

March 1989  
Volume 30 Number 3  
ISSN 0381-6028

**BCTLA**

# THE BOOKMARK



**PACIFIC  
RIM**

# BOOKS

you've never seen  
before, at

# PRICES

you haven't seen  
in years!

 **Book  
warehouse**  
BOOKS AT IRRESISTIBLE PRICES

632 W. Broadway  
Vancouver

1150 Robson  
Vancouver

No. 3 Rd. at Cook  
Richmond

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

# TABLE OF CONTENTS

In Circulation . . . . .	6
Editor's Comments . . . . .	8
Letters to the Editor . . . . .	9
Elections, 1988-89 . . . . .	10
Notice of Motion, 1989 BCTLA AGM . . . . .	15
Membership in the BCTLA . . . . .	13
Join Us in Celebrating BCTLA's 50th Anniversary . . . . .	16

## THEME SECTION — PACIFIC RIM

Asia-Pacific Rim Project . . . . .	17
Pacific Rim Bibliography . . . . .	18
Focus on the Pacific Rim (Conference Reports) . . . . .	19
<b>Keynote Speaker: Ben T. Pflanz</b>	
Canada in the Pacific Era . . . . .	19
Media and World Outlook . . . . .	20
<b>Keynote Speaker: Dr. Bom Mo Chung</b>	
Education for Development and Beyond . . . . .	20
Pacific Rim Slide Shows . . . . .	21
Charting a Course in the Pacific Rim . . . . .	23
Issues in Development and Publication of Educational Materials . . . . .	23
Videos of the Pacific . . . . .	24
Storytelling — Bridge to the Pacific Rim . . . . .	26
The Changing Face of China, 1975-88 . . . . .	27
Impressions of the Pacific Rim Conference . . . . .	27
Cooperative Unit Ideas Gleaned at the Pacific Rim Conference . . . . .	28
Stations Unit on Japan . . . . .	29
BC Schools' Pacific Rim Telelink Consortium . . . . .	41
Pacific Rim Rock: Geography of the Pacific Rim — Social Studies 10 . . . . .	43
Focus on China: A Unit for K-3 . . . . .	48
The Hong Kong Education System . . . . .	75
School Libraries in Japan . . . . .	78
Orienting to Japan . . . . .	80
Japan: A Contract Study . . . . .	92
A Teacher-Librarian's Experience on the Old Silk Road . . . . .	96
Real Men Climb Walls . . . . .	98
A Pac Rim Cultural Experience in an Elementary School . . . . .	100
Australian Literature for Canadian Libraries . . . . .	101
Beyond Colleen McCullough: Some Great Australian Literature . . . . .	105

## FEATURED IN THIS ISSUE

We've Been Reviewed . . . . .	107
Learning and Working Conditions — Part 2 . . . . .	109

## FEATURED IN THIS ISSUE (continued)

CSLA News .....	114
CSLA Guidelines for Effective School Library Programs.....	115
Continuing Education News: BCTLA Special Grant Publications.....	116
A Survey of 32 Small and Medium School Districts in British Columbia.....	118
BCLA Poster: Look Into Books.....	132
An Approach to Learning (Recycled, Renewed and Rejoiced) .....	133
Heroes and Heroines) .....	138
Pearson '89 .....	140
University of Victoria. Diploma in School Librarianship (Update).....	141
University of British Columbia, Library Education .....	143
Wangadoodle.....	145
Getting to Know Tony Ross .....	148
English 11: Gale References & <u>Lord of the Flies</u> .....	150
Making Simple Pop-Ups.....	151
The Other Hand .....	164

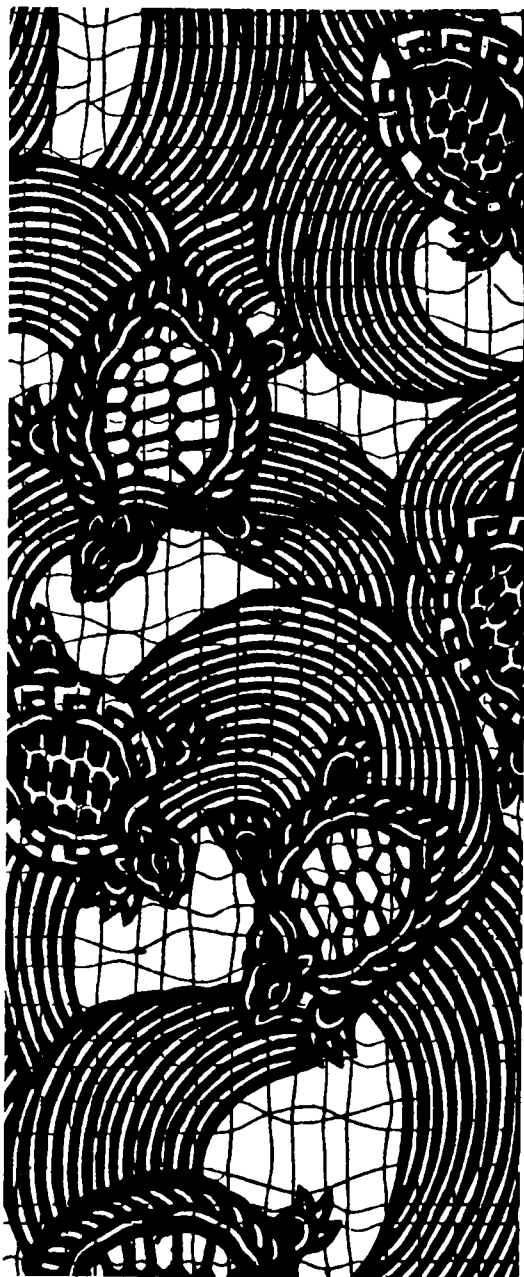
## REGULAR FEATURES

Point/Counterpoint.....	167
Ask the Experts .....	170
The Pacific Rim: Free and Inexpensive Materials.....	171
West Meets East — A Must-Read.....	174
Reading Checklist .....	175
The Portrait: Paul Yee.....	178
Notes and News.....	179
T-L Tips.....	183
Professional Reading: Pacific Rim.....	185
BCTLA Reviews .....	189
Membership Form .....	204

## ADVERTISERS' DIRECTORY

Book Warehouse .....	2
Canadian Educational Supplies.....	139
Eloquent Systems, Inc.....	187
Strachan Computers .....	200
Chief's Mask .....	201





**BCTLA  
SPRING CONFERENCE**

**PACIFIC RIM**

**April 7th to 9th**

**Richmond Inn**

**Sponsored by:  
Delta & Richmond  
Chapters of BCTLA**



## IN CIRCULATION

by DIANA POOLE, BCTLA President.

I remember that, in the 1950's, the traditional view of the Australian nation as a member (red on the map of the world) of the British Commonwealth and an appendage (far-flung, of course) of Great Britain, began to change. The lessons learned in World War II reminded us that geographically we were, in reality, an extension of a fragmented peninsula that angled southward into the Pacific and Indian oceans, a nation tied closely to southeast Asia. We still continued to study the history of Great Britain as part of our heritage, but increasingly our Geography and Economic Geography courses turned to studying the Pacific Rim countries. There was a time, clearly defined nationally in our White Australia Policy, when we felt threatened as a "white nation" (the aboriginal being generally ignored in this assessment of nationhood) by the "teeming hordes" of Asians, our neighbors to our North. A recent visit to my native land vividly brought home the memories of this period as I saw the changes that have taken place in the ethnic constitution of Australia, especially in the sprawling east-coast cities. More frequently the second language instruction offered in schools is an Asian language and not French (why did we learn French?).

British Columbia, part of a nation with an historically more liberal immigration policy, has been aware through immigration and through trade of its location on the Pacific Rim. The recognition of the importance of studying its Pacific neighbours, however, seems to have been slower in coming and there has been a hasty rush recently to rectify this situation. As teacher-librarians we are caught up in this rush, either through demands for Pacific Rim materials in our collections to support the new Social Studies curriculum, or through being involved in Pacific Rim initiatives.

This issue of The Bookmark and the Spring Conference at the Richmond Inn are both dedicated to the theme of Pacific Rim. The Bookmark editorial staff, as they are wont to do, have taken a leading role in coordinating efforts to organize our collective expertise on this topic. I anticipate a very enjoyable and rewarding perusal of the ensuing pages of this issue. The Delta and Richmond members on the Spring Conference Committee have found a large number of

interesting and exciting experts in the field, including British Columbia's own Lieutenant Governor, David Lam. I urge you all, but especially newer members of the BCTLA, to attend the conference on April 7th to 9th at the Richmond Inn. This is the highlight of the BC teacher-librarian's professional and social calendar!

This has been a rather unsettled time politically for teachers as we negotiate and, in some districts, go on strike for first contracts. There is nothing more stressful and upsetting than having to take job action to obtain a fair contract. As members of a specialist association we must continue to emphasize the professional development part of our mandate, but at the same time we must recognize the importance of insisting on improved working conditions and professional autonomy. While your local association has been negotiating duty-free lunch hours, have you considered what the ramifications might be for teacher-librarians? What about improved budgets, more teacher-librarian and clerical time? A check of the Working and Learning Conditions Survey in this and the December issue of The Bookmark will indicate the status of your school district in relation to others in the province. It is also very important for us to have professional autonomy as teaching specialists, as who else can best identify and provide for our needs both for inservice and professional development?

