to be, by area, under the guidance of the contact teacher-librarians' group, a group of teacher-librarians working with the Coordinator to provide support to new teacher-librarians through a buddy assistance program, and to other colleagues as needed.

Pat Parungao was elected as BCTLA Recording Secretary for the 1986-87 term.

A brief by the Working and Learning Conditions Committee was sent to VESTA and VSTA, expressing the association's concerns regarding the need for additional clerical help and subject representative status for secondary teacher-librarians.

A Special Events Coordinator, appointed by the Vancouver School Board., was available to help the VTLA committees planning the National Book Festival and School Library Week.

The new "Principles of Teaching" program at UBC was to begin in September 1987. The association saw it as an opportunity to incorporate the role of the resource centre in this program, and wrote letters to UBC expressing this viewpoint.

The Spring Tonic was cancelled due to the growing availability of VSB Professional Development activities and our involvement with working and learning conditions concerns. The thrust of the Working and Learning Conditions Committee for 1987-88 was to highlight the role of the teacher-librarian and how it has changed over the years, with increased emphasis on cooperative teaching resulting in increased need for more clerical help. The Working and Learning Conditions Committee for 1988-89 was directed to ask VSTA and VESTA to investigate the problems of management of the resource centre outside the instructional day (supervision concerns).

The VTLA created an Award of Merit in 1988 to be given to an administrator, elected official, teacher or group who have contributed to teacher-librarianship in Vancouver. This year a committee was formed to work on the criteria and format of the award. The award will take the form of a framed certificate. Time just permits us to reveal that Beverly Davies, a grade three teacher at Kitchener Elementary, is the first recipient of the VTLA Award of Merit. The BCTLA Award of Merit for 1989 was given to Peggy Beck, teacher-librarian at Magee Secondary, and the BCTLA Distinguished Service Award for 1989 was given to Ken Haycock. The Vancouver Chapter of VTLA extends its congratulations to all.

The decade for the Vancouver Teacher-Librarians Association finished with a motion for a fee increase from \$5.00 to \$7.00



A BRIEF HISTORY OF THE CENTRAL OKANAGAN TEACHER- LIBRARIANS' ASSOCIA- TION

The evolution of libraries in S.D. #23 undoubtedly parallels that of most other districts in our province. The place of school libraries was not well understood and so, in the fifties, we had a library in our single secondary school, Kelowna Senior Secondary, but no libraries in elementary schools. In some cases, bookmobile services were provided by the public library. Classrooms often had a few bookshelves or boxes of books which constituted the "classroom library", made up largely of items donated by parents or purchased by the teacher. Sometimes an unused part of the school served as a library facility. Then came the day when a room was actually dedicated to be the school library complete with a librarian. This individual may have had other teaching duties or may have been assigned to more than one school. Increased funding in the late sixties and early seventies saw new schools being built and libraries or multi-purpose rooms being included in the architects' drawings.

Prior to 1968, in this district the librarians' group was a loose organization with librarians working largely on their own, doing their own cataloguing, and having no clerical help. Understandably, library collections and programs were quite different from those we enjoy today. In 1968, a group of about a dozen librarians, including Darcy Dendy, Elsa Forbes, Isabel Reinertson, Olive Seguss, Marguerite Waters, and Bill Fleming met regularly and were very actively involved in promoting the use of libraries and their own professional development. Recognizing a need for some procedural and technical consistencies, this group put together a very effective Procedures Manual. Also during this time, the term "media" became a part of the educators' vocabulary and audio-visual materials became a part of the library collections. In many school districts, as in Kelowna, resource centres (ours was called an Instructional Materials Centre or I.M.C.) were established to provide a more cost-efficient means of acquiring new resources for the use of all schools, and to provide support to school-based teacher-librarians.

A District Library Committee under the leadership of Bert Webb was formed in 1970-71 to assess the state of libraries in the district. Based on the information collected, Mr. Webb and his committee (Isabel Reinertson and Pat Kistulinec represented the librarians) sent a brief to the Ministry regarding the standards in our libraries. Their recommendations would later influence the Ministry's decision to provide money for the upgrading of libraries in the province. It is interesting to note that some of the concerns that the Kelowna School Librarians' Association had in those early years are still familiar to many: librarians being used as relieving teachers; scheduling of regular weekly library classes; supervision duties; and librarians having "full professional dignity"!

In 1974-75, the librarian's group changed its name (as did the school district) and became the Central Okanagan School Librarians' Association. At this time, the Okanagan Valley School Librarians' Association was disbanded, and with thirteen members, the COSLA formed a chapter, had their constitution approved, and sent their first representative, Tiiu Noukas to a BCSLA Executive Meeting. Short business meetings followed by specific programs were held on a regular basis. A committee chaired by Gwen Greer presented a brief on clerical assistance (there was none in the elementary schools) which resulted in library clerks being hired on a half-time basis with adjustments depending on school population. Discussions took place on the issues of other departments expropriating library monies when their budgets were overrun and the merits of having a library coordinator in the district. There was a workshop on cooperative teaching, and after a meeting you could get a wonderful veal dinner at La Bussola for \$6.00.

The mid to late seventies saw a flurry of activity in our school libraries. The Ministry allotted \$382,000.00 to this district for upgrading libraries. With our programs expanding in scope, the District Library Committee was still addressing the problem of inadequate aide time, and was now recommending a 60% library aide for a full time elementary school. Again, many of the activities the librarians were engaged in have a familiar ring: a joint meeting with the Vernon chapter to discuss intellectual freedom; Joan Davidson and Isabel Reinertson attended the Pacific Rim Conference on Children's Literature in Vancouver; and Isabel received \$10.00 for expenses incurred while attending the BCSLA Executive Meeting in Vancouver! Kelowna hosted the BCSLA

Conference (April 29, 1977), and there was a great deal of committee work being done during these years. The constitution was revised, Gwen Greer's committee formulated a District Selection Policy, furniture committees and bibliography committees were formed, and it was announced that substitutes would be available for each librarian who wished to attend that year's BCSLA Conference. COSLA purchased a Super 8mm movie projector for the district. We were on our way!

A new format for meetings was introduced in 1978-79. Librarians' associations all over the province at this time were becoming very much more proactive and this was reflected in the need for more time at meetings for business issues. The Kelowna membership alternated business meetings with program meetings. During this year a district previewing service for audio-visual material was set up, work on a District Library Policy was begun, job descriptions for library aides were developed, a Professional Library was set up at the resource centre, and Grolier's book display included a Wine and Cheese! This was also the year the superintendent announced that security systems for secondary schools were unnecessary and although one person from each school would be allowed to attend the BCSLA Conference held in Vernon, only ten substitutes would be available. It sounds like there were a few frustrations that year as well as many accomplishments.

The following year, a COSLA committee chaired by Bill Fleming made a very important presentation to the School Board on "The Role of the School Librarian". A major part of this dealt with the concept of cooperative planning and the term teacher-librarian was now being used - again a reflection of our changing role. Some interesting statistics were included in this report which showed the development of libraries in our district over the previous five years.

	1973	1978
Students	14395	16301
Schools	43	49
School with central libraries	26	47
Teacher-librarians	21	41
Paid clerical help	0	32
Titles per pupil) (avg)	8	20 (avg)

Also during this year the Education for School Librarianship Committee chaired by Isabel Reinertson, made some very important recommendations to the BCSLA. These included: that the importance of curriculum development and enrichment be recognized as part of the training of school library personnel; that all curriculum courses in the Faculty of Education include a unit on effective use of the library; and that universities be encouraged to develop a Master of Education in School Librarianship.

The early 80's was a time of continued emphasis on professional development for teacher-librarians. Many committees were active and as a result a skills list was compiled for K - 12, the library manual was revised, the association was involved in the long range planning for the district's resource centre, and there was an increase in paid clerical time. We continued to fight for telephones in libraries, security systems in secondary schools, cable T.V. and V.T.R's. Under the leadership of Lynn Corrigan, manager of a local bookstore, the Children's Literature Round table was formed and we enjoyed visits from Robert Munsch, Monica Hughes, Richard Peck, and Gordon Penrose. Another BCTLA Conference was held in Kelowna. Yet another brief presented to the Board supporting library services resulted in our per pupil allotment going from \$5.00 to \$13.53.

For the next few years our energies seemed focused on coping with cuts. More briefs were presented outlining the educational impact of decreases in aide time and funding for libraries. Despite the hardships and frustrations of the times, attendance at meetings was excellent, the emphasis on professional development was maintained, and librarians were active on district committees. The major thrust was "political action along with on-going service"

In 1986, Ken Haycock's seminar on Cooperative Planning organized by Sharon Bede was attended by over 100 teacher-librarians and administrators and was a landmark event in gaining the support of administrators for the library programs in their schools. Several committees chaired by Helen Raham were very busy at this time working on a variety of briefs and proposals to address needs and concerns. During this year a policy paper on the role of the teacher-librarian and the resource centre in the school was put forward for district approval. Three project proposals for Funds for Excellence were

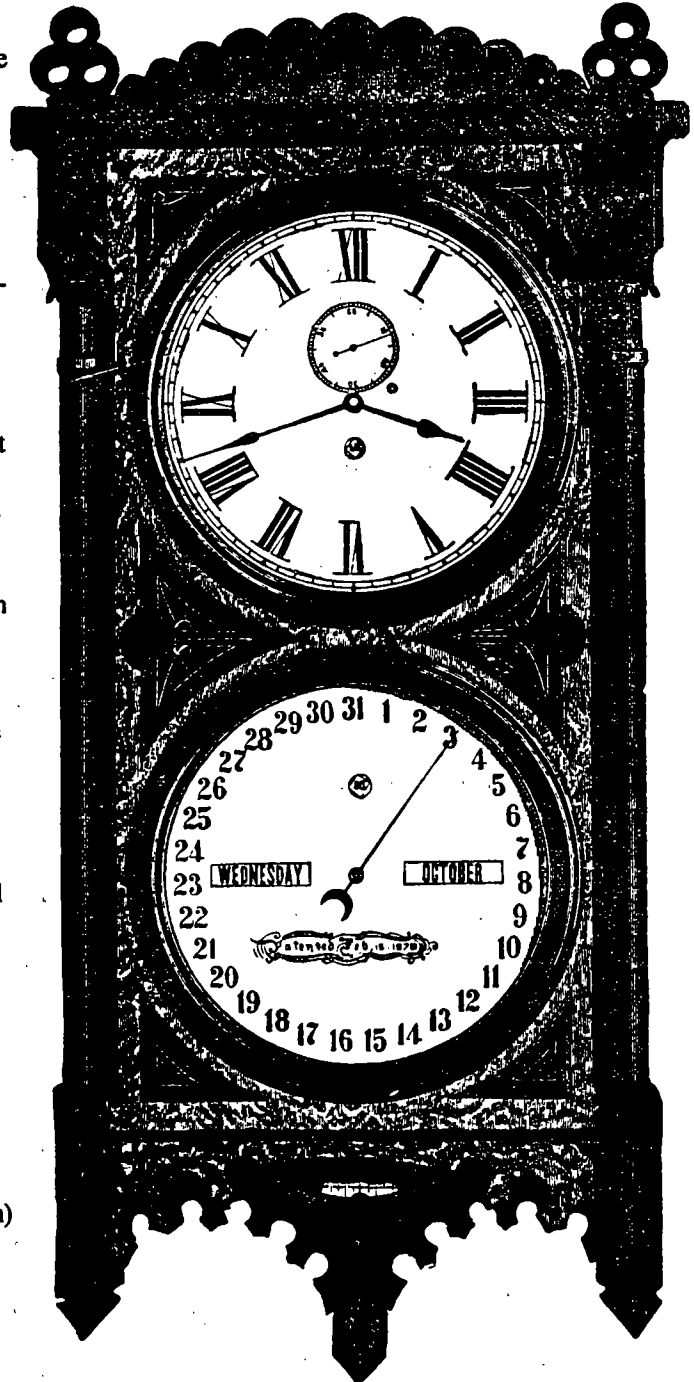
Board's Finance Committee regarding adequate funding for libraries. By the end of 1987, all the hard work done by these committees' librarians began to bear fruit. For the first time in many years there was increased funding for library assistant time and teacher-librarian time. The minimum assignment for small libraries (other than satellite schools) became one-half time rather than two days a week. Library budgets were also increased, the recommendations for restructuring the Library Aide Formula were implemented into policy, the School Resource Centre Policy was accepted by the Board, and the library programs were a feature of the School Board's Annual Report. Funding was made available for a pilot project in three schools to computerize the libraries. Professional Development activities were geared towards the library program being integrated with the curriculum i.e. Whole Language, Kindergarten, Social Studies, French Immersion.

The issue of censorship raised its head in the 1987-88 school year and a long and often difficult battle was fought to retain the right to read. As might be expected, there was a great deal of interest and publicity surrounding the events, however, the result was that our District Policy was put to the test and it did work. In addition, a District Library Resource Review Committee was established to deal with such challenges in the future. Another budget presentation was made, Sharon Bede made a submission to the Royal Commission, a Library Aide Formula which saw the end of "banked time" was approved, and the computerization pilot project was completed.

The gains made by our association have been possible because of the hard work and dedication of the members. Essential also is strong leadership and we have been fortunate to have had such individuals serve as our presidents. We now look forward to many more years of improvements in our school libraries and the education of the children in this district.

1982-83
1983-84
1984-85
1985-86
1986-87
1987-88
1988-89

Joan Davidson
Joan Davidson
Helen Raham
Helen Raham
Sharon Bede
Sharon Bede
Teresa Brinton



PRESIDENTS OF COTLA

1972-73	Gwen Treloar (Greer)
1973-74	Pat Kistulinoc
1974-75	Isabel Powell (Reinertson)
1975-76	Isabel Reinertson
1976-77	Ben Laidlaw
1977-78	Judy Shinnick
1978-79	Marjorie Buckham
1979-80	Bill Fleming
1980-81	Bill Fleming
1981-82	Gwen Greer

HIGH SCHOOL LIBRARY EXPERIENCES IN THE FIFTIES

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

Like many British Columbians, I came here from Manitoba. Coming from the usually flat but sometimes gently rolling plains of the prairies, living in North Bend, a Canadian Pacific Railway town in the middle of the Fraser Canyon, was a great shock. It seemed like the sun had barely risen from behind one mountain when it was setting behind the mountain on the other side of our small town of 400 people. Another shock was living in such a small community after living in one of the suburbs of Winnipeg.

My brother and I found ourselves attending a four room wooden frame school, grades one to twelve, instead of a large stone school with several classes enrolling the same grade. Life was suddenly less formal: girls and boys entered the school through the same doorway; girls and boys played the same games since all available bodies were needed to get together a game of scrub baseball or kick the can; divisions between ages evaporated for the same reasons; and teachers and students knew one another outside the school. The weaknesses and foibles of teachers were common gossip at every breakfast table!

Life in a small BC school had many attractive features in the fifties: course work was easier than it had been in Manitoba, and I no longer had to do homework to remain at the top of the class. In my grade seven and eight classes I could listen to the teacher instructing the grade nine class and become absorbed in their work rather than my own. This was very stimulating, particularly since it had an element of the forbidden about it. One teacher tried to direct my attention back to the work I had already completed, but another, the principal, fostered my interest in the more advanced work.

One thing the school did not have was a library. The principal, who taught English and Social Studies to all the secondary grades, had a personal library in a closet off of his classroom. I read my first Dickens novel from that collection, for I was one of the

fortunate few who were able to borrow books from it. He loaned his treasures only to those who would care for them, usually the top students, and I was one of those fortunates.

The community did not have any public library and it was this fact that, strangely enough, kept me sane. At that time — it may still be so — residents of communities with no library services were able to borrow books from the Provincial Library in Victoria. This wonderful institution sent catalogues of titles out to interested individuals all over the province. The first time the catalogue arrived, our family of five pored over it, not quite believing this was really going to result in our getting any library books, and checked off titles we were interested in reading. My father sent off the form, and sure enough, in a very short time a box of books arrived at the local post office — free of charge.

This service turned out to be better than the public library my mother had taken us to in Winnipeg. There the librarian had barred all precocious youngsters from the adult collection, and my tastes had already outgrown the children's collection. The people at the Provincial Library obviously didn't know how old I was, for they permitted me to order anything. Luckily, my parents were very flexible and did not forbid us to read whatever attracted us. Indeed, my parents, my brother and I often shared the books we had ordered, since that way we had even more to read.

After little more than two years in this reader's paradise, my family moved once more — this time to a much larger town in a picturesque area in the Selkirk mountains. The school was much larger than the last one. The grade ten class that my brother and I were placed in was an "overflow" class of about 20 students who were squeezed into a small room that had been used for the now defunct grade 13 program. The other grade 10 class held approximately 45 students. We had moved from a school which had a total of 9 students in grade 9 — including the two of us — to a school with about 65 students in grade 10.

We had also moved from a situation where we had almost unlimited access to books from the Provincial Library service to one where we had almost no public access. Revelstoke High School had a study hall with shelving around two sides of the room. This shelving was filled with what appeared to be donations or, more accurately, cast-offs of what I call "the oldies and the mouldies." The school had

many strengths, including several teachers who were among the most committed to their students and community that I have ever known. The "library" collection was not one of these strengths. It had a fairly good dictionary. The English language, after all, is an evolving one and an older dictionary can still be useful. The encyclopedia, however, was more than a little dated and useless for any type of research. Fortunately, the educational program of the times was totally textbook oriented, so this lack did not affect students' success in school. It did affect their natural curiosity and independent intellectual development, for there was nowhere in the school to go for information on all those topics that burble to the top of the adolescent mind.

This would not have been a problem if we had still had access to the Provincial Library service, but we did not. The City of Revelstoke supported a public library in a room on top of the fire hall. It was staffed by volunteers who opened it for one or two evenings a week. It may also have been open on Saturday morning as well, but I am uncertain because I never became a regular patron. The collection was not to my taste — I was into "heavy" books by now (Sir Walter Scott, Zola, Hardy, Dumas, the rest of Dickens, Thackeray, etc.) — and the volunteer librarians wanted teenagers to read moralistic fiction and series fiction. I think I developed my deep abhorrence for "nurse stories" in Revelstoke's tiny library.

More serious than this tragic impact on my intellectual development, however, was the fact that because there was a public library in Revelstoke, we were no longer eligible for the Provincial Library service. The anguish was unbelievable. I had always been a book buyer, but expanded this habit during my years in Revelstoke, taking advantage of every trip to Vancouver to buy more books.

I became the kind of reader I am to this day — reading everything, old, new, fiction, non-fiction, light, heavy — rather than face a day of "not reading." I have jokingly said to students that I have been known to read a toothpaste tube I have already read if there is nothing else available, but it is not really a joke — I have read that toothpaste tube not a second time, but many times.

My experience as a teenager made me very aware of two things. The first is how very important it is to have a library resource center filled with reading materials of every kind that will simply be

there for children and young adults to choose when they need them. While not well off, I was supported by a reading family who gave books as gifts; not all students are so lucky. The second thing is the importance of staffing libraries with understanding adults who believe that young people will select materials that are appropriate to them, and who do not interfere with students' self-selection, but rather encourage them to stretch their reading and their minds into new areas of thought.

Marriage and family intervened for me, and it was not until I went back to school and entered the Faculty of Education program at UBC, that I considered the question of school libraries seriously. As an adolescent, I had had some very serious views on how children and young adults were treated in libraries, but, because I had had no positive school library model in my own experience, I had not considered that school libraries could be the vehicle for introducing students to the joys that I experienced with reading. Then, as a university student aiming for a career of teaching English, I went on Thursday afternoon practicums to West Whalley Junior Secondary. I had not even consider teacher-librarianship as an option, but Grace Scofield was the school librarian at West Whalley, and she modeled the kind of positive approach that I had always wished adults would exhibit. I began to consider teacher-librarianship, and finally altered my career goals. This decision led me into a much wider field than I ever imagined it could, encompassing much, much more than simply leading young people to a love of reading.

In looking back over my own educational experience, I realize that I went into teacher-librarianship in order to give students the positive, quality experience with books that I did not have in school, but only at home. The library resource center is important for all students, but critical to some. For those young people who do not have access to reading materials at home, the school library resource center and the teacher-librarian can be the most significant forces in their education. If anyone needs a "mission" in life, this surely, is one of the most worthwhile that can be undertaken.

THE PRINCE GEORGE DISTRICT TEACHER— LIBRARIANS' ASSOCIA- TION

by: MARJ NIEHAUS and ANNE ROWE,
teacher-librarians, S.D. # (Prince George).
With assistance from Yvonne Nelson and
Florence Willson

In the early 1960's the Prince George School District had two or three elementary librarians and an equal number of secondary librarians. No formal association existed, but even so, these few librarians met every month to exchange ideas and offer assistance to each other. They tried to develop in their school administrators an understanding and appreciation of the role of the school library and school librarians. If the right attitude could be developed, much could be accomplished, they believed. During these years, flexibly scheduled library classes (what!) were first introduced by Florence Willson at Connaught (now Ron Brent) Elementary School.

The middle 60's were years of rapid population growth for Prince George, triggered by the construction of two of the present three pulp mills. To keep pace with the population growth, new schools were designed and built, and had to be staffed. The Superintendent of Schools, Mr. D. P. Todd, decided to set up an intern program to train the outstanding classroom teachers who were to be selected to staff the new libraries. Because Florence was the most outspoken advocate of the important role that libraries and librarians played in the operation of a school, she was designated to train these green librarians—but nobody told Florence. One morning, at the beginning of June, 1965, Yvonne Nelson, Anne McBain and Rita Ellis showed up at Connaught Elementary Library, all ready to be trained. In order to give herself some time to get organized for this unexpected task, Florence set the three to reading the shelves. Yvonne remembers dutifully reading the title of every book and wondering what the point was of this seemingly useless exercise! Fortunately for Prince George, both Florence and Yvonne carried on with the intern program. The next year, there were six trainees. The intern program, incidentally, was expanded and before its demise in the mid-seventies,

was used to train principals, vice-principals and administrative assistants, as well as librarians. The handbook that Prince George teacher-librarians rely on, w Librarians,t result of the intern program. The librarians-in-training would take copious notes, a practice which slowed down the training sessions. Florence promised she would write a manual and put in it everything she was telling them. Teacher-librarians are now using the 7th edition of this handbook. The first edition was produced on a spirit duplicator — the DRC librarians now produce revisions on a word processor. The last 20 years in one sentence!

ASSUMING RESPONSIBILITY...

By 1966/67 the teacher-librarian population had grown, and it was decided that a more formal organization was needed. A constitution was developed and approved by BCSLA, and the PGDSL A, with Florence as the first president, was born. Although there have been years when getting librarians to serve on the executive has been difficult, the association has been strong and has accomplished much locally. We have also contributed to the provincial and national organizations for school librarians. In 1970/71, Reva Bierman became the first Prince George representative on the BCSLA executive, serving as Recording Secretary. Reva was followed by Dale Lauber in 73/74, Anne Rowe in 76/77, then Lesley Hay, Tiiu Noukas, and in 1986/87, Barb Hall as BCTLA President and Eleanor Walker as Vice-President. Among those serving on various committees, ad hoc and otherwise, for BCTLA over the years have been Marj Niehaus, Dianne Nicholson, Marguerite Fox and Maxine Beattie.

Involvement at the national level came with work on Resource services for Canadian Schools revision of the two previous documents which discussed Canadian school library standards. Florence was a member of the National Standards Committee and, in addition to contributing to the revision herself, involved Liz Shirreff, Yvonne Nelson and Marj Niehaus. In 1977, Florence was President of CSLA and Anne Rowe has been on the CSLA Professional Development Committee for the past few years.

By 1969, the PGDSL A had 23 members, and the School District was still growing rapidly. The Board had adopted the principle of building neighbourhood schools, so located that elementary students would not have to cross a major traffic artery. This of

course, meant still more new librarians each year. To replace the intern program, the district began in 1972 to offer a one-week intensive training course in August. This was presented by experienced teacher-librarians and all librarians new to the district were required to attend. Many of our present teacher-librarians will remember the old classrooms above the old DRC where many sunny days were spent learning about ordering, selection tools, taking inventory, library clerks, library programs, weeding and binding (was this an agricultural course?) and the District purchasing system. More recently, because the district has fewer and fewer new librarians, this week-long course has been condensed to a 2-day session with the DRC librarians, with the emphasis on library organization.

In the fall of 1975, the Professional and Curriculum Resource Centre was established. This was partly in response to an increased emphasis on local curriculum planning and professional development, and partly because of space problems at the DRC, where the small professional collection was then housed. Yvonne Nelson was appointed PCRC librarian, and began to purchase and organize for a library which did not have a home. In 1976, D.P. Todd retired and the district acquired a new superintendent and subsequently, in November 1976, and administrative reorganization. Florence was appointed Acting Director of Curricular Services, Yvonne became Acting Coordinator of Learning Resources and Marj Niehaus remained the District Resource Centre Librarian. Anne Rowe was appointed Acting PCRC Librarian early in 1977, and, at Spring Break of 1977, the District Staff, including the PCRC (but not the DRC) moved to a vacant wing in Seymour Elementary School while the former Duchess Park/Winton School was made into a Central Administration Office. All these acting appointments were made permanent in the summer of 1977. In May, 1978, the PCRC again moved to the former School Board Office. This was to be the permanent home for the Professional Collection until another reorganization report resulted in both the DRC and the PCRC moving to the new Board Office in October 1981. As a result of this Administrative reorganization, Yvonne became the Coordinator of Program Support Services. This position carried supervisory responsibility for district advisors in several curriculum areas - Elementary French, Music, Enrichment, Primary, as well as continuing to be the Coordinator for Library Services. Needless to say, this resulted in a severe reduction of time spent in library support.

A further severe reduction of district support for school libraries came with restraint. When Yvonne took early retirement, the position of Coordinator of Program Support Services was eliminated, and the duties assigned to the position were divided among several other positions. The DRC and the PCRC librarians now report to the Director of Curricular Services, and there is no Coordinator of Learning Resource Services. The Director of Curricular Services has formed a Learning Resources Advisory Committee, composed of the Director and seven librarians, always including the current president of the ISA. This advisory committee was formed in November, 1984. Its major accomplishment to date has been Board acceptance of a Learning Resources Policy for the District.

As a direct result of all the foregoing, the LSA has had to assume a leadership role. At present, we are developing a scope and sequence chart for library skills, K-12, which is now in the first draft stage.

THE 'POWERS-THAT-BE' COULD ONLY SAY NO...

Locally organized and produced in-services sessions have always been a trade mark of the Prince George school librarians' group. In 1967, the first conference/workshop was organized for school librarians in the north central region of the province and organizers were most amazed when librarians from the south of the province registered. Florence Willson chaired this conference and Kim Lancaster was the local chapter president. The main themes of this conference twenty years ago were co-operative teaching and library program! As this conference was scheduled for two days - a Friday and a Saturday - local librarians had been granted time-off from regular teaching duties - and unheard-of precedent! The social needs of registrants were well looked after and northern hospitality became an integral part of future workshops and conferences.

Writing briefs is a skill that Prince George librarians have honed during the past 20 years. We have sent briefs, solicited and unsolicited, to the Board of School Trustees, the Superintendent of Schools, and the local Teachers' Association. Our research indicates that our first brief was in 1966 to the Superintendent and the Board of School Trustees outlining the need for clerical assistance in each library so that librarians could devote their time to working with students and staff. The brief stressed

that, regardless of the size of the school or the library collection, there were basic clerical tasks which must be done in order that the library could function as an efficient learning centre. The brief had the blessing of the local Principals' and Vice-Principals' Association prior to its successful presentation to the Board. (Since 1982, as a result of restraint, the great majority of our elementary libraries now have no clerical assistance provided on a scheduled basis.)

The next major brief initiated by the librarians was for the appointment of a library coordinator for the District. The Board, after receiving our brief, commissioned outside experts, John Wright and the late Lawrence Wiedrick of the University of Alberta, to visit Prince George, survey the local situation and make recommendations to the Board. One recommendation dealt with the need for a District Coordinator. Word went out (by the moccasin telegraph?) to Florence, by then employed as Provincial School Library Coordinator with the Saskatchewan Department of Education, encouraging her to apply for the position. Before accepting the position in September 1970, Florence wrote her own job description and convinced the Board of School Trustees and Superintendent of Schools that there was a need for a District Resource Centre to replace the Central Library, then staffed by three clericals.

Some of the other briefs and proposals authored by members of the Prince George Chapter in the 1970's covered topics dealing with upgrading of school library collections, need for clerical assistance (the second time around!), the Library Specifications Report 1972 and a proposal written on behalf of BCSLA for provincially funded zonal workshops for school librarians on selection tools.

NEVER HESITATE TO CHAIR AND ORGANIZE A CONFERENCE, WORKSHOP, SYMPOSIUM OR...!

The local chapter's first attempt at hosting a workshop/conference in 1967 led to other successful in-service sessions organized either as part of the annual Teachers' Convention, District Pro-D Day, or as a local librarian mini-conference. Among the noted guest speakers at these sessions were the late Margaret Scott, then CSLA President, Yvonne Carrick from Snohomish, WA who introduced us to storytelling techniques, Terry Johnson from the University of Victoria, Mel Rainey, Sheila Egoff, and Judy Saltman from the University of British Columbia, Alice Tiles from Surrey, John Church from the

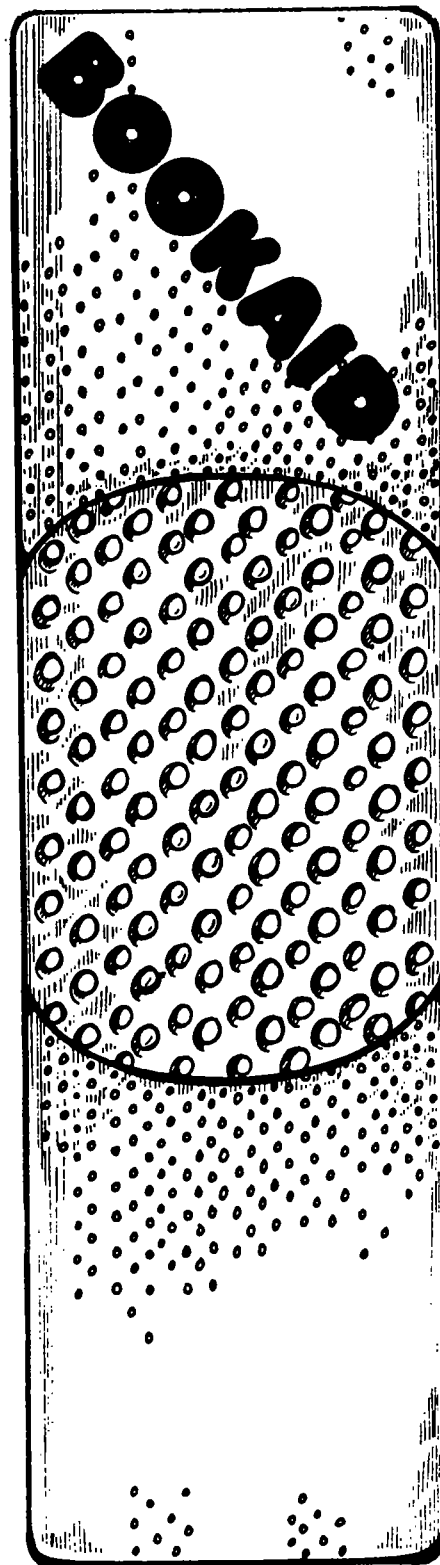
BCTF, Anne Davidson from the Saskatchewan Department of Education, and the Rev. Elizabeth Zook and Samantha McIntyre from Prince George, whose topic was bibliotherapy. Local members have also been most generous with their time and have presented mini sessions on various topics for their peers.