In November, we were delighted to receive approval, and thus funding of \$2500.00 from the BCTF, via PSA Council, for a new special project to create materials related to the new Language Arts curriculum. As well, we will receive \$1000.00 for a special outreach project, and Prince George Chapter is accepting the challenge of developing a package of materials to promote School Library Week. This package will be made available to every member of the BCTLA. Work continues on the editing of the Science Fiction and Fantasy booktalk publication and on the strategies handbook for implementation of cooperative planning and teaching. Look for a report on the latter in this issue of The Bookmark. Initial contact has been made with the Ministry on the production of materials for the Language Arts Curriculum on a contract basis. We hope to have more information on this at a later date. On behalf of all members of our association, I would like to thank all those committee members who have devoted much volunteer time to work on these projects for our benefit.

On the afternoon of the 24th of January, a meeting initiated and chaired by Dr. Ron Jobe, Co-

Coordinator of Library Education, took place in the Language Education Department of UBC. Dr. Nancy Sheehan, Dean of Education, and Dr. Victor Froese, Head of Language Education, were in attendance, as well as members of the faculty, representatives of the Faculty of Library Science, Donald Hamilton from UVic, and BCTLA members representing ten school districts and chapters. We were pleased to be included in discussions of the Diploma and Masters' programs and to be able to make suggestions as to what we in the field perceived was needed in education for teacher-librarianship. A few of the participants had a feeling of "deja vu," having been in a similar meeting some years ago with no apparent outcomes. We remain optimistic and look forward to certain additions to the program that will really enhance our professional training.

It was somewhat disheartening to note in the results of the Working and Learning Conditions Survey that over 300 of our 800 members have 6 units or less of school library courses. We urged that more off-campus courses be given and it was pointed out to us that, with the magic number of 15 students per class, the basic core courses for the diploma program would be offered in locations outside the Vancouver area. As districts must request courses we need to get organized and reach the goal of all school libraries having fully trained teacher-librarians. We also urged that there be more exchange of credits between UVic and UBC. Further discussion of education for teacher-librarianship will take place at the plenary session on Sunday morning, April 9th, at the Spring Conference, with the Deans of Education from UBC and UVic in attendance.

The good news from Ron Jobe is that the UBC Language Education Department, in conjunction with Don Hamilton at UVic, will sponsor Update '89 to coincide with the provincial professional day on Friday, October 20th, 1989. Some of you may have attended last year's Update at UVic. The conference this year will be held in the Graduate Student Centre at UBC and Ken Haycock has agreed to be the keynote speaker. Seminars and a gala lunch will be provided. As it will be the day before our Fall Council Meeting, chapter councilors will have the opportunity to attend with travel expenses paid for by the BCTLA.

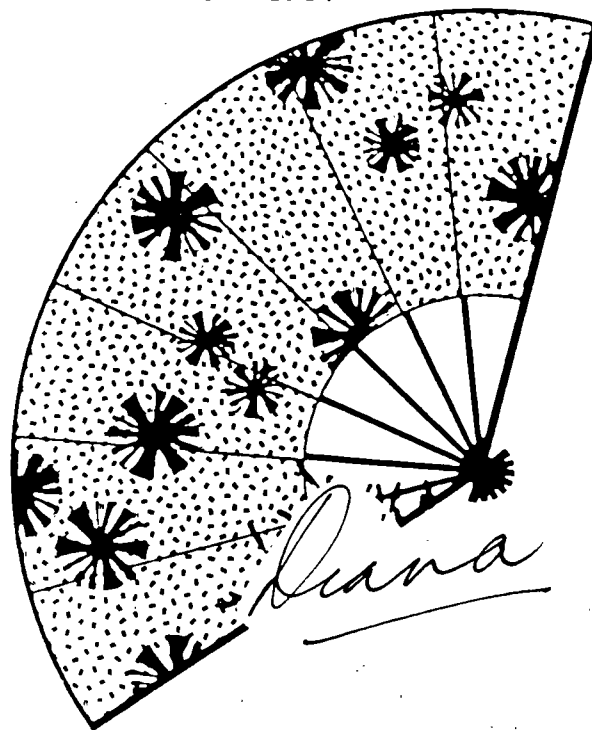
Ken Haycock has also agreed to be the keynote speaker at the Western Canada School Library Conference which the BCTLA and West Vancouver School District are hosting on October 12th to 14th in the Cedardale Centre, West Vancouver. We are looking forward to assembling together key

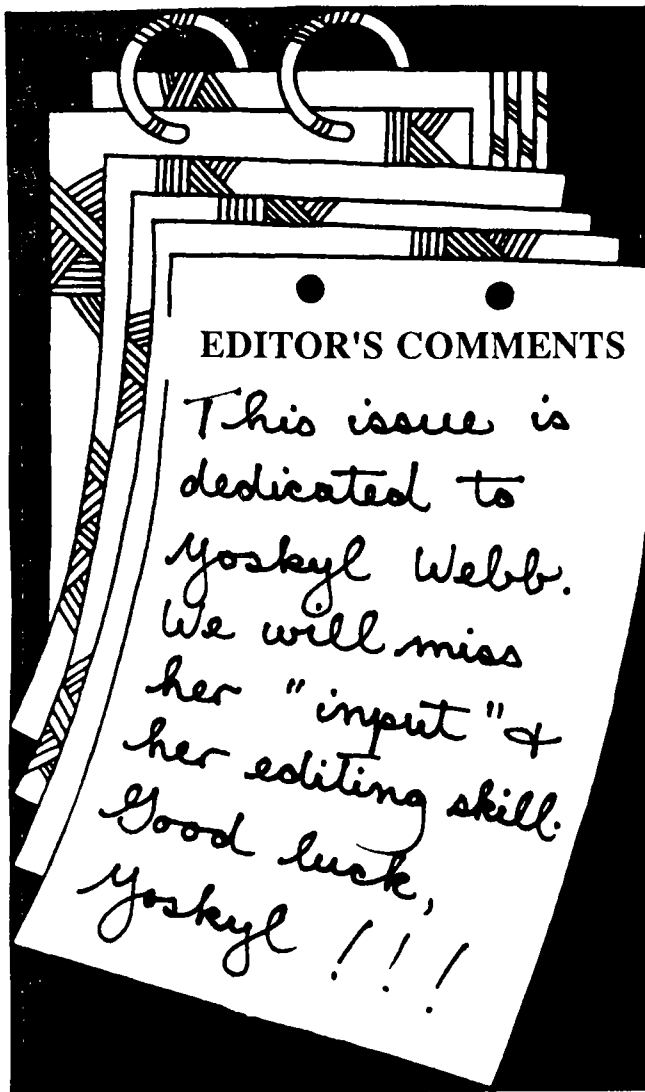
people from the university programs, the Ministries of Education, the provincial associations, and the school districts in the four western provinces. A "think tank" conference is planned on advocacy and the emerging role of teacher-librarians. Ken both wrote and phoned to thank the BCTLA for the honour and recognition paid to him in the creation of the Ken Haycock Professional Development Award. He commented on how proud and pleased he is that this award has been established.

Last time I talked to Odie Kaplan, our Nominations Chairperson, she was not exactly swamped with applications from candidates for positions on the executive! In fact, she was having some difficulty filling the positions. If she has gotten lucky by the time this publication goes to be printed and there is "an election, don't forget to vote. Finally, note the correction in "Notes and News" to the statement on membership in the last issue of The Bookmark.

**NEWS FLASH!** The Canadian School Library Association has just sent word that The Bookmark has, for the second time in three years, won the Canadian School Library Association CANEBSCO School Library Media Periodical Award. Congratulations to Liz Austrom, Trish Maskell and their hard-working editorial staffs for such a fine public-ation.

**SEE YOU IN RICHMOND!**





This column gives one a tremendous sense of power, illusory, I'm sure. In the last issue I begged for letters, and we actually received letters. This issue, I'm going to beg for articles for our historical issue. Obviously, we will receive articles as a result! I'm counting on everyone out there to maintain my illusions of power by writing an article, sending in an anecdote, or submitting information about your chapter's beginnings. So far Prince George supports my dreams, since I already have an article from Marj Niehaus and Yvonne Nelson on the history of the Prince George Chapter of BCTLA.

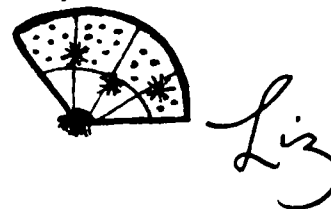
This issue on the Pacific Rim has grown to be much larger than I expected it to be. Each time the Editorial Board meets for its planning session on the next issue, there is an outpouring of ideas about whom to contact, possible topics for articles, sources of materials, etcetera, and then we

divide the tasks among the editors. Added to our efforts this time were the efforts of BCTLA members in Prince George. They decided that, as a chapter, they would take on the task of submitting articles for this issue. From the author bylines in the theme section, you can see that they have done a good job. Special thanks go from the editors, to our Prince George authors and to all of the many other teacher-librarians and teachers who have shared their work in this issue. Barb Hall issues a challenge to other chapters to follow in Prince George's path and select a theme issue, generate articles, and surprise the Editorial Board with a package of unsolicited material. Barb sent paper copies with MacIntosh disk (Oh, Heaven!), but paper copies alone would be welcome.

Elsewhere in this issue is a brief outline of suggestions for Bookmark authors to consider when they are submitting materials for publication. We hope that these will prove to be of assistance in deciding what level of detail is appropriate and what type of information should be included. Teacher-librarians often express concern to the editors that the material they are submitting is too long. This should not be a concern, since the editors frequently abbreviate articles in order to capture the original aspects of the work within the confines of a shorter description. Often a station, a worksheet, or some other element may be omitted, but the editors prefer to make that judgment.

We have now organized our surplus back issues of The Bookmark in a filing cabinet in my basement, so we are able to respond to requests for issues from teacher-librarians who have perhaps cut up an issue, who loaned it to someone who never returned it, or who failed to renew their membership as quickly as they should have. I would ask that those individuals who are interested in particular issues would send me a list of the needed issues or call me at home, not at work, and we can arrange to supply whatever we can. We do not have supplies of all issues.

And now, the final note for this 1989 March issue! We are proud to announce that The Bookmark is once again the winner of the Canadian School Library CANEBSCO School Library Media Periodical Award. The award will be presented at the Canadian Library Association Conference in Edmonton.



# LETTERS TO THE EDITOR

From **RAY WORLEY**, BCTF Executive Member-at-Large.

As a member of the BCTF Executive I receive copies of the PSA Journals and do my best to scan them all.

The latest bundle of Journals included the December issue of The Bookmark, which considerably out-weighted (literally and figuratively) all of the others. As I browsed through the pages I was struck by the range and depth of material. Articles, book reviews, teaching units, bibliographies and much, much more. The Bookmark has it all.

The Working and Learning Conditions survey contains very valuable material for Association presentations to Boards on budget matters. The 90% return rate on the survey is a tribute to the professionalism of school librarians.

I was impressed by the President's clear explanation of the different categories and conditions of PSA membership as a result of the legislative change. Your President's clarification could usefully be reproduced in the Teacher news magazine and in all PSA Journals.

I had already resolved to write this letter when my browsing took me back to the Editor's comments with her plea for one controversial letter, a bouquet, and a querulous complaint. I am pleased to present this bouquet. The Bookmark is graphic evidence of the strength of the BCTLA and a credit to all involved. Well done!

**RESPONSE:** You've made our day! Thanks!

---

From **PAT PARKER**, teacher-librarian, Kanata Elementary School, S.D. # 52 (Prince Rupert)

In your "Editor's Comments" you mentioned experimenting with formatting. The "line justification" decision is fine with me, but did your decision also include a Bookmark without holes?

I found the three holes very convenient for filing The Bookmark into a looseleaf binder and missed them in the December issue. Please print The Bookmark on holed paper so that I don't have to spend half an hour punching my own.

**RESPONSE:** The decision to eliminate three-hole punching was based on the idea that the journal would look more professional without the "looseleaf binder look." The Editorial Board would welcome additional comments on this question: Should we, or should we not three-hole punch?

---

From **CANDICE MORGAN**, teacher-librarian, Parksville Middle School, S.D. # 69 (Qualicum)

The Bookmark is a wonderful, marvelous, USEFUL treasure trove of ideas that are informative, timely, pertinent, uplifting and, occasionally, intimidating. I look forward to the arrival of the fat brown envelope with the BCTF postage label...and generally read it cover to cover in one self-indulgent sitting. By the time I'm through, I've dog-eared pages, stuck in numerous "post- its" with notes for follow-up, noted items to copy and update my files, and pencilled, asterisked and highlighted until it's (almost) tattered looking! As a "working" tool it is subjected to all sorts of abuses a good teacher-librarian would normally protect any print material from! My thanks to the editorial board. The NOTES AND NEWS is very useful, and so are the TIPS. The CELULOID SPARE is much appreciated. The cooperative units are, it goes without saying, invaluable, and I appreciate the time taken to write them up for publication.

Now a concern. One of my favourite columns is the READING CHECKLIST. Teacher-librarians are a busy species, and I appreciate being able to read such informative summaries in one spot. Your summary of items from the recent Royal Commission was particularly useful.

However, should one wish to pursue reading any of these titles, and if one lives in a small rural district, with no district resource centre or services, it's extremely difficult and time-consuming to locate any of these items — save subscribing which I seem to be doing more. The issue of copyright is paramount here. The same problem surfaces with the comprehensive subject bibliographies published with each theme issue. I always have the best of intentions... but I rarely actually track down many of the resources listed.

Do you, or do any of your readers have a workable solution they can recommend?

A small quibble in the context of a terrific publication.

**RESPONSE:** It is very helpful to get feedback on the sections of the journal that are particularly useful to teacher-librarians. Thank you for writing to give us your reaction. Your concern about lack of access in small districts to needed professional resources is one that concerns us as well. Of course, the answer to the problem is not to discontinue publication of such bibliographies and columns, but rather to look for other solutions. Since you have already begun to purchase more professional titles, you might consider teaming with other teachers on your staff, or with other teacher-librarians in your district, to each buy some titles and share them. Sometimes, administrators may be persuaded to buy some professional journals for a school staff if the teacher-librarian agrees to do the purchase arrangements and organization. In addition, some administrators already subscribe to journals like Phi Delta Kappan and Educational Leadership, but do not share them with others because they do not know there is an interest. Another possibility is to use the identified need to secure funding from the school district. Perhaps an informal survey of the teachers in the district would be useful at this point. A final option that occurs to us is that some of the information on resources that is included in The Bookmark might be used to prepare a list of titles that should be included in the district somewhere, even if there is no district resource centre collection. Perhaps housing and circulating such a collection from the district office would persuade local officials that a resource centre is needed. These are a few ideas that may help. Perhaps our readers will send in some others that we can share in forthcoming issues.



## ELECTIONS 1989 — 1990

Nominations for the 1989 — 1990 term of office for the Executive Board members closed on 1989 February 01. The following resumes have been received from the nominees and are printed here for the information of BCTLA members. Addresses and telephone numbers are provided for those wishing to contact nominees to discuss concerns.

Since only one nomination was received for each of the positions for this term, all the nominees have been declared "Elected by acclamation." Consequently, no ballots are included in this issue. The following individuals will form the 1989-90 Executive Board. We congratulate them and wish them well as they serve the membership over the next year.

### PRESIDENT



Elected by acclamation.

### DIANA POOLE

46875 Eric Drive, Chilliwack, B.C. V2P 3M 5  
Phone 792-2197

#### PRESENT POSITION:

Teacher-librarian, Chilliwack Senior Secondary School District #33, Chilliwack (1985 - present)

#### EXPERIENCE:

- Teacher-librarian, Chilliwack Junior Secondary, Chilliwack (1983-86)
- English Teacher, Sardis Secondary, Chilliwack (1981-85)
- English Teacher, Rosedale Junior, Chilliwack (1981)

#### EDUCATIONAL QUALIFICATIONS:

- B.A. (Melbourne) 1961
- M.Ed. (UBC) 1987

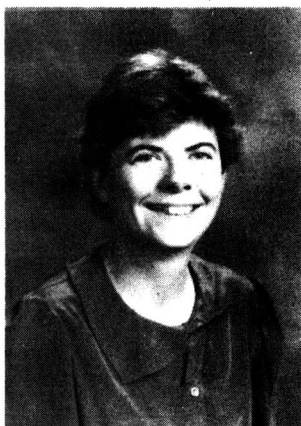
#### OFFICES HELD:

- President of BCTLA (1988-89)
- Corresponding Secretary of BCTLA (1986-87 and 1987-88)
- President of Chilliwack District Teacher-Librarians' Association (1984-87)
- Editor of The Thirty-Three, Chilliwack District (1987-88)
- 2nd Vice President, BCTF, Chilliwack District (1986-87)
- Status of Women contact, BCTF (1984-85)

#### CONCERNS:

I will continue to support the advocacy role of teacher-librarians in educational matters, the acceptance of quality cooperative program planning as a norm in schools and school districts across the province, and to lobby for a Ministry of Education policy statement in B.C. similar to Ontario's Partners in Action. I would like the opportunity to see through to completion a number of projects begun in my first year of office.

## VICE - PRESIDENT



Elected by acclamation.

### **PATRICIA FINLAY**

5649 Carson Street, Burnaby, V5J 2Z4  
Phone 438-6269

#### **PRESENT POSITION:**

Teacher-librarian, Forest Grove Elementary,  
School District #41, Burnaby (1986 - present)

#### **EXPERIENCE:**

- Teacher-librarian, Buckingham/Marlborough Elementary School, Burnaby (1980-86)
- Teacher-librarian, Buckingham Elementary School, Burnaby (1978-1980)
- Teacher, Blue River Elementary/Junior Secondary, North Thompson (1976-77)

#### **EDUCATIONAL QUALIFICATIONS:**

B. Ed. (SFU) 1977

#### **OFFICES HELD:**

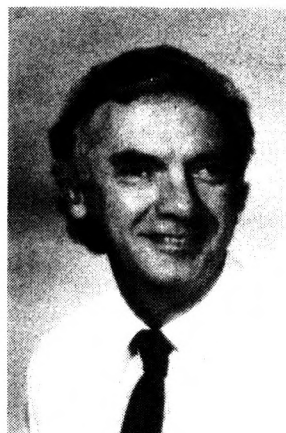
- Corresponding Secretary of BCTLA (1988-89)
- President of Burnaby Teacher-Librarians' Association (1984-86)
- Vice-President of Burnaby Teacher-Librarians' Association (1982-84)
- Staff Representative, BCTF, Burnaby (several years)

#### **CONCERNS:**

The knowledge and experience I have gained as a member of the current BCTLA executive would be of

great benefit in the office of vice-president. I would continue to encourage teacher-librarians to participate in the local chapters of our association. This network is vital to teacher-librarians' professional growth.