The PGTLA has organized and hosted three provincial conferences for BCTLA. In 1974, the conference was chaired by Florence Willson and the BCSLA President was Mel Rainey. Oldtimers in the BCTLA will undoubtedly remember that AGM when there were heated debates on the topic of whether to press the government for a provincial school library coordinator/consultant. At this conference, the organizing group had decided to forego commercial displays and instead have displays with handouts of locally developed cooperative teaching units – a great hit with the registrants. The cucumber punch served at the opening social still evokes discussion.

Anne Rowe and Bob Taverner were co-chairs of the 1981 conference, also held at the Inn of the North. Nancy Polette was an inspirational luncheon and workshop session speaker - and who can forget David Ricardo Williams as the breakfast speaker? successful locally produced booklet of library teaching ideas that was available to registrants. When the PGDTLA was requested to organize the 1986 conference, it produced. The conference, chaired by Tiiu Noukas, focused on resources in one's community - "Branching Out" — and featured mainly local resource persons. Ann Walsh, an author from Williams Lake, was an entertaining and thought-provoking breakfast speaker.

Mention author dinners and names including Ivan Southall, Suzanne Martel, Lynn Hancock, James Houston, and Monica Hughes come to mind. In 1976, the week-long Pacific Rim Conference was held in Vancouver and many of the guest authors were available for travel to other parts of the province. Florence Willson pursued the idea of inviting one or two to Prince George. Yvonne Nelson chaired a committee which arranged for guest appearances at local schools and a successful author dinner for 250 guests at the Inn of the North. Ivan Southall and Suzanne Martell set high standards for future author dinners. Those attending the 1986 BCTLA Conference will remember the dinner and the hurried speech of Monica Hughes timed to the second so that she could catch the plane to Vancouver. Remember CP Air's flight cancellations and schedule changes?

Prince George Chapter of the BCTLA is alive and well. Monthly meetings are scheduled at various school libraries with programs including guest speakers, in-service sessions, and sharing sessions. In addition, the local Executive plans sessions for librarians at the District Pro-D Day each March. The PGTLA during the past twenty years has accomplished a great deal and, with a hard-working core, will undoubtedly continue the tradition of being an integral part of educational change.



GRACE D'ARCY - PIONEER OF QUALICUM SCHOOL LIBRARIES

by CANDICE MORGAN, teacher-librarian, Parksville Middle School, S.D.#69 (Qualicum).

"... I was a TEACHER first. I refused to spend my days doing clerical or technical work: I came back into school in the evenings to glue in pockets or process books: the teachers and students needed me during the day..."

"...the principal has to know what you're trying to do... what you need... a monthly report with a list at the top gives him the information he needs to make a case at budget time..."

"...It was always: 'we know you need more clerical help... maybe next year'... or 'sorry, nothing in the budget yet.'"

Variations of the above statements have been made by most teacher-librarians at one time or another. The members of the Mount Arrowsmith Teacher-librarians' Association (Qualicum School District) have had occasion to say them as we have fought during our ten years of existence to establish adequate standards for staffing and budgets in our school resource centers.

What is particularly ironic, however, is that the statements quoted above were made by Grace d'Arcy, a former district librarian for our own district from 1960 to 1967. Since all of the members of our chapter have been hired since 1979, none of us had know Grace nor of her experiences in our district. I recently had the privilege of interviewing her about her role as district librarian, and also as a provincial supervisor of libraries. Those who do not learn from history are doomed to repeat it."

We had the first of our interviews sitting in the Learning Resource Center of Parksville Middle School. This is the first school Grace taught in when she came to the district. She had walked through the doors in 1952 "when the paint was still wet." I showed her some titles in the reference section - immortal ones that had been spared the weeder's grasp - that she had put there some thirty-five years ago.

Grace d'Arcy received her BA in 1929 from UBC and completed her teacher training in 1930, just at the beginning of the great depression. Returning to Victoria, she was unable to find work because of worsening economic times and spent a year substitute teaching.

Anxious to teach, she accepted a position in a small school in Alert Bay. She was responsible for teaching mostly native Indian students, many of whom did not come to school for the first time until they were ten years of age. When they started school, most could not speak English and had to struggle with a new language while trying to learn the other subjects in the BC curriculum. There were few books in the school, and none in their homes. Grace decided to start a library. She had always liked books and reading, and had a vague notion that library books required a card and a pocket in order to keep track of them. Requesting donations was her next step, because library budgets were non-existent. She says, looking back on it, "I learned a very important lesson... I asked for donations... I very quickly understood that when people donate to a library ... it means they really clean out their basements ... I received boxes of books [but] ... people give you what they don't want ... it was the last time I ever asked for donations."

The Department of Indian Affairs was soon calling her principal on the carpet because one of his teachers had had the temerity to start a school library "without permission."

Although she did not realize it at the time, she had taken her first tentative steps in what would be a long and prestigious school library career.

Her next teaching assignment was in 1947. She moved, with her three small children, to the tiny mill town of Telegraph Cove. There she was responsible for teaching students in a one-room school from grades one to eight, and for supervising the secondary students who were taking correspondence courses. A battered old (1906) chemistry text was the sole book in the school. Her first acquisition was Webster's New Collegiate Dictionary marked down to the bargain price of \$2.50, bought at the Alert Bay General Store.

By this time, Keith Morrison of the Provincial Library had a program called the Open Shelf Library which would send boxes of books to schools in remote areas for three month loan periods. When the supply ship arrived at Telegraph Cove, the workmen would crow into the ship store to buy comics for themselves to read. The children meanwhile, looked forward with delight to the latest shipment from the Open Shelf Library: daily story time at 1:00 saw

them all back promptly in their seats after lunch. They were never late because they couldn't bear to miss hearing the day's story. Sir Walter Scott, Dickens and other classics entertained even the youngest students.

Faced once more with managing books in a school library, Grace realized she needed some more training. She spent the next several summers attending summer school courses in school librarianship offered by the provincial government in Victoria. Walter Lanning of UBC offered instruction in such topics as children's literature, the school library program, and cataloguing.

After five years at Telegraph Cove, Grace accepted a teaching position at Bower School in the Qualicum District. Upon learning of her school library course work, the superintendent reassigned her to the junior secondary (now middle) school in Parksville. It was a very busy first year. She had to move all her family's belongings down the island first by barge to Kelsey Bay, and then by road to Bowser. Her new posting, however, meant that she had a considerable distance to drive to work. It took five moves in five months before she and her family were settled.

Hired to teach English, Math, and Effective Living (called by her students "effective loving"), she was also expected to develop the school library without any clerical assistance. Her guide was The manual for organizing a school library, a booklet originally prepared by Walter Lanning and published by the Department of Education. Referring to the manual, Grace recalled that BC was one of the first provinces to have a school library manual that showed how to set up a school library "From scratch." At the time, in her opinion, BC led Canada in the organization of school libraries.

Grace always believed that it was important to participate in professional organizations. She joined the Mount Arrowsmith Teachers' Association, the BC Library Association, the CLA and the CSLA. In 1959 she joined the BC School Librarians' Association and served as president in 1963-64. In 1962 she was editor of the BCSLA publication, The Bulletin. As editor, she entered into correspondence with teacher-librarians all over the province. She realized that she and others, notably Walter Lanning, were spending hours of the time responding to needs that should have been met by a provincial supervisor of school library services. The need was great, but the government of the day did not create such a position.

While working at Parksville Junior Secondary School, Grace established links with the librarians in

the Vancouver Island Regional Library. She soon realized that her course work in school librarianship had not made her a professional librarian, and she

began to look for a school at which to study for a Master of Library Science degree. At the time there was no program at UBC and U of Toronto required full-time attendance, an impossibility for the mother of three school age children. She waited until her children finished high school and then undertook five summers' work at the University of Washington. Because the summer session in Seattle began in mid-June, she had to take a two week leave of absence to attend, and then made up those two weeks at the end of her summer school session. So, for five years there were no summer holidays!

She looks back on her Masters studies as pivotal to the remainder of her career. The program at UW turned out to be an excellent choice. Although the focus was on school libraries, the courses included information of the organization and management of a variety of libraries and emphasized the possibilities for cooperation between them. She spent her fifth summer on field work which was assigned to all Masters candidates. With a Canada Council grant, Grace elected to spend a summer cataloguing at Stanford University. There she worked in the main library, the education library, and the International Harvard Library.

The most useful summer at VW was taught by the Supervisor of School Library Services from Bakersfield, a large California school district. He was responsible for the central organization and management for all the libraries in the school district. After that summer, she came back to Qualicum feeling well-qualified to take on her next assignment as District Librarian, responsible for the organization of twelve school libraries.

In 1960 she moved to Qualicum High School and became a full-time librarian responsible for serving the needs of 500 students and their teachers. As well, she was to organize libraries in other schools in the district, still without any clerical help that was promised, but never delivered, by a succession of superintendents.

Even so, Grace's determination and effort produced a district library system. She recalls how often she would not arrive home until 6:00 to make dinner and how useful two pressure cookers could be. Many evenings were spent back at school, often accompanied by her daughter, doing the technical and clerical tasks she refused to do during the day because she regarded school time as professional time to be used meeting the needs of students and teachers. Her role as a teacher was paramount. She reiterates,

"...every course I took in library work was taken to make me a better teacher."

Finally, in Spring of 1961, she was assigned a .5 clerical assistant.

They purchased Wilson cards or, if necessary, Library of Congress cards for 60% of the new books and manually catalogued the rest. She developed and maintained a union catalogue that included a shelf list and a main entry list. There were also shelf lists for each school – or, in the case of the largest elementary school, for each classroom library. Because so many of the schools had no space to allocate as a school library, each individual class had a separate shelf list at the library service center. They were all cross-referenced and a system was in place to encourage sharing. She and her assistant did all the ordering and processing and trained someone at each school to maintain the collection.

She experienced a familiar problem – arguing for adequate budgets for acquisitions. When questioned why collections at small schools needed the same amount of money as those at the larger schools she found herself repeating again and again,

"Every basic core collection cost the same amount of money. No matter how small the school, it deserves to have the same basic collection if they are not to be discriminated against."

She talks also of how lack of staffing militated against the development of school libraries. "There was a great need for training principals and superintendents in the [requirements] of the library field." A further comment about school libraries that perhaps rings true for many of us: "one has to depend upon the good will of principals" in order to get the staffing and budgets necessary to manage a school library.

Grace remembers a controversy that arrived with a newly-hired elementary supervisor. He had the idea that as well as organizing the smaller school libraries, she could also spend time each week traveling to the schools to "teach library" while the classroom teacher involved could be free to teach music to other students. Needless to say, Grace refused this role after articulating all the reasons why. The principals, Len Nicholls and Art Olson both supported her and the idea was dropped.

Once she had her Masters' degree, Grace was invited by UBC and University of Alberta at Edmonton to teach summer courses in school librarianship. While teaching the basics – cataloguing, selection, weeding, and the library program – she drew upon her own experiences, giving much prac-

tical advice to her summer students. She encouraged active participation in professional organizations, school-based and otherwise. She encouraged them to build relationships with their principals; to provide them with regular reports and well-supported arguments for budget request. She emphasized how necessary it is to be flexible in a school library setting; how important it is to be visible; to be first on the staff meeting agenda. She talked about the teachers' need to be informed about the use of resources, and especially of teacher-training "... but don't call it a library course. Teachers will never take it and it's a course every teacher should have."

Her work as an instructor introduced her to a wider community of people working in the field. She worked on a curriculum committee set up by Frank Levirs, a deputy minister of education in BC (and a former school librarian). The committee's task was to update a 1955 publication, Library books authorized for use in the public schools of British Columbia. The committee met for thirty-two consecutive weekends in Vancouver, with no remuneration, to develop a publication subsequently entitled Basic list of school library books. Kindergarten, Grades I-XII. Shortly after this, following years of coping with insufficient clerical assistance, Grace left Qualicum on unpaid sabbatical to spend a year in England.

Upon her return to Canada, she was asked to stop first in Winnipeg and in Edmonton for job interviews. The Manitoba Ministry of Education was considering creating a post for a provincial supervisor. The Edmonton School Board was interested hiring Grace as supervisor of libraries in its twenty-seven schools.

Returning to Qualicum, she found the situation much as she had left it. The system had not been well maintained in her absence and there was the perennial problem of insufficient help. She initially accepted the job offer from Edmonton but was unable to arrange satisfactory portability of pension benefits. She acceded to the Qualicum superintendent's request that she stay one more year. When the oft-promised additional staffing did not materialize, she successfully applied for the position of provincial supervisor of library services in Manitoba. She remembers saying at that time:

"Thank God, from now on I'll never have to paste in another book pocket or book slip! I can do professional work instead of going back in the evening for work I consider to be clerical."

After fifteen years, her work for our district was at an end. The members of the Mount Arrowsmith Teacher-Librarians' Association can learn much from

Grace d'Arcy's experiences as we struggle to accomplish the goals she established for our school libraries.

However, much more remains to be told in the Grace d'Arcy story. Part two will appear in the September Bookmark and will chronicle Grace's accomplishments as a provincial supervisor of school libraries in Manitoba.

BC teacher-librarians hope to persuade the Ministry of Education of the need for a provincial coordinator for school library services. Grace d'Arcy's work in Manitoba will be most instructive if the BCTLA should succeed in its attempt to have a provincial position created here in BC.



MEMORIES OF THE 1930'S IN THE PRINCE GEORGE AREA

by LILIAN MCINTOSH, Vanderhoof, BC

I was aware that in the latter 20's and the beginning 30's the elementary schools in a very wide range around Prince George were supplied library books by the Public Library Commission. Miss Jean Sargent and her staff of that Commission had the task of sending out back-breaking wooden boxes containing many library books. These arrived to the general jubilation of the students at least twice a year. Due to the depression of those years necessitating a change of policy, this service to schools was discontinued in the mid-thirties. The sting of this loss was somewhat lessened by the gift to the schools of many of these books which remained in the classroom with the stamp of the Commission still on the front page. At one point, too, gift books from the IODE, International Order of the Daughters of the Empire, must have been donated, for on my arrival at the one-room Prairiedale School in the Vanderhoof District in 1937 there were aging books from the IODE and the

Commission on a somewhat bedraggled single shelf under the row of windows. These rested cheek by jowl with the prescribed books not in use at the moment. At that school we were fortunate enough to have progressive parents who, by dint of fund-raising dances and donations, presented me with monies sufficient to purchase some thirty new books. These I ordered from Houghton Mifflin Publishing Company in California. They were joyfully coloured and attractive. I expected to continue doing this in my next school near Prince George, but those parents were almost all "on relief" and no money for library books was even thought of!

CHAPTER VIGNETTE DELTA IN THE 1960'S

The decade of the 1960's saw Delta flourish as a suburb with a rapidly growing population. The demand for new schools was at a peak with the school population almost trebling in a few, short years. Delta, at this time, was the fastest growing municipality in Canada!

The growth coincided with a provincial emphasis in the establishment of school libraries and Delta managed to capitalize on this. Good construction practices resulted in better-than-average facilities for school libraries. Extra funds were routed to better stock the school library shelves with resources. Libraries changed from book storage areas to centres that accumulated teaching aids for classroom teachers. The need for audio-visual hardware and software accelerated and new technologies brought improvements.

The B.C. government provided money to expand library services and their increased awareness of the library's importance was also reflected in the changing size recommendations in the School Building Manual. For example, in 1962 a secondary school of 900 pupils had an allotted space of two classrooms for its library. By 1967 the Manual recommended a three-classroom-sized library of some 2,250 square feet. More trained librarians were being hired and the school library changed to become a "resource centre".

The 1960's were a time of economic prosperity in B. C. and the taxpayers voted YES on school referenda. The picture was rosy--these were good years!

Delta Chapter, BCTLA

ADVOCACY IN THE 60's

by **BARB HALL**, past president, BCTLA

This column is dedicated to two wonderful educators who provided the first spark which influenced my dedication to school libraries in this province over the last 30 years. To Walter Lanning and his initial attempts at teacher-librarian training and advocacy and to Ev Greenaway and his administrative vision of the elementary school library's contribution to education, I owe many thanks.

At seventeen years of age in 1957, I was one of the students enrolled in the University of British Columbia Education Faculty who contemplated the first offer of a four year Elementary Education Degree Program. As a unique class, we had to determine a specialty in our third year. Given my personality, I searched for a pioneering field and finally settled on a love story very dear to my heart — school libraries. The long winding stairs to the top floor of the University library, and classmates only interested in secondary libraries were only a challenge to my beliefs. By the end of that year, I was committed to establishing centralized elementary school libraries in every school district in British Columbia! What a disaster met me when I applied for such a job — no district was willing to listen to my commitment! I refused many classroom teaching jobs in every district as I was determined to use my new found knowledge. Finally, in the beginning of August, an educator who shared my vision hired me. Thus, I started the first elementary school library in the Kelowna School District.

As an idealistic student, I certainly did not recognize what I was getting into. Upon arriving in Kelowna, I found that I was assigned to the oldest (vine covered et al) school in the district, Central Elementary School, and given the task of converting a dreary basement room into an innovative "first" elementary school library. The district really wondered what hit them when I commissioned jack hammers to drill through concrete and pounded on the Superintendent's desk to have maintenance build furniture to my specifications. The physical problems were the least of my worries as I lobbied with classroom teachers to give up their "library corner" for the good of all. A centralized collection of the available readers won them over — this young sprout actually knew what Level 3, Two was all about!

As I struggled with three buildings (one primary annex was a block away), I gradually learned that teacher recognition of my teaching ability (à la library skills) was more important than the hours I spent at the typewriter reproducing catalogue cards. Puppets and displays were the trimmings that made the dungeon attractive, but my skills of storytelling and leading the children and teachers to understand the need for developing informational skills were paramount. Imagine the butterflies in my stomach as I was asked to address the PTA meeting on the importance of libraries and reading! I turned the topic around and spoke on the role of parents in encouraging their children to read.

After two years of grappling with the implementation of my idea, I was pleased to have other elementary principals in the district visit to see what innovative things were happening in our school (even if they didn't want to admit any dollar commitment). Every teacher, except one, became an avid public relations officer for centralized elementary school libraries and through these teachers' efforts, a continuing library program was established. At this time, I was twenty two years of age (1962), hated the sterile social environment of Kelowna, and applied out of the district. Unfortunately, the only way I could continue in my role of teacher-librarian in the lower mainland area was to accept a position at the secondary school level. Elementary teacher-librarians' positions were still being filled by teachers close to retirement!

My next teaching assignment was the establishment of a new library in a new secondary school — Handsworth Secondary in North Vancouver — which is another story!



THE BOOKMARK: A SILVER JUBILEE, NEARLY

by GORDON STUBBS

Well, actually two years short of a Silver Jubilee, but near enough for The Bookmark to receive Special Mention in a year of general celebration.

The Bookmark (with that title) first saw the light of day in 1966, though its predecessor, the Newsletter, had begun publication in 1959. This article will trace the origins and progress of the official mouth-piece of the BCTLA, along with the names of editors. It is largely an inventory of the issues from volume one, and a few comments on significant developments as the early slim issues, struggling to survive, gradually became more established and more wide-ranging in subject. Physically, too, there was considerable growth, when you compare the six pages of the first issue with the 191 pages of the December 1988 Bookmark.

A glance at the list of editors shows the names of many people who will be familiar to readers on account of the contributions they have made over the years to the work of the BCTLA. It is a tribute to the editors and their assistants that no emergency ever interfered with the production of at least two issues each year, often five or six, and in one year as many as nine. As time went on, the periodical itself was sent out to members with supplementary material such as Occasional Papers and an annual index of contents. This practice started in 1970. Information about the Supplements is included in the list below.

The name "Bookmark" was adopted in 1966, when John Ramsdale was editor. Giving a periodical a title (and the same thing applies to the title of a book or a company — or in human terms, for example, the naming of a baby) is often a matter for prolonged discussion and sometimes heated argument. There are so many possible alternatives, and so many factors to consider, as well as the personal likes and dislikes of those making the selection. The naming of The Bookmark was evidently no exception to the customary "agonizing" over which way to go, as confirmed by John Ramsdale in an amusing editorial, where he mentions some of the rejected titles and reasons for rejection:

The Shelf-list — too prosaic
The Catalog — too reminiscent of drudgery
The Libertine — too risqué, and the pun doesn't really fit

So The Bookmark was the final choice. It has much to commend it: it is simple and distinctive, and no one seems to have seriously raised any objection since The Bookmark first appeared on the masthead.

Communications with members in the first twenty years of the BCTLA (at that time the BSCLA) were effected by letters and circulars, until the advent of the Newsletter. Curiously the first three issues of Newsletter in 1959-60 were called numbers one, two and three of volume two. Then someone realized that a mistake had been made, and the fourth one became volume 1, no. 4. An examination of any set of periodicals will often reveal odd aberrations of this kind.

What follows now is a chronological listing of the Newsletter and The Bookmark, and the pamphlets and other materials that accompanied the periodicals. For the sake of consistency, and to stay within the stated objectives, no other BCSLA/BCTLA publications are included.

NEWSLETTER

- 1959-60 Vol. 2, no. 1-3, and Vol. 1, no. 4
Editor: Elizabeth Smillie
1960-61 Vol. 2, no. 1-3 Editor: Ed Burchak
1961-62 Vol. 3, no. 1 and 3 Editor: Marion Wylie
1962-63 Vol. 4, no. 1-6 Editor: Grace d'Arcy
1963-64 Vol. 5, no. 1 and 2 Editor: Don Nelson
1964-65 Vol. 6, no. 1-4 Editor: Ed Albrecht
1965-66 Vol. 7, no. 1-5 Editor: Keray Rollins

THE BOOKMARK

- 1966-67 Vol. 8, no. 1-5 Editor: John A. Ramsdale
1967-68 Vol. 9, no. 1-5 Editor: Robert W. Brown
1968-69 Vol. 10; no. 1-5 Editor: Robert W. Brown
1969-70 Vol. 11, no. 1-7 Editor: Grace E. Funk
1970-71 Vol. 12, no. 1-7 Editors: Angela Thacker, Marion Pocock

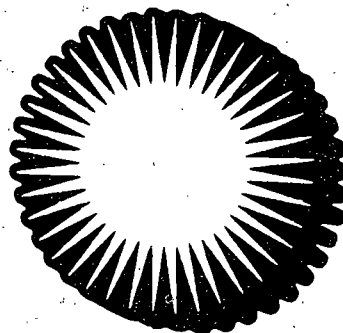
[first volume to have an Index and supplementary publications: Focus on Canada (5), Occa-

sional Papers (3), Appendices (3)]
 1971-72 Vol. 13, no. 1-6 Editors: Angela Thacker, Marian Pocock
 [+ Index, Focus on Canada (5), Occasional Papers (1), Demonstration School Library Project Newsletters (2), Appendix]
 1972-73 Vol. 14, no. 1-7 Editor: Angela Thacker
 [+ Index, Focus on Canada (1), Occasional Papers (2), Demonstration School Library Project Newsletters (2), Top Titles (2)]
 1973-74 Vol. 15, no. 1-6 Editor: Doug Trounce
 [+ Index, Occasional Papers (2)]
 1974-75 Vol. 16, no. 1-9 Editor: Doug Trounce
 [+ Index, Constitution and By-laws, Periodicals for B.C. School Libraries (1), Election 1975-76]
 1975-76 Vol. 17, no. 1-7 Editor: Doug Trounce
 [+ Index, BCSLA reviews v.1 (2), Constitution and By-laws, Occasional Papers (1), Periodicals for B.C. School Libraries Supplement (1), Selecting Learning Resources - a Handbook, Election 1976-77]
 1976-77 Vol. 18, no. 1-5 Editor: Doug Trounce
 [+ Index, BCSLA Reviews v.2 (4), Occasional Papers (2), Constitution and By-laws, Election 1977-78]
 1977-78 Vol. 19, no. 1-5 Editor: Ken Adsett
 [+ Index, BCSLA Reviews v.3 (3), Occasional Papers (2), BCSLA Bibliographies (2), Constitution and By-laws, Election 1978-79]
 1978-79 Vol. 20, no. 1-5 Editor: Ken Adsett
 [+ Index, BCSLA Reviews v.4 (4), Occasional Papers (2), BCSLA Bibliographies (8), Sources and Resources - Additions and Deletions (3), Election 1979-80]
 1979-80 Vol. 21, no. 1-5 Editor: Katherine Picha
 [+ Index, BCSLA Reviews v.5 (3), BCSLA Bibliographies (9), Sources and Resources - Additions and Deletions (2), Election 1980-81]
 1980-81 Vol. 22, no. 1-5 Editor: Katherine Picha
 [+ Index, BCSLA Reviews v.6 (3), BCSLA Bibliographies (1), Periodicals for B.C. School Libraries 2nd ed., Election 1981-82]
 1981-82 Vol. 23, no. 1-5 Editor: William Scott
 [+ Index, BCSLA Reviews v.7 (4), Occasional Papers (1), BCSLA Bibliographies (1), Election 1982-83]
 1982-83 Vol. 24, no. 1-5 Editor: Avril Warren

[+ Index, BCSLA Reviews v.8 (4), Election 1983-84]
 1983-84 Vol. 25, no. 1-4 Editor: Avril Warren
 [+ Index, BCSLA Reviews v.9 (3)]
 1984-85 Vol. 26, no. 1-5 Editor: Alan Knight
 [+ BCSLA Reviews v.9 (1), Occasional Papers (1)]
 1985-86 Vol. 27, no. 1-4 Editor: Gerald Soon
 [+ Index. Reviews and other features incorporated in Bookmark starting with this issue]
 1986-87 Vol. 28, no. 1-4 Editor: Gerald Soon
 1987-88 Vol. 29, no. 1-4 Editor: Trish Maskell
 1988-89 Vol. 30, no. 1-4 Editor: Liz Austrom

Beginning with the December issue of 1984, The Bookmark took a sudden leap forward in terms of size. There were 35 pages in September 1984 and 129 pages in the December issue. The change was partly due to printing such features as Reviews and Bibliographies in the one periodical, instead of (as was formerly the practice) issuing them as separate supplements. The bulkier format also reflects the policy of encouraging members to submit, in some detail, outlines of curriculum units suitable for teacher-librarians to use at various levels in elementary and secondary schools, and practical suggestions for activities. Since December 1984, each Bookmark has followed a particular theme, advertised in advance, to give members a focus for their contributions.

A complete file of all materials listed in this article may be found in the Archives.



TO HAVE OR NOT TO HAVE? THAT IS THE QUESTION ...

by **Willa Walsh**, teacher-librarian,
McNair Senior Secondary, S. D. #38
(Richmond)

Throughout the 1960's and early 1970's the hotly debated issue of a Provincial Coordinator for school libraries raged through BC's school library system, entangling the BCSLA executive, chapter presidents, the BCTF, and local members in a see-saw struggle for more than a decade. The issue was, actually, as old as the association itself--dating back to 1939 when the first request was made for a supervisor at the Provincial level. It continued to be an issue throughout the 1940's and 1950's with many resolutions being forwarded to the BCTF requesting a provincial coordinator. It was not, however, until the mid to late 1960's that this request attracted serious investigation. Due to the persistence of the BCSLA, several surveys of the conditions and needs of BC's school libraries were undertaken, largely in response to the demands for a provincial spokesperson. Two outstanding surveys were those of Mr. Frank Levirs and Mr. John Church. The 1964 Levirs Report brought some improvements to school libraries, but its author opposed the idea of a departmental appointment. The B.C.T.F., oddly enough, asked the government for a library consultant that very same year! This was but one example of the many ambiguities and reversals experienced during the history of this debate.

The B.C.T.F.'s tune soon changed and they returned to their stance of opposition to provincial coordinators. The B.C.S.L.A., therefore, requested a major survey of school library conditions and functions in 1968. This resulted in the famous Church Report, Personalizing Learning, carried out jointly by the BCTF and ERIBC. This report went a long way in familiarizing everyone with the role of school libraries in the educational process. Mr. Church, however, adamantly opposed the idea of a provincial coordinator. By this time the arguments pro and con had become clarified, and I present the major ones as follows:

PROS

- a coordinator could establish much-needed provincial qualifications for teacher-librarians and related hiring policies
- there was a need for Ministerial policies on adequate space and funding for school libraries
- a coordinator could establish standards for good library programmes and services
- this person could be a direct spokesperson to the government for school libraries
- a professional could help new teacher-librarians and districts to set up resource centres
- some one was needed at the "power" level to act upon the recommendations for improvements brought out in the surveys
- a liaison was needed between the government and the school
- a coordinator could ensure that guides and policies for school libraries were current and meaningful
- in-service for teacher-librarians was needed
- other provinces had greatly benefitted from having provincial consultants and B.C. could also benefit
- an influence on School Boards was needed

CONS

- too many chiefs at the top leads to inefficiency in the system
- professionals do not need to be "supervised"
- The BCTF almost consistently opposed provincial coordinators
- the real "power" for change is at the local, or school level
- greater centralization in education is not desirable
- if you appoint a coordinator for libraries, then other disciplines will want them also - e.g. art, music, etc.
- good standards can be developed through working and learning conditions surveys and political action at the local level
- a coordinator might restrict the "freedom" of district and school decision-making
- a supervisor would be a "threat" to the independence of those individuals responsible for school libraries

As you can see the issue was not an easy one! The early 1970's saw the real climax of this controversy

as persons of note lined up on either side of the conflict, expressing their views in forceful and convincing language. Don Hamilton, Education Librarian, University of Victoria, was the champion in one corner of the ring for the PROS and the equally well-known and respected John Church, of the B.C.T.F., ably defended the CONS of the issue in the other corner. Here are a few quotes from their published viewpoints (as reported in the Bookmark of March, 1974):

DON HAMILTON

"I am greatly disturbed by the great fear that exists about having 'someone at the top'."

"How can change occur without the involvement of that official body (Department of Education) especially when it has such a direct financial involvement?"

"Who is there, at the Department level, who will speak for and act on the recommendations . . . (of various surveys)?"

"School libraries in this province will never become all they could be until "someone at the top" fully recognizes their worth and insists on paying for it."

JOHN CHURCH

"Change comes from within, not without, from those involved, not from a supervisor. Real change comes only when people change, not with paper change."

"Trends which I detected in 1969/70--the transfer of more and more decision-making from the provincial to the district, school and individual pupil-teacher levels . . . have accelerated..."

"Teacher-librarians must realize that increasingly the critical or the "power" decisions concerning the nature of education are being made at the school building level, not at the provincial level, nor the district level."

This was the situation in the Spring of 1974. The B.C.S.L.A. executive at that time fully supported the appointment of a coordinator/consultant. This was based on the support of positive responses from many chapters of the Association. The executive forwarded

such a recommendation to the B.C.T.F.'s AGM, only to find that two-thirds of the seventy teacher-librarians attending the BCSLA's own AGM, held on May 11th, 1974, in Prince George, were against the coordinator proposal! What a debacle! This epitomized the confusion and disorder associated with the on-going controversy.

Some of the confusion seemed to centre around the job description of a coordinator/consultant. In 1974 the responsibilities of such an appointment were seen as follows (from the Bookmark, May, 1974)

Responsibilities of the Provincial Coordinator of School Library Services:

- to provide guidance and leadership in the field of school librarianship in this province.
- to act as an advisor to the Department of Education and to school districts on matters relating to buildings, finance and standards.
- to co-ordinate the research of materials for curriculum committees.
- to serve as a liaison among the Department of Education, the BCTF, school districts and the postsecondary institutions.
- to work with the post-secondary institutions toward the improvement of their school library education programs.
- to promote in-service
- to advise, when requested, school districts or individual teacher-librarians on their library programs.
- to provide comprehensive bibliographic information and critical evaluations for school library materials.

Personal Qualities:

- the ability to cooperate with a wide range of people, at a variety of levels.
- the facility to communicate effectively.

Professional Qualifications and Experience:

- teacher training, with courses in school librarianship and, preferably, a degree in library science.
- experience as both a teacher and teacher-librarian.
- a background in both the print and nonprint fields.