## CORRESPONDING SECRETARY



Elected by acclamation.

### **STEPHEN HARRIS**

2215 Stewart Avenue, Courtney, B.C. V9N 3JL  
Phone 334-4222

#### **PRESENT POSITION:**

Teacher-librarian, G.P. Vanier Secondary,  
School District # 71, Courtenay  
(1983 - present)

#### **EXPERIENCE:**

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

#### **EDUCATIONAL QUALIFICATIONS:**

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

**OFFICES HELD:**

- Treasurer of BCTLA (1985 - 87)
- BCTLA Chapter Councilor, Comox District (1978 - present)
- Chairperson of BCTLA, Comox District (1978 - 83)
- Geographic Representative, BCTF, Comox District (1981-84)
- Vice-President of BCTF Local, Comox District (1980-81)

**CONCERNS:**

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

**TREASURER**



Elected by acclamation.

**ROBYN SMART**

2451 Huble Place, Prince George, B.C. V2N 3C8  
Phone 562-2711

**PRESENT POSITION:**

- Teacher-librarian, Peden Hill School, School District # 57, Prince George (1980 - present)
- Teacher-librarian, Buckhorn Elementary, Prince George (1977-79)
- Teacher, Elementary, Prince George (1970-77)

**EDUCATIONAL QUALIFICATIONS:**

- B.Ed. (U. Vic.) 1974
- Post B.Ed. 5th year Library Education (U. Vic.) 1976
- Currently enrolled in M.Ed. in Curriculum & Instruction (UBC) 1987 -

**OFFICES HELD:**

- Treasurer of BCTLA (1988-1989)
- Staff representative Prince George School District (1988-89)
- President, Prince George Teacher-Librarians' Association (1986-1988)
- Chapter Councilor, BCTLA, Prince George (1986-88)
- Treasurer, Prince George Teacher-Librarians' Association (1984-86)
- BCTF AGM delegate, Prince George (1987, 1988, 1989)

**CONCERNS:**

The BCTLA is the advocate for teacher-librarianship throughout the province. In order to be an effective voice we must continue to work cooperatively with local chapters, the BCTF, administrators, school board trustees, the Ministry of Education, and other interested educational groups. Our major objectives should include: (a) continuing to actively pursue a provincial library policy, (b) following up on the Royal Commission Report in regards to the significant role that quality training and professional development of teacher-librarians, classroom teachers, and administrators plays in the implementation of cooperative program planning and teaching.

The BCTLA works very hard to show that teacher-librarians and school libraries are an integral part of the educational services of our schools. I have the energy and commitment to help achieve these and other important goals as a member of the provincial executive.

## RECORDING SECRETARY



Elected by acclamation.

### ODIE KAPLAN

3526 West 3rd, Vancouver, B.C. V6R 1L7  
Phone 733-7389

#### PRESENT POSITION:

Teacher-librarian, Burnaby North Secondary School,  
School District #41, Burnaby.

#### EXPERIENCE:

- Teacher-librarian, Alpha Secondary School,  
Burnaby (1975-1987)
- Teacher, English as a Second Language,  
Vancouver City College Night School  
program (1975-1976)

#### EDUCATIONAL QUALIFICATIONS:

- B. Ed. (UBC) 1975
- Completed 21 units of graduate work, M. Ed. in  
School Librarianship, major paper in process  
(UBC) 1987 - 1988

#### OFFICES HELD:

- President of Burnaby Teacher-Librarians'  
Association (1982-84)
- Vice-President of Burnaby Teacher -  
Librarians' Association (1980-82)
- Co-secretary of Burnaby Teacher-  
Librarian's Association (1985-86)
- Secretary of Burnaby Teacher-Librarians'  
Association (1981-82)

#### CONCERNS:

My year of educational leave has enhanced my belief that school resource centers must be fully integrated into the school curriculum. This will result in greater collaboration between teacher-librarians and their teaching colleagues and will also enhance the role of the school library as a vehicle to promote an inter disciplinary approach to education.

*Congratulations to the  
BCTLA Executive Board, 1989-1990*

<b>President:</b>	<b>Diana Poole</b>
<b>Vice-President:</b>	<b>Patricia Finlay</b>
<b>Treasurer:</b>	<b>Robyn Smart</b>
<b>Corresponding Secretary:</b>	<b>Steve Harris</b>
<b>Recording Secretary:</b>	<b>Odie Kaplan</b>

# *NOTICE OF MOTION*

## **1989 BCTLA AGM**

### **BY-LAW AMENDMENTS**

To conform with current BCTF membership policies (see MEMBERS' GUIDE TO THE BCTF 1988/9, Policy 20, Policy 33.06 and Policy 33.08), changes must be made to the following BCTLA Constitution and By-Laws:

#### **BY-LAW 1**

1. Delete Section 1, 2 and 3, By-Law 1.
2. Add Section 1, By-Law 1, "Any person who is a BCTF member may become a member upon payment of dues".
3. Add Section 2, By-Law 1, "Only members of the association shall have the right to vote".
4. Add Section 3, By-Law 1, "Any member of the association shall the right to hold executive office, subject to the following:
  - a. President/Vice-President shall be active BCTF members.
  - b. The majority of the Executive Board shall be active BCTF members.
  - c. PSA Council delegates shall be active BCTF members.
  - d. Representation of PSA's within the BCTF and to outside authorities and agencies shall be by active BCTF members".

#### **BY-LAW 2, BY-LAW 4, BY-LAW 5, BY-LAW 7, BY-LAW 9**

1. Delete the word "active" as it occurs in: By-Law 2, Section 2,3 and 6; By-Law 4, Section 3; By-Law 5, Section 1; By-Law 7, Section 1 and By-Law 9, Section 2.

#### **BY-LAW 5**

1. Add to Section 1, By-Law 5:
  - f. The majority of the executive officers of any chapter of the BCTLA must be active members of the BCTF and the BCTLA.
  - g. The Chapter Councillor must be an active member of the BCTF and the BCTLA.
2. Add to Section 2, By-Law 5, "These members will have no voting rights and may not speak on behalf of the Chapter or the BCTLA".

# JOIN US IN CELEBRATING

## BCTLA'S 50TH ANNIVERSARY

**THE BOOKMARK**'s special JUNE 1989 issue will mark the first half century of BCTLA. Share your golden memories, anecdotes and historical highlights, local history units and projects. Ask your colleagues to share theirs.

This issue is a very special one. We hope that as many people as possible will participate. We would like to have an issue that touches all parts of our province, that includes something from every chapter. Your Chapter Councilor has been asked to assist the Editorial Board in soliciting and/or writing articles and will need help from many members if the uniqueness of your area is to be covered adequately. Why not offer your help?

**Key points to remember when writing for this issue are:**

*History does not need to be something old.* Even if your chapter is relatively new to BCTLA it still belongs in this issue. When was the first school library established in your area? How did your chapter form? Who were the leaders involved? What makes your group unique?

*History is not dull.* Don't be afraid to include the slightly controversial, like censorship issues; the hilarious, like the workshop when the participants were snowed in; the frustrating, like the struggle to get teacher-librarian time back that was lost during the restraint years; or the successes and failures experienced over the years.

*History involves people.* Contact one of your pioneers. In some districts these people will be retired, in others they may still be active. Ask your pioneer to write an article or record his/her memories on tape for you to transcribe later, or interview him/her. Ask questions like: What was the library like then? What conditions did you work under? What support did you get? What were the problems and issues of the time period? What did the BCSLA/BCTLA offer you? In retrospect, what advice have you for today's teacher-librarians?

We are aiming for an issue which might be seen as a family snapshot album, giving a picture of our world at different points in time, in different places, and with as many members of our family included as possible.

**Contact your Chapter Councilor today and offer your help.  
Make certain your chapter is part of a record for the future.**

**Deadline for submissions to the Editors: April 29, 1989**

# ASIA-PACIFIC RIM PROJECT

by CHARLES HOU, social studies department head, Burnaby North Secondary School, S.D.#41 (Burnaby).

Several years ago, like many British Columbians, I became increasingly aware of the importance of our province's position on the Pacific Ocean. As an educator who tries to keep up to date with current events, I naturally wanted to prepare my students for the "Pacific Century". I was also interested by the concept of the Pacific Rim "Region"!