Appeals to the BCTF continued throughout the late 1970's and early 1980's. At this latter time the

definition between a coordinator and a consultant became clearer, and a 1981 appeal was based on this difference. Since the BCTF had remained steadfastly opposed to the appointment of coordinators, i.e. supervisors, at the provincial level, the B.C.S.L.A. put forth a proposal that the B.C.T.F. request the Department of Education to appoint a school library consultant for an interim period of two years. This appeal was based on the following definition (from the Bookmark, May, 1981):

A CONSULTANT:

- offers advice, on request, to individuals and school districts
- is appointed for a limited time
- serves as a library advocate and liaison at the ministry level
- is available as a central resource person for professional development activities
- consults with district and school personnel on all matters relating to learning resource services
- works with teacher-librarians individually and as a professional group to provide leadership in the improved and increased use of learning resources
- establishes and maintains communication regarding learning resource services with public and education libraries and systems, appropriate professional associations, university personnel, and others as needed.

A COORDINATOR:

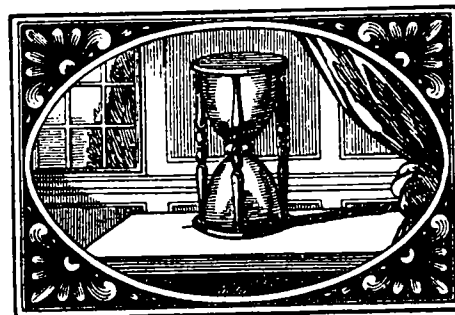
- supervises the implementation of Ministry of Education policy regarding school libraries
- is a continuing appointment
- has supervisory and administrative functions
- is usually a ministry-designated supervisor of instruction
- works with the Ministry in establishing and maintaining standards of resource centre services, collections, and facilities.

This proposal did not produce any greater results than the former resolutions.

Although the contest for a consultant survived innumerable rounds of conflict over the years, there was no real "knock-out punch" achieved by either side. The issue, rather, became "tabled" or "left in the lists" at the time of restraint in the early 1980's--a time which seemed inappropriate for continuing with

the crusade due to straightened finances, disorder in the educational field and, perhaps, a growing ennui with the contest. It had also become irretrievably stymied by the B.C.T.F.'s entrenched opposition. The introduction of a non-cooperation phase between the B.C.T.F. and the Department of Education further delayed any possibility of re-opening the topic.

What has emerged to take the place of this thrust from the field is the movement to achieve a Ministry document akin to Ontario's Partners in Action. Teacher-librarians have always seen the need for guidelines for school libraries, for teacher-librarian qualifications, and for some sort of standard which might provide a framework for viable resource centres. This is the kernel at the heart of the whole issue, and this need has not diminished nor dimmed. It still shines as a basic goal of the B.C.T.L.A. It was well addressed in the many local presentations to the recent Royal Commission on Education. Whereas, in the past, it was believed that a Provincial Consultant/Coordinator would be the best avenue to attain the goal of excellent resource-centres, it may be that several other approaches may well accomplish the same result. If the Department of Education can be persuaded to move away from a simple revision of Sources and Resources and, instead, develop a philosophical and comprehensive policy statement, this would provide the framework on which excellent resource centre programmes could be built. What the continuing struggle over the Coordinator/Consultant issue did reveal was the dedicated interest of teacher-librarians from all over the province in establishing resource centre programmes of merit for their school staffs and students. May this interest never die!



BCSLA REVIEWING SERVICE

by GRACE FUNK, teacher-librarian,
Harwood Elementary, S.D. # 22 (Vernon).

In 1975, the BCSLA Executive perceived a need to bring to the attention of its members and to others, the increasing number of books being published in and about, but particularly in, British Columbia. The BCSLA had just convinced the Ministry of Education that "recommended lists" were inadequate; book reviews were the proper way to select library materials. BC books were not being found or described by the existing Canadian reviewing services, such as Canadian Materials and In Review.

To fill this need, the BCSLA Reviewing Service was set up in the fall of 1975. The coordinator's job was to locate and bring together BC books and BC reviewers. The editor's job was to receive the reviews sent, edit them for accuracy of bibliographic description and content, and for readability and brevity. To this end, both the book and the review were sent to the editor, and the book was subsequently returned to the reviewer, as a token return for the volunteer work being done. The system was slow; it required much cross checking, and a certain amount of prodding.

During the time that the Reviewing Service was maintained as a separate function, editors were Grace Funk and Margaret Montgomery, while coordinators were Shirley Fisher-Fleming, Mel Rainey, and Jim Clark. Initially, 98 BC publishers were contacted. Close liaison was maintained with the Association of Book Publishers of British Columbia, which had the effect of making BC publishers more aware of the provincial school library market. In addition, all BCSLA members were encouraged to identify and review, or submit for review, local materials which might otherwise be overlooked.

In the first nine issues 206 titles were reviewed, at an estimated cost of \$24.52 per title reviewed, or two cents per title per member. There was a great variety of material; much of it was both "historical" and local, but there were plays, poetry, self-help manuals, and a few children's books. Both positive and negative reviews were published, and reviews were, of course, signed. It was never possible to cover all BC publishing. Even in the first year, out of

over 500 titles, about 100 were reviewed, or approximately one fifth. Nevertheless, I believe that the BCSLA Reviewing Service fulfilled its original purposes of making BCSLA members more aware of the value of book reviews for selecting materials, and more aware of British Columbia books for their schools.

RECOLLECTIONS FROM BURNABY

by some of the people who worked in
Burnaby school libraries over the years

MARGARET MITCHELL, retired secondary teacher-librarian, School District #41 (Burnaby):

In 1964 my principal arranged for me to work part time with Miss Isabel Reid in the Alpha Secondary Library, and to take over from her when she retired in 1966.

Alpha had been torched in the summer of '64 and all the library books were ruined by fire, smoke or water. Space was allocated in the basement for a temporary library. It was an extremely difficult year. Miss Reid and I built up the shelves, carried boxes and catalogued, covered and stacked new books. When the school was rebuilt, there followed another monstrous move, taking books to their new home. It was a beautiful sight to see every volume shiny and new.

At the time of my "takeover" libraries were in a transition period from the staid, regimented type of situation to the open style they are today. This was another challenge as it meant retraining my students and retraining myself after working two years in the aforementioned method.

During the years 1966 to 1970, I was the sole librarian for all of Alpha with clerical help for part of each day. I kept my library open at noon each day which meant that my lunch break was about 15 minutes on most days. I also kept the library open after school until about 5. My student helpers were jewels.

JILL ROBINSON, former school library assistant, S.D. #41 (Burnaby)

I started work with Burnaby School District on January 24, 1968 working in the library at Rosser Elementary School. The duties included typing shelf list and catalogue cards and filing same. From that date until mid-July of that year I worked in several elementary school libraries including Edmonds, Morley, Lakeview and Capitol Hill. In September 1968 I was assigned as a Clerk Steno II in the office at McPherson Park working 20 hours per week and an internal arrangement was made that I work one hour per day in the library with Mr. David Latham and Mr. Chris McGuire. I continued in that capacity until January 24, 1969 when there was a fire in the school with the majority of the damage in the area of the school that housed the school library.

I remember that the fire began at about one minute after 12:00 noon. The librarians and I managed to move the majority of the files, the card catalogue and many of the books before we were forced to leave the building because of the advancing flames. In those days the School Board Office was closed for lunch from 12:00 to 1:00 and so we were unable to get any trucks to move any of the books, office furniture or equipment. As a result some of the books and the card catalogue were put in my vehicle (a station wagon) and I took them home where they remained for several weeks. The damage done to the east wing of McPherson was extensive and as the library was situated mid-section of that wing there was much work to be done to put it back in order. During the reconstruction the site of the library was moved. Gwen Ozols was hired to help sort out the mess and I no longer spent one hour a day there. When the library was re-opened in October of 1969 a library aide, Gertie Bresnik, was hired and a few months later I again started working one hour a day in the library. At the beginning of October 1971, I transferred to the library as the library aide where I worked five hours a day (full time for a library aide). There were no particular job specs or requirements for the first aides.

OLIVE PEASE, retired secondary teacher-librarian, School District #41 (Burnaby):

My library career covered approximately 25 years and was not a continuous process in one school. I worked with two different school boards in three schools and at intervals returned to classroom teaching. On retirement I had been teaching E.S.L.

for several years.

Usually I was the sole librarian, but for a period of time I taught languages and shared the library duties with another teacher. I was in three different types of schools, junior high, senior high and a combined junior and senior high. In one position I had a paid full time clerical assistant. At other times I used the library club or parent volunteers with success.

I considered the book budget to be adequate but at no time was any of the material pre-processed. On the whole I found other staff to be considerate and we found time to plan and discuss assignments. In one school it frequently happened that when a class became aware that they had a substitute teacher they would all come to the library. As you can imagine I did my best to discourage this practice. I vaguely remember librarian meetings and possibly we had workshops, but I relied primarily on summer courses at Western Washington, Victoria and U.B.C.

RUTH CARRINGTON, retired teacher-librarian, School District #41 (Burnaby):

In 1965 I became the librarian at Gilmore Elementary School. The library had been open a year. I believe that five other libraries were begun in 1965. As there was no professional association, I started one. The secondary teacher-librarians who had met on their own joined us to make the Burnaby Professional Library Association.

There was no overall coordinator of libraries so there was much freedom and some errors due to inexperience. We had to order, catalogue and cover the books as well as order the library equipment. We got a little time off to go to booksellers but much time was spent on Saturdays and after hours. We ordered from Harry Smith, Vancouver Magazine (paperbacks), Brodart, Queen's Printer and others as well as from catalogues.

At Gilmore the first two periods of the day were unscheduled. After that classes came without teachers for a story or introduction to a book or to be taught library knowledge. Then they each took out a book. They also gave book reports, illustrated stories, answered quizzes etc.

The bookmobile also came to our library. The children each chose a book and the library was loaned a shelf of its books for a few months. When

the bookmobile ceased to function the school libraries inherited the books.

Student aides and parents were very helpful. Secretarial help was given in the spring when the new books arrived. Later on I received more help and was able to accomplish much needed work on the card catalogue.

I spent my final year in 1973-74 at Aubrey School under principal Jack Gilmore. This was a most rewarding year as the library functioned more as a real library. Instead of classes the children came in groups to work on projects and the teachers gave more time to planning with the librarian. I would say that things were greatly improved in Burnaby when I left.

JOHN STEELE, former student, teacher and retired teacher-librarian, School District #41 (Burnaby).

As a student attending Gilmore Elementary School in 1928, Grade 5, I remember that the "library" was in the back of Miss McKenzie's classroom, on the top floor, N.E. corner. I can recall there being two book cases filled with books. Books that I remember reading were Freckles and The girl of Limberlost and I know that there were many more. I leaned toward the nature books and I looked for books on birds and animals. Many years later in the early 50's as a visiting teacher to Gilmore the library was situated in the basement. It was here that my children visited it. They felt privileged because at that time the Mobile library was in existence and most schools used it and had no other library of their own. Eventually the library moved into what in my day had been the auditorium. It was quite different to what I remembered. There had been a stage at the back and the walls of the two adjacent classrooms folded back when we had an assembly or concert. The balcony was no longer in use having been closed in and used for storage rooms on the top floor. It was there that I served as the librarian for 11 years before retiring. (1972 - 1983).

MIRIAM MCGOWAN, teacher-librarian, Morley Elementary, School District #41 (Burnaby):

In the late fifties there were no organized libraries in Burnaby although some schools had a variety of book collections. When the School Bookmobile, a joint project of the Burnaby Public

Library (BPL) and the Burnaby School Board (BSB), was established these schools gave their rather poor collections to the BPL with the exception of Windsor School which continued to maintain its own library. As this was a joint venture, all the schools in the district, private and public, received the Bookmobile service. The Bookmobile provided classroom collections (in later years 80 books in primary and 120 in intermediate) which were exchanged approximately every three months. There was no attempt to serve the curriculum although schools were free to collect and retain any books they wished. In Sept. 1960 I was a new teacher with few library courses and I was hired by the BSB to do story telling and book talks on the bookmobile as a one year experiment. I remained with the Bookmobile until Sept. 1966 when Joyce Davies was hired as my replacement and I went to Morley and Brantford schools to establish their libraries. The Bookmobile operated out of the Public Library under the direction of George Jones the Chief Librarian who had a vision of central libraries in each school with centralized processing.

In 1963, five schools were chosen as a pilot project and given a core collection of books chosen and catalogued by the BPL. The Bookmobile no longer visited these schools and each year a few more schools were dropped. However, the plan for centralized processing didn't develop and the other schools were simply allowed to keep their Bookmobile books. In order to help the schools develop a core collection, a basic list of 3000 titles was drawn up by Edna Crane, the BPL's children's librarian and myself. It was suggested that the year before a school was to be dropped from the Bookmobile service they use the list for personal selection and weeding. During this period a BCTLA association must have been established as I recall attending a meeting at Clinton School. By 1968 the Bookmobile was no longer in service and the BPL was no longer involved with school libraries.

Before going to Morley and Brantford I personally selected the allotted 2500 and 1000 books. Up to this point the schools had retained the Bookmobile organization system ("A" spine label for 300's, "B" spine label for 400's, "C" spine label for pure science....) and there was no need perceived for district cataloguing. With the promise from the BSB for a typist in Sept. I spent the summer (without pay!) assigning catalogue numbers to the list of books I had selected following a simplified system set up by the BPL for the five pilot project libraries. By working a 7:30 a.m. to 6:00 p.m. school day with the daily five

hour service of a typist, the libraries were set up in Morley and Brantford by the end of November. I kept a record of the hours I worked for my report to the BSB. I had set a target date as I was to be married on the first of December and I wanted it completed by then! Upon completion I presented a report to the Principals' Association and held subsequent workshops at Morley for principals and librarians on my procedures. For a number of years I continued to do my own cataloguing until the BSB provided the option of purchasing books catalogued.

RECOLLECTIONS

by GLEN PINCH, BCTLA President,
1979-80.

As I look back from the vantage point of 1989 to my year (1979-80) as President, three activities stand out. Foremost was the training of workshop leaders, and the workshops themselves, upon which was based the implementation of Sources and Resources. The 30 individuals who were trained became the nucleus around which many workshops were given.

Second was the joint organization of the CSLA/BCSLA conference under the direction of Ken Haycock. To my knowledge, this was the first time such a joint venture had been tried. Its success was repeated in 1987.

The third standout was our adoption of the "Qualifications for School Librarianship" prepared by a committee of the CSLA, most of whose members came from the BCSLA. As time progresses, the competencies stressed in this report become more and more the basis for much of our training and much of our rationale for recognition as teacher-librarians.

In my president's report of June, 1980, I noted two problems. Interestingly, after a decade, these are still with us. The implications of Canada's copyright laws are still to be felt on school libraries. Further, schools are in the early stages of computer networking. As teacher-librarians we must continue our in-service programs to make use of this invaluable resource of the future.

When I was asked to recall my year as president, the first recollection I had was of names – names and faces. The second recollection was of the pleasure I had working with those dedicated people. Thank you

for granting me the privilege of being one of the presidents of our association, and I hope that the next 50 years will be as productive of teacher-librarian leadership and direction as the first fifty.

REFLECTIONS ON THE BCTLA ARCHIVES

by GORDON STUBBS, BCTLA Archivist

To many people, "archives" is not a word inclined to generate feelings of excitement, glamor or even unusual interest. On the contrary, one tends to be reminded of boxes and files stored away in a safe place, containing records of the past that might be of some use to a few curious people in the future. There are a number of important archival collections in Canada but they gain attention in the headlines even less frequently than libraries. The most recent reference I can recall is a front page item in the November 1988 issue of Feliciter, reporting that "The National Archives of Canada is to have a new custodial headquarters", hopefully by 1993. The article goes on to say the building "will be in Gatineau, Quebec, on a site not yet actually selected, that will accommodate archival material currently housed in 14 different locations across the country [several of which] have been plagued by floods and leaks that have caused serious damage to many valuable items." In any scale of priorities for national institutions, obviously the Archives of Canada do not enjoy a very favoured position.

Still, the growing efforts to preserve links with the past and the increasing activity of heritage organizations during recent years, in all parts of Canada, provide evidence of the need to look after what remains of our written records; the need also to make use of modern technology in achieving the same ends. There are unmistakable signs of progress, here and there. The status of the Keeper of the Archives as a professional has been highlighted in Canada by the establishment in 1981 of a two-year master's program in this area of study at the University of British Columbia. The City of Vancouver has a splendid Archive collection occupying a building completed in 1972 — a most attractive facility in a prime location — far removed from the old image of a dusty collection of documents in a run-down building.

At present the BCTLA Archives occupy a

humble spot in the basement of my house. I say "spot" though in physical terms they take up a fair amount of space, between three and four cubic meters, and more things are being added each year. It is hoped that eventually the Archives will find a more permanent home where they can be readily and conveniently available for those who might want to use them as a historical resource. I took on the responsibility of giving the Archives a "temporary home" in May 1987. For a while they had been scattered, and it was necessary to sort, weed and organize them so that we know what we have, and can continue to keep them together in a logical and orderly arrangement. This process I have already described in an article in the March, 1988 issue of The Bookmark. In several short articles in The Bookmark and in Teacher I have brought people's attention to the existence of the Archives, and appealed for help with filling in gaps, asking readers to send in pamphlets, periodicals, etc., that I had identified as being missing from our collection.

There are two matters that are perhaps deserving of special mention, resulting from my experience of having charge of the Archives. First, a degree of interest that has surprised me, on the part of teachers and teacher-librarians, who have responded to the articles I have written with enthusiastic support and have contributed generously from their personal files many items I had mentioned in our "want list". The letters and phone calls I have received have certainly endorsed the views expressed over the last few years by the Executive Board that it is worth while taking positive steps, before it is too late, to maintain a collection of Archives that will be as complete as possible.

My second general observation has to do with the way in which the assembling and organizing of the materials has shown me how certain events (or continuing concerns) stand out as holding a dominant position in the development of the BCTLA. My comments are not based on a careful qualitative assessment of trends in the course of BCTLA history, but rather on how much literature has gathered around particular issues, in the forms of letters, minutes of meetings, pamphlets, reports, etc. It probably gives a fairly accurate picture of the relative importance of these issues, though there admittedly may be an element of chance in what has survived and found its way into the Archives. There is one event that has definitely generated the greatest amount of material, both print and non-print: the Demonstration School Library Project. Some

members may recall that the project first came under discussion in the mid-1960's, then by 1971 the libraries in two schools had been selected to take part, up-grading their facilities to show what could be achieved when a rich and varied selection of resource material was made available, and an active program was in place bringing teachers and library personnel together for cooperative planning. The two schools were Lord Selkirk Elementary School in Vancouver and Harwood Elementary School in Vernon. The project ran from 1971 to 1975, and there is no question that it had a major impact on education in British Columbia. The timing was opportune. The innovative ideas that emerged helped to make the 1970's a decade of strong forward movement in education.

No other single enterprise can compete with the Demonstration School Library Project. However, there are a number of issues that appear to be of continuing concern to members of the BCTLA. Among them are the following:

- 1 The origin of Chapters in different parts of the province. During the 1940's, the activities of the Association did not extend much beyond Vancouver and the Fraser Valley. Today the whole of B.C. is represented, and we are building up in the Archives brief accounts of how the individual Chapters began, who have been the notable pioneers, and what significant events deserve to be remembered.
- 2 Questions related to the Selection of Materials, in all its aspects: discussions of practical matters, such as the mechanics of ordering and the balance within a collection; projects to assist members, such as the publication of book lists, and pamphlet and periodical lists; and the perennial debates – on which so much can be said (and written) with seldom a unanimous conclusion – on the subject of Intellectual Freedom.
- 3 Standards for school libraries: the publications of ALA and CLA, conferences on planning and specifications for school libraries in B.C., and provincial reports covering the same topic. Closely related, and not out of place under this heading are the matters that came under scrutiny in the Working and Learning Conditions Survey, 1981-84.
- 4 Copyright and the interpretation of federal legislation. From 1939 to 1960 we find occasional references in the Archives to the legal aspects of copyright as they concerned teachers and librarians, in particular the doctrine of "fair use" and what it means. Then

in the 60's, and to a greater extent in the 70's, came the opportunities for library associations to contribute to public discussions on the nature of the new federal law, replacing the out-dated act of 1924. The problems were numerous and complex. The new legislation was finally put together in the form of Bill C-60, passed into law last year, and its provisions are still in the process of being refined and implemented. Here is a file that will never cease to expand!

5 The last of my examples is a special one because, while not the most voluminous, the Archives collection shows it to be the most persistent source of documentary records in the 50-year history of the BCTLA. It is the proposal to appoint a Provincial Coordinator for School Libraries in British Columbia. For about 40 years the question has been debated, off and on, at Annual General Meetings, and been the subject of articles in The Bookmark, letters to the editor, recommendations to the Executive Board, and many miscellaneous memos and communications. Members of the BCTLA have argued for and against the proposal. The differing views of the BCTLA and the BCTF have been aired. Negotiations have been conducted with the Provincial Department of Education. Since the question is still not settled, it might before long match the Association itself by celebrating a golden anniversary.

There are, of course, many other subjects represented in the Archives, claiming less space than the above, but perhaps of equal or nearly equal consequence, such as education for teacher-librarianship, programs for the disadvantaged, statistical surveys, budgetary reviews, and fees. The last item gives me a chance to close on a nostalgic note with a quotation from the November 1960 issue of the BCSLA Newsletter: "The advisability of raising the present \$.25 membership fee to \$1.00 was considered and will likely be brought up at the next AGM."

ORDEAL BY FIRE

by YOSKYL WEBB, teacher-librarian,
Sutherland Secondary (formerly t-1 of
Delbrook Secondary), S.D. #44 (North
Vancouver).

Flames and black smoke greeted me when I drove up to school at the end of January, 1977. The parking lot was a writhing mass of black rubber

hoses. Orange flames licked out of the windows of my beloved library, lighting up the books within with a clarity I had not seen before under the cold glare of fluorescent lighting.

One wing of our school had been torched overnight by juveniles, and by noon the fire fighters managed to save the shell. Students and staff alike stood around at a distance, in tears, in shock, in silent dumbfoundness as we watched our school, of which we were fiercely proud, literally, go up in smoke. The grade twelve students were particularly affected as we all realized the disruption it would cause in their lives, especially in their final year of school.

The first reaction of staff, once the fire was fully out was to salvage their files. The shelf list and valuable encyclopedias were my immediate concern. Donning rubber boots and a raincoat, I was escorted into the now-darkened shell and into the library.

Three inches of black, greasy water lapped gently around the lower shelves and washed up against the books and encyclopedias which had toppled from the upper shelves with the weight of water from the fire hoses. Water poured down the shelves from the floor above with a sound more reminiscent of the indoor landscaping of a shopping mall than of a library. In places, the loose carpet floated on the surface of the greasy liquid, deadening our wash as we chugged through the man-made lake which had once been our comfortable resource centre. Where the heat had penetrated the books, the plastic covers were welded to each other, while the sodden pages leaned forward at precarious angles. The fact that I had spent part of the recent Christmas holidays putting the magazines in proper sequential order now seemed totally irrelevant, as I gazed around the dank disorder. I salvaged what I could but, in retrospect, it would have been better to have bid a fond farewell and closed the door of the library and my mind on that episode. We lived with soot-stained hands for the next two months, trying to refurbish the materials I had saved.

Renewal of our school followed. We went on shift with a nearby junior high school, and we were given three portables in which to build a senior library with what appeared like unlimited fire insurance funds. Would that these funds were available to me today, but not under those circumstances!



Happy Summer Holidays!!
from
The Bookmark Editorial Board



FEATURED IN THIS ISSUE



UNIT EVALUATION

by **BARBARA SMITH**, teacher-librarian, S.D.#44 (North Vancouver).

The following form is intended for use in evaluating a cooperatively planned unit, after it has been taught, to provide for ongoing revision and improvement.

Unit Identification: Title of Unit _____
Grade level _____
Developed by _____
Date developed _____
Dates used for this evaluation _____

1. Objectives for the unit:
 - 1.1 were consistent with provincial, district, school and classroom goals
 - 1.2 were properly written
 - 1.3 were clearly understood by students
 - 1.4 were consistently pursued
 - 1.5 were successfully met

2. Materials used
 - 2.1 were up to date
 - 2.2 were appropriate as to content
 - 2.3 were appropriate as to level of difficulty
 - 2.4 were sufficient as to quantity
 - 2.5 were motivational to students
 - 2.6 reflected differing learning styles

3. Length of unit
 - 3.1 was appropriate to the goals and objectives
 - 3.2 reflected students' needs
 - 3.3 was reasonable in view of the year's curricular demands

4. Students
 - 4.1 were aware of the objectives
 - 4.2 were interested in the activities
 - 4.3 were generally on task
 - 4.4 understood what they had to do in each activity
 - 4.5 felt successful upon completion of the task(s)
 - 4.6 were motivated to pursue the subject independently

5. Learning environment

-
- 5.1 space was adequate
 - 5.2 equipment was appropriate
 - 5.3 student movements were facilitated
 - 5.4 location(s) was suitable
-

6. Student evaluation procedures
 - ___ 6.1 were valid
 - ___ 6.2 were efficient
 - ___ 6.3 included student self-evaluation

7. Activities
 - ___ 7.1 were successful in achieving objectives (list each separately if necessary)
 - ___ 7.11 Activity A
 - ___ 7.12 Activity B
 - ___ 7.13 Activity C
 - ___ 7.14 Activity D (etc.)

 - ___ 7.2 provided enough choice for students
 - ___ 7.3 were properly sequenced
 - ___ 7.4 provided sufficient review

The evaluators might wish to include responses to the unit on the part of the students. It is also worthwhile to spend time considering the process of planning and teaching each unit. The classroom teacher and the teacher librarian may consider the production of the unit under such headings as: time required to prepare, work load of various members of the team, communications, time-lines of producing components, and any other categories which might uncover feelings and attitudes which would affect future working relationships.

HENRY PLACHEAM, c.1575-1634
THE COMPLEAT GENTLEMAN
(1622)

*Affect not as some do that bookish ambition
to be stored with books and have well furnished libraries, yet keep their heads
empty of knowledge; to desire to have many books, and never use them,
is like a child that will have a candle burning by him all the while
he is sleeping.*

CONTENT GUIDE: THE OTHER HALF OF STYLE,

OR HOW TO WRITE UP A UNIT OF STUDY FOR PUBLICATION

by LIZ AUSTROM, senior editor

The Bookmark's style guide, which covers such technical details as type size, line length, use of bold-face, underlining, italics and indentation, has been an evolving standard over the past years. When we decided many years ago to do our own typing, editing, and page layout, we did not really know what we were getting into! We certainly did not appreciate or anticipate the "nitty gritty" details that would face us over issues like consistency from editor to editor, a common understanding of format, and a hundred other topics.

At the beginning of our transition period, we quite simply did not care that the journal was inconsistent in appearance from article to article. We were using different typewriters, we sometimes used the copy that was submitted to us, if there were no editing problems in it, and we were just so happy to have the journal pasted together and ready for printing, that we dismissed any negative comments we received from those who didn't appreciate the variations they saw within each issue. And then we discovered computers! The Bookmark world has never been the same. Suddenly, we had the means to look at style more closely, to care whether or not there was uniformity of style. Along the way we have had some laughs. In one issue, every item that I typed into my computer is done according to the preceding style guide — one I had omitted to throw out when Jim Crook issued the updated version at a meeting. I know which issue, but I'm not telling!

With Jim Crook's patience through many revisions, we now have a fairly stable style guide that we all try to follow. Naturally, we will still change things as we go along, but the journal has a more professional look because we have thought about how we want it to look and we have looked at other professional journals for techniques that we like.

In the interim, Fuel For Change: Cooperative Pro-

gram Planning & Teaching was published and we had a model for how units could be written up so that readers can have a complete understanding of the planning process. Instead of the cookbook approach, which often only gives worksheets and student activities, it took the stance that the planning process is important. It therefore required all the standard elements around which teacher and teacher-librarian planning teams make educational decisions.

The format that was established for the unit descriptions in Fuel For Change included the following elements:

GRADE LEVEL

NAME OF TEACHER-LIBRARIAN

NAME OF TEACHER

SCHOOL AND DISTRICT

A. UNIT BACKGROUND: How the unit was set into the preceding and following class-room experience, the amount of time spent, and the products of the assignment.

B. PROCESS OF PLANNING

- 1. Initiation:** How the unit was initiated and who initiated it.
- 2. Objectives:** The student will: includes information skills, subject specific skills, content and affective objectives.
- 3. Activities:** An overview; worksheets and lesson plans are given under the heading, ACTUAL UNIT
- 4. Preparation & Teaching Responsibilities** for both the teacher-librarian and the classroom teacher.
- 5. Evaluation of Student Achievement:** What techniques were used and the role played by each teacher.

C. ACTUAL UNIT

Classroom: What happens before the students come to the library resource centre?

Library Resource Centre: This section may be divided by periods, or split between classroom and library periods, as appropriate to the unit that has been planned. The focus is on the activities that are designed

and on the role of the classroom teacher and the teacher-librarian in instruction. Actual assignment sheets, job cards, and students' materials of all varieties may be included. Evaluation of student performance may also be addressed and marking guides given.

D. EVALUATION AND REVISION OF THE UNIT: Problem areas in the units are identified and possible revisions to the unit out-line, based upon student interest and performance on the stated objectives.

The above pattern was one which worked quite well as a communicator of the intent of a unit, as well as the detail of the unit. Should teacher-librarians wish to use this pattern for article submission, the editors would welcome it.

EXAMPLES OF THIS STYLE have appeared over the past three years, including:

- * "Storytelling With Wordless Books." December 88: 31-21.
- * "Cereal Seduction — A Visual Literacy Unit." December 88: 55-62.
- * "Surrealists/Dadaists." December 88: 64-65.

VARIATIONS HAVE ALSO BEEN USED.
Examples are:

- * "Fashion Through the Ages." June 88: 43-50.
- * "Fact or Fiction." June 88: 56-57.
- * "Dragons East and West." December 88: 82-93.

A SAMPLE OF A MORE DISCURSIVE WRITE-UP which follows the same general approach is:

- * "Social Studies 8: The Middle Ages." December 88: 66-75.

IN SUMMARY:

Points which must be emphasized in this look at content style for our journal are:

1. The Bookmark Editorial Board is not aiming for a totally standard style for published units. We have a lot of individuals as members of BCTLA

and their ideas and strengths can not always be encompassed by a particular format. What we hope is that, no matter what the style of presentation, it will include all of the elements that are necessary for others to completely understand the intent, planning, implementation and evaluation of the unit.

2. Units can be briefly described, or described in some detail. It is up to the author, but the editors will sometimes tighten up the description. You can trust the editors to correct spelling, catch grammatical errors, and add or delete punctuation. We may also add our own errors on occasion. Any errors that appear in the final publication are ours, not the authors'.

3. Please send us illustrations, or even black and white photographs, to go with your article. Be sure that anything you send is from a copyright free source or is an original. The latest issue of Emergency Librarian has a list of copyright free sources of illustrations.

4. We welcome bibliographies of current resources as part of the unit description, although they are not included in the samples given above to any great extent. Should you wish to include bibliographies of resources, we would like to have complete publication information, including the ISBNs, but it is not *critical* that we have ISBNs. Prices are not necessary. If you want to submit a stand-alone bibliography without a unit of study, then we have decided that we wish ISBNs included. With this information included, it is much easier for other teacher-librarians to order recommended titles.

I end this outline of a content style guide for The Bookmark with the comment that the most important guideline for our readers and prospective authors to remember is that BCTLA needs you to communicate your successes with others.

COMMUNICATION IS THE KEY.



PROVINCIAL SPECIALIST ASSOCIATIONS 1988-89

All members of a PSA shall be BCTF members: active, associate, affiliate, or honorary.

(See reverse)

FORM VOID AFTER JUNE 30, 1989

Print your name, address, etc., below.
Check the appropriate association(s).

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation.

DO NOT MAIL CASH.

BCTF membership: Active Associate Affiliate

Social Insurance Number _____ Mr. Mrs. Miss Dr. Ms.

Surname _____

Given name(s) _____

Former name _____

Address _____

City _____ Postal code _____

Home telephone _____ School district number _____

School telephone _____ Work telephone _____
(if different from school)

Name and address of school/institution/business _____

PSA MEMBERSHIP

BCTF Members	B.C. Education Students	BCTF Members	B.C. Education Students	BCTF Members	B.C. Education Students
41 <input type="checkbox"/> \$25.00 Art (K-12)	<input type="checkbox"/> \$15.00	50 <input type="checkbox"/> \$25.00 Mathematics (K-12)	<input type="checkbox"/> \$10.00	60 <input type="checkbox"/> \$25.00 Special Ed (K-12)	<input type="checkbox"/> \$10.00
42 <input type="checkbox"/> \$20.00 Business Education (8-12)	<input type="checkbox"/> \$10.00	51 <input type="checkbox"/> \$20.00 Modern Languages (K-12)	<input type="checkbox"/> \$10.00	<input type="checkbox"/> + \$5.00 School Psychologists Chapter	
43 <input type="checkbox"/> \$15.00 Classics (8-12)	<input type="checkbox"/> \$ 8.00	52 <input type="checkbox"/> \$20.00 Music (K-12)	<input type="checkbox"/> \$10.00	<input type="checkbox"/> + \$5.00 Alternate Ed Chapter	
44 <input type="checkbox"/> \$25.00 Counsellors (K-12)	<input type="checkbox"/> \$15.00	53 <input type="checkbox"/> \$20.00 Learning Assistance (K-12)	<input type="checkbox"/> \$10.00	62 <input type="checkbox"/> \$20.00 Drama (K-12)	<input type="checkbox"/> \$10.00
45 <input type="checkbox"/> \$20.00 Immersion/Cadre (K-12)	<input type="checkbox"/> \$10.00	54 <input type="checkbox"/> \$20.00 Physical Education (K-12)	<input type="checkbox"/> \$10.00	63 <input type="checkbox"/> \$25.00 Gifted (K-12)	<input type="checkbox"/> \$15.00
46 <input type="checkbox"/> \$25.00 English (8-12)	<input type="checkbox"/> \$15.00	55 <input type="checkbox"/> \$25.00 Primary (K-3)	<input type="checkbox"/> \$12.50	64 <input type="checkbox"/> \$25.00 Hospital/Homebound (K-12)	<input type="checkbox"/> \$ 5.00
47 <input type="checkbox"/> \$30.00 Home Economics (8-12)	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$25.00 Science (K-12)	<input type="checkbox"/> \$10.00	65 <input type="checkbox"/> \$25.00 Computer (K-12)	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$20.00 Intermediate (4-7)	<input type="checkbox"/> \$ 7.50	58 <input type="checkbox"/> \$15.00 Technology (8-12)	<input type="checkbox"/> \$ 2.00	66 <input type="checkbox"/> \$15.00 Environmental Ed (K-12)	<input type="checkbox"/> \$12.00
49 <input type="checkbox"/> \$30.00 Teacher-Librarians (K-12)	<input type="checkbox"/> \$15.00	59 <input type="checkbox"/> \$20.00 Social Studies (K-12)	<input type="checkbox"/> \$10.00	67 <input type="checkbox"/> \$15.00 Rural (K-12)	<input type="checkbox"/> \$ 7.50
				68 <input type="checkbox"/> \$20.00 Peace Education (K-12)	<input type="checkbox"/> \$15.00

PSA publications are available to non-BCTF members or institutions for the fees noted.

Non-BCTF Members

- 41 \$37.00 Art (K-12)
- 42 \$35.00 Business Education (8-12)
- 43 \$15.00 Classics (8-12)
- 44 \$30.00 Counsellors (K-12)
- 45 \$35.00 Immersion/Cadre (K-12)
- 46 \$35.00 English (8-12)
- 47 \$45.00 Home Economics (8-12)
- 48 \$22.50 Intermediate (4-7)
- 49 \$40.00 Teacher-Librarians (K-12)

Non-BCTF Members

- 50 \$37.00 Mathematics (K-12)
- 51 \$25.00 Modern Languages (K-12)
- 52 \$32.00 Music (K-12)
- 53 \$30.00 Learning Assistance (K-12)
- 54 \$25.00 Physical Education (K-12)
- 55 \$40.00 Primary (K-3)
- 57 \$30.00 Science (K-12)
- 58 \$25.00 Technology (8-12)
- 59 \$25.00 Social Studies (K-12)

Non-BCTF Members

- 60 \$25.00 Special Ed (K-12)
- + \$5.00 School Psychologists Chapter
- + \$5.00 Alternate Ed Chapter
- 62 \$25.00 Drama (K-12)
- 63 \$25.00 Gifted (K-12)
- 64 \$15.00 Hospital/Homebound (K-12)
- 65 \$40.00 Computer (K-12)
- 66 \$20.00 Environmental Ed (K-12)
- 67 \$26.00 Rural (K-12)
- 68 \$12.00 Peace Education (K-12)

al number of associations _____

Total fees enclosed _____

Your membership/services will run for one year from the date this form is processed. Six weeks before expiry of membership/service, you'll be sent a renewal form. PSA fees are not tax deductible. If, in the course of the year, you change your name or address, please be sure to let the BCTF know.

CURRENT EVENTS MADE EASY (OR EAS- IER!) ECONOMICS 12

by M. T. Green, Economics teacher, and
W. Walsh, teacher-librarian, McNair Senior
Secondary, S. D. # 38 (Richmond).

This cooperative approach, specifically designed for Economics 12 provides an opportunity for students to make sense of the economic events reported in the news media. Over several years of use, the procedures and materials were matched and the problems were ironed out. The approach also works well with Social Studies students who are researching backgrounds on political events or issues reported in newspapers or news magazines. Science and Technology 11 students researching new developments in technology can also use this method effectively.

GENERAL ORIENTATION

Each class is introduced to the library's resources at the beginning of the course. Emphasis is placed on familiarity with the extensive files developed for the course concerned. Locations of materials are pointed out and a demonstration is given of locating vertical file materials. The latter involves use of a rolodex index, explanations of Dewey numbers, and Readers' Guide subject headings, and the proper selection of materials located in the subject folders.

Several special reference works are reserved for the class to use—the Economics sources being placed in a station separate from the general collection. Finding guides were developed for access to corporate annual reports. These guides incorporated name changes of companies, mergers, etc., and were cross-referenced for subsidiaries. The guides must be updated regularly and new, current annual reports added every few years. Current files of clippings are kept on the better known entrepreneurs. These provide background information for many news items which mention business personalities, and are used later for a major biography project on a successful Canadian entrepreneur.

PROCEDURE

FOLLOW THE INSTRUCTIONS GIVEN IN
THE CURRENT EVENT SUMMARY FORM
(SHOWN BELOW) —

1) Students SCAN the daily newspapers searching for an item broadly related to economics—i.e. corporate takeovers, inflation rates, prices of houses, cost of living statistics, problems in the forestry industry, environmental concerns for fisheries, etc. The Globe and Mail's Report on Business is an excellent source, as are the Business sections of Vancouver's daily newspapers. The length of this article should be about twenty lines.

2) Articles are clipped directly from the paper or are photocopied. Students glue, staple, or tape their article onto sheets of paper which are later submitted to their teacher for marking (suggested value is 10 marks). One day a week is set aside as "current event day". The assignment takes approximately thirty to forty minutes to complete, so only half of a seventy-five minute period is booked in the resource centre that day.

3) The students read the article they have selected by SKIMMING for the main ideas. This gives them an overview of the subject matter. They also SCAN the article for names of companies, people, or topics they can use for gaining background information on.

4) They now write a ten line summary of the article **IN THEIR OWN WORDS**.

5) The students then search library resources for background material for their article. If the article is about reforestation in BC, for example, they may choose to locate Macmillan Bloedel's corporate report and explain their policy, or they may locate materials in the pamphlet files on forestry in BC and write a paragraph on forest conservation practices in general. They could also use reference materials on statistics of BC's industries, or use an encyclopedia for a definition of reforestation. The Canada Year Books, the Canadian Encyclopedia, and economics dictionaries have all proven invaluable sources for background material..

6) Students record their sources of information. Marks are assigned for this task to ensure that this is completed. Both the teacher and the teacher-librarian are involved in helping the students select an appro-

appropriate article and in finding background material. As the course progresses this becomes less necessary as the students become increasingly more competent and familiar with the process. They reach the point of becoming independent learners as they become familiar with the resources.

LEARNING OUTCOMES

Students become more aware of the current events which impact upon their lives, particularly the economic and technological changes which are determining their future.

The process of selection of a suitable news article forces students to skim and scan a considerable body of material each week. In doing this they are alerted to the news items of the week and are more likely to be concerned and aware citizens in our democratic society.

Students learn that information can be found on any topic by the library research process.

The practice of summarizing an article into one half of its original length is a valuable experience for students in selecting main ideas and getting to the "nitty gritty" very quickly. They also learn to write to a fixed maximum length.

Exposure to vertical files containing many journal articles helps the students to discriminate between the authority of various sources. By the end of the course, students are quite aware of media bias.

Many different library materials are used and the students become familiar with specialized reference tools.

CONSTRAINTS

The major constraints of this approach are in finding articles for which appropriate background information is available, and in choosing news items which are written in clear, jargon-free English. This is an art and most students need a good deal of help at the beginning of the course.

From the Resource Center's point of view, there is a considerable time constraint in acquiring the annual reports, special reference materials and economic

files. A diligent parent volunteer devoted many hours in updating corporate holdings and devising finding guides for the entrepreneur research project. Without such help, a project of this nature would be very frustrating for many students.

ECONOMICS 12/12A CURRENT EVENTS BIBLIOGRAPHY

GENERAL REFERENCE SOURCES:

Canada. Minister of Supply and Services. Canada Year Book, 1988. Ottawa: Statistics Canada, 1987. ISBN 0-660-11801-7.

The Canadian Encyclopedia. Edmonton: Hurtig, 1988. ISBN 0-88830-326-2 (set).

Dobroslavic T. Abbreviations: A Canadian Handbook. Vancouver: First Avenue Pr., 1985. ISBN 0-920557-00.

ECONOMICS REFERENCE SOURCES:

British Columbia Facts and Statistics (irregular). B.C. Ministry of Industry and Small Business Development. ISBN 0407-2340.

Canada. Department of Finance. Quarterly Economic Review (quarterly). Ministry of Supply and Services.

Crane. David. A dictionary of Canadian Economics. Edmonton: Hurtig, 1980. 0-88830-174-X.

Everybody's Business: An Almanac: The Irreverent Guide to Corporate America. San Francisco: Harper and Row, 1980. ISBN 0-06-250620-X.

Financial Post. Corporate Service Group. Survey of Mines and Energy Resources (annual). Toronto: Maclean Hunter Ltd., 1985. ISBN 0-88896 - 170 - 7 (1985 edition).

Financial Post. Information Service. Survey of Industrials (annual). Toronto: Maclean Hunter Ltd., 1986. ISBN 0-88896-202-9 (1986 edition).

The McGraw-Hill Dictionary of Modern Economics, 3d. ed. New York: McGraw-Hill, 1983. ISBN 0-07-024376-X.

Paradis, Adrian A. The Economics Reference Book. Philadelphia: Chilton, 1970. ISBN 0-8019-5528-9.

BANK REPORTS

Bank of Montreal. Business Review (monthly)

Barclays Bank. Economics Department. ABECOR Country Reports. Regularly updated economic profiles on over one hundred countries of the world.

Scotiabank. Economics Department. Business and Finance Report.

Toronto Dominion Bank. Department of Economic Research. Canada's Business Climate (quarterly).

These sources are free upon request and provide the best, current, authoritative statistics for economic trends.

PERIODICALS

B. C. Business, Canadian Business, Globe and Mail: Report on Business, Au Courant

Special editions: Canadian Business Magazine: 500 Corporate Canada's Winners and Losers.
Report on Business Magazine: 1000 Ranking Corporate Performers in Canada.

CORPORATE ANNUAL REPORTS

The Resource Centre maintains a file of over 300 annual reports from the better known companies—all free and available upon request. Ask to be placed on the mailing list to receive them every year. Quarterly up-dates are not used as they become a management problem.

These reports are also used for a project featuring a corporate profile and this assignment forms the culminating research project for the Economics 12A class. A lesson on how to read and

interpret an annual report is presented by the teacher in the classroom before the assignment is given.

Location guides are provided for the students. These list the holdings and cross-reference name changes and major subsidiaries. Canadian Business has tear-out sections every few months which are request forms for many of the larger Canadian corporations annual reports. This is a quick method to acquire reports.



PACIFIC RIM

by **KEN ADSETT**, teacher-librarian, and **ROD SAUVE** and **PETER DAWE**,
social studies teachers, Oak Bay Secondary School, S. D. #61 (Victoria)

The following unit was cooperatively planned, developed and used in four of our Social Studies 10 (Geography) classes this spring. Some slight variations occurred in presentation and format to accommodate the average abilities of different classes and the specific needs of the teachers.

CONTENT OBJECTIVES:

Students will learn factual information:

- about the Pacific Rim Region.
- about a specific country on the Pacific Rim.

INFORMATION SKILLS OBJECTIVES:

Students will:

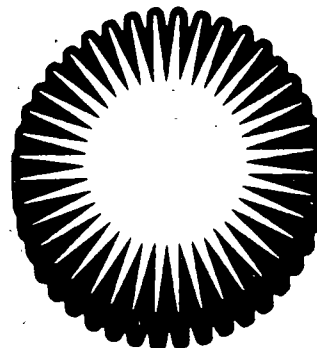
- become familiar with large-format atlases and the types of information they contain, and will be able to obtain information from them.
- be able to obtain geographical information from certain given reference books.
- become familiar with periodical indexes and will be able to locate and request specific magazine articles from the Library stacks.
- use a variety of media and reference materials to obtain information on a given topic.

EVALUATION:

- Written exercises to be marked by the teacher-librarian.
- Written report to be marked by the teacher.
- Verbal presentation to be marked by the teacher and/or the teacher-librarian.
- Written, objective test on the Pacific Rim region.

LIBRARY RESOURCES:

1. ATLASES, GLOBES
2. Countries of the world
ALMANACS
ENCYCLOPEDIA YEARBOOKS
The statesman's yearbook
3. PERIODICALS (INDEXES)
4. BOOKS
FILE MATERIALS
5. AUDIOVISUAL MATERIALS
PERSONAL REFERENCES
e.g. Interviews

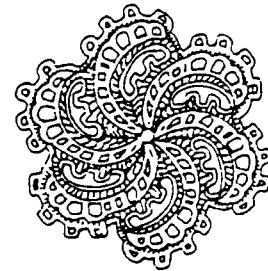


PRESENTATION FORMAT:

- Students work in pairs (or 3's) to produce a written report and a five-minute verbal summary. The latter may include posters, diorama, pictures (slides), video, etc.

TOPIC COUNTRIES:

Mexico	Papua, New Guinea
Guatemala	Indonesia
El Salvador	Philippines
Nicaragua	Viet Nam
Costa Rica	China
Panama	Taiwan
Columbia	Korea
Ecuador	Japan
Malaysia	Peru
Chile	New Zealand
Australia	
Fiji (or other Pacific Island group)	
any other with permission of the teacher	



NOT: Canada, United States, Russia

SCHEDULE:

Day 1:

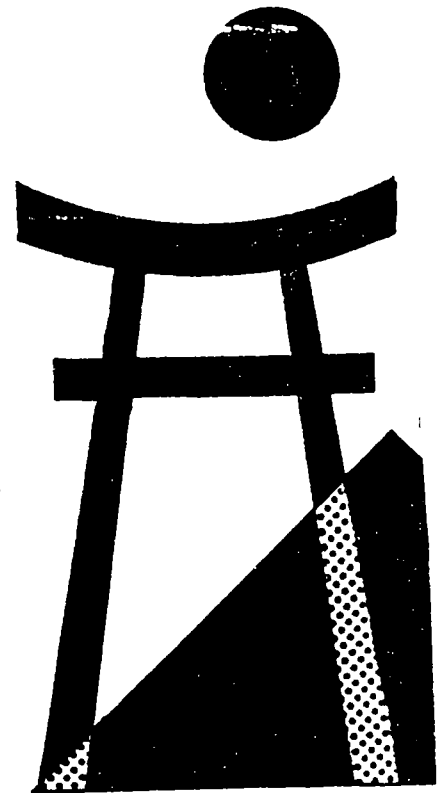
- Full class,
- In the classroom,
- Overview of the Pacific Rim area,
- Assignment of groups and topic countries.

Day 2:

- In the library resource centre.
- Half-class: With the teacher-librarian
 Atlases.
- Half-class: With the teacher
 Book and file references.
- At half-time, groups switch.

Day 3:

- In the library resource centre.
- Half-class: With the teacher-librarian
 Countries of the World,
 Almanacs, Encyclopedia Yearbooks, and
 The Statesman's Year-book.
- Half-class with the teacher
 Complete Atlases & Globes exercise,
 General work on report.



PACIFIC RIM

Name: _____ TAG: _____

Topic country: _____

Mark: ____/10

ATLASES AND GLOBES

1. State the full title and copyright date of the atlas used in this portion of your report:

_____ c. _____

2. For your topic country, state the location in terms of:

i) Latitude: _____ (Don't forget N. or S.)

ii) Longitude: _____ (Don't forget E. or W.)

iii) Relative to nearby major land and water areas:

iv) Direction and distance (kilometers and flying time) from Victoria:

Direction : _____ of Victoria

Distance: _____ km

_____ hours

3. Use the World Bank Atlas (Ref. 312 Wor) to find the following:

i) Life expectancy at birth for average Canadians: _____

ii) Life expectancy at birth for average (topic country): _____

iii) GNP per capita for Canada: _____

— At half-time, groups switch.

Day 4:

- In the library resource centre.
- Whole class: With the teacher-librarian
Instruction re. Periodical Indexes,
Complete specific exercises to date,
General work on report.

Days 5, 6, 7:

- In the library resource centre.
General work on Report

One week to complete all work on own time and prepare for verbal presentation.

Days X,Y,Z:

- Verbal presentations in the classroom,
Written portions turned in.

THE STUDY UNIT:

—PACIFIC RIM—

TOPIC COUNTRIES:

Mexico	Papua, New Guinea
Guatemala	Indonesia
El Salvador	Philippines
Nicaragua	Viet Nam
Costa Rica	China
Panama	Taiwan
Columbia	Korea
Ecuador	Japan
Peru	Chile
New Zealand	Australia
Fiji (or other Pacific Island group)	
any other with permission of the teacher	

NOT: Canada, United States, Russia

DATE DUE:



iv) GNP per capita for (topic country): _____

PACIFIC RIM

BASIC REFERENCES :

Countries of the world

ALMANACS

ENCYCLOPEDIA YEARBOOKS

Statesman's yearbook

I MAP: Ask for the key and photocopy an outline map of your topic country from Countries of the World for your report.

II BASIC INFORMATION:

— Begin a fresh sheet of loose-leaf paper.

— Use the same identification format as on your atlas exercise: Name, TAG

Topic country _____

Mark: ___/10

— State the title and the copyright date of your main reference for this section.

— State the title(s) and date(s) of your back-up references.

— For your topic country, give the most recent information you can find (and state the year where applicable) for each of the following:

- Main language,
- Important Secondary language(s),
- Main and other important secondary religions,
- Population (year),
- Capital city,
- Cities over 100,000 population,
- Area,
- Population density (compare with Canada, with USA) (year),
- Currency:
 - * Check the weekend newspaper and give the current exchange rate,
- Style of government,
- Present head of state (King/Queen, President, Emperor, etc),
- Present head of government (Prime minister, President, etc.), and
- Economy: List, and if possible give the rank of importance of major:

Natural Resources,

Agricultural crops and/or products,

Manufacturing Industries,

Other industries,

Exports (including destinations), and
Imports (including sources).

PACIFIC RIM PERIODICALS

Locate at least one article (You may use more in your report), not more than two years old, about your topic country with information about Economics, Travel, History, Current Events, or Sport, etc., and write a summary review of what the article states. Use as a rough guide: 1 page of magazine text : 1/2 page, double-spaced, of review.

Use proper bibliographic notation to identify your article:

Author (if given). "Article title." Magazine title, Volume and Issue,
(Date) and Page numbers.

Example: Zich, Arthur. "Two worlds, Time apart, Indonesia." National Geographic,
Vol. 175, No. 1 (January 1989) pages 96 - 127.

BOOK AND FILE REFERENCES

Use book, Vertical File, Audio-visual and any other references to describe in more detail each of the following:

- Geography
- People
- One important historical event or development
e.g.: Vietnam War
China: The Long March
Japan: The bombing of Hiroshima
Philippines: Aquino coup
etc.

TAPED INTERVIEWS

(Optional)

You may use, as part of your report and your verbal presentation, a taped audio or video interview with a native of your topic country or someone who has travelled in that country.

ILLUSTRATIONS

You are encouraged to use pictures, maps, charts, etc. in your report, **HOWEVER**, such items must be used to illustrate some point made in the text of your report. (No pictures just for the sake of pictures!)

Extra marks for such illustrations will be no more than 5% of the total mark earned for the report.

VERBAL PRESENTATION

- 5-10 MINUTES.
- Both partners must take part.
- Extra marks for this portion only for large illustrations (maps, pictures, slides, models, artifacts, etc.) and for audio or videotaped segments.

PACIFIC RIM

MARKS SCHEDULE

Name: _____

TAG: _____

	<u>Possible</u>	<u>Mark</u>
I Atlases and Globes:	10	
II Basic References	10	
III Periodicals	10	
IV Book and File References	40	
— Content [20]		
— Presentation [20]		
V Taped interviews and /or	10	
VI Illustrations		
VII Verbal Presentation	20	
	<hr/>	
TOTAL	100	

COMMENTS: _____

RECENT PERIODICALS AND THEIR CURRICULUM MATCHES

by GERRY KOVACH, Cedar Junior Secondary School, SD #68 (Nanaimo).

The following two lists are examples of a service provided to teachers which identifies articles which are too recent to appear in periodical indices, but which would be useful for current classroom studies and assignments. This procedure would be most practical with the use of a computer, or if there is sufficient clerical assistance to type the lists from articles the teacher-librarian has tagged.

LIST ONE

CURRICULUM RELEVANCE	ARTICLE TITLE	MAGAZINE	DATE
ENGLISH 10	Animal Rights Part II	<u>Canada & the World</u> (controversial essay topic).	March 1989
8, 9, 10	"Orion Contest" (creative writing — write a legend).	<u>Odyssey</u>	February 1989
INDUSTRIAL EDUCATION & SCIENCE	"WHAT'S NEW" section.	<u>Popular Science</u> .	each issue
SCIENCE			
9	"Venus: the nastiest place in the Solar System."	<u>Odyssey</u> .	April 1989
10	"A burning earth — a new dinosaur theory."	<u>Odyssey</u> .	March 1989
10	"The common loon cries for help"	<u>National Geographic</u> . — an endangered species.	April 1989
10	"The gene hunt."	<u>Time</u> , pp. 54-61.	March 20 '89
10	"Is anything safe?"	<u>Time</u> , pp. 18-27.	March 27 '89
10	"Living with radiation."	<u>National Geographic</u> .	April 1989
10	"Oil spill aftermath."	<u>Canadian Geographic</u> .	April/May '89
10	"Super microscope shows" —	<u>Popular Science</u> .	April 1989
		Basic building blocks of the Universe.	
10	"What if the dinosaurs had survived?"	<u>Science Digest</u> .	May 1989
SOCIAL STUDIES			
10	"Brother XII's missing gold."	<u>Canadian West</u> .	Issue # 14
9	"Conducted tour — Alexander Mackenzie's journey to the Arctic Ocean."	<u>The Beaver</u> .	April/May '89
9	"The divided nation" Special Report.	<u>Maclean's</u> .	March 20 '89
9, 10	*Crossword and cryptic activities	<u>Exploring Canada</u> .	Winter 1989

8, 9, 10 *New magazine received by the library: Canadian West. Photocopy of table of
 contents of latest issue is attached.

10 "WELFARE" theme issue. Canada & the World. March 1989

LIST TWO

CURRICULUM RELEVANCE

	ARTICLE TITLE	MAGAZINE	DATE
SCIENCE.....			
10	"The man who knew too much — The man who discovered the ozone-destroying potential of chlorofluorocarbons.	<u>Popular Science</u> .	January 1989
10	"Tsunami — tidal waves: an impending threat along West Coast."	<u>Canadian Geographical</u> .	Feb/March '89
10	"Micromotors."	<u>Popular Science</u>	March 1989
10	"No time to waste — Caring for the environment."	<u>The Review</u> .	Winter 1988
9	"Canada in space II."	<u>Bridges</u> .	Sept/Oct 1988
8, 9, 10	"Canadians who made a difference."	<u>Maclean's</u> .	Dec. 26 '88
8, 9, 10	"SCIENCE NEWSFRONT" section.	<u>Popular Science</u> .	Each issue
8, 9, 10	"GEOGRAPHICA" section.	<u>National Geographic</u> .	Each issue
8, 9, 10	"HABITAT" section.	<u>Equinox</u> .	Each issue
SOCIAL STUDIES.....			
8, 9, 10	"Canadians who made a difference."	<u>Maclean's</u> .	Dec. 26 '88
8, 9, 10	"CANADA JOURNAL" section	<u>Equinox</u> .	Each issue (eg. Squamish, B.C. from chainsaw to teahouses).
10	"Pacific Rim."	<u>Canada & the World</u> .	February 1989
10	"Free trade 1854 — Our first trade pact with the U.S."	<u>The Beaver</u> .	Dec/Jan. '89
9, 10	"Scurvy at York."	<u>The Beaver</u> .	Feb/March '89
9, 10	"B.C. PARKS" special issue.	<u>Beautiful B.C.</u>	Spring 1989
ENGLISH.....			
10	"Cocaine's deadly reach."	<u>National Geographic</u> .	January 1989 (controversial essay topic).
10	"Animal rights."	<u>Canada & the World</u> .	February 1989

(controversial essay topic).

8, 9, 10 "Canadians who made a difference." Maclean's Dec. 26 '88

DRAMA.....

9, 10 "Critical applause — Canadian drama is The Review Winter 1988
in the midst of a remarkable flowering."

BAND.....

9, 10 "All That Jazz — The boss brass band." The Review Winter 1988.

NOTE: THE LIBRARY NOW RECEIVES TIME MAGAZINE



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CANADIAN SCHOOL LIBRARY ASSOCIATION

WHO ARE WE?

The Canadian School Library Association (CSLA) is a division of the Canadian Library Association. CSLA is made up of more than 700 members concerned with the development of excellence in school library programs throughout Canada.

WHAT DO WE OFFER?

SUBSCRIPTIONS: As a member you will receive *Feliciter*, the monthly newsletter of the Canadian Library Association plus, for an additional \$5.00 a year, a subscription to *School Libraries in Canada*, a dynamic, attractive and informative journal.

CONFERENCES: Our annual meeting and workshop program is held in conjunction with the Canadian Library Association Conference. We offer an ambitious and varied program of instructional sessions, author presentations, and school library tours designed to keep you informed of the latest developments and practices in the profession. CSLA members get a preferred rate at the annual conference.

PARTICIPATION: Membership in CSLA allows you to participate in our standing committees, such as the Standards for School Library Services Committee, as well as various ad hoc committees and task forces established to deal with special topics of pressing current interest.

RECENT ACTIVITIES: Major recent initiatives include steps toward enhanced communication and cooperation with provincial, regional and international associations; creation of a *Directory of Canadian School Library Administrators*; development of position papers designed to update Canadian school library standards. CSLA also provided financial support to the British Columbia Teacher-Librarians' Association's video project, *Fuel for Change*.

PROFESSIONAL DEVELOPMENT: CSLA reaches out to the membership by providing professional development through our travelling workshop programs. Recent workshop topics have included microcomputers, cooperative program planning, evaluation, and copyright. These are often offered cooperatively with provincial and regional associations and library schools. Professional development and continuing education programs are offered at a preferred rate to CSLA members.

AWARDS: CSLA Annual awards program includes **The Margaret B. Scott Award of Merit** given to individuals making a sustained contribution to Canadian school librarianship.

The Distinguished Service Award for School Administrators is given annually in recognition of the essential role that administrators have in developing school library programs.

The Grolier Award for Research in School Librarianship in Canada is administered by CSLA and funds research studies.

The CANEBSCO School Library Media Periodical Award is given for excellence in the field of school library periodical publication.

The Canadian School Library Association Teacher-Librarian of the Year Award is open to all teacher-librarians in Canada who have demonstrated exemplary achievement in planning and implementing school library resource centre programs.

WHAT DO WE DO?

- CSLA provides a national voice and rallying point for those concerned with school library development.
- CSLA researches, recommends, and lobbies for school libraries
- CSLA works to develop and promote guidelines and standards for school libraries.

- CSLA represents school library concerns to the wider library community within the CLA organization.
- CSLA acts to facilitate communication among teacher-librarians, and administrators as well as among provincial school library associations.

PROJECTS JAPAN

by **SABRE ANDERSON**, student teacher, and **KATHIE HILDER**, teacher-librarian, Seymour Elementary, S.D. # 57 (Prince George).

OBJECTIVES:

Students will:

- all participate.
- research two topics.
- decide whether to work together or alone.
- apply their previously learned report writing skills.
- select their own topics and their method of presentation.

PLANNING DECISIONS:

1. Three students in the class who were working at a noticeably lower grade level were directed to projects which they could understand and do.
2. Because time was a factor, the activity was limited to one month duration (2 periods per day twice a week).
3. Students had two weeks to complete their project and two weeks to complete their report. They chose which to do first.

Students visited the library two periods per day twice a week for one month. Both teachers circulated among the students and kept a record of their activity, co-workers (if applicable) and which topic each student was researching.

EVALUTION:

Students were given the following criteria for their work:

- neatness,
- correct spelling,
- reports — title page / bibliography,
- projects — list of resources,
- reports — from 500 to 1000 words long,
- project — paragraphs in own words and 100 to 200 words long,
- accuracy of information, and
- presentation.

1. Report Evaluation:

Content	50
Location of information	10
Rough notes	10
Title Page	10
Table of contents	10
Bibliography	10
TOTAL	100

2. Project Evaluation:

Project	50
List of resources	10
Accuracy	20
Presentation	20
TOTAL	100

LIST OF PROJECTS AND REPORTS

Projects may be done in pairs with a maximum of two persons or pairs per project. Choose one of the following:

1. Write a short paragraph about origami. Make 4 examples of origami and explain to the class how they were done.
2. Make a travel brochure on Japan. Include in your brochure places of interest and important facts about Japan. Include pictures.
3. Write a short paragraph explaining in your own words what a tokonoma is. Make up one for display in the classroom.
4. Build a kite and decorate it. Explain how you built the kite. Write a paragraph explaining in a few sentences of your own the importance of kites in Japan.
5. Read a Japanese legend. Illustrate the story. Learn the story and tell it to the class.
6. Write 5 Haiku poems on bookmarks and illustrate each. Explain the characteristics of Haiku poetry.
7. Write two Haiku poems illustrated by two posters. Explain the characteristics of Haiku poetry.
8. In your own words, explain what the Dolls' Festival is. Make a poster to illustrate it.
9. Make a paper carp and mount it on a pole. Be sure to decorate the carp. Write a brief explanation of the Boys' Festival including an explanation of the importance of the carp.
10. Make a relief map of Japan marking or flagging areas of interest and major cities.
11. Read *Sadako and the Thousand Paper Cranes* and make a paper crane. Sketch a poster of Sadako and explain her story to the class; what significance does it have to World War II and to Canadians?
12. Make a flow chart of how the government of Japan is organized.
13. Make a diagram or drawing of two traditional Japanese costumes. Include a paragraph description of each.
14. Complete the word definition sheet. Write two or three sentences explaining each.
15. Make a step-by-step diagram of the making of silk from silkworm to cloth.
16. In cartoon form, follow a Japanese teenager through a typical day.
17. Plan a menu for a Japanese dinner party. Include at least an appetizer, main course, and dessert.
18. Using the Bunraku form, create a puppet show of The Magic Teakettle. This project may be done by a group of 3 or 4 students.
19. Draw a mural depicting the customs and traditions of birth, marriage, and death in Japan.
20. Make a chart which compares and contrasts typical elementary schools in Canada and Japan. Be prepared to explain it to the class.