People constantly used the word "region" when describing the countries bordering on the Pacific Ocean. This region is the largest and most diverse in the world, with many obvious differences in climate, language, religion, standard of living, etc. Could it have enough similarities to be considered a valid region? This question occupied many hours of study at home and at the University of British Columbia. During my search for an answer, I formulated a wide variety of projects to help my students explore the complexity of the region using atlases, the library and community resources. I also had to come to grips with a new definition of a region — my old one simply couldn't cope with such a large and multifaceted area. The new definition I developed was derived from the Chinese philosophical idea of the forces of yin and yang, and I used the definition to provide a way of organizing the student projects.

The BCTF generously provided some funds to publish a booklet containing the projects. Andy Nelson, a Burnaby North art teacher, inspired some students to help illustrate the book, and graphic arts teacher Sherman Quan worked with some of the students to type up the projects and lay out the booklet. My wife, as usual, edited my disjointed ideas.

The booklet, Asia-Pacific Rim Student Projects, is available for \$5.00 from the BCTF Lesson Aids Service.

\* \* \* \* \*

*Editor's Note: While this booklet is not the product of cooperative planning, it is resource-based and offers some very good ideas for cooperative units of study. Odie Kaplan, teacher-librarian at Burnaby North comments, "I am excited with the prospect of working with Charlie and putting his ideas into effect. Many of the projects require the use of the library resource centre and many of the projects can be expanded. The booklet also contains a section that has a bibliography comprised primarily of National Geographic articles. It is divided according to regions... Asia, Southeast Asia, Pacific Ocean, Australia and New Zealand, USA and Canada, India, Pakistan, Bangladesh, Sri Lanka, Burma, Latin America, and Antarctic.*



# PACIFIC RIM BIBLIOGRAPHY

A Pacific Rim Bibliography will be available  
from the Ministry of Education  
this spring.

This is an annotated list of materials  
similar in format to the Library Book Purchase Plan.

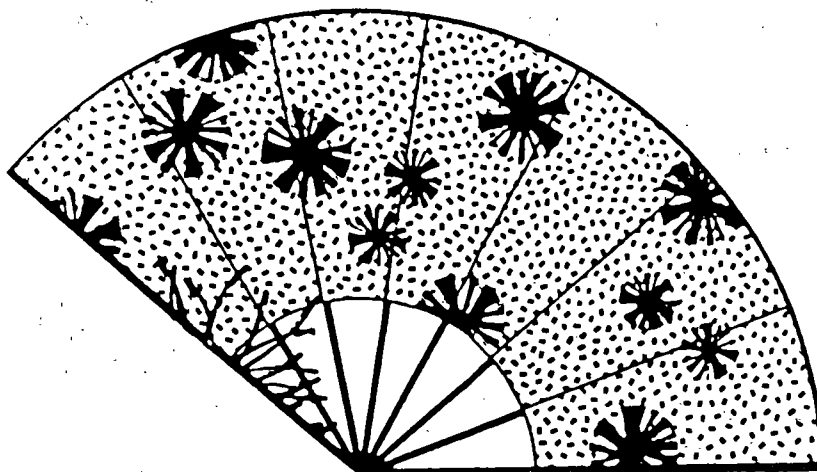
Publishers and organizations were contacted for review copies of materials. These materials were reviewed for curriculum relevancy. Those judged most suitable and useful are included in this listing of texts, kits and videotapes.

There will be no order form in the bibliography. Materials are available for purchase directly from the publisher or supplier.

If you have used other materials than those listed and would recommend them for inclusion in an update of this list, please contact Cindy McArthur at the address below and provide the title, author, publisher and ISBN (if applicable).

**Cynthia McArthur**  
Learning Resources Coordinator  
Resources Branch

Ministry of Education  
Parliament Buildings  
Victoria, BC  
V8V 2M4





## FOCUS ON THE PACIFIC RIM

Focus on the Pacific Rim: an international conference on Social Studies Education, held last June 22-25, 1988 at the University of British Columbia, was sponsored primarily by the National Council for the Social Studies (U.S.), the University of British Columbia, the B.C. Social Studies Teachers' Association and Washington State Council for the Social Studies. It was attended by well over one thousand delegates from all countries of the Pacific Rim, and over one hundred presentations were made. Keynote speakers represented four different Pacific nations - Canada, Japan, Korea and the Philippines, and a teleconference linked UBC with Washington, D.C. on the topic of the internationalization of education systems, and the examination of educational issues relating to the emergence of the Pacific as a new global power base.

The prime purpose of the conference, as David Strangway, President of UBC explained, was to "help educators focus their attention on the Pacific Rim at a critical juncture in time ... for it is clear that many challenges and opportunities are rushing towards us as we approach the 21st century, now, more clearly than ever, emerging as the Pacific Century."

By the year 2000, the industrial base of Asia is expected to be more diversified, and larger in output, than the combined industrial base of Europe and North America. Japan's annual earnings on investment have reached over \$40 billion annually and will continue to do so for as long as one can see. In April of 1987, the Bank of Japan, on its own, financed more than half the current account deficit of the United States. The implications are of global proportions. "Strangway recognizes "the importance attached to educational institutions teaching and training a new group of internationalists, who can work effectively together to solve some of the problems we all share in our global village."

The idea, therefore, of a new economic giant; the orientation towards the Pacific countries and the resultant need for social studies educators, and

obviously, teacher-librarians to be prepared to teach to that new orientation was a full justification for attendance at such a conference.

We have obtained impressions and reports of the conference, although we could not attend all workshops, and dedicated the theme of this issue to the topic of The Pacific Rim, in order to ensure that we, as teacher-librarians, stay in the the forefront of educational practices in British Columbia.

### KEYNOTE SPEAKER

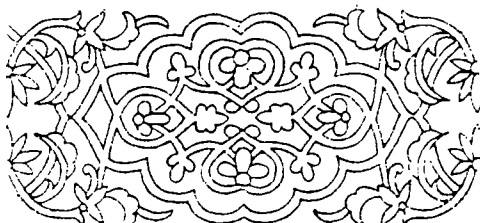
Ben T. Pflanz,  
Director, Pacific Programs Division,  
Department of External Affairs,  
Ottawa, Ontario, K1A 0G2

#### CANADA IN THE PACIFIC ERA

*Abstract: The new realities in Asia Pacific have profoundly affected Canadian thinking about the region. In addition to our widespread, multilateral interests, Canada's relations with the nations of the Pacific are growing and must keep pace with on-going change in order that we can continue to maintain and hopefully improve upon our position in that part of the world. Political, economic and social changes in Asia Pacific call for an adjustment by Canada and Canadians in how we think of ourselves and of the world we live in. Our ability to learn and adapt to the new Asia Pacific realities will measure our success now and in the future.*

Ben Pflanz outlined some of the changes that have occurred; immigration to Canada had formerly been transatlantic from Europe; Canada had been eastward looking to the British Crown and Western Alliance; immigration from Asia had not been significant and we are well aware of racial discrimination against the Orient in Canadian history. We are now moving from Eurocentrism to the ascendancy of Asia Pacific, which contains 58% of the world's population and will increase to 70% by the year 2000. Asia Pacific will experience a higher growth rate; Japan, China, South Korea, Taiwan and Hong Kong are important exporting nations. The yen will replace the dollar as international currency. Traditional Asian values of hard work and

competition will be a driving factor of economic success. Japan already has 35 billion dollars invested in Canada. There is likely to be a re-orientation of Canadian culture and society from historically European to Asian in the 21st century. Canada is promoting such contact by international study, tourism, student and educator visits and exchanges, and the setting up of the Asian Pacific Foundation to promote such an interaction



### MEDIA AND WORLD OUTLOOK

Presenter: ANN MEDINA, broadcast journalist and foreign correspondent, Toronto, Ontario.

*Abstract: People who look different, speak a different language, live different lives may not in fact be that different. Often, to understand foreign events in other countries, we must first take the 'foreign' out of foreign reporting.*

Ann Medina held her audience in rapt attention for an hour and a half, as she explained how she went on assignment in foreign countries. How difficult it was to get behind the bland words of a government, to get to the heart of the news, to see beyond the 'costume' look and to dig to the personal level, and to see both sides of a conflict without bias. She stressed the importance of maintaining an open mind - no categorizing, as that will block understanding - no making assumptions, as anticipation could make you miss the crux - no prejudging, as generalizations could lead to misleading millions of viewers. She reminded us that differences exist in our own back yards. She asked, "Is New York any less dangerous than Beirut?" She recounted many tales of assignments where with limited time and funds, she often had to seek a common language with the inhabitants of the country; in one case, the fact that she was traveling with a pet bird, which led to obtaining information from another bird-lover.

Most valuable advice to teachers — "Start with similarities" In the study of any culture foreign to us, seek similarities rather than differences.

## KEYNOTE SPEAKER

DR. BOM MO CHUNG,  
Hallyn University,  
1 Okchon-dong, Chuncheon 200,  
Korea.

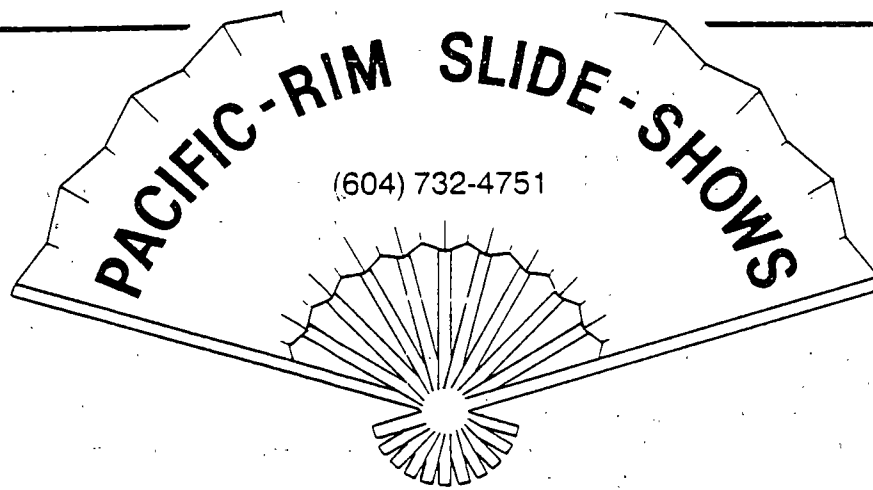
### EDUCATION FOR DEVELOPMENT AND BEYOND

*Abstract: Education for national development has special problems of its own. When a nation like Korea reaches a certain stage of development, however, education needs to re-orient itself to reflect social tensions between development and post-development orientation. Five such tensions and their educational implications are discussed; economics vs wholism; short vs long term perspectives; instrumental vs intrinsic values; centralization vs decentralization, and meritocracy vs egalitarianism.*

Dr. Chung emphasized that the thinking of the past would not serve the pursuit of a good quality of life in the future. Whereas Korea had been preoccupied with mass poverty and the struggle for economic growth, in which a system of production ravishes the environment and mutilates man, and economic avarice leads to a vacuum of values; he stated that such a narrow economic view allowed no room for artistic and intellectual development. Man-power must now give way to man-hood. Short-sighted philosophies have allowed a GNP growth of 14%, at the expense of health and collegial relation, and it promotes coarseness, rudeness, waste, and capricious changes of policy and crime. "What we do now casts a shadow on future generations." Our value systems have been inverted - morality, religion, love, devotions, the intellect, have all been subservient to the economic growth. The intrinsic joy of learning has been swallowed up in the desire to succeed. Grass-roots decisions have been trampled on by bureaucratic centralization where complex decisions are made out of context with the people they will influence.

Dr. Chung believes we must change our attitude from meritocracy, which leads to social inequalities with a "chosen" elite, to egalitarianism where we may all learn, try, fail, correct and succeed.

He admonished the North American culture for its rape of the environment at the expense of a greedy society and warned that we are all heading for "Dystopia" unless we change our attitudes.



## SUPPORT MATERIAL on JAPAN & PERU

S88101  
**Japan Slide-Set**  
Work  
Institutions  
Religions  
Basic Needs  
Leisure

S88041  
**Peru Slide-Set**  
The Sierra  
The Coast  
The Selva  
The Incas  
Peruvian Crafts

These popular slide-sets contain 5 sets of 20 slides each -- 100 slides on each country. Each set is accompanied by a 40 page teachers' book and a narration book, and is packaged in an archival quality Safety-Binder box. A thorough presentation of each country. Suitable for intermediate grades and up.

S89011  
**Japanese Folk Figures:** 20 slides with accompanying stories and background information on well-loved Japanese dolls, toys and folk objects. A fun set for all grades.

S89012  
**Japan Photo Match:** 20 slides with classroom exercises and games. Integrates observation and problem solving. Comes with a teachers' book.

*For a complete list of our Japan and Peru resource materials  
phone Naomi or Elias Wakan at 732-4751  
or write to the address below.*

#201, 917 West 7th Avenue, Vancouver, B.C. Canada V5Z 1C4

## PACIFIC RIM SLIDE SHOWS

Presenter: NAOMI AND ELIAS WAKAN,  
#201, 917 West 7th Avenue, Vancouver, B.C. V5Z  
1C4 (604-732-4751)

The husband and wife team presented two one-hour Breakfast Sessions of spectacular, commentated slides of Japan, to the accompaniment of music, followed by a display of realia, allowing hands-on experience. They welcomed questions from the audience, and were animated and lively in their visualization of present day and historic Japan. Their slides illustrated how, as teachers, they were able to focus on facts about the culture of the country that would be relevant to the classroom at whatever level they were presenting. They reached beyond the general tourist level to in-depth study of the culture. The presenters are available for classroom visits. See the advertisement for details.

### SLIDES AS RESOURCE MATERIAL

by NAOMI WAKAN

Naomi Wakan and her husband, Elias, present enrichment programs in schools in the areas of Japan and Peru, and Pro-D workshops in the same areas as well as on the uses of slides in the classroom.

Slides as a resource? Never! Those pesky little things are always falling out of their pockets; they're a hassle to take a good look at... all that turning them upside down, and then getting them projected back to front. They fall out of the carousel and then where are you? How is one expected to read a script in a darkened room, keep an eye on students, and focus on focusing...? Forget it?

All very true; but then again, slides do have some advantages over the other media. How else can you take a photo of a piece of plastic sushi and blow it up for all to see so that it's four feet high? And how else can you show the images in the order you need for making a point? We'll take a look at some of the advantages of an old-fashioned slide-show; and then mention a few ways to keep slides well-cared for, in order, and the right way up in the projector.

The reason we are so keen on slides in the classroom is not just because that is how we earn our living, but because the impact of an, often larger than life, stunning image has a powerful effect not only for the communication of immediate content, but at

deeper levels.... to stimulate imaginations. "What do you imagine happened before this slide?" "What do you think is happening to the left of the slide?" "Link these three slides into a story." "What do these slides have in common?" "What do you see here that you wouldn't see in Canada?" There are endless ways of using slides to enrich a unit. And nearly everyone has boxes of slides sitting in the basement, waiting to be captioned, put in order, and most of all... waiting to be used in class.

### HOW TO ARRANGE THEM

Firstly, throw out, or firmly put aside all the under- and over-exposed slides, slides where too much (or nothing) is going on, or where you didn't use a fast enough shutter speed to keep things from becoming blurred. If you're just showing your trip (and why not? Students love to see where you've been on vacation.), then a chronological sequence makes most sense. Or, if your travel itinerary was a little erratic, then show in as logical a sequence as possible (a sort of hindsight itinerary), the famous and interesting spots you visited. Otherwise, arrange the slides to highlight themes: similar cultural aspects, contrasting cultural aspects, slide sequences for story making, slides to inspire haiku writing, a sequence of how something is made or a complete event, such as a festival or a ceremony.

### HOW TO STORE SLIDES

Why not in a carousel, then they are ready to go? Try to keep a plastic cover on the carousel, it's worth the extra money to keep the slides dust free. For added peace of mind, tape the cover to the carousel.

### HOW TO KEEP SLIDES IN THE CORRECT POSITION FOR PROJECTION.

With each slide, hold it as you would for viewing, with the image the right way up and not reversed back to front. For Kodak carousel users, mark the left bottom corner of the slide mount with a red marker. When they are in the slide tray, all these red corners should be in the top right hand position, facing away from the screen. Some non-Kodak projectors use side (as opposed to top) loaded slide trays, but still all the red marks must be in the same position. 'Neck-bending' and back to front slides are now easy to spot before everyone in the class points them out for you.

## HOW TO KEEP THE SEQUENCE CORRECT

Once you have a set of slides in the sequence you desire, put them in a neat stack, with all the red corners lined up. Draw a diagonal line across the edges of the slides, from one corner at the bottom of the stack to the other corner at the top of the stack. To determine which edge of the stack to draw on, you will first have to look and see, for your projector, which edge of the slides is visible when the slides are loaded and ready for projection. When the slides are in a carousel, the diagonal line should be easy to see and any slide out of order is easily spotted; plus, if slides do fall out, they can quickly be put back in the right order. As we mentioned above, using a plastic top on the carousel and taping it on prevents such an accident.

## SLIDES IN THE LIBRARY

The library is our favorite spot for presentations. It is an information power house, and a very conducive environment for the transfer of knowledge. Whether students take notes, or not, do exercises with the slides, or not, or just sit and ask questions, from the brightest whiz kid to those sophisticated grade sevens who insist on sitting sideways to the screen pretending it's not cool to watch, everyone is getting a lot of valuable input.

Slides are not just a treat, time for students to goof off, time that doesn't really count as learning time. Slides, if well-selected and used creatively, are a great teaching tool. Certainly they take time to prepare, what good lesson doesn't? A carousel of slides, once prepared, can be shared by all grades - adapting the focus and commentary to suit the grade level. The students themselves could present their own show with their own commentary. A quiz of the staff at coffee time, as to what slides might be coaxed out of those cardboard boxes sitting at home in drawers and cupboards, might produce a harvest for you that would not only make for happy teachers, but also for happy students. Good viewing!

## URGENT REQUEST!

If anyone knows of a school district employing graduates of the Library Technician programme, would you please contact Yoskyl Webb immediately at 985-5301?

## CHARTING A COURSE IN THE PACIFIC RIM: data, decisions and determination in economic development.

Presenter: VIRGINIA WILSON and JAMES LITTLE, North Carolina School of Science and Mathematics, Durham, North Carolina, U.S.