DEFINITIONS:

Write a minimum of 2 sentences on each term.

Noh theatre	Kabuki
origami	Haiku
Chanoyu	Tokonama
lacquer ware	shogun
Buddhism	Judo
Hara Kiri	Japanese Chin
Japanese Beetle	Harunobu
Dolls' Day	Boys' Day
Geisha	Tanabata
Shinto	geta
zori	kimono
samurai	bamboo
samisen	tatami



REPORTS:

These must be done individually. Choose one of the following topics.

1. Write a report on the art of origami.
2. Do a report on the Dolls' Festival and its significance.
3. Report on the Boys' festival and the significance of the carp.
4. Write a report on the Japanese government.
5. Explain and describe four or five traditional Japanese costumes.
6. Report on the making of silk from worm to cloth.
7. Describe the Japanese traditions adhered to at birth, marriage, and death.
8. Write a report on Japanese food.
9. Describe the elementary school system in Japan.
10. Name and describe four popular Japanese sports. Include a brief explanation of their history.
11. Report on the topography of Japan.
12. Write a report on Buddhism or on Shintoism.
13. Describe problems in Japan due to size of the population. Include information on housing problems, pollution, competition in schools, and stress.
14. Prepare a report describing the typical Japanese home.
15. Find out about Mount Fuji.
17. Write a report on Tokyo.

18. Report on Japanese jobs. What do the people do for a living?
19. Do a report on power and status in Japan, and the importance of manners.
20. Describe Leisure / Dining / Shopping in Japan.
21. Your choice, but it must be cleared with the teacher.

RESOURCES:

Atwood, Ann. My Own Rhythm: an approach to Haiku. Scribner, 1973.

Behn, Harry. Cricket Songs: Japanese Haiku. Harcourt, 1964.

Blumberg, Rhoda. Commodore Perry in the Land of the Shogun. New York: Lothrop, 1985.

Buell, Hal. Festivals of Japan. Dodd, 1965.

Glubok, Shirley. The Art of Japan. Macmillan, 1970.

Haiku Poetry. (Written by grade 5 students of Division 3, Seymour Elementary). Prince George, BC, 1987.

Jacobsen, Karen. Japan. Chicago: Childrens' Press, 1982.

Japan's Cultural History: a perspective. Japan: Ministry of Foreign Affairs, 1973.

Pitts, Forest R. Japan. Fidler.

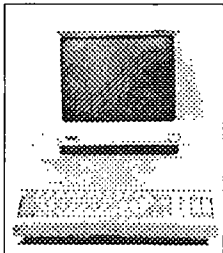
Robertson, John R. Japan: from Shogun to Sony, 1543 -1984. New York: Atheneum, 1985.

Wells, Marguerite. Japan Nearby. Pacific Educational Press, The University of British Columbia, 1987.

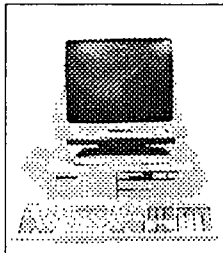


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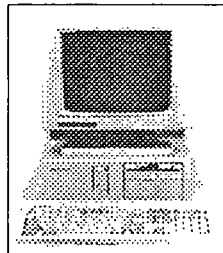
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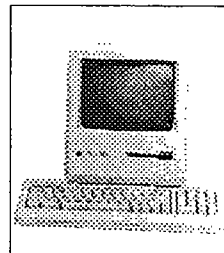
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THE EXECUTIVE SECRETARY MAKES TRAVEL ARRANGEMENTS

by **BARB HALL**, teacher-librarian and **ROSEMARY ANNIS**, business education teacher, Duchess Park Secondary School, School District #57 (Prince George).

A section of the present Office Practice 12 curriculum requires students to become familiar with the resources and documents necessary for making travel arrangements. The following assignment was developed to make this part of the course more interesting and relevant to the students than the outdated section in their textbook. With the current Canadian focus on trade with the Pacific Rim, we are in the process of adapting this unit to include specific travel arrangements to Pacific Rim countries. Credit must also be given to Pat Parungao at Killarney Secondary School in Vancouver for her article in The Bookmark, September 1986, which helped us design the original unit.

OBJECTIVES:

Several content and skill objectives are built into the assignment:

1. Familiarization with travel documents
2. Awareness of time zones
3. Interpretation of airline schedules
4. Use of travel guides
5. Interpretation of factual data on a country including customs and manners
6. Planning a travel itinerary
7. Currency and exchange rate conversion
8. Resources available beyond your local travel agent.

CLASSROOM PREPARATION:

Several travel documents are introduced to the students including passports, visas, health certificates and customs regulations. An excellent section in the Canadian Classified Directory, "Business Travel" (Classified Directory Pub., 1986), is a good source for this type of information. Chapter 14: "International and Domestic Travel," in The Professional Secretary's Handbook (Houghton, 1984), has additional helpful suggestions including a global travel and holidays chart. Chapter 15: "Travel and the Multinational Character of Modern Business," in Webster's Secretarial Handbook (Merriam-Webster, 1983), also includes a chart on time zones around the world, a foreign currency table, a list of foreign countries with their capitals, official languages and holidays. This introduction in the classroom sets the scene for the specific travel arrangements the student will undertake in the resource centre assignment.

LIBRARY RESOURCE CENTRE:

The teacher-librarian introduces students to resources that are available beyond a travel agency to collect information on travel to a foreign country. Students are made aware that these resources are available in any public library. The interpretation of the available data is stressed by the teacher and the teacher-librarian. The use of atlases, current data card files, airline time-tables, tourist guides, travel brochures, directories, description and travel books, travel magazines, almanacs and yearbooks are emphasized. Each student is given a worksheet which suggests possible items they should be looking for and provides some kind of framework for note-taking. A sample itinerary format is also provided.

ASSIGNMENT

You are an executive secretary and have been asked to prepare a business trip for your boss. He wants you to make all the travel arrangements, provide him with a travel itinerary and include any additional information he may find useful for the trip.

1. Type a sample itinerary covering a three day period.
2. Type a brief report of 1 to 2 pages containing general information about the country to be visited. Your report must include information on currency, language, time zones, border customs, climate, what to wear and entertainment as well as any three areas listed below:
 - a. foreign embassies and representatives or other important addresses
 - b. local transportation and costs
 - c. leisure and sport activities
 - d. sightseeing tours
 - e. current events including political problems
 - f. maps of the country and city
 - g. type of government
 - h. local customs, holidays, festivals
 - i. food
 - j. shopping — what are the bargains?
 - k. health care and precautions
 - l. materials and goods country already imports
 - m. foreign laws and regulations
 - n. other
3. Type a bibliography listing your reference sources.

SAMPLE ITINERARY:

<u>Date</u>	<u>Day</u>	<u>Time</u>	<u>Information</u>
April 9	Friday	0815	Canadian Airlines International departs Prince George airport, Flight #138, as per enclosed ticket.
April 9	Friday	0915	Arrival in Vancouver. Pick up Hertz Rent-A-Car at airport. Charge to Company VISA.
April 9	Friday	1030	Book into Airport Inn Hotel. Charge to Company Visa.
April 9	Friday	1130	Meeting with Hank Smith at: 1650 Hornby St. - Suite 1221.
April 10	Saturday	0910	Japan Airlines Flight to Tokyo, Flight #65, as per enclosed ticket. Drop off rental car.

Items to consider for Itinerary:

- *Time lines- use international 24 hour format
- *Airlines or other methods of transportation
- *Local transportation — bus — rental

- *Costs- Currency exchange
- *Travel documents
- *Accommodation

SAMPLE WORKSHEET

Your boss is visiting Prince George's
sister city, **OSAKA, JAPAN** on
April 11-15.

Climate? What to pack?

Money:

Exchange rate _____

Travellers Cheques _____

Japanese Currency _____

Electrical Current?

Need Convertor?

Flight P.G. to Vancouver:

Airline _____

Flight # _____

Date _____

Departure _____

Arrival _____

Entertainment?

Sightseeing? Shopping?

Overnight in Vancouver? Hotel?

Flight Vancouver to Tokyo:

Airline _____

Flight # _____

Date _____

Departure _____

Arrival _____

Time Difference?

Language? In business?

Overnight Tokyo? Hotel?

Tokyo to Osaka? Train? Airline?

Local customs and business
manners?

Hotel in Osaka:

Name _____

Address _____

Telephone _____

Return flight - Osaka to Tokyo,
Tokyo to Vancouver, Vancouver to Prince George?

Documents needed?

Layover? Hotel?



PACIFIC RIM CURRICULUM DEVELOPMENT INITIATIVES

by **CARL STYMIEST**, teacher-librarian,
Canyon Heights Elementary School, S.D.
#44 (North Vancouver)

Two resource books are being developed to support the Social Studies curriculum (Grades 4-7 and Grades 8-11). The emphasis will be on the culture, geography and history of the Pacific Rim. The intent will be to provide teachers with appropriate strategies and resources to assist them in integrating the study of the culture, geography and history of Pacific Rim countries into the curriculum.

The Goals of the Resource Book will be:

- to begin focusing young children's attention on BC's place in the Pacific Rim;
- to help children develop an understanding and respect for the contributions made by different cultures in the Pacific Rim;
- to introduce children to physical geography knowledge and skills using the Pacific Rim and;
- to help students gain an understanding of the contributions of and relationships between geographical features, historical events and the development of civilizations.

Critical and creative strategies will be used throughout the documents.

The resource books will be accompanied by orientation videotapes for teachers, zonal orientation sessions and a possible summer institute.

Although this kind of orientation typically occurs when a curriculum is newly developed or revised, it is believed necessary in this instance, because of the need to shift teachers' attitudes and behaviour toward

the secondary school where history and geography are taught as separate disciplines or subject area specialities. As you are probably aware, under the Pacific Rim education initiatives, the school curriculum in BC is being revised to expand the study of Asia Pacific countries, initially in two major subject areas - Social Studies and Business Education.

In the summer of 1988 a group of five elementary and five secondary teachers were selected by the Curriculum and Development Branch of the Department of Education in Victoria. This writing committee is under the leadership of Michael Cranny, seconded from School District # 56, Nechako. Mike is responsible for the development of both supplementary teacher resource books for Social Studies, Grades 4-7 and Grades 8-11.

The elementary and secondary committees have been writing and revising their first unit drafts which are to be field tested in 10 different districts throughout the province in February and March, 1989.

If you have any questions please feel free to contact one of the committee members listed below:

ELEMENTARY COMMITTEE:

Anderson, Gerry J.
SD #77 (Summerland)

Ashe, Kitty
SD #27 (Cariboo-Chilcotin)

Grant, David
SD #70 (Alberni)

Phillips, Lynne
SD #11 (Trail)

Stymiest, Carl
SD #44 (North Vancouver)

SECONDARY COMMITTEE:

Burkhardt, Sylvia
SD #61 (Victoria)

Koplin, Robert
SD #36 (Surrey)



Moles, Garvin
SD #57 (Prince George)

Seney, Bruce
SD #38 (Richmond)

Sherriff, Mark
SD # 57 (Prince George)

Coordinator - Pacific Rim Resource Books (Social Studies):

Michael Cranny
Curriculum Development Branch
Ministry of Education
Victoria



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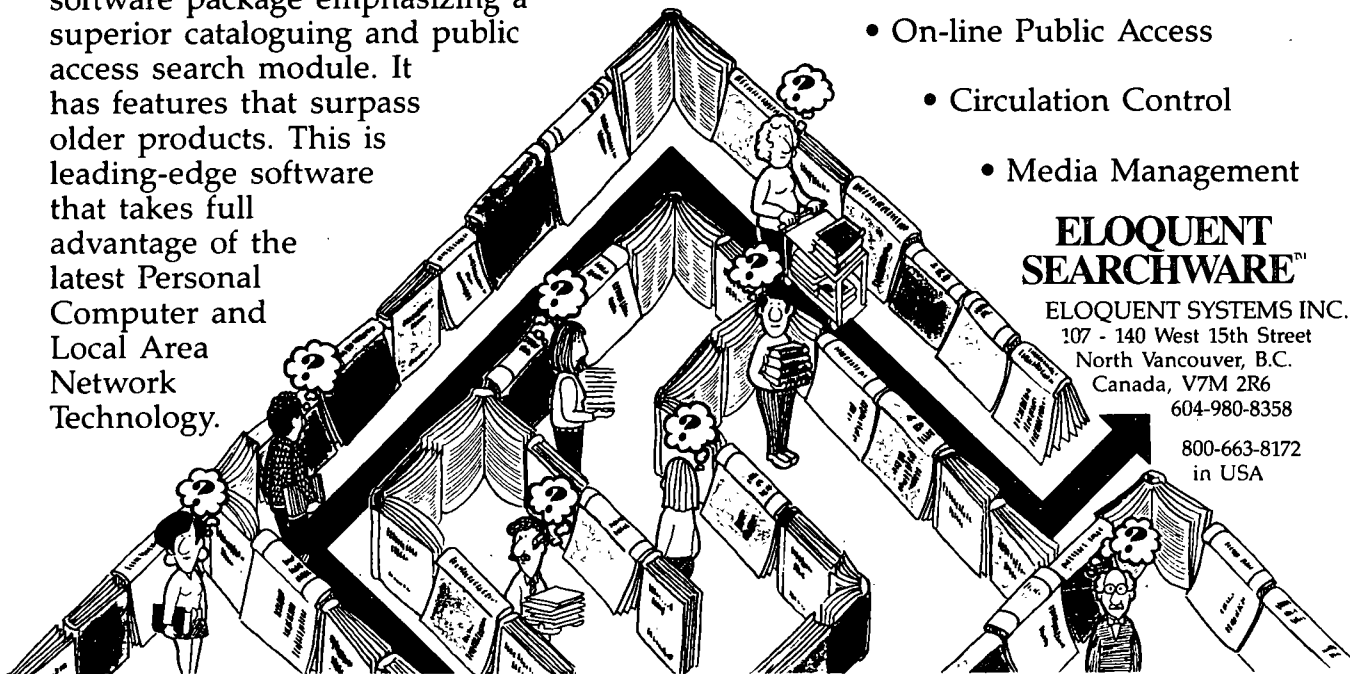
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HUMOUR ME!

Our next Bookmark issue will look at humorous authors, books, films, displays, library anecdotes, units on humour, etc., etc. We'd love your input! Please take a minute to fill in the following form, **as well as** to send us a copy of any units or ideas you might have which would be appropriate for this Bookmark issue.

We ask that your material reach us by **July 30, 1989**.

Send material to: Elaine Clague
#303, 2239 Folkestone Way
Phone # West Vancouver, B.C.
922-8753 V7S 2Y7

1. Why my book has not been returned to the library resource centre... What's the funniest **excuse** you've been given?

2. What is the funniest/most humorous book **YOU** have ever read?

3. What **books** do **Primary** students consider to be the funniest/most humorous?

Favourites for **Intermediate** students?

Favourites for **Secondary** students?

4. Which do you consider to be the funniest **joke book**?

5. Who do your students consider to be the funniest **author**?

6. What are some of the funniest/cutest/most humorous **questions** you've been asked in the library resource centre? Eg: reference questions, questions re books, authors, etc.

THE DRAGON; A "BUDDY" UNIT

by ELEANOR GREGORY and MIKE GALLIFORD, teachers, Nestor Elementary School, S.D. #43 (Coquitlam).

Purpose:

The unit was initiated to provide research activities for "buddies". A Year 2/3 class and a Year 6/7 class had been organized into "Buddy" pairs made up of one student from each of the two classes involved. It was decided to focus on the dragon as a symbol for the Chinese New Year.

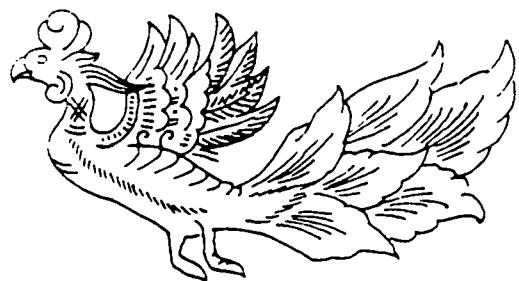
Objectives:

The student will demonstrate the ability to:

- read, locate, classify and organize facts;
- produce notes and organize them into paragraphs;
- develop an outline for a written report;
- listen for a purpose;
- cooperatively create a 3D representation of a dragon; and
- cooperatively develop and take part in a creative dance.

Outcomes:

- 1 An illustration of a dragon
- 2 Descriptive paragraphs
- 3 Paper lanterns
- 4 Group 3D representation of a dragon
- 5 A parent presentation on Chinese New Year traditions
- 6 Creative dance involving all students, the 3D product, Chinese music and various percussion instruments



Procedure:

- 1 During the first session each Buddy pair was given a large sheet of drawing paper and directed to draw and colour a picture of a dragon. No introduction or suggestions were given although books about dragons were on display. Students who wished to look at the books were allowed to do so. A second session was necessary to complete the illustrations.
- 2 During the third session each Buddy pair was given a fiction book on dragons and asked to read the story together and take notes about the dragon character. A fact grid sheet was used for note-taking.

- 3 During the fourth session four categories for note organization were introduced. Each category (Head, Body, Limbs and Tail) required a minimum of 5 ideas. Each Buddy pair was asked to cut and organize their notes into these categories.
- 4 In order to introduce imaginative descriptive words into the students' writing, the first activity sheet, A VISIT WITH A DRAGON, was introduced and assigned during the fifth session.
- 5 The next session was used to further develop the use of imaginative adjectives and verbs. The second activity sheet, DRAGON DESCRIPTION, was introduced and assigned.
- 6 The seventh session was used for Buddies to put their notes, ideas and descriptions into sentences and to organize their sentences into four paragraphs (one for each of the categories).
- 7 Further sessions were required to complete the descriptive paragraphs. The final product included a title page and the illustration from the first two sessions.
- 8 The Chinese New Year was introduced. An interested and willing parent was invited to speak to the classes about the traditional activities involved in the celebration. Her presentation included the distribution of Chinese candy wrapped in the red symbolic paper.
- 9 All the students worked together to create a 3D dragon. The body was made from two sheets of green butcher paper, the length of one class, stapled together along the top. Spines (made from orange butcher paper) and scales (cut from various colours of tissue paper) were glued onto the body. Each Buddy pair was responsible for a section. The head was fashioned from block styrofoam which was covered with papier-mache and painted. Crepe paper streamers were attached for the tail.
- 10 Each Buddy pair spent one session creating a Chinese paper lantern.
- 11 A dance involving the 3D dragon, Chinese dragon dance music, the paper lanterns and percussion instruments was created. The book, Chin Chiang and the Dragon's Dance by Ian Wallace was read to the classes as an introduction. Suggestions for the dance were offered by students who had actually seen the Dragon Dance.

A VISIT WITH A DRAGON

Pretend that you are going to meet a dragon. After you have met with your dragon, answer these questions:

- 1 Tell how the dragon's hand feels when you shake hands with it.

- 2 If you scratched the dragon's back, how would it feel?

3 Tell how the dragon's voice sounds when it speaks to you.

4 Tell the sounds the dragon makes as it moves.

5 Tell what the dragon might do during a crashing thunderstorm.

6 The dragon's mouth is _____

7 Its nose looks like _____

8 It snorts like _____

SIMILES

1 A dragon is as big as a _____

2 A dragon is as long as _____

3 A dragon's teeth are as sharp as _____

4 A dragon's skin is as slippery as _____

5 A dragon's tail is as smooth as _____

DRAGON DESCRIPTION

Fill in the first two blanks of each question with interesting describing words. Fill in the third blank with an interesting action word or phrase.

1 _____, _____ horns 11 _____, _____ chest

2 _____, _____ tongue 12 _____, _____ scales

3 _____, _____ nostrils 13 _____, _____ flesh

4 _____, _____ teeth 14 _____, _____ colour

5 _____, _____ mouth 15 _____, _____ size

6 _____, _____ eyes	16 _____, _____ wings
7 _____, _____ breath	17 _____, _____ legs
8 _____, _____ neck	18 _____, _____ feet
9 _____, _____ body	19 _____, _____ claws
10 _____, _____ muscles	20 _____, _____ tail

Useful Titles

- Carey, Valerie. Harriet and William and the Terrible Creature. London: Arrow Books, 1985.
- Cosgrove, Stephen. Dragolin. Los Angeles: Price Stern Sloan, 1978.
- Cressey, James. The Dragon and George. New Jersey: Prentice-Hall, 1977.
- Dickinson, Peter. The Flight of Dragons. London: Pierrot Publishing, 1979.
- Gannett, Ruth Stiles. The Dragons of Blueand. New York: Random, 1951.
- Gannett, Ruth Stiles. Elmer and the Dragon. New York: Random, 1950.
- Gannett, Ruth Stiles. My Father's Dragon. New York: Random, 1948.
- Grahame, Kenneth. The Reluctant Dragon. New York: Holt, 1983.
- Hall, Willis. Dragon Days. London: Collins, 1985.
- Kent, Jack. There's No Such Thing as a Dragon. New York: Golden Press, 1975.
- Leaf, Margaret. Eyes of the Dragon. New York: Lothrop, 1987.
- Mayer, Mercer. Whinnie the Lovesick Dragon. New York: Macmillan, 1986.
- Muller, Romeo. Puff the Magic Dragon. New York: Avon Books, 1979.
- Munsch, Robert N. The Paper Bag Princess. Toronto: Annick, 1980.
- Peet, Bill. How Droofus the Dragon Lost His Head. Boston: Houghton, 1971.
- Stallman, Birdie. Learning About Dragons. Chicago: Children's Press, 1981.
- Tenaille, Marie. The Day the Dragon Came To School. New York: Macmillan, 1988.
- Walt Disney Productions. Pete's Dragon. Western, 1977.
- Wallace, Ian. Chin Chiang and the Dragon's Dance. Vancouver: Douglas & McIntyre, 1985.
- Waterton, Betty. Orff, 27 Dragons (and a Snarkel!). Toronto: Annick, 1984.
- Williams, Jay. Everyone Knows What a Dragon Looks Like. New York: Four Winds, 1976.
- The Ladybird Book of Dragons. Ladybird Books, 1982.

CONTRACT IMPLEMENTATION SURVEY: APRIL 1989

by **KEN ADSETT**, Learning & Working Conditions Committee Chairman

A motion at the BCTLA AGM, held in April of this year, directed the Executive to conduct a survey of the chapters to determine what sorts of clauses affecting school libraries and teacher-librarians were being included and excluded from the new contracts now coming into effect. A survey form was quickly drawn up by Candice Morgan of Qualicum Chapter, and sent to all Chapter Councilors with returns directed to me. In the very short time available before copy deadline for this issue of The Bookmark, all I can hope to present is a very brief summary of responses to the main questions. Hopefully, a more thoughtful and detailed analysis will be made in the September issue. As I write this, 35 districts have responded and more seem to be arriving daily.

NOTE: If we haven't heard from your district, please send in your response sheets as soon as possible. If your councilor doesn't have them, please phone me at 598-3361 (S), or 598-2730 (H).

PART A: In preparation for 1988-89 contract negotiations:

1. Was a teacher-librarian on your association's bargaining team? (Y/N)
2. Did your chapter make a presentation to your association's bargaining team regarding clauses affecting teacher-librarians? (Y/N)
3. Did your chapter make a presentation to your Board of School Trustees? (Y/N)
4. If Yes to 2 or 3, would you please attach copies of chapter submissions, if possible. (Y/N)
5. Comments about 1-3 that you would like to include:

So far we have had only two copies of submissions as requested in Number 4, however, several councilors have made brief comments in Number 5. These will be given further thought and analysis for the next installment. The responses to Numbers 1, 2, and 3 are as follows:

<u>CHAPTER</u>	<u>S.D.#</u>	<u>COUNCILOR</u>	<u>#1</u>	<u>#2</u>	<u>#3</u>
Abbotsford	34	Eleanor Kiefer	No	No	No
Bulkley Valley	54	Kathleen Johnston	Yes	No	No
Campbell River	72	Jane Roberts	Yes	No	No
Cariboo-Chilcotin	27	Lynne Rodier	No	Yes	No
Central Okanagan	23	Della Haig	No	No	No
Chilliwack	33	Hazel Golding	Yes	—	—
Coquitlam	43	Joan Wilby	No	No	No
Cranbrook/Kimberley	2/3	Evelyn Hoffman	No	No	No
Delta	37	Kari Schutz	No	No	No
Duncan	65	Joy Sheldon/Deane Cascon	No	No	Yes
East Kootenay-Windermere	4	Anne Jardine	Yes	No	No
Fernie	1	Kathy Rushka	No	Yes	No
Hope	32	William Scott	No	No	Yes

Howe Sound	48	Ellen Bartlett	No	No	Yes
Kamloops	24	Henry Zukowski	Yes	Yes	Yes
Langley	35	Glen Pinch	Yes	—	—
Maple Ridge	42	Shirley Blair	No	No	No
Mission	75	Elizabeth Coulter	Yes	—	—
Nanaimo	68	Gerry Kovach	No	No	No
North Vancouver	44	Barbara Smith	No	Yes	Yes
Northern Lights	60	Les Ellis	No	No	No
Penticton/Summerland	15/17	Linda King	No	Yes	No
Powell River	47	Helen Augustinson	No	No	No
Prince George	57	Kris Nellis	Yes	No	No
Prince Rupert	52	Dianne Rabel	No	No	No
Qualicum	69	Candice Morgan	No	Yes	Yes
Richmond	38	Benita Lorenz	No	Yes	No
Sooke	62	Diana McNeil	Yes	No	No
Surrey	36	Mercedes Smith	No	No	No
Victoria	61	Alan Jones	No	No	Yes
West Kootenays: Arrow Lakes	10	Dorothy Burianyk	No	No	No
West Kootenays: Kettle Valley	13	Dorothy Burianyk	Yes	Yes	No
West Kootenays: Nelson	7	Dorothy Burianyk	No	No	No
West Kootenays: Trail	11	Dorothy Burianyk	Yes	—	No
West Vancouver	45	Audrey Campbell	Yes	Yes	No

PART B: As a result of your contract, do you as a teacher-librarian now:

1. Have preparation time? (Y/N)
 - B.1.a If yes, is additional professional staff provided to cover the LRC? (Y/N)
 - B.1.b If no, is the LRC closed? (Y/N)
 - B.1.c If open, who is responsible for supervision? (Y/N)
2. Provide preparation time for teachers? (Y/N)

Note: In the following response table: T-L = teacher-librarian; UD = under discussion.

<u>CHAPTER</u>	<u>S.D.#</u>	<u>B1</u>	<u>B1a</u>	<u>B1b</u>	<u>B1c</u>	<u>B2</u>
Abbotsford	34	No	—	—	—	No
Bulkley Valley	54	Yes	No	Open	Aide	Yes
Campbell River	72	Yes	No	Open	T-L	No
Cariboo-Chilcotin	27	Yes	No	UD	UD	No
Central Okanagan	23	Yes	Yes	UD	UD	No
Chilliwack	33	No	—	—	—	No
Coquitlam	43	Yes	—	Closed	—	No
Cranbrook/Kimberley	2/3	Yes	?	—	UD	No
Delta	37	No	—	—	—	Yes
Duncan	65	Yes	UD	UD	UD	No

East Kootenay-Windermere	4	Yes	No	E: Closed S: Open Open	— Aide Not stated	No Yes
Fernie	1	Yes	No	Open	Not stated	Yes
Hope	32	—	—	—	—	—
Howe Sound	48	No	—	—	—	—
Kamloops	24	No	—	—	—	UD
Langley	35	Yes	No	Varies	Varies	No
Maple Ridge	42	Yes	No	UD	UD	Yes
Mission	75	Yes	UD	UD	UD	No
Nanaimo	68	Yes	UD	UD	UD	No
North Vancouver	44	Yes	Yes	—	Teacher	No
Northern Lights	60	Yes	—	—	—	No
Penticton/Summerland	15/17	Yes	No	Closed	—	UD
Powell River	47	Yes	No	Open	—	Yes
Prince George	57	Yes	No	Closed	—	No
Prince Rupert	52	Yes	No	Open	Aide	No
Qualicum	69	Yes	No	Varies	Varies	No
Richmond	38	Yes	No	Open	T-L	Yes
Sooke	62	Yes	No	—	Teacher or Aide	Yes
Surrey	36	Yes	UD	UD	UD	No
Victoria	61	No	—	UD	UD	Yes
West Kootenays: Arrow Lakes	10	—	—	—	—	Yes
West Kootenays: Kettle Valley	13	Yes	—	—	Aide	Yes
West Kootenays: Nelson	7	No	—	Open	T-L	No
West Kootenays: Trail	11	No	—	UD	UD	E: Some S: No
West Vancouver	45	Yes	—	—	—	Yes

PART B (continued): As a result of your contract, do you as a teacher-librarian now:

3. Have a duty free lunch period? (Y/N)

B.3.a If yes, is the LRC open or closed?

B.3.b If open, who is responsible for supervision

Note: In the following response table, T-L = teacher-librarian; UD = under discussion; DTC = details to come

<u>CHAPTER</u>	<u>S.D.#</u>	<u>B3</u>	<u>B3a</u>	<u>B3b</u>
Abbotsford	34	No	—	—
Bulkley Valley	54	Yes	Open	UD
Campbell River	72	Yes	Closed	—
Cariboo-Chilcotin	27	Yes	Open	Paid Supervision
Central Okanagan	23	Yes	UD	UD
Chilliwack	33	—	—	T-L
Coquitlam	43	Yes	—	—

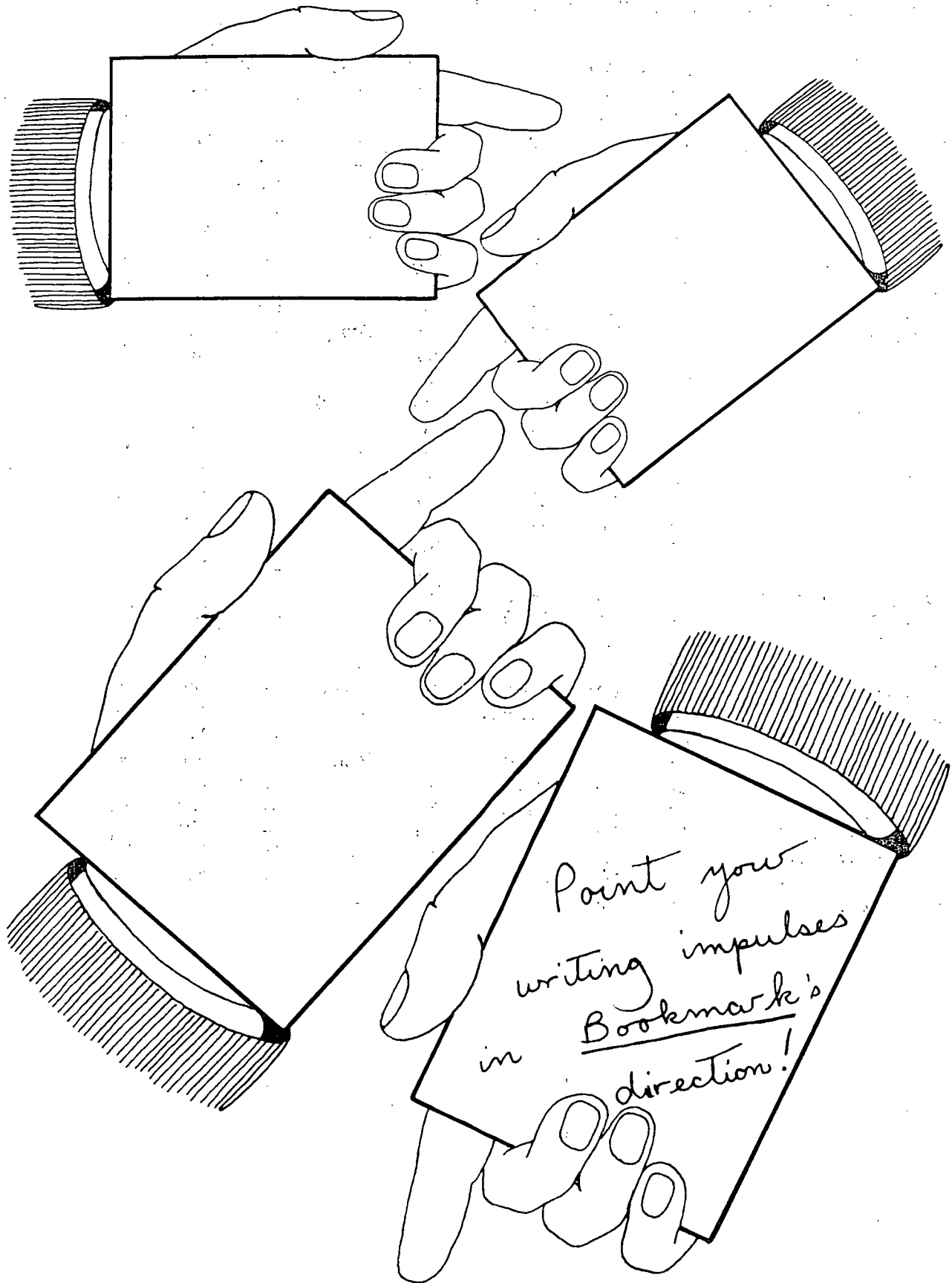
Cranbrook/Kimberley	2/3	Yes	UD	UD
Delta	37	Yes	UD	UD
Duncan	65	Yes	DTC	DTC
East Kootenay-Windermere	4	Yes	Open	E: Teacher S: Aide
Fernie	1	Yes	UD	UD
Hope	32	Yes	—	—
Howe Sound	48	Yes	Open	Aide
Kamloops	24	No	Open	T-L
Langley	35	Yes	Varies	Varies
Maple Ridge	42	Yes	UD	UD
Mission	75	Yes	Open	Paid Supervision
Nanaimo	68	Yes	Closed	
North Vancouver	44	Yes	Open	UD
Northern Lights	60	Yes	UD	UD
Penticton/Summerland	15/17	Yes	Closed	
Powell River	47	No	E: Few open	Principal
Prince George	57	Yes	Open	Teacher
Prince Rupert	52	Yes	Varies	Varies
Qualicum	69	Yes	Varies	UD
Richmond	38	No	—	—
Sooke	62	Yes	UD	UD
Surrey	36	Yes	UD	UD
Victoria	61	Yes	UD	UD
W. Kootenays: Arrow Lakes	10	Yes	—	—
W. Kootenays; Kettle Valley	13	—	—	Aide
West Kootenays: Nelson	7	Yes	Open	UD
West Kootenays: Trail	11	No	—	—
West Vancouver	45	No	—	—

PART B (continued): As a result of your contract, do you as a teacher-librarian now:

- 4.a Have a teacher-librarian staffing formula? (Y/N)
- B.4.a If yes, what is it?
- 4.b Have a clerical staffing formula? (Y/N)
- B.4.b.i If yes, what is it?
- B.4.b.ii If no, is a library clerical formula included in the local CUPE contract? (Y/N)
5. Have clauses related to budget? (Y/N)
6. Have other clauses in contract of relevance to the teacher-librarian? (Y/N)

Note: In the following reponse table, UD = under discussion.

<u>CHAPTER</u>	<u>S.D.#</u>	<u>B4a</u>	<u>B4aj</u>	<u>B4b</u>	<u>B4bi</u>	<u>B4bii</u>	<u>B5</u>	<u>B6</u>
Abbotsford	34	No	—	No	—	—	No	—
Bulkley Valley	54	No	Policy	No	—	—	—	—
Campbell River	72	Yes	Attached	No	—	—	No	Yes
Cariboo-Chilcotin	27	No	—	No	—	No	No	No
Central Okanagan	23	No	—	No	—	Policy	No	—
Chilliwack	33	—	—	—	—	—	—	—
Coquitlam	43	No	—	No	—	—	No	No
Cranbrook/Kimberley	2/3	No	—	No	—	—	No	—
Delta	37	No	—	No	—	—	No	Yes
Duncan	65	No	No	—	—	No	No	No
East Kootenay-Windermere	4	No	Policy	No	Policy	—	No	—
Fernie	1	No	—	No	—	—	No	No
Hope	32	No	—	No	—	—	No	—
Howe Sound	48	No	Policy	Yes	16h/wk	—	No	No
Kamloops	24	No	—	No	—	—	No	—
Langley	35	No	—	No	—	—	No	Yes
Maple Ridge	42	No	—	No	—	—	No	—
Mission	75	Yes	UD	No	—	—	Yes	No
Nanaimo	68	No	—	No	—	No	No	Yes
N. Vancouver	44	No	—	No	—	—	No	Yes
Northern Lights	60	No	—	No	—	—	No	No
Penticton/Summerland	15/17	No	—	No	—	—	No	—
Powell River	47	Yes	1/500	No	—	—	No	No
Prince George	57	No	—	No	—	—	No	—
Prince Rupert	52	No	Policy	No	Policy	—	No	No
Qualicum	69	No	Policy	No	Policy	—	No	No
Richmond	38	Yes	Attached	No	—	—	No	No
Sooke	62	No	—	No	—	—	No	—
Surrey	36	No	1/500	No	Policy	—	No	No
Victoria	61	No	Policy	No	—	Policy	No	—
W. Kootenays: Arrow Lakes	10	No	Policy	No	Policy	—	Policy	not contrac:
W. Kootenays: Kettle Valley	13	No	—	No	—	—	Yes	No
W. Kootenays: Nelson	7	No	—	No	—	No	No	No
W. Kootenays: Trail	11	No	—	No	—	—	No	No
West Vancouver	45	No	—	No	—	—	No	No





REGULAR FEATURES

ASK THE EXPERTS

Compiled by **LEE INKSTER**, teacher-librarian, Nestor Elementary School, S.D.#43 (Coquitlam).

QUESTION: After being trained "on the job" as a teacher-librarian, of what benefit would UBC's library education courses be to me?

I discussed this issue with Dr. Ron Jobe of the Faculty of Education at UBC. His reply was as follows:

I believe that teacher-librarianship is a profession of the highest calibre, far more than a hands-on, learn-it-on-the-job trade. Frequently there is a confusion between it and the role of a library technician, the latter being involved exclusively with the clerical and technical aspects of library work. Teacher-librarianship today requires individuals who are outstanding teachers and leaders: aware of recent theory and research in the fields of library education, curriculum and instruction, literature for young people and computer assisted learning.

The traditional occupational hazard for teacher-librarians is isolation. Attending courses at UBC gives teachers the opportunity to experience quality instruction, to be challenged by current theory and research as well as improving their communication skills. A major advantage, unanimously referred to by teachers already in the program, is that taking courses gives a sense of community within the school library field and establishes a network of support all over the province. We are better able to view our immediate situation by realizing what is happening in other areas. It is only by being motivated and challenged with new ideas and by meeting new people that we get out of our own comfortable ruts and allow change to occur.

Suffering from burnout and despair? Taking UBC library education courses presents new directions and opportunities for growth. It is a time to reconsider values and practices, a time to be refreshed, and a time to think.

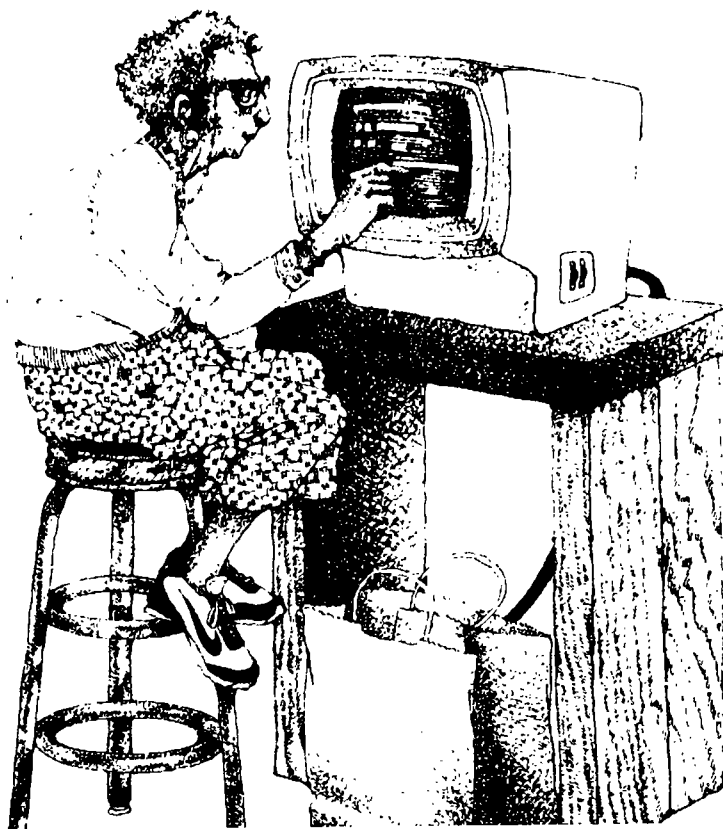
Why not make this summer your summer to join us!

QUESTION: I have heard that it is possible to print AppleWorks in side-by-side columns. I'd like to use this feature for a school newspaper and my newsletter to staff. Can you tell me how to do this?

Thomas John Pope, teacher-librarian at Como Lake Senior Secondary School in Coquitlam responds:

Put away the scissors and glue. AppleWorks can be used to format and print word processor files in columns for documents such as student newspapers, library information leaflets, etc. To a practised AppleWorks user the procedure will seem entirely straight-forward, while novice users will have no difficulty following the step-by-step instructions included in a separate article in this issue of The Bookmark.

In brief, the formatting into columns is accomplished by transferring the word processor file into the spreadsheet, where each line of text becomes a cell. This conversion permits the user to move groups of cells to achieve any kind of format, including side-by-side columns. Blank space can even be included to permit the addition of graphics after printing. While column printing directly from AppleWorks is not the same as desktop publishing, it does have two important advantages for simple documents: it is easy to learn and it's free!



QUESTION: Can you give me some tips on library renovation?

The rule of thumb is "form follows function". It is essential to have a clear idea of the function of the library resource centre, as it currently is seen and as it ideally might be. "Emphasis is on planning a building to fit our programs, not to build a building and then fit the programs into it." (Kukka: 1985)

Pauline Anderson in her article "Planning School Library Media Facilities" gives 17 phases from conception to grand opening, of which the first seven are: a survey of current program, resources and services and finances; thinking about the future; objectives and commitment; site identification; architect identification; the consultant; the building program. She advises that the T-L investigate creatively the current space allotment in the school, to come up with new areas which can be taken over by the LRC. Get a committee to support, help and advise, of which a very important member is the school administrator.

Be sure to take into account how the collection will be treated during renovation. Will it need to be boxed and stored? Be careful of lighting which is attractive but which creates dark areas and annoying shadows. Architects can not be counted on to understand such problems without being told. One writer expressed some cynicism on this subject. "My prior experience with architects who have not previously designed libraries had led me to believe that they consider the LMC a frivolous showplace or an enigmatic nuisance. Some were stricken with a sense that story pits and graphics are the Number One priority. These architects generally having no concept of what happens in a library, ask for an opinion, then proceed with their own ideas....My advice to anyone about to undertake such a project is to know exactly what is needed, and to be prepared to express that need in minute detail at the first consultation over the blueprint. Don't let unworkable designs become etched in stone." (Wood, *Ohio Media Spectrum* April 1985)

Bernice Lamkin was involved in construction of a new library resource centre as part of an existing school. She warns T-L's planning a renovation to be sure to consider the future uses of the centre. The information age makes new demands on the LRC.

"An 'age' is established when more than half of the work force is engaged in that activity. Our students will have more than a 50 percent chance of choosing a career in an information-related field. To be successful in the workforce of the future, students will need strong skills in problem solving, research methods, computer technology and information management. Education is changing from the assembly-line mentality of the Industrial Age to meet the needs of the Information Age." (Lamkin: 1986) She goes on to outline many technological advances which were incorporated into the media centre. There is a closed-circuit TV system for announcements and media presentations, including digital information listing connected with computer networks in the school. The computer's central memory is located adjacent to the library with master controls and the studio for TV production. Sounds great to this editor, but expensive. Still, it doesn't hurt to plan ahead.

Finally, you may want to give up on the whole thing, if it becomes such a disaster as one writer reported. He says, "...experiencing an addition is more like an 18-month group tour of Hell." (Parks: 1985) He warns that the T-L should be prepared for lots of noise and dirt, also occasional floods, bad smells and possible fires. Be prepared for delays in construction completion. Be prepared for errors of a major sort, such as bricking up a passage instead of widening it.

It seems there is no easy answer to how to go about renovating. You will need all your skills of data collection, people management and probably it helps to walk on water. Good luck.

Anderson, Pauline. "Planning School Library Media Facilities", *Ohio Media Spectrum*, April, 1985.

Kukka, Janet Spiro. "From Courtyard to Library: A Creative Approach", *Ohio Media Spectrum*, April, 1985. pp. 13-15.

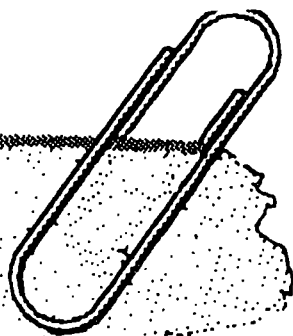
Lamkin, Bernice. "A Media Center for the 21st Century", *School Library Journal*, November, 1986. pp. 25-29.

Parks, George R. "A Funny Thing Happened on the Way to the Addition", *Library Journal*, Dec., 1985. pp. 41-43.

Roosa, Linda. "The Planning, Designing, and Building of Library Facilities in Dublin, Ohio", *Ohio Media Spectrum*, April, 1985. pp. 17-20.

Wood, Mary. "Planning the Library Media Center at Indian Run Elementary", *Ohio Media Spectrum*, April, 1985. pp. 23-24.

NOTES AND NEWS



by **DONNA DOERKSEN**, teacher-librarian, Emily Carr Elementary School, Vancouver

CORRECTION

Please note this membership correction:

If a person chooses not to join the BCTF they are still eligible for a subscription membership.

APOLOGY

The Richmond Chapter's Spring conference publication, Teacher-Librarians Making Connections, apologize for the printing errors in the booklet. New pages will be mailed out if you contact: Pat Walack, Walter Lee School, 9491 Ash, Richmond B. C. Tel: 277-7128.

AMBASSADOR

Suzanne Crichton, Art teacher at Eastern Shore District High in Musquodoboit Harbour, Nova Scotia sings the praises of Martha Kontak, who moved to Nova Scotia from Revelstoke Secondary High School. Martha is actively promoting the role and services of the teacher-librarian and library to her present staff and other teacher-librarians in her new school district. She has shared her issues of The Bookmark with her colleagues. B.C.'s loss is Nova Scotia's gain.

ISSUES AND ANSWERS

Censorship and Selection: Issues and Answers for Schools written by Henry Reichman, associate editor of ALA's Newsletter on Intellectual Freedom. This 150 page handbook discusses issues that

currently affect selection of materials for school libraries: sexuality, racism, creationism, humanism, the occult and "dirty" words. Published by ALA and the American Association of School Administrators.

EXCELLENCE

American Association of School Librarians will hold its fifth National Conference in Salt Lake City, Utah on October 19-22, 1989. The theme is Access to Excellence.

RESOURCES

To receive a copy of Environment and Parks Educational Resource List write:
Information Services Branch
Ministry of Environment and Parks
Parliament Buildings, Victoria, B. C.
V8V 1X5

COPYRIGHT

Phase 2 of the Federal government's copyright legislation is being developed. Hopefully copyright legislation will balance the rights of the creator of material with the rights of research and education groups for access to copyright materials. Collectives may be the appropriate vehicle for the administration of compensation to the creators. Licenses could be negotiated between the user and creator sectors. The Canadian Reprography Collective, called Cancopy, is incorporated and has an Executive Director, Edith Yeoman. They will be attempting to negotiate photocopying licences with the Ministries of Education. These copyright licenses should clarify what libraries and education institutions can and cannot do. At present, there are no plans for the development of an audio-visual copyright collective.

LITERACY PROJECT

The Lower Mainland Council of the International Reading Association awarded a grant of \$5 500 last spring to Strathcona's Literacy Project. For a report on their successful program read LOMCIRA Newsletter, Spring 1989. Contact: Sylvia Helmer (604) 224-2278 or Phyllis Stitch (604) 298-3231.

WRITE YOUR MP

The Bookmark and other publications and journals can no longer be mailed for the book rate but must pay first class postage. Mailing for the December '88 issue was \$714.00 at book rate and our March issue mailing costs were \$2101.12 for first class. Write to your Member of Parliament to raise the issue on the floor of the House of Commons.

TONGA

Thanks to the Operation Handclasp program, Tonga now has a public library which has school textbooks and children's books.

PARTNERS IN ACTION

For an interesting read try "Principals and Teacher-Librarians - Their Roles and Attitudes Regarding School Libraries: Results of a Survey of Elementary Schools in Ontario". School Libraries in Canada, Vol. 9, Number 2, Winter, 1989, p. 32-37.

LIFELONG LEARNING

July 22-26, 1989, the International Association of School Librarianship will hold its 18th annual conference in Subang Jaya, Selangor Darul Ehsan, Malaysia. The theme is "The School Library: Center for Lifelong Learning". Contact: Mr. Beng Selamat Amir, The Secretariat, 18th IASL Conference, c/o Education Department of Federal Territory, Jalan Rja Muda, 50300 Kuala Lumpur, Malaysia.

STAR READER

Michael J. Fox credits Miriam McGowan, teacher-librarian at Morley Elementary in Burnaby for turning him onto books and reading and establishing the library as the heart of the school.

BIOGRAPHIES

Winners, a book of Canadian Biographies. This series written at grade 3-5 reading levels, has been produced specifically for adult learners but may be appropriate for school library collections. Biogra-

phies include Alden Nowlan, Pauline Jewett, Dr. Emily Stowe, Alexander Graham Bell, etc. \$4.95 plus postage. Laubach Literacy of Canada, P.O. Box 6548, Station A., St. John, New Brunswick, E2L 4R9.

DINO INFO (or, CAVEAT EMP-TOSAURUS)

Ken Abramson from the Science PSA relates this information about Dinosaur Discovery Era series by Elizabeth J. Sandell (hardcover, Nelson, paperback, Bancroft-Sage), titles:

Tyrannosaurus Rex

The Fierce Dinosaur, Triceratops

The Last Dinosaur, Stegosaurus

The Dinosaur with the Smallest Brain, Seismosaurus

The Longest Dinosaur, Plescosaurus

The Swimming Dinosaur, Pteranodon

The Flying Reptile

The above series does not support the scientific view based on the fossil record, that dinosaurs became extinct millions of years before people. These books state that dinosaurs lived only thousands of years ago. He states that these books expose students to information that contradicts presently accepted scientific data from geologists and paleontologists and does not support the content in the Earth-Space science components of the curriculum.

READ YEE

Saltwater City : An Illustrated History of the Chinese in Vancouver by Paul Yee is now available. To encourage Chinese-Canadian writing, Yee along with poet Jim Wong-Chu and lawyer Bennett Lee are organizing a first anthology of Chinese-Canadian writing.



EXCHANGE

A teacher-librarian in New South Wales wishes to exchange with a teacher-librarian in the Lower Mainland. Contact: Alex Mills, 40 Albans Street, Taree, N.S.W., Australia. Tel: 001-61-65-522-674.

CONTRACT SURVEY

Chapter councilors were sent a contract implementation survey right after the spring conference. BCTLA is interested in finding out clauses that affect teacher-librarians, e.g., prep time, duty-free lunch periods, clerical staffing, etc. Contact: Ken Adsetu, 789 Patrick Street, Victoria, BC, V8S 4X6.

LETTERS

BCTLA have written letters to the Minister of Education and to the Ministry of Post Secondary Education concerning full funding for faculty and resources to prepare teacher-librarians for their jobs.

UNIVERSITIES

We look forward to all B.C. universities and colleges offering education courses to train teacher-librarians and to their incorporating the ideas of resource based learning, co-operative programme planning and teaching, and using the services of teacher-librarians and the library programme as an integral part of teacher training. Unfortunately SFU was not represented at our Plenary Session regarding the education of teacher-librarians.

BARGAINING

Two ideas for BCTLA chapters to consider: have teacher-librarians make a presentation to your bargaining committee and/or teachers' association; seek a teacher-librarian to represent you on your bargaining committee.

HAYCOCK HINT

At the plenary session of the spring conference Ken Haycock offered many insights and suggestions to us as teacher-librarians and to the universities which train teacher-librarians. One suggestion was

that the universities rename their courses to reflect a change in focus, from Library Education to Teacher-librarianship courses. Ken also keeps a stack of postcards on his desk and quickly responds to ideas, articles, actions etc. by sending a postcard to congratulate, encourage or suggest another idea. E.g., he sent a postcard to a school district after reading their advertisement in the paper suggesting some qualifications and wording they could use in their next ad.

COMPUTERIZATION

West Kootenay district would like to know about the state of automation in libraries in other school districts. Share your information. Contact: Dorothy Buriannyk, 418 Hoover Street, Nelson, V1L 4W7. Tel: 352-5538 (school).

AWARDS

The Boston Globe-Horn Book awards:

Fiction: The Friendship by M. Taylor

Honours: Granny was a Buffer Girl by Berlie

Doherty; Joyful Noise : Poems for Two Voices by Paul Fleischman and Memory by M. Mahy.

Non-fiction: Anthony Burns : The Defeat and Triumph of a Fugitive Slave by Virginia Hamilton.

Honours: African Journey by John Chiasson and Little by Little : A Writer's Education by Jean Little.

Picture Book: The Boy of the Three-Year Nap by Dianne Snyder.

Honours: Where the Forest Meets the Sea by Jeannie Baker and Stringbean's Trip to the Shining Sea by Vera B. Williams.

PARENTS' CHOICE

For a complete list of Parents' Choice Awards for children's media (toys, home videos, storybooks, picture books, audiocassettes, magazines, send \$2.00 to Parents' Choice Foundation, Box 185, Newton, MA, 02168.

Picture Books: John Patrick Norman McHennesy - The Boy who Was Always Late by John Burningham, Sleepers by Dyal Kaur Khalsa, and Goldilocks and the Three Bears by James Marshall.

Storybooks: Runaway Mittens by Jean Rogers, Storm in the Night by Mary Stolz and The Burning Questions of Bingo Brown by Betsy Byars.

JANE ADAMS

The Women's International League for Peace and Freedom and the Jane Addams Peace Association awarded Waiting for the Rain: A Novel of South Africa by Sheela Gordon as a look that effectively promotes equality of the sexes and all races and promotes peace and social justice in our world community. Honours: Nicolas, Where Have You Been? by Leo Lionni and Trouble at the Mines by Doreen Rappaport.

7 BOOKS

The Society of School Librarians International chose seven books as outstanding titles in science, language arts and social studies for 1988:

Sing a Song of Popcorn: Every Child's Book of Poems selected by B. Schenk de Regniers (language arts), Maudie in the Middle by P. Reynolds Naylor and L. Schield Reynolds (language arts), Memory by M. Mahy (language arts, 7-12), Farming by Gail Gibbons (elementary science), Nuclear Accidents by Joel Helgeson (high school science); Cassie's Journey by Brett Harvey (elementary social studies), and Smoke and Ashes: The Story of the Holocaust by Barbara Royasky (high school social studies).

HARMONY

The Emil/Kurt Maschler Award given to a children's book that shows harmony and balance between illustration and the written word was awarded to Anthony Browne's interpretation of Alice's Adventures in Wonderland by Lewis Carroll. Browne also won this award in 1983 for Gorilla which he wrote and illustrated.

GOOD AD

A bouquet goes to Mr W.R. Erickson, Personnel Director for Maple Ridge / Pitt Meadows (School District #42) for his well worded advertisement for two teacher-librarians who would cooperatively plan and team teach as important parts of their library programme.

\$\$\$\$\$

National Film Board wants to share your successful ideas, lesson plans, techniques, etc. using their films / videos with students. They will pay \$100 for submissions. Contact: Blinkity Blank, National Film Board of Canada, 1161 West Georgia St., Vancouver, BC, V6E 3G4.

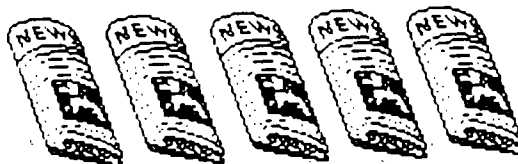
COOP VIDEO

North Vancouver has produced a video on cooperative programme planning and teaching between teachers and teacher-librarians. Title: Partners in Teaching. Time: 23 minutes. Cost: \$45.00. Contact: Par Arvold, Leo Marshall Curriculum Centre, 810 West 21 St. North Vancouver, V7P 2C1.

BC BOOK PRIZES

The Fifth Annual BC Book Prizes were held at Hotel Vancouver on May 13, 1989. The winners were:

Ethel Wilson Fiction Prize: Mimosa by Bill Schermbrucker.
Hubert Evans Non-Fiction Prize: Trail to Heaven by Robin Ridington.
Sheila Egoff Children's Book Prize: Sunny by Mary Ellen Collura.
Bill Duthie Booksellers' Choice: Stein: The Way of the River by Michael M'Gonigle and Wendy Wickwire.
New Prize for outstanding media coverage of BC books: Alan Twigg for B.C. Bookworld.



BEST WISHES

To Mel Rainey, who will retire from his position in Library Education at UBC. Many thanks for all his contributions to teacher-librarianship and to teacher-librarians in B.C. and beyond (from Newfoundland to the South Seas). We look forward to hearing about his recent adventures in Fiji.

BOOK WEEK

Canadian Children's Book Week will be celebrated November 12-19, 1989. Camilla Griphi and Diana Wieler will be touring the Lower Mainland and Vancouver Island. Phoebe Gilman and Valerie Wyatt will visit B.C.'s interior.

MANUSCRIPT CALL

Thistledown Press is looking for manuscripts for young adult readers. Contact: Cheryl Sutherland, Thistledown Press, 668 E. Place, Saskatoon, Saskatchewan, S7J 2Z5.

FEMINIST PRESS

Second Story, a new feminist cooperative publishing house, is interested in promoting and producing quality children's literature. Two titles published in 1989 are: Franny and the Music Girl by Emily Hearn and Mark Thurman, and When I was a Little Girl by Rachna Gilmore. Contact: Margie Wolf or Lois Pike, 585 1/2 Bloor Street West, Toronto, Ontario, M6G 1K5. Tel: (416) 537-7850.

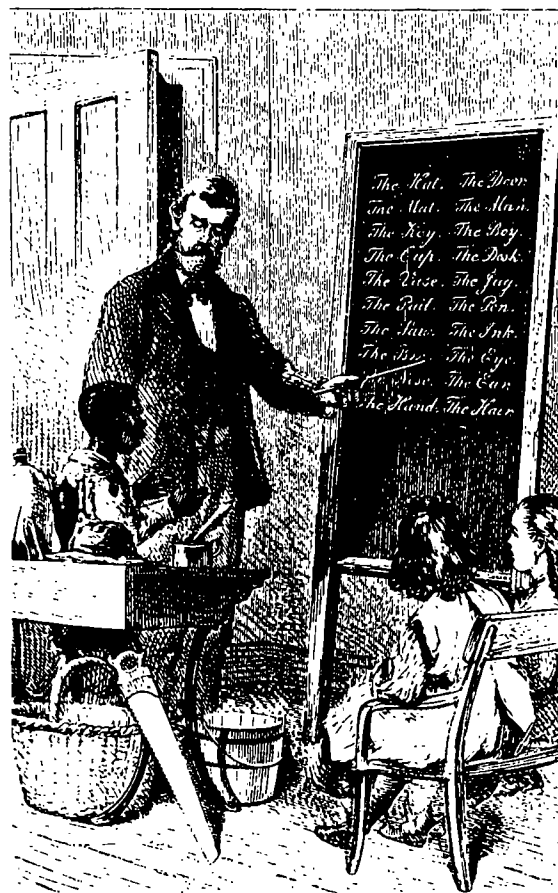
NEWBERRY AWARD

The 1989 award was won by Joyful Noise: Poems for Two Voices, collected by Paul Fleischman and illustrated by Canadian Eric Beddows (a.k.a. Ken Nutt). Published by Harper and Row.



APPLE LIBRARY

After evaluating 1350 proposals, Apple Computer selected 12 libraries to receive Apple Library Tomorrow grants for equipment. One Canadian library was chosen: Sooke Schools for developing local databases relevant to fishing and logging practices for use in the museum and the schools. HyperCard stacks will be created using this source material and student interviews with local inhabitants. Congratulations, Sooke!



SERENDIPITY

On Saturday February 25, 1989, Serendipity '89: The Year of the Young Reader took place at UBC, sponsored by The Vancouver Children's Literature Roundtable. Doris Bass (from New York) spoke as Director of Sales and Marketing, Educational and Library Division for Bantam, Doubleday and Dell Publishers. Beverly Malhias (from London, England), the director of The Center for the Handicapped Child described the facility, services and successes of their special library program. Barbara Smucker described the writing of her book, Underground to Canada. Phoebe Gilman, a Canadian illustrator and writer talked about her background and her work as a creator of children books. Paula Danziger gave a humorous and energetic talk about her writing of young adult fiction.

SERENDIPITY 90

A truly international and exciting program is being planned for Spring 1990. Keep posted so as not to miss this grand and most impressive event planned by Vancouver's Literature Roundtable.

HONOURED

The BCTLA's AGM bestowed Honorary Lifetime Memberships on Grace Funk, Glen Pinch and Gordon Stubbs.

FILM NEWS

To receive your regular and free copies of a film newsletter from NFB write: Blinkity Blank, NFB, 1161 West Georgia St., Vancouver, BC, V6E 3G4. Also available from NFB is a primary teacher's handbook for using film to explore the senses in the language and visual arts, More than words.

AV REQUEST

Ask your central resource centre to buy films and videos from NFB or PEMC.

GOODBYE

We bid fond farewell and special thanks to Yoskyl Webb and Trish Maskell who have been

serving us for years on The Bookmark Editorial Board. We look forward to articles they will contribute in the future!

WELCOME

The BCTLA welcomes Dianne Rabel of Prince Rupert who will distribute publications on our behalf.

The Bookmark welcomes Elaine Clague to the Editorial Board.

LITERARY AWARDS

The winners of the English Language Governor-General's Literary Awards for 1988 are:

- Drama: Nothing Sacred by George F. Walker
Fiction: Nights Below Station Street by David Adams Richards
Non-Fiction: In the Sleep Room by Anne Collins
Poetry: Furious by Erin Moure
Translation: Second Chance by Philip Stratford
Children's illustration: Amos's Sweater by Janet Lunn; illustrated by Kim La Fave
Children's text: The Third Magic by Welwyn Wilton Katz

Children's illustration (runners-up): Angel and the Polar Bear by Marie-Louise Gay; How the Devil got his Cat by Mary Alice Downie and illustrated by Jillian Hulme Gilliland; Sleepers by Dayal Kaur Khalsa; The Wildlife ABC by Jan Thornhill.
Children's text (runners-up): Paradise Cafe and Other Stories by Martha Brooks; Easy Avenue by Brian Doyle; Little by Little by Jean Little.