*Abstract: This session examines economic development in the Pacific Rim. Demonstration through graphs, charts and simulations model classroom activities on how to interpret economic statistics, and how to evaluate the impact of geographic factors and political decisions on economic development.*

The presenters outlined how data could be used in the study of countries of the Pacific Rim, using such information from yearbooks of countries and atlases, as trade routes, distances, time zones, imports and exports by year and type, dates of beginning of consular service, GNP, and mineral reserves. Their approach was scholarly and would have limitations in application in the regular classroom; however, the ideas were good and a geography teacher, particularly one with computer expertise, could extract data from the sources quoted to focus on particular economic concepts to be taught.

## ISSUES IN DEVELOPMENT AND PUBLICATION OF EDUCATIONAL MATERIALS

*Abstract: A panel of educators and publishers will discuss procedures and issues associated with the development and distribution of curriculum materials. Concerns of future demands for Pacific Studies materials will be addressed in the national and international contexts.*

Representatives from UBC, the University of Hawaii, Beijing and the Philippines discussed different attitudes towards the publication of text books, particularly that of "insider/outsider" where a country is viewed from the perspective of the indigenous versus the visitor population. It appears funding and sponsorship vary widely from country to country. Anastasiou of UBC outlined the role of WEDGE, which has produced such elementary texts as Japan Nearby, and that of the Pacific Circle Consortium.

## VIDEOS OF THE PACIFIC

National Film Board

Bamboo, Lions and Dragons. 28 min.  
History of Chinese Canadians.

North China Factory. 57 min.  
Cotton mill.

Japan Inc.: Lessons for North America. 27 min.  
Structure of Japanese business.

Children of the Tribe. 28 min.  
Parenting and education in Japan.

Japanese Woman. 52 min.  
Analysis of traditional and contemporary Japanese values.

One of the Many: Dr. Nhan. 17 min.  
Difficulties for immigrants to jobs.

Megadream. 29 min.  
Boom and bust economy of B.C. featuring N.E coal.

Provincial Educational Media Centre

The Colonel comes to Japan. 27 min.  
Kentucky Fried Chicken marketing strategies in Japan.

The Way of the Willow. 28 min.  
Vietnamese Boat People settle in Canada.

Discovering B.C. Media Kit for Grades 1-3: Port of Vancouver. 14 min.

Discovering B.C. Media Kit for Grade 11: B.C. In Touch With The World. 15 min.

The Canadians: The Vietnamese Community. 30 min.

The Canadians: The Japanese Community (Part One) 30 min.

The Canadians: The Japanese Community (Part Two) 30 min.

The Canadians: The Chinese Community. 30 min.

The Canadians: The Indo-Canadian Community. 30 min.





## JOURNEY TO THE EAST

Tales of China & Japan

New and old favorites from East Asia are featured on this storytelling tape by Cathy Spagnoli. Stories of ghosts, gold, the Great Wall, a trickster named Lazy Dragon, and more come alive through the spirited telling of this Seattle storyteller, who has spent 6 years in Asia collecting and performing stories. Music played on traditional Asian instruments by Joan Rabinowitz adds a special touch to three of the six stories.

The tape comes with a guide for parents, teachers, storytellers, and listeners. Cultural background material, notes on Chinese and Japanese storytelling, suggestions for follow-up activities, and a fine resource list help one journey more thoughtfully both into these stories and the rich cultures in which they grew.

Storytelling programs featuring these tales and other fine Asian tales told by Cathy Spagnoli, alone or with music by Joan Rabinowitz, are also available. Please contact the address below or phone #206-937-8679 for further details.

To order, please fill out and return to: Cathy Spagnoli      5646 25th Avenue S.W.      Seattle, Wa 98106

One tape: \$9.00; buy a second for a friend at \$8.00! Five copies or more at \$7.00 each. Shipping and handling: \$1.00 for one, \$.50 each additional tape WA residents add .79 sales tax for each tape.

Enclosed \$ \_\_\_\_\_ for \_\_\_\_\_ tapes. Please send to:

Name \_\_\_\_\_

Address \_\_\_\_\_

## STORYTELLING — BRIDGE TO THE PACIFIC RIM

Presenter: **CATHY SPAGNOLI**, professional storyteller, Seattle, Washington, U.S.

*Abstract: Stories share the spirit of a culture. This session explores the art of story-telling in several Pacific cultures and stresses the importance of a cross-cultural focus. Classroom ideas adaptable for all grades are presented*

Cathy Spagnoli stressed the importance of seeking similarities rather than differences in cross-cultural education. She noted that all folk tales have heroes, whether they be samurais or knights. She demonstrated her ability to tell stories of our own culture and Pacific cultures, using primarily her interesting voice, expressions and gestures, but also small realia of the different cultures.

She reminded us that children have the ability to draw upon their own experiences of family characters, events, and settings in which they are growing up, without having to write them down before the act of story-telling because they are so well remembered. She showed us a grid board which could easily be made up by each child and illustrated, either by drawing or a few words, which would allow the child some basis for telling a story to the rest of the class.

Other headings could be related to subjects that people, particularly women, have always told stories about, such as: dating, death, strange but true, sickness and accidents, childhood games, first times, family expressions and nicknames, secret places, bedtime stories, adoption, relationships and marriage, housework, rebels and characters, aging, gossip tales, family recipes, and lost fortunes.

Cathy Spagnoli outlined how a culture could be studied through its stories.

In researching a culture and its stories, she suggested that we learn some history, including important periods and key historical figures; learn about modern conditions and recent changes; determine what the important values are in the society, both in earlier times and today; find the important religious figures and study the types of religion found there; read the myths and epics which have shaped the world view of that culture; try to find out about traditional and modern forms of story-telling (family-type, village elders, professional); give brief summaries of the popular types of stories told; describe the most common characters in the stories, especially those who appear in a series of stories (a favourite trickster, a fool); research the related art forms and folklore which might influence the story-telling traditions (use of riddles in the culture, the written literary traditions, type of dramatic forms); familiarize yourself with cultural details which will

EMBARRASSING MOMENTS	PETS	OBJECTS	NATURE	SAD
SPECIAL MOMENTS	IMAGINATION	SECRET	FOOL OF SELF	NERVOUS
THINGS CAN'T DO	DREAM	MIGRATION/ MOVING	TERRIBLE DAY	SIBLINGS/ PARENTS/ GRANDPARENTS
CLUBS	THINGS MADE	ENTHUSIASM	TRICKS AND WITS	FIGHTS

show up in the stories (settings, language, common gestures, sounds, music); and finally, determine what stereotyped images North Americans have of this culture and write down words which continue these misconceptions (tribe of savages, cannibals, deepest, darkest jungles).

Spagnoli made particular reference to Kamishibai, a form of Japanese story-telling, and showed how it could be used in a classroom setting.

Materials needed are : manila tag board, markers or pens, a model copy made by the teacher or aide.

Procedure: cut tag board into cards approximately 6 x 9" in size. Taking 6 - 8 cards, think of a simple story which would appeal to the students in your class and draw it in sequence on the cards. Tell the story while holding up the cards to face the audience. In class, introduce the kamishibai with a bit of its background as follows:

"Years ago in Japan, a story-teller would cycle from village to village and tell stories using large pictures - kamishibai. The sounds of wooden clappers would announce his presence. Children would quickly gather, some with a few coins. Those lucky enough to have money could buy the sweets in his basket and get front row seats to the story-telling. Others had to be content with a seat in the back. Everyone would enjoy the story, told as he changed the pictures to show the scenes in the story. Today, the traveling Kamishibai story-tellers are almost gone, but many kamishibai are now printed on cardboard and sold in sets to librarians, teachers and parents."

Part of the presentation included advice on how to tell stories, and Spagnoli displayed sample story books of different countries and resources for the beginning story-teller. She included a bibliography of materials, a few of which are extracted below:

Dorson, Richard. Folk Legends of Japan. Rutland: Tuttle, 1981.

Folk Tales from China. Beijing: Foreign Language Press, 1980.

Mayar, Fanny Hagin. Ancient Tales in Modern Japan. Indiana University Press, 1984.

Wheeler, Post. Tales from the Japanese Storytellers. Rutland: Tuttle, 1976.

Pellowski, Anne. The World of Storytelling. New York: Bowker, 1977.

Spagnoli's presentation was lively, interesting, and one came away with a sense of having visited the countries told in the stories.

#### THE CHANGING FACE OF CHINA 1975-1988.

Presenter: M. EUGENE GUILLIAM, Ohio State University, Columbus, Ohio, U.S.

Guilliam has had the rare opportunity of visiting China on a regular basis over the last thirteen years, and he had witnessed a tremendous change from revolutionary fanaticism to more open tolerance, but he noted, that the change is primarily on the surface. He showed slides of revolutionary China with large billboards showing Chairman Mao stridently extolling the virtues of Marx, Engels, Lenin and Stalin. Now there is a "depoliticizing" process, whereby the Chinese may dress in a more Western style (even designer jeans!); listen to American music and view American movies. As Guilliam said, "Big Bird and President Reagan have been to China." Education is becoming less rigid doctrinally, and students may speak out more; dress less conservatively, and while a love of country is recited every day, the students are not required to recite revolutionary chants. Since Mao died, and the Gang of Four have been prosecuted and punished, China is taking a new direction under Deng Xiaoping. "We are trying to compress the Industrial Revolution, the Renaissance and the Reformation into one decade."