NEW SERIES

Bookmark, a new programme on PBS is a half-hour series featuring an author a week. The host is Lewis Lapham.

DRAMATIC

A Vancouver Island group of teacher-librarians presented a skit to their school board to share the role and services teacher-librarians and libraries offer in

their schools. A remembered event. A unique way to support a budget proposal.

CLA

Canadian Library Association Annual Conference will be held in Edmonton, June 22-25, 1989. The theme is "Choice Making — Risk Taking". Trish Maskell and Liz Austrom will receive the CANEBSCO Award during this conference.

LONDON LIBRARY

When next in London, England, visit a unique library programme and facility: National Library for the Handicapped Child. University of London Institute of Education, 20 Bedford Way, London, WCI HOAL. Telephone: 01-636-1500, extension 599. The Library is the recipient of the 1988 Eleanor Farjeon Award for outstanding services to children's books.

SPELLING

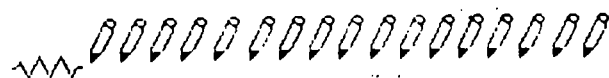
LOMCIRA will publish Linda Stone's parent brochure entitled "Children Can Spell — Understanding Spelling in the Early Grades". Linda is a primary teacher in Victoria. Contact: Dr. Lee Gunderson, (604) 228-6287, for copies of the brochure.

GLOBAL FOCUS

B.C. Primary Teachers' Association journal, Prime Areas, Winter 1989 issue is on global education and universal curriculum. A good resource for seashore studies as well.

UNION REP

Brian Brett is the choice of the B.C. chapter of the Writers' Union to represent them at the national level. In the 1970's, Brett inaugurated Poetry in Schools Workshops.



SAGE CONNECTIONS

BC Primary Teachers' Association annual conference will be held in Kamloops. Contact Grace Siennema, 35227 Marshall Road, Abbotsford, BC, V2S 5W4.

OUR GAIN

Dayal Jaur Khalsa (Tales of a Gambling Grandma, I Want a Dog, Sleepers, Family Vacation) has recently moved to Vancouver. Welcome to B.C.!

FEES

Membership fee for BCTLA will remain the same for next year. \$15.00 for students, \$30.00 for BCTF members, \$40.00 for non-BCTF members (subscription only).

POETRY PRIZE

The B.C. Book Prize for poetry now has a name, in honor of poet Dorothy Livesay. Livesay was born in Winnipeg in 1910, but moved to Vancouver in 1936. She won the Governor-General's Award in 1944 and 1947.

REVIEWERS

Canada's only national reviewing journal for Canadian materials is looking for reviewers. If you are interested in reviewing new books (which you get to keep!) contact CLA, stating your subject area interest: Canadian Materials, Canadian Library Association, 602 - 200 Elgin Street, Ottawa, Ontario, K2P 1L5.

TEACHER TALES

Do you have an interesting story about your experiences as a teacher-librarian? Something funny? Outrageous? Sad? Patti Allan, Judith Hogan and Carole Tarlington are researching material which celebrates their colleagues in the teaching profession. They plan to write a show that will be funny, nostalgic, inspiring and thought-provoking. Send your stories to: Teacher Tales, 1722 West Broadway, Vancouver, V6J 1T7.

OPPORTUNITY

Your elementary or secondary school can become involved in a unique cross-cultural programme with Japan through International Internship Programs. Schools are invited to host a visitor from Japan for a 3, 6 or 9 month period. Contact: IIP, 406 Coleman Bldg., 811 First Ave., Seattle, Washington, 98104. Toll free in Canada: 1-800-458-8660.

U. OF A.

Two new courses in School Library Education will be offered at the University of Alberta Summer Session:

EDCI 443 School Librarianship.

EDCI 501 School Library Services for French Immersion Programs.

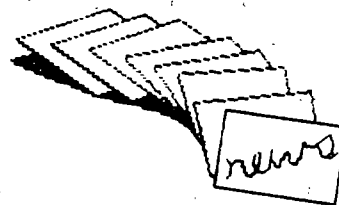
Contact: Dianne Oberg, Dept. of Elementary Education, 551 Education South, U. of A., Edmonton, Alberta, T6G 2G5.

CANLIT

A national conference focusing on Canadian Literature for children and young adults will be held at Hotel Fort Gary in Winnipeg, October 18-20, 1990. Contact: John Tooth, Manitoba Education Library, Box 3, Main Floor, 1181 Portage Ave., Winnipeg, Manitoba, R3G 0T3.

LIFELINE

Operation Lifeline is an education package produced by World Wildlife Fund and the Canada Life Assurance Company. It is geared to Grades 4-8. The package includes illustrations, information and classroom as well as outdoor activities. For a free brochure for more information or to order the \$25.00 kit contact: Northwest Wildlife Preservation Society, P.O. Box 34129, Station "D", Vancouver, BC, V6J 4N3 or tel: (604) 736-8750.



TRANSFORM

November 2 - 4, 1989. The Women's Studies Program and the Ruth Wynn Woodward Endowed Chair in Women's Studies at SFU will sponsor a conference, Transforming Tomorrow: Women's Studies in the Secondary School. It will be held at SFU's Harbour Centre, 515 West Hastings, Vancouver. Call: (604) 291-3593 or (604) 291-3649.

POETRY

Twice a year Proem Canada will select pieces from young writers, ages 16-26. Students are encouraged to make submissions of poetry and short fiction. A \$50.00 honorarium is awarded to each published writer. Subscriptions: \$7.00 a year, \$12.00 for two years. Write for a free sample copy (Volume 1, Number 1 of Proem Canada). P.O. Box 416, Peterborough, Ontario, K9J 6Z3.

1989 BCTLA AWARD WINNERS

At our AGM the following awards were presented:

Distinguished Service Award: Ken Haycock.

Award of Merit: Peggy Beck, Vancouver.

Ken Haycock Professional Development Award:
Lina D'Onofrio, Port Hardy.

CONNECTIONS

The Ontario Library Association has produced a reference book called Connections which helps link the reader to the right book. One part of the book is arranged by theme and the second part lists titles alphabetically with a brief synopsis for each entry. Contact: OLA, Suite 300, 100 Richmond St, East, Toronto, Ontario, M5C 2P9. Cost: \$12.95.

Tips



Re-carding books with the primary classes works well, saves time and makes the youngsters aware of title, author, etc. It also gives you an over-view of which books have not been returned and thus which borrower may not take a book out.

I regularly scan the contents page of certain key magazines and often photo-copy the page and circulate it to teacher of a particular department or interest.

I have a huge stuffed pink panther that travels from class to class each week to the division(s) that don't have any overdue books.

A computer print-out of overdues goes out each week. Each teacher's page has their own students' overdues highlighted. The division with the fewest overdues gets a big ribbon (made of construction and crepe paper) to keep for the week. The kids love it! M. Foreman, SD #61

We have a home reading program in operation. Each time a student reaches a certain goal (25, 50, or 75 nights reading), then his/her name, division, and grade goes on a circle to make a dragon, or snake, caterpillar, etc., that grows along the halls. At the same time, the student receives a certificate for this achievement. The children love to see their names displayed. M. Foreman, SD #61

A pencil tied to the desk check-out drawer!
A black band on Halloween books identifies them easily.
A colored band on one line story books identifies them easily.

One way to get a quick count on the number of book-cards, shelf-list cards, or catalog cards you may have is to measure the group with a ruler. Then simply multiply the number of centimeters you have by 30 and then you will have the approximate number of cards.

I color code catalog cards for kits, teacher reference, vertical file, and other material which is shelved in other places than the main shelves. Then when a student locates such a catalog entry, he can locate it through the librarian. At the very least it gets the student to look at the card because it's special. Diane McNay, SD #61

I put a large, round, purple sticker on my teacher reference books so they can be spotted, carded, and shelved as a priority item each day.

TIP

I had tried unsuccessfully to store boxes of annual archives in the basement of our school, but the curiosity of rummaging students usually left them in shreds. When we set up our first computer lab, I found I had twenty-five identical disk drive boxes that fitted neatly on the top shelf of my work room. I dated them 1981 onwards, the first year of our graduating class, and each year add photos from the yearbook, a yearbook, graduation video, a Sears catalogue, newspaper cuttings. When I discard hard copy of magazines from five years before, I add relevant ones to the appropriate box. The students have a sense of time as they point to "their" graduation box, and I do too when I realize that I will not be there to fill the last five boxes!

Yoskyl Webb
Sutherland Secondary,
North Vancouver



READING CHECKLIST... ✓

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

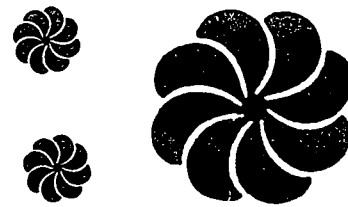
This column includes materials passed on to me by a number of people. Since I did not record names consistently, I've decided not to credit anybody for this issue, on the theory that then I won't miss someone who would be disappointed if overlooked. I thank everyone who shared a favorite reading with me and invite any reader to send me an article. It is of great assistance to me to have other educators helping me out with this column, because, believe it or not, I just don't have time to read everything!

ADVOCACY

Robin Pennock was a teacher-librarian and now is a school administrator. From this dual perspective, she has written an interesting article on the relationship between the two. "Trading Places; A Librarian's Route to the Principal's Office" (*School Library Journal*, September 1988, pp.17-19) offers insights into the different concerns administrators have that may result in actions contrary to the resource center's best interests, as well as some good hints on how to build a strong relationship with your administrator. Robin Pennock describes techniques she learned as a teacher-librarian, the aspects of that role that are directly applicable to her new role as an administrator, and how her changed perspective has enabled her to better understand the conflicts that sometimes arise between teacher-librarians and their principals.

Robin Pennock is practical in her advice, discussing how to handle dealing with the process of establishing a budget, spending it, and generating support from the school administrator. She also presents ideas on how to discuss the resource center program with the principal and the teachers.

After reading this article, you may not only pick up useful techniques for your current role as teacher-librarian, but may also be encouraged to follow Robin Pennock's example and transfer your administrative and interpersonal skills to the role of school administrator.



COMPUTERS

Carol Ellison argues that educators are not preparing students adequately to use the computer in the way it should be used. In "PCs in the Schools: An American Tragedy" (*PC/Computing*, January 1989), she claims that educators spend too much time teaching students about the computer — what it is, how it works, and how to program it — and too little time on how the computer can be used as a tool. Jim Seymour adds an editorial comment. He believes that we do this because it is easier and cheaper. In his words:

... If we start teaching kids that computers are great tools for writing papers, or drawing maps, we're going to find that the little devils want access to them throughout the school day.

Heavens, we can't afford that! We keep our computers under lock and key, thank you, and let the kids look at them only during their Introduction to BASIC or Advanced Pascal classes. Why, who knows what would happen if we taught kids that PCs are also broadly useful in human inquiry? (p. 99)

I have heard educators say that when children sit for extended periods of time at a computer, their creative imaginations suffer. As an adult, however, I know that the computer frees me to write more fluently and creatively, and to design materials to my own standards. It is reassuring then, to see that others believe that same experience to be true for students. Carol Ellison views the computer as a "kind of Merlin" which unlocks students' imagination and enables them to be creative. Her articles describes a number of model schools where the emphasis in the educational use of computers is on application of the technology to specific educational objectives. Consequently, "Social Sciences teachers use simulations programs that show kids what it's like to grow up in Japan; math teachers use spreadsheets to hammer across principles of calculus; ..." and so on.

Ms Ellison recognizes that the type of program she advocates requires a substantial financial commitment on the part of society; she believes that the current movement toward corporate sponsorship as a solution to the funding crisis is producing an uneven access to computers in American schools; and she is convinced that financing the task of teaching young

people to use technology will be one of the greatest "educational challenges of the twenty-first century." If you need your thoughts clarified on "Why computers?" or "Whither computers?", then read this article.

LITERACY

Frank Smith points out the hazards of "Over-selling Literacy" in the January 1989 issue of Phi Delta Kappan. His view is that educators and other societal institutions have been too emphatic in stressing the negative impact that illiteracy has, and the benefits of literacy. Too great an expectation for the positive effects of literacy has resulted in both feelings of inadequacy and defeat in those who have not mastered literacy skills, and in the growing viewpoint that illiteracy is the "cause of widespread evil." The consequence of this expectation is to frustrate individuals who might otherwise be able to live quite successfully in our society.

If you have accepted that the basic skills of reading and writing constitute literacy, then this article will give you something new to consider. Frank Smith is a writer who has a talent for the quotable comment — and these are frequently controversial comments. Examples are: "Literacy doesn't generate finer feelings or higher values" and "Individuals become literate not from the formal instruction they receive, but from what they read and write about and who they read and write with." He also is a man who disagrees most emphatically with what one might call the "literacy lobby," including the International Reading Association. Teacher-librarians will find some of their most cherished ideas challenged, while others are supported by Frank Smith's arguments.

In simplest terms, he believes that literacy is a source of individual power, and that students learn from what they see and do. It follows, therefore, that students should see adults reading and writing and enjoying it, they should have positive experiences sharing reading and writing with adults, and they should own the power of creative thought that literacy can offer. Frank Smith says "...literacy is good for two things: the pursuit of the individual imagination and the exercise of personal power."

LITERATURE-BASED READING

Terry D. Johnson and Daphne R. Louis have

written a second book which gives a focus missing in their previous book, Literacy Through Literature (Scholastic-Tab, 1987; ISBN: 0-590-71759-6). It presented a myriad of wonderful ideas for using literature to motivate both students and their teachers. The ideas presented in it are often related to specific books but can be adapted to many other titles. In Bringing It All Together (Nelson, 1988; ISBN: 0-454-01333-7), the same authors present their ideas on how to bring the ideas and strategies into focus in a well planned program. The ideas and philosophy presented are part of the whole language approach, although these two titles are centered more strongly on the literature than are many other whole language titles.

Bringing It All Together, with its emphasis on an integrated, planned program with thorough assessment, will be very welcome to school staffs who are interested in looking at the language arts program with a view to changing it or improving it. Literacy Through Literature will be valued by these school staffs as well, but it will be in greatest demand from those teachers who simply need some new and revitalizing ideas.

RESEARCH

The editors of Emergency Librarian have gathered together the one page columns published under the title, "WHAT WORKS; Research: The Implications for Professional Practice" in the last few issues of EL. The resulting eight page leaflet is available for \$5.00 from Dyad Services (P.O. Box 46258, Station G, Vancouver, B.C. V6R 4G6). While to my thrifty soul this seems like a lot of money to pay for something that I can access by going through my old issues of EL, on reconsideration I believe that teacher-librarians will find these leaflets very useful as advocacy tools. The leaflet looks professional, it is not lengthy to read, and it is the type of thing that can be used as an information source for school and district administrators, or for school trustees. It is worth ordering a few copies to be used as presentation materials and discussion starters.

If you are discouraged about the degree of implementation of cooperative planning and teaching that you have been able to achieve, and about the lack of a Ministry of Education library policy for British Columbia, then you may be able to take a perverse pleasure in the research report done by Barbara

Dekker on the state of affairs in Ontario some seven years after the publication of Partners In Action. In "Principals and Teacher-Librarians — Their Roles and Attitudes Regarding School Libraries: Results of a Survey of Elementary Schools in Ontario" (School Libraries In Canada, Winter 1989, pp. 32-37), Barbara reports on a failure of the Ontario Ministry, some local school boards and principals to support the changed role of the teacher-librarian. Pointing out a limited number of success stories, she notes that these have been in jurisdictions where boards and administrators provided adequate professional and clerical time, as well as funding for resources. She also argues that teacher-librarians have not done enough to support their own cause. Advocacy for the concept of resource-based learning is seen to be a key requirement for success in changing school boards' and administrators' attitudes and actions.

SKILLS INSTRUCTION

The Los Angeles County Office of Education produces a number of interesting publications. One which can be of practical use to the teacher-librarian, particularly at the secondary level, is Research as a Process: Developing Skills for Life in an Information Society (9300 East Imperial Highway, Downey, California). This document was developed by a group of high school teacher-librarians who wanted to incorporate on-line database searching in the research processes that they were teaching to students.

The spiral bound booklet makes excellent use of charts and diagrams to illustrate some of the research strategies presented. Problem solving processes are the underlying focus for a number of "Research Scenarios" which take up the greatest part of the 70 page booklet. Sample topics are: "Relating Literature to Life", "Historical Role-Playing: Research and the Writing Process", and "Controversial Issues." This last example includes brainstorming and webbing techniques, as well as general search strategies that all teacher-librarians will find familiar. The unique part of this publication is the inclusion of Boolean logic statements in the search.

For those teacher-librarians whose first impulse is to disappear, retire or begin wearing a disguise whenever the prospect of doing computer searches seems close to becoming a reality, this document will be very comforting. It places the new information technology clearly in the context of what is already

familiar to us. Consequently, it may prove to be as useful to teacher-librarians personally as it is to high school students.

WHOLE LANGUAGE

The Administrator's Guide to Whole Language is an excellent book that, despite its title, should be read by teacher-librarians. Written by Gail Heald-Taylor and published by Richard C. Owen (1989, ISBN: 0-913461-97-0), this title has many strong features:

- It is easy to read and understand.
- The research base and philosophy are presented within the context of the history of reading instruction.
- Clear comparisons are made between the whole language approach and a skills based instruction.
- Three chapters are particularly useful for administrators and teacher-librarians who are beginning an implementation process for whole language:
 - Chapter 3. Questions About Whole Language;
 - Chapter 4. Implementation; and
 - Chapter 5. Making the Transition from Traditional Approaches to Whole Language.

As an added selling point, there is an extensive bibliography of international references on the topic.

This title should be in every district resource center as a minimum. In many instances, the school administrator will wish to have a copy for ongoing reference. One of the strengths of this title that school-based leaders will appreciate, is that it incorporates change theory in its description of the implementation process. You may have to persuade the administrator to share this book with you and the other teachers!

A valuable companion piece to the above title is The Whole Language Evaluation Book, edited by Kenneth S. Goodman, Yetta M. Goodman and Wendy J. Wood (Heinemann, 1988; ISBN: 0-7725-1711-8). Separate sections with several articles in each, cover evaluation in primary, "middle-grade", secondary and adult classes. In addition, there is a large section on "Revaluing Potential Losers" which covers a wide range of at-risk students.

A very positive aspect of this book is

that it gives the principles of evaluation, techniques, tools and examples. When an observation record form is given, it is usually given with a piece of student writing and the observations and comments that the teacher recorded. The practical samples give a more complete idea of how to manage evaluation in a whole language approach, than would the forms alone.

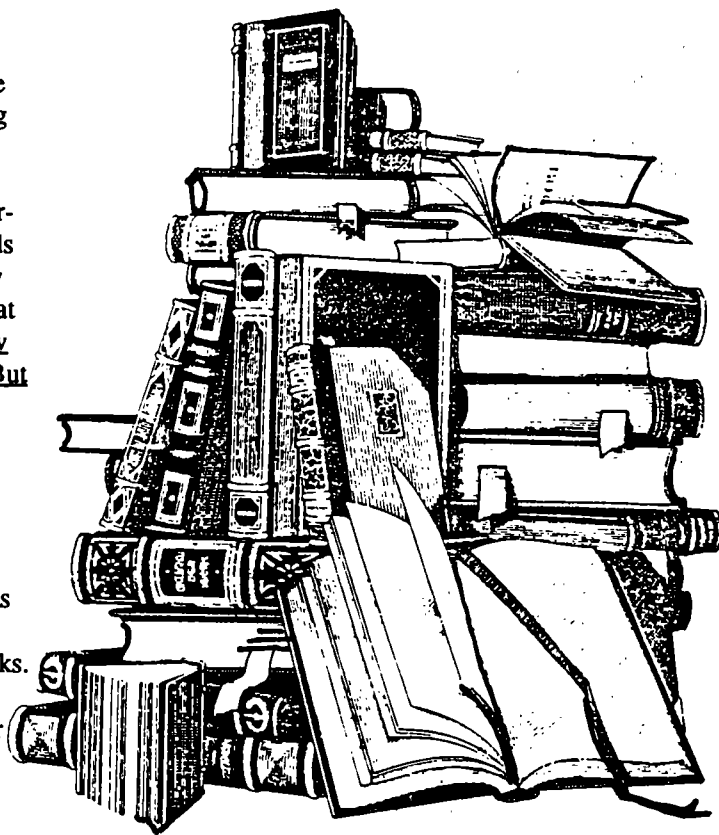
In a way, although this collection of writings by various educators is about evaluation, it is also a thoughtful and sometimes touching look at teachers' relationships with students. Well worth reading!

YOUNG ADULT LITERATURE

Did you see the listing "Nothin' But the Best: Best of the Best Books for Young Adults 1966-1986" in Wilson Library Bulletin (November 1988, p. 99)? I know this one is a few months old, and many readers will likely have seen it, but a display I saw recently was what drew my attention to this listing, which appeared as a companion to Cathi MacRae's "The Young Adult Perplex" column. Cathi writes about the process and fallibilities of Best Books lists and offers some interesting ways the process could be changed to make lists more relevant. In the discussion, she offers some keen insights into the way that adult tastes sometimes affect the selection of the titles for a "best" books list. This listing was compiled from several best books lists by a team of Young Adult librarians who wanted to produce a definitive listing of books that really were popular with young adults, even after many years have passed.

The "Nothin' But the Best" list has many wonderful titles on it which have withstood changing trends and are still popular. Cathi MacRae notes that only eight books appear on all three of the major lists that were used to compile this listing. They are: I Know Why the Caged Bird Sings, A Hero ain't Nothing But a Sandwich, The Chocolate War, The Friends, The Bell Jar, House of Stairs, Bless the Beasts and Children, and Deathwatch.

The display that brought the list to my attention had all the titles listed by decade on promotional flyers, a massive poster with every title listed just as it appears on the list, a large heading "Nothin' But the Best!", and bins of paperback copies of the books. The teacher-librarian commented that they were moving better than any other collection he had ever displayed. I would want to add some titles from Canadian lists and display them all together.





THE PORTRAIT DOROTHY LIVESAY

by **MERCEDES SMITH**, teacher-librarian,
J.T. Brown Elementary, S.D. #36 (Surrey).

Fiftieth anniversaries are often associated with the adjectives **lasting**, **durable** and **golden**. That notion, together with the reminder that a poet has not been featured in this space for some time, led me to choose Dorothy Livesay for the Portrait of this issue.

She was born in Winnipeg in 1909. She moved with her family to Toronto in 1920 where she attended Glen Mawr Private School for Girls. Her first poem was published when she was just 13. In 1926 she enrolled at French and Italian in Trinity College at the University of Toronto, spent her junior year in southern France, graduated in 1931 and went on to Paris to study at the Sorbonne. She published her first poetry collection, Green Pitcher, in 1928 at the age of eighteen. The following year she received the Jardine Memorial Prize for English Verse from the University of Toronto.

In 1932 she returned to Canada and the University of Toronto where she entered the School of Social Work. In the same year her second book, Signpost, was published. Frank Davey, in Canadian Literature 61, said that her early works contained "well-crafted poems that ... showed skilled use of imagist technique [and] an original sense of feminine sexuality".

She spent the thirties working as a social worker and organizing for the Communist Party. During this period, her poems became more political, appearing in periodicals such as New Frontier and Canadian Forum. She came to Vancouver in 1936 and here met and married Duncan Cameron Macnair. They raised two children, Peter and Helen.

During the forties public recognition continued. In 1944, Dorothy Livesay won the Governor General's literary award for Day and Night. She was a founding member of Contemporary Verse and, in 1947, she again won the Governor General's award for Poems for the people. In the meantime she also lectured at UBC in the Extension and Creative Writing Departments.

In 1956 she went back to school to receive her secondary teaching diploma from UBC after which she taught English in Vancouver for two years. Following the death of her husband in 1959 she began working for UNESCO, teaching English first in Paris and then in Zambia. She continued to publish her poetry during this time as well.

She returned to Vancouver in 1963 and decided to study linguistics, earning an MEd from UBC. It was during this time, according to Frank Davey, that "Livesay began writing a new kind of poetry, concrete and phenomenological in style, and in content centering on womanhood and physical love. These changes resulted in her two finest books, The unquiet bed (1967) and Plainsongs (1969).

Livesay has been writer-in-residence as well as professor of English at several Canadian universities. She has continued to write and publish prolifically. To quote Frank Davey once again, "Livesay's career has had a remarkable range ... imagist lyric ... political polemic ... documentary realism ... and lyric confessional". Her recent work has focused on her own experience of aging as well as on her "lifelong concern for women's rights and the identity of the woman artist". In 1987 she became an Officer of the Order of Canada.

And recently, we in BC have finally come to honor our own. This year, the fifth year of the BC Book Prizes, the prize for poetry has been named after Dorothy Livesay. It seems most fitting then, that in this, our fiftieth anniversary edition, we highlight this truly **lasting**, **durable** and **solid-gold** author.



NEW RELEASES

The Man Who Stole Dreams, NFB,
1988, 11 minutes

An enchanting animation film that dances with vibrant colors, vivid images and evocative sounds. It celebrates the creative imagination, uniqueness, and the human spirit.

The storyline is powerful. Night after quiet night in a village, everyone sleeps and dreams--except for one man. He waits and listens for the sound of someone dreaming, then he steals the dream.

Particularly suitable for children in grades 3 to 8, it can inspire creative activities in audiences of all ages and stimulate an acceptance of and interest in one's inner life. The film is a discussion starter on sleeping and dreaming; on the importance of having ideals; on tyranny; on following one's own truth; on the nature of thoughts and of the mind; on uniqueness and conformity; and on the imagination.

Mile Zero - the SAGE Tour, NFB,
1988, 49 minutes

In September, 1986, 4 Montreal high school students travelled right across Canada to speak in high schools about the threat of nuclear war and what they could do about it.

Equipped with nothing but an ailing, third-hand station wagon, and leaflets and T-shirts to sell, they made their way from St. John's, Newfoundland, to the end of the Trans-Canada Highway on the west coast--Mile "0."

This film chronicles their voyage through 150 Canadian communities, as well as the inevitable ups and downs of 9 months on the road.

The Man Who Planted Trees/L'Homme qui Plantait des Arbres, CBC Enterprises

This extraordinary and beautiful film by Frederick Back is based on the book of the same title by Jean Giono, the famous French author. In the days of avaricious forest companies scrambling to cut down the last forests, this film is more than relevant. Make sure you get copies of the book illustrated in woodcuts by Michael McCurdy, one of America's outstanding wood engravers and book designers. The French version is available through PEMC, but you must order the English version from CBC Enterprises. The book publishing details are: The Man Who Planted Trees, Jean Giono, Chelsea Green Publishing Co. 1985, Chelsea, Vermont 05038 ISBN 930031-06-7



ABSOLUTE MUSTS

BECOME A MEDIA STRATEGIST

Tired of mindless messages promoting consumption?

Annoyed with sexist ads in magazines and on TV?

Angry about the 350,000 TV spots your children absorb before high school graduation?

Then join us in redefining the \$100-billion ad game and the way 12 minutes every hour of our television time is used.

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The Magazine of Media and Environmental Strategies

- Please send me one year (4 issues) of **ADBUSTERS QUARTERLY** for \$16 Cdn. (\$20 U.S. and overseas). Institutions please send \$32 Cdn. (\$40 U.S. and overseas).
- Please send me _____ extra copies of this premiere issue at \$4 per copy (\$5 U.S. and overseas).
- I would also like to become a founding member of THE MEDIA FOUNDATION, the non-profit society dedicated to redefining the way television time is used. I donate \$ _____ towards this cause. (Receipts will be sent for donations over \$25. Tax-free number pending). I understand that my money will be used to produce and broadcast the alternative television messages featured in **ADBUSTERS QUARTERLY**.

\$ _____ Payment enclosed Bill me later

Name _____

Address _____

City _____ Prov./State _____

Country _____ Zip/Post Code _____

Make cheque or money order payable to THE MEDIA FOUNDATION, 1381 Howard Avenue, Burnaby, British Columbia, V5B 3S2, Canada.

**Join THE MEDIA FOUNDATION in
putting alternative TV messages on the air!**

WHAT TO DO

AN IDEA FOR TEACHERS OF MEDIA LITERACY

Ask your students to come up with *one* idea for a 30 second TV spot... one they would like to see aired during a TV program of their choice.

Send a copy of the script to THE MEDIA FOUNDATION. We will submit it to both the CBC and CTV and let your students know if their script was accepted or rejected and why.

In future issues ADBUSTERS will feature six of the best conceived student scripts. If one of them generates sufficient popular support from our readers we will produce and broadcast it.



GRAPHIC BY KEN MACDONALD



WATCH FOR

In Visible Colours

During the week of November 15-19, 1989, Vancouver will host an International Women of Colour & Third World Women's Film/Video Festival & Symposium. This event is presented by Women in Focus and the National Film Board with support from the Vancouver Society on Immigrant Women.

This unique festival will showcase up to 70 films and videos. An accompanying symposium will address practical issues of production, distribution, and economics including theoretic and aesthetic concerns of festival participants. Guest film and video makers will be present for formal and informal discussions. Over the five days, films like Tracy Moffat's "Some Coloured Girls," Sara Gomez's "One Way or Another," and Hu Mei's "Far From War" are fine examples of the works expected to be shown.

Through their films and videos, women are expressing their views of the world with a new honesty and sensitivity rarely seen in mainstream cinema.

In Visible Colours promises to be an exciting event as it will be the first major Canadian tribute to the growing numbers of women of colour and third world women currently working in cinema.

If you would like more information, please write to or phone:

In Visible Colours
849 Beatty St.
Vancouver, B.C., V6B 2M6
(604) 682-0507



CN IMAX[®]

T H E A T R E

To The Limit - A celebration of the extraordinary workings of the human body

Most of us are inspired by the remarkable achievements of others--by those who climb the highest mountains, race the fastest race, or master the art of dance. To The Limit is a story of human performance. It's about respecting our bodies and understanding more about them.

This extraordinary new IMAX production will soon be on the screen at the CN IMAX Theatre in Vancouver (remember Transitions, the NFB's 3-D mammoth screen production which was the big hit at Expo '86?). To The Limit features 3 accomplished performers: skier, Maria Walliser; ballerina, Nina Ananiashvili; and rock climber, Tony Yaniro. This will be an ideal film for students. There is a teacher's guide for the film. This and other information can be obtained by writing to, or phoning, Kathryn Seeley, Starboard Theatres Ltd., 201 - 999 Canada Place, Vancouver, B.C., V6C 3C1, tel: (604) 682-2384.

When you are planning your next field trip to the lower mainland, be sure to include IMAX in your itinerary. IMAX is a Canadian invention by former NFB filmmakers. It is the theatre of the future providing imagery that is beyond what most of us have experienced. Most students are awestruck by its impact. Don't miss it!



DISCUSSION QUESTIONS

1. When you perform a strenuous feat, like running to catch a bus, your body changes temporarily in many ways. Your heart beats faster, your lungs take in more air, your muscles contract at different rates. To perform feats like those shown in the movie, climbing mountains, skiing a race course, or dancing ballet, practice and training are necessary. What is the value of the training? What changes occur in your body due to practice and repeated exercise?

CELEBRATE THE NATIONAL FILM BOARD'S 50TH ANNIVERSARY

Build (legally) your own school-based core collection of top quality videos from the following list of 50 titles--for less than \$500. These titles encompass all curricular areas from K-12. Check descriptions in the PEMC catalogue and order from Image Media Services Ltd.

AGE OF THE RIVERS

AN OLD BOX

AS FRIEND AND FOE

AUGUSTA

BANNERFILM

BEARS AND MAN

BIG SNIT, The

BILL REID

BLACKWOOD

BODY TALKING

CHILDREN OF CANADA SERIES

Beautiful Lennard Island

Benoit

Gurdeep Singh Bains

I'll Find a Way

Julie O'Brien

Kevin Alec

My Friends Call Me Tony

My name is Susan Yee

Veronica

COWBOY

CREE HUNTERS OF MISTASSINI

DAUGHTERS OF THE COUNTRY SERIES

Ikwe

Mistress Madeleine

The Wake

DEBTS

ESTUARY

EVERY CHILD

GEORGE AND ROSEMARY

GET A JOB

GETTING STARTED

HARRISON'S YUKON

HOARDER, The

HOPPY: A PORTRAIT OF ELISABETH HOPKINS

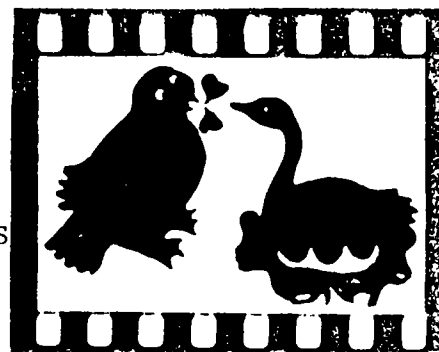
MY FINANCIAL CAREER

OUT ON A LIMB: AN INTRODUCTION TO JACK HODGINS

OWL WHO MARRIED A GOOSE, The

OWL AND THE LEMMING, The

OWL AND THE RAVEN, The



HUMOUR ME!

We are looking for any information/articles/anecdotes/ideas etc. for our "HUMOUR ME!" edition of the B.C.T.L. A. Bookmark. The following are some areas we would like to cover, and we would love **your** input!!!

- *humour in the classroom... theory and practice*
- *units on "funny" topics*
- *hints on how to use humour for motivation*
- *humourous display or promotional ideas*
- *ideas re humour and bibliotherapy etc.*
- *visual humour*
- *funniest films*
- *ETC.*

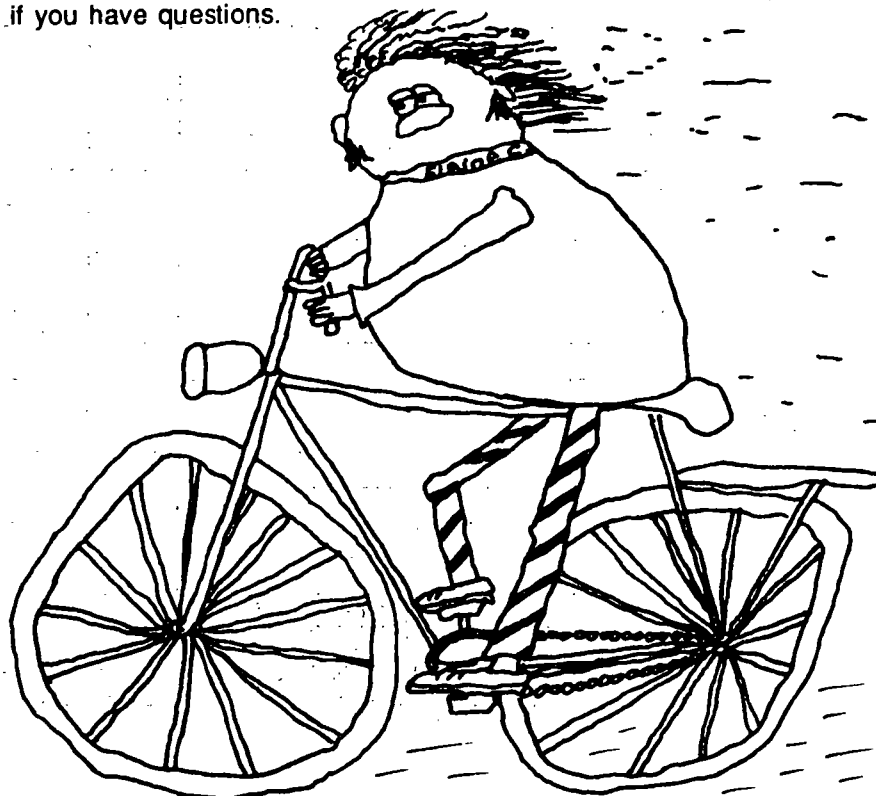
PLEASE HELP OUT!!!

Send your materials by **July 30, 1989**, to:

Elaine Clague
#303, 2239 Folkestone Way
West Vancouver, B.C.
V7S 2Y7

Or phone 922-8753 after 6 p.m. if you have questions.

THANKS!





- E Clayton, Rhonda.
Special stories for special kids. R. Clayton, 1988. -- 1 v. (unp.) : ill. --ISBN 0-921644-00-0.
-- \$7.95.

Short stories.

Two Hearts Publishing
890 Agassiz Road
Kamloops, B.C.
Canada V2B 6G8

The "special kids in these stories are not handicapped. That might have helped with the books. The stories are amateurish, and the illustrations are gauche. Only the kids who helped make the book would possibly be interested. Save your money, and buy one quality paperback.

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

- E Dixon, George.
The cat lady from Koo Koo Nut Bay [kit]. -- G. Dixon, 1988. --1 booklet, 1 cassette. --
\$11.95 + shipping.

Cats - Fiction.

Crown Publishing
546 Yates Street
Victoria, B.C.
V8W 1K8

The Cat Lady from Koo Koo Nut Bay is more than just another cat story. It is a delightful, entertaining, rhyming tale of a little old lady who loves cats and cannot resist collecting them. She tries to keep their numbers a secret but when she goes away for the weekend the cats decide to have a party - a wild party! Their presence is no longer a secret to the townspeople. A meeting is called and rules are made. The cat lady has to give up her beloved pets. Peace returns to Koo Koo Nut Bay and the cat lady seems to be all alone, but she is smiling all the time. Does she have another secret?

The black and white illustrations are quite lively and expressive. The book comes with a cassette which tells the story with appropriate snippets of catchy music throughout. Different musical instruments, rhythms and dance music accompany the story, as well as the sheet music for the "Kitty Cat Song".

Level K to 4. Definitely recommended.

Marjorie da Costa, Teacher-librarian, Van Horne Elementary School, School District #39 (Vancouver).

E Morgan, Nicola.
Temper, temper. -- Fitzhenry, 1988. -- 1 v. (unp.) : ill. -- ISBN 0-88902-559-2. -- \$17.95.

I think that Temper Temper is going to appeal to children in the early primary grades because it is funny, the pictures are bright and cheerful. Children in the primary grades will probably will feel a certain sympathy for the heroine Mabel.

Mabel Babelman develops from a tiny baby who gurgles and goes, to a toddler, to a school child whose place is often taken by a "most terrifying terrible Temper Temper Monster." Because of Mabel's tantrums her mother, grandmother, the other children and even her grandmother's cat, all leave her alone until she learns one day to laugh at the T.T. Monster. She tests her ability to control the monster twice before the story ends with Mabel surrounded by smiling friends. The T.T. Monster is, however, seen on the last page as the dog glares at the cat which is eating a piece of Mabel's birthday cake.

This amusing story deals with a topic that needs to be discussed by young children learning to control their own tempers.

Valerie Jones, Teacher-librarian, Cloverdale Elementary School, School District #61 (Victoria).

F Brett, Brian.
The fungus garden. -- Thistle-down, 1988. -- 127 p. -- ISBN 0-920633-47-1. -- \$14.95(pbk.).

Fantastic fiction

The back cover of the books states "The Fungus Garden is an engrossing tale, both adventure and allegory, fantasy and social commentary, about an individual who must rebel - whether against the eccentric dreams of a termite king; a mechanical world of psychologists, android police and claustrophobic turtures; or the revolutionaries who seek to overthrow the ruling order." This summarizes the theme of the book.

The story moves quickly and smoothly from "reality" to fantasy. The story is well written but because of the illustrations and allegory it would only be recommended to the better readers in Grades 11 or 12. I found the illusions and symbols very interesting, but they did require thought and study.

M.L. Reveyard, Teacher-librarian, KLO Secondary, School District # 23 (Central Okanagan).

F Sawyer, Don.
Where the rivers meet. -- Pemmican, 1988. -- 147 p. -- ISBN 0-921827-06-7.

Shuswap Indians - Fiction // Indians of North America - British Columbia - Fiction.

Where the Rivers Meet is the first novel written by Don Sawyer, a teacher of adult education for Okanagan College in Salmon Arm. He uses his background knowledge of writing and native curriculum to create a story set on an indian reserve near a lumber company town in the Shuswap area of B.C. The main character, Nancy Antoine, stifled by the confines of her community, searches for a meaning to her life after the suicide of a close friend.

The purported theme of the book is the rediscovery of the central character's traditional heritage and the accompanying self-discovery of purpose and strength.

This universal message is clouded, however, by the author's obvious biases. By setting up a background of a stereotypical red-necked white community, complete with bigoted storekeeper and company boss, and a mind-numbing, uncaring school system, Sawyer alienated me. His apparent desire to manipulate my feelings back-fired in that it made me negatively conscious of him pushing his point of view.

The quality of writing was satisfactory. The plot was well-paced though rather predictable. Sawyer made good use of his research sources when incorporating Indian cultural history as Nancy embarks on her vision quest.

This book would be suitable to the reading and interest levels of Grade 10 to 12 students. I would recommend that students reading it be informed about the sensitive handling of the self-knowledge theme set against an indian community in Margaret Craven's excellent book I Heard the Owl Call My Name.

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

F Thompson, Richard.
The 1st story, the first story. Annick, 1988. -- 126 p. : ill. -- ISBN 1-55037-025-1.
ISBN 1-55037-024-3(pbk.).

Fantastic fiction.

I recommend this book for Grades 4 to 7. It has an interesting idea as its basis that reminds me of Peter Pan and the Lost Boys. However, in this story lost girls are also present. Girls and boys who never grow up are living in a separate world reached through a dark cave and an old mine shaft.

These children seem to live an idyllic life, much like camping out everyday of their lives. However, there is always a fly in the ointment. In this case, the fly is forgetfulness or amnesia. You are forced to forget all that you ever knew including your family and friends, in order to be a part of this warm and caring society of lost children.

The heroine of the story, Summer, has recently lost her father in a car crash, and the pain of this loss is still like an open wound. The question is whether she will want to forget everything and thus eliminate her pain, while staying young forever with her new friends, or whether she will choose to remember the good things and try to get back to her mother and grow up and live out the rest of her life as a normal human being.

Children will relate strongly to this story. Many do not want to grow up, nor do they want painful memories. They will agonize with Summer about which way to go, and inevitably, with her, they will choose what is right for them.

Denise Gasbarri, Teacher-librarian, Edmonds Elementary School, School District #41 (Burnaby).

346.71104 Cassidy, Frank.
After native claims? : the implications of comprehensive claims settlements for natural resources in British Columbia / by Frank Cassidy and Norman Dale. -- Oolichan Institute for Research on Public Policy, 1988. -- 230 p. ISBN 0-88982-087-2. -- \$14.95(pbk.).

Indians of North America - British Columbia - Claims // Natural resources - British Columbia.

Native land claim issues have consistently been in the news for at least the past three decades. No doubt the next three decades will see native land claims sponsored by government agencies and departments, corporations, labor organizations and native groups.

Frank Cassidy and Norman Dale have taken on a difficult task. In addition to providing a brief background to land claims in British Columbia, and giving a description of the present scenario, they explore the probabilities and possibilities in the future when and if land claims are settled. Their look at the future analyzes how the settlement of native land claims could affect the forest industry, the fishing industry, the non-renewable resource industries, and other aspects of society.

After Native Claims is a scholarly work. Footnotes take up seven pages, the bibliography eight. The material is well discussed and presented. However, it does not contain any graphs, illustrations, or diagrams which would have made this package more attractive. It would have very limited use in school libraries as it could only be used by bright senior secondary students. Most school libraries would probably find it to be an extremely low circulation item. It could be a good resource for teachers of senior Social Studies.

It is a resource book that should be considered by senior secondary schools having a number of native students.

J. Patrick Romaine, Teacher-librarian, A.L. Fortune Secondary School, School District #89 (Shuswap).

359.3 Popp, Carol.
The gumboot navy : memories of the men who served in the Fishermen's Reserve....--Oolichan, 1988. -- 159 p. : ill. -- ISBN 0-88982-091-0. -- \$24.95.

Canada. Royal Canadian Navy. Fishermen's Reserve - History // World War, 1939-1945 - Naval operations, Canadian.

This collection of memories is an interesting and colorful account of the Fishermen's Reserve which began in late 1938 and was finally disbanded in 1944. Most of the book is an oral history made from taped interviews with the men who served in this unique aspect of Canadian Naval defensive strategy during World War II. The author's introductory chapter gives excellent background information on the history of

the Fishermen's Reserve and would be a useful basis for research reports. The remaining chapters consist of a variety of oral accounts of aspects of "The Gumboot Navy". There is some initial confusion because speakers are not identified and the many accounts in each chapter are written in the first person, but the reader soon becomes comfortable with this stylistic method.

Each chapter also has a brief introduction by the author that helps to put the accounts into perspective. I found the chapter on the impounding of the Japanese-Canadian fishing fleet the most interesting. The mixed feelings of sadness, prejudice, regret and confusion all helped to make this event come alive in a manner that no ordinary historical text could.

The book is easy to read, and though it does not have an index it could still be a useful research tool for Grade 9 to 12 students studying World War 11.

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

362.8 Ellis, Megan.
Surviving : Procedures after a sexual assault. -- 3rd ed. -- Press Gang, 1988. -- 142 p. : ill. -- ISBN 0-88974-011-9.

Rape // Trials (Rape).

If I had to help someone "survive" after a sexual assault, I would need this book. It is designed as a handbook to provide victims with information regarding rights, resources and expectations in order to make decisions. This edition incorporates important 1988 amendments to the Criminal Code and provides details on reporting a sexual assault including special procedures for young victims and information regarding the Young Offenders Act -- important for children and for those who work with children under the age of 19. Details regarding the police investigation, laying charges, types of offences, hearings, trials and sentencing are also given. The final section deals with sexual harassment at work.

Information is presented so that it can be understood by lay people. Also, it is clearly organized with an excellent table of contents (no index). To assist with keeping track of details (date, time, medical, police, hearing, trial, etc.) of the sexual assault, names and contact numbers, a copyright free Personal Record form is provided.

The author has experiences as "a rape crisis center worker who has gone through the medical, police and court procedures with many survivors of sexual assault." (p. 15) Other credible people and organizations such as Women Against Violence Against Women, Rape Crisis Centers, and a UBC law professor were acknowledged to have helped produce this book

Fry Readability Level: 9. Recommended.

Patricia Parungao, Teacher-librarian, Killarney Secondary School, School District #39 (Vancouver).

370 Exploring the teaching milieu / Alice L. Boberg, editor. -- Detselig, 1988. -- 160 p. -- ISBN 0-920490-86-7. -- \$17.95.

Education // Education - Canada // Teaching.

In her preface, editor Alice Boberg states, "The general objective of this collection of essays is to provide students in introductory courses in education with a broader understanding of schooling and the

complexity of issues due to the fact that public education is now being shaped by a variety of powerful influences including parents." Fortunately, for the book, the essays which follow are not as disappointing as this sentence. However, the book does have some of the quality unevenness usually found in such collections.

There are eleven chapters which range through history of mass education in Canada, the school as a social system, politics, authority and discipline, multicultural issues, religious alternative schools, alternative schooling, and apathy/hostility in Canadian schools. Two of the chapters have been published previously in recent issues of The Canadian Journal of Education. All the authors except one have, or had, positions in the Faculty of Education at the University of Calgary.

The book may appeal to some of its intended readers, but it is not recommended for school libraries in British Columbia.

John J. Jackson, Associate Vice-president, Research, University of Victoria.

591.9712 Hunter, Tom/
Wildlife of western Canada. -- Heritage House, 1986. -- 126 p. : ill. -- ISBN
0-919214-72-X. -- \$8.95(pbk.).

Wildlife - West (Canada) // Animals - West (Canada).

This book contains a collection of plates on individual animals shown in their habitats. The written information gives range, physical description and habits. No maps are given. The table of contents provides access to the 120 animals in the book. Approximately one-third of the book is devoted to mammals, one-third to birds, and one-third to fish and other animals. While not a complete reference on Western Canadian animals, it does give a good introduction to birds and animals of B.C.

This book is twice as long as Hunter's previous book Wildlife of B.C. Although the new book claims to have been written to cover all of Western Canada, it still concentrates on B.C. animals. Whereas the first book was bound with staples, the new book has the binding of a paperback.

I recommend Wildlife of Western Canada for all B.C. school libraries.

Ruby McBeth, Cataloguer, Resource Centre, School District #60 (Peach River North).

613.702 Canadian fitness sourcebook : organizations & resource materials / a joint project of the
Skills Program and Fitness Canada. Skills Program, 1988. -- 200 p. : ill. -- ISBN 0-
921824-01-7. -- \$17.50

Physical fitness - Societies - Directories // Physical education - Societies - Directories.

3 S Fitness Group Ltd.
Box 5520, Station B,
Victoria, B.C. V8R 6S4
phone 598-1426

\$17.50 to individuals, \$35.00 to institutions & organizations,
\$17.50 for 10 or more copies.

This title is comprised of a comprehensive listing of Canadian resources, organizations, sources and addresses for all of the above, all on the topic of fitness. Each main listing of 58 organizations includes a description (typically 8 to 12 lines long), the address, phone and Fax numbers, and an indication of whether the organization provides French services as well as English. The organizations are government departments at federal, provincial and territorial levels, as well as associations, and non-profit agencies.

The resources section lists over 300 resources, 25% of them free. The materials have been classified by 13 types such as Booklets; Charts and Posters; Audio-visual Materials; Periodicals; and Pamphlets and Brochures. There is a complete description of each item - not only of the contents but also a physical description. The materials were selected on these criteria: they are Canadian, of good quality, accurate, and about *fitness* as opposed to sports or recreation.

The indexing is certainly complete: there are 5 indexes spanning pages 171 to 191. Organizations, All resource materials, Resource materials by topic, and Resource materials by fitness component (e.g. Aerobics, Flexibility) as well as Suppliers are in separate indexes. Each of these alphabetical indexes has one failing than any librarian will notice: many titles, topics and sources are alphabetized under "a" or "the".

Nothing has been forgotten in the attempt to make this book easy to use. There are complete descriptions of the set-ups used for organizations, for materials, and for the 86 suppliers.

The Sourcebook is printed in clear black type of readable size with wide margins. A few black and white drawing in appropriate places add visual interest. There is a sturdy paper cover and a hefty coil binding allowing it to lie flat. The last four pages are duplicate order forms and explicit directions for ordering.

The Sourcebook should be useful to physical education teachers at all levels and to professionals in the field of fitness. It is well organized and well documented. Check out those freebies!

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

- 635 Havard, Dave.
Gardening between frosts : a hands and knees look at "northern" gardening. -- D.G.Havard,
1986. -- 126 p. : ill. -- ISBN 0-88925-672-1.

Gardening.

D.G. Havard,
Box 2458
Smithers, B.C. V0J 2N0

The focus of Dave Havard's book Gardening Between Frosts is, as his sub-title states, 'a hands and knees look at "Northern" gardening'. Written specifically for newcomers to gardening north of Quesnel to Prince George and north-west to Prince Rupert, it is full of essential climatic information and successful techniques gleaned from over 35 years of experience. Havard seems well qualified to write having spent many years as a successful market gardener and District Agriculturist in Smithers.

Although the intent is specifically to aid "Northerners", much of the general information on micro-climates, soil management, and growing techniques has universal application. This is a useful little book, attractively presented and written in an interesting and chatty style. However, it probably has little use in a school library.

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

- 651.3 Morton, Anne.
The Canadian secretary's handbook: an on-the-job guide for office professionals. -- Self-Counsel, 1988. -- 265 p. -- ISBN 0-88908-690-7. -- \$9.95.

Secretaries - Handbooks, manuals, etc. // Office practice.

Ann Morton, an experienced business education teacher, has prepared this manual with the office secretary in mind. She has covered all the facets of a modern electronic office with the various duties required by today's secretary. This handy volume included an index and several appendices of terms, lists, abbreviations and sample documents helpful in the business field.

Recommended for senior schools and public libraries.

Roberta Kennard, Teacher-librarian, University Hill Secondary School, School District #39 (Vancouver).

- 819.1 Christensen, Peter.
To die ascending. Thistledown, 1988. 63 p. -- ISBN 0-920633-52-8.
ISBN 0-920633-53-6(pbk.). \$22.00; \$9.95(pbk.).

Canadian poetry.

"Geography of the Heart", the first section of the book, offers lyrics referring in some way to life in the mountains of eastern B.C. and western Alberta -- climbing, skiing, hunting, trapping, rescue, weather -- and its attendant emotions. The second section, "To Die Ascending", while dealing in part with some of the same themes, encompasses a wider range, focussing more on the human condition -- medical problems, sexual relationships, social interactions.

The appeal of the most successful poems is intellectual rather than emotional. While a few of the longer poems seem prosaic, some of the shorter lyrics are so intriguingly apt that they could be used without their titles as gracefully constructed puzzles (e.g. "Chinook and "Migraine"). Some phrases are particularly fortuitous -- "the precise chaos of creation" (p. 10), "oxygen-thin faith" (p. 11).

In format, the review copy is an attractive paperback. A color photograph of a mountain snow pack adorns the cover; black and white photographs introduce each section. The book has clear type with abundant white space on good quality white paper.

Some of the poems from this collection (particularly those in the first half) would be useful, by reason of their accessibility, for study in junior or senior secondary schools, especially in areas where mountain activities are popular.

The book is specifically recommended for schools in the Rocky Mountain areas of eastern B.C.

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

819.1 Konyves, Tom.
Ex perimeter. -- Caitlin, 1988. -- 52 p. -- ISBN 0-920576-20-6. -- \$8.95.

Canadian poetry.

Ex perimeter, a volume of spare poetry, by Tom Konyves presents a discordant view of contemporary society. His focus is on urban alienation and alienation between friends and lovers. Like flashing photographs on the screen, Konyves' imagery does not linger except in the memory following the flash of light:

"Classics"

All this reading
and thinking about the past
erased in an instant!
when the spiked-hair youth
in knee-length black coat
speeds across the concrete
to the bank.

Ex perimeter is a source of experimenting with spare language, and it is suitable for public library and college library collections.

Phyllis B. Schwartz, English Department Head, University Hill Secondary School, School District #39 (Vancouver).

819.1 Liman, Claude.
Becoming my father. -- Caitlin, 1988. -- 54 p. : ill. -- ISBN 0-920576-21-4. -- \$8.95

Fathers and sons - Poetry // Canadian poetry.

The book is the standard small book of Canadian poems: free verse, paper bound, nice print, good paper, paginated with a table of contents.

It deals with father/son relationships in two generations and the mixed emotions involved. The poet's understanding of his father is ultimately enriched and broadened through experiences with his own children after his father's death. The book presents personal views and realities which do not, for the most part, transcend to the universal.

An optional purchase.

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

921 McAlpine, Mary.
The other side of silence: a life of Ethel Wilson. -- Harbour,
1988. -- 223 p. : ill. -- ISBN 0-920080-99-5. -- \$26.95.

Wilson, Ethel // Novelists, Canadian.

Ethel Wilson was a Canadian author who probably wrote secretly for most of her life, but not until she was almost fifty, was her first novel published. In all, she wrote five novels - Hetty Dorval, The Innocent Traveler, Swamp Angel and Love and Salt Water and numerous short stories and novellas, probably the best known of which are Mrs. Golightly and other Stories and The Equations of Love. In 1962, when Ethel Wilson was 74, she was one of 10 Canadians to receive a special Canada Council Medal for distinguished work in Arts, Humanities or Social Sciences. Ethel Wilson died on December 22, 1980, a short time before her 93rd birthday.

Ethel Wilson's stories are distinctly Canadian - she had a marvellous command of the English language and used her gift to describe "her beloved" British Columbia and its inhabitants. But, as Peter Gzowski said in an interview with Mary McAlpine, Wilson's biographer, she wrote like a British person describing Canada. He went on to say that Ethel Wilson had the same facility with English as did those British people who wrote marvellous letters to The Times. Dorothy Livesay describes her style as "simple and conversational, classic rather than modern".

She was also a letter writer. She wrote to a great and varied group of people, including other Canadian authors such as Earle Birney and Margaret Laurence. Much of the information about her life has come from U.B.C. Library's special collection of Ethel Wilson's correspondence, diaries and photographs.

Ethel Wilson was born in South Africa where her father, Robert Bryant, was a Wesleyan Methodist minister. Ethel's mother died when she was two, and she and her father returned to England. Robert died when Ethel was nine, and she was then claimed by her maternal grandmother, Annie Malkin, who was living in Vancouver, making a home for her two sons. Ethel spent the rest of her life on the West Coast although she and her husband traveled a great deal.

McAlpine was a good friend of Ethel Wilson's for the last 30 years of the author's life. She has written a very personal biography of Wilson, whom she obviously admired and liked, but did not fully understand. It is unlikely that anyone understood this complicated, talented, reserved lady.

This is a very readable, enjoyable biography - a good book about an important person in the Canadian literary world. It should be read by anyone interested in Ethel Wilson and her work. Secondary schools should purchase it - it is needed to support the curriculum.

Anne Rowe, Teacher-librarian, King George V Elementary School, School District #57 (Prince George).

921 Reynolds, Reg.
Big Jim Ryan. -- Orca, 1986. -- 144 p. : ill. ISBN 0-920501-05-2.

Ryan, Jim // Photographers // Photography, Journalistic - Biography.

Big Jim Ryan profiles the life of a flamboyant press photographer through the 1940's to the 1970's in Victoria, British Columbia. The book presents a window to the 'old style' of photo journalism in the pre-electronic publishing era. One gets the feeling that press photographers played a more integral role in shaping news tabloids in those days.

Jim Ryan seems 'bigger than life' in this account as the book weaves stories of his various exploits to *get the shot*. The reader gains insight into the intense competition that seemed to drive the reporters to excellence.

For those students interested in the history of journalism in B.C., this is a good read. Recommended for senior secondary libraries as well as post-secondary and public libraries.

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

970.004 Siska, Heather Smith.
We are the Shuswap. -- Secwepemc, 1988. -- 94 p. : ill., maps. -- ISBN 0-921235-18-6.

Shuswap Indians // Indians of North America - British Columbia.

Secwepemc Cultural Education Society
345 Yellowhead Highway
Kamloops, B.C. V2H 1H1

We are the Shuswap is a recently published Social Studies text produced by the Secwepemc Cultural Education Society and modelled after The Haida and The Inuit, two books previously published by Douglas and McIntyre.

As with these books, this one begins with an effective photo essay of modern life in a Shuswap community. Black and white, and color photographs convey the blending of the modern world with the traditional culture of these people.

The native heritage of the Shuswap unfolds as the reader follows the seasons through the year in the life of Kachoot and her family. The storytelling format is supported with black and white illustrations, diagrams and fact side bars. New vocabulary is highlighted in the text and either explained in context or in the glossary. An easy to read map of the area is also included.

Reading level would be fine for the average Grade 4 reader, however the length of each section might prove a bit daunting, especially if concept attainment is the focus.

No teacher's guide was mentioned in the reviewing material. This would be a valuable addition, as this book has the potential for being a good classroom resource for rounding out B.C. students' views of native cultures.

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

971.1 Evans, Margaret.
You're all grown up, Vancouver. -- Hancock, 1987. -- 96 p. : ill. -- ISBN 0-88839-996-0.
-- \$9.95.

Vancouver - History.

There are not very many books on the history of Vancouver that are readily accessible to elementary students. One is Vancouver, an Illustrated Chronology by Chuck Davis published in 1986. Davis's sturdy book, arranged in chronological order, will be useful for many years. It has an index, although the student doing a report on Gassy Jack would need to look under Deighton. Another is Kluchner's The Way It Was, which is arranged by various parts of the city. It does give a cross-reference to Gassy Jack. There is no index in You're All Grown Up, Vancouver.

The book is divided into seven sections, with subheadings under each. The sections are very badly organized. For example, information on trains is found in the first, the sixth and the seventh chapter. To compound the difficulty, the student doing the report must know that the Royal Hudson Number 2860 is a reference to trains. In the second chapter on schools, the attractive line drawings and interesting photographs on the subject appeal, but unnecessary information about everything from conservation laws to the story of

Damon and Phythias to a map of the Americas in 1741, is included as well. None of this information is listed in the contents, but a search of the subheadings under the first chapter would give information on Gassy Jack. Misinformation, such as the wrong name for McCorkindale (McCorkindall, p. 21) is also to be found.

The chatty colloquial style of writing, in the form of a story told by imaginary Mary-Margaret, who grows up with the city, is confusing, and is not suited to the non-fiction content in the book. How does one classify it? The many fascination facts - that the early buildings were painted brown; that Billy Butt-insky caused all sorts of confusion in February, 1936; the anecdote about Crazy George; and the story of the first frozen apple juice in Vancouver are all lost to the serious researcher.

A little fun game "I Spy" is scattered throughout the book. The answers are given at the back of the book. The quiz on the same pages asks 31 questions, to "test your recall skills and your research skills", but gives no answers. A brief bibliography is included.

Although it will be difficult to use this book, it is recommended for purchase in all the school libraries in Vancouver. The sturdy paperback format will stand up to considerable handling, and it is a fun book to browse through. The information given about the Chinese in Vancouver, explanation of the symbol of Chinese pigtails, and the description of the silk trains are some of the features that justify the cost. Now if only someone can convince the author and illustrator to revise the book and include an index.

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

971.1 Yee, Paul.
Saltwater City : an illustrated history of the Chinese in Vancouver -- Douglas & McIntyre, 1988. -- 174 p. : ill. -- ISBN 0-88894-616-3. -- \$29.95.

Chinese - Vancouver - History // Vancouver - History.

Saltwater City: An Illustrated History of the Chinese in Vancouver, written by Paul Yee, a third generation Chinese-Canadian, is a chronological account of Chinese immigration to Vancouver. Beginning with a description of life in the Guangdong province in southeastern China during the nineteenth century, Yee then discusses the hardships and the successes experienced by these new Canadian immigrants as well as the major contributions that they made to the development of Vancouver.

First arriving in B.C. from California in 1858 to participate in the Gold Rush the Chinese immigrants were mostly men. Used as cheap labor by white entrepreneurs animosity soon arose against the Chinese who were seen, among other things, as a threat to white Canadians seeking work. Yee describes the racism encountered by these people and the hardships, often resulting in death, that they suffered. Many attempts were made to get rid of the Chinese immigrants but these were unsuccessful and by the late 1800's Chinatown was established on the shores of False Creek. The racism seems to increase as the Chinese became more and more established and part of Vancouver's economic community.

In the early 1900's the head tax on Chinese immigrants rose from \$50.00 to \$500.00. and various campaigns were mounted against them. Two of the most powerful campaigns came from white farmers who wanted to prevent the Chinese from owning or leasing farmland and from storekeepers who wanted to stop the Chinese grocers from moving into white neighborhoods. B.C. politicians pressured the federal government to restrict Chinese immigration with the result that only 44 Chinese people entered Canada from 1923 to 1947.

In the 1950's the racial climate began to improve but the newer problem of the Canadian born Chinese struggling to find their place in both the white and Chinese communities began to emerge. Today the Chinese community in its diversity continues to grow and develop and "is like any other Canadian

community. The people work, pay taxes, raise families, and hope that the future will shine brighter on everyone."

This historical account focuses not only on events, but on the lifestyle and the culture of the Chinese peoples from their arrival to the present day. Local personalities, cultural events and first-person reminiscences are highlighted. Beautifully illustrated with black and white photographs, most reproduced for the first time, this book is a fascinating exposition of Chinese history in Vancouver.

The vocabulary level is appropriate for Grade 11, and the material is appropriate to the Grade 11 Social Studies curriculum. An essential item in multiple copies, for secondary libraries. (An effort must be made to match this item with equivalent material on the Indo-Canadian and Japanese communities. As well, consideration must be paid to the other Asian, South and Central American, and Pacific Rim immigrants to the Vancouver and British Columbia region.)

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

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