#### IMPRESSIONS OF THE PACIFIC RIM CONFERENCE

"Each of us who attended .. seemed to realize what great changes are happening on the Pacific Rim and we should just pause to consider these changes and how to teach them. ...After attending the Saturday session where six Latin American countries were represented, I realized how fortunate we are to live in Canada where we have freedom of speech and fundamental human rights. Two Chilean delegates could not attend the conference - one was under house arrest and the other was in mourning for his best friend who had just been killed."

J. Wallace, teacher-librarian,  
Osyoos Elementary School,  
Osyoos, B.C.

**CO-OPERATIVE UNIT IDEAS GLEANED AT THE PACIFIC RIM CONFERENCE**

\*On the latitude of British Columbia, travel west and compare countries on the same latitude. Compare climate, soils, vegetation, trade and trade routes, major industries, agriculture, population, social status (persons/ doctor, telephones, cars, length of railways; life expectancy, birth rate etc.)

\*Visit the Pacific Rim in your own city or town or shopping mall. List all the goods made in the Pacific Rim, by make and city (cars, trucks, watches, VCRs, optical equipment, kitchen utensils) On a map, locate the city or country. How do these industries compare to Canada's?

\*"Knights and Samurai - One and the Same?" - see Horizon, vol. 25.4. Compare and contrast the code of ethics of knights and samurai.

**Can you recognise these words? Find their meanings!**

- Futon .....
- Geisha .....
- Harakiri .....
- Ikebana .....
- Judo .....
- Kamikaze .....
- Karate .....
- Kimono .....
- Origami .....
- Pagoda .....
- Samurai .....
- Sayonara .....
- Shogun .....
- Sumo .....
- Sushi .....
- Tofu .....
- Tsunami .....
- Toyota .....
- Minolta .....

**Numbers**

- 1 Ichi
- 2 Ni
- 3 San
- 4 Shi
- 5 Go

八  
六  
十

- 6 Roku
- 7 Shichi
- 8 Hachi
- 9 Kyuu
- 10 Juu

九  
四  
七

# STATIONS UNIT ON JAPAN

By **DIANE SALES**, teacher-librarian, Beverly Elementary School, S.D.# 57 (Prince George) and **BEVERLY STEWART**, teacher, S.D.# 47 (Powell River).

This Social Studies unit was designed to expose Grade 6 students to some aspects of Japanese life and culture. The unit was originally developed for a LIBE 382 assignment. Since that time, both Diane and Beverly have successfully used the unit in their respective schools. Diane would like to thank **NORM WRIGHT** for his insights and revisions to the unit as it was put into practice at Beverly Elementary School this past year. The unit consists of: an introductory lesson in the classroom, six stations and an enrichment station in the library resource centre, and a "Japan Day" in the classroom. The entire unit would take place over sixteen periods. The actual materials used in each station are not always included in this article as the unit would have to be adapted to suit the materials that are available in a particular resource centre. A bibliography of currently available titles is attached.

## RESEARCH AND STUDY SKILLS INCLUDED:

- a. Use of Atlases and Encyclopedias
- b. Use of Indexes
- c. Use of Bibliographic Format
- d. Gathering information from a variety of sources
- e. Use of key facts to write a report
- f. Use of discrimination to eliminate unnecessary details
- g. Expressing an opinion

## INTRODUCTORY LESSON

### OBJECTIVES:

Upon completion of this lesson, the students will be able to:

- a. state the geographic location of Japan in the continent of Asia.
- b. state the relationship between the locations of Japan and Canada.
- c. give a general statement about the land and people of Japan.
- d. use listening skills to gather information about Japan.
- e. use information from a pictorial display in the classroom and from a motion picture to design a unit title page.

Using a large map of the world, the students would be encouraged to indicate the geographical locations of Japan. The relationship of the Asian continent to the North American continent would be discussed as well as the relative position of Japan to the student's home town. After viewing the motion picture, Japan: the land and people (11 minutes), the students would discuss the similarities and differences between Canadian and Japanese cultures with a special emphasis on clothing, transportation, population density, language, race, homes and food. Students would then be asked to draw and colour a title page for their Japanese booklet.

# STATIONS UNITS

The teacher-librarian and the teacher discussed the preparatory work involved in creating the seven stations. Each agreed to be responsible for the preparation and marking of the stations they felt particularly comfortable with. They agreed that students would work through two- 40 to 60 minute sessions at each station in the library resource centre. An enrichment station was designed for students who finished a station early or students who were interested in further study. A catch-up day would be provided after every three stations.

---

## STATION 1 — GEOGRAPHY

### OBJECTIVES:

Upon completion of Station 1, the students will be able to:

- a. use an atlas index to locate specific places in Japan.
- b. use a table of contents to find a map of Japan.
- c. recognize the colour coding on a map.
- d. recognize that a dot on a map represents the location of a city.
- e. use map co-ordinates in an atlas index to locate Japan.
- f. take notes from geographical information viewed in a filmstrip.
- g. write a paragraph on the geography of Japan using the notes.

### MATERIALS:

Atlas, map, pencil crayons, filmstrip viewer and cassette recorder, kit, lined paper.

### STUDENT ASSIGNMENT:

#### Day 1:

1. Using the Nelson School Atlas as a reference, label the following on your map remembering to use all capital letters when labelling islands, bodies of water and countries and to use lower case letters for cities (example: Nagasaki).

#### CITIES

Nagasaki  
Sapporo  
Kyoto  
Osaka  
Hiroshima  
Kobe  
Tokyo  
Yokohama  
Nagoya  
Kitakyushu

#### ISLANDS

HOKKAIDO  
SHIKOKU  
HONSHU  
KYUSHU  
CHINA

#### SURROUNDING COUNTRIES

NORTH KOREA  
SOUTH KOREA  
USSR

#### BODIES OF WATER

SEA OF JAPAN  
PACIFIC OCEAN

2. Colour your map in this way:
  - a. Outline the borders in red.
  - b. Outline water in blue.
  - c. Choose a different colour for each country, including Japan.

**Day 2:**

1. View the kit, Japan: a Unit of Study, #1 Geography, and complete the following activities:
    - a. Take notes in point form as you look at the kit. You may stop the tape when necessary.
    - b. Describe what the land looks like in a few sentences.
    - c. In a paragraph, describe the problems caused by the land of Japan.
- 

**STATION 2 — INDUSTRIES****OBJECTIVES:**

Upon completion of Station 2, the students will be able to:

- a. use listening skills to gather information.
- b. use sequencing skills to arrange information in the correct order.
- c. use discrimination skills to eliminate unnecessary details.
- d. use key facts to write a report.
- e. orally express an opinion based on the interpretation of facts.
- f. work in a group situation.

**MATERIALS:**

Filmstrip viewer and cassette recorder, kit, article on "silk", note-taking paper, scissors, glue, activity sheet, video recorder, video, chip talk equipment.

**STUDENT ASSIGNMENT:****Day 1:**

1. View the filmstrip on Japan's industries focusing on the silk industry.
2. Read the article "Silk" provided at this station.
3. Using the worksheet entitled "The Silk Cycle", your scissors and glue:
  - a. Cut out the pictures.
  - b. Rearrange in order and paste down.
  - c. Write one sentence under each picture describing that stage of silk production.

**Day 2:**

1. Watch the video, Japan Harvests the Sea (16 min.), and be prepared to discuss it.
  2. Chip Talk: Take 6 chips each from the box provided. The group at this station will discuss how fishing is important to the Japanese economy. Think before you contribute — each person in the group will get six chances to express his/her opinions. Each time you talk, you put one of your chips back into the box. Your chip talk is finished when everyone's chips are used up.
  3. Write a half-page report entitled, "The importance of the fishing industry in Japan".
-

## STATION 3 — SPORTS AND RECREATION

### OBJECTIVES:

Upon completion of Station 3, the students will be able to:

- a. select the correct encyclopedia using split volumes when necessary.
- b. use guide words to locate information.
- c. compile a bibliography using an acceptable format.
- d. gather information from a variety of sources.
- e. take notes from short articles selecting main points and listing supporting details.
- f. bring an opinion to their work; how they react to what they have learned.
- g. use key notes to construct a report.
- h. use an outline to construct a report.
- i. be familiar with one aspect of recreation in Japan.

### MATERIALS:

Encyclopedias, Rules of the Game, Japan: Man in His World, sample report on "Sumo Wrestling", sample bibliography sheet, lined paper.

### STUDENT ASSIGNMENT:

#### Day 1:

1. Choose one of the following topics to research:

#### SPORTS

Judo  
Kendo (Japanese fencing)  
Kyudo (Japanese archery)

#### DRAMA

Noh  
Kabuki  
Bunraku

#### MUSICAL INSTRUMENTS

Shamisen  
Koto

#### ART

Calligraphy  
Ikebana (Flower Arranging)

2. Using the reference materials provided at this station, research your topic answering the following questions:
  - a. What is it?
  - b. Who does it?
  - c. What is its history?
  - d. How is it performed?
  - e. Would you like to be involved in this activity?
3. Make rough notes collecting your information in point form.

#### Day 2:

1. Using your notes only, write a report in four paragraphs.
2. Use the headings provided in Section 2, Day 1.
3. Be sure to elaborate and fully explain each paragraph.
4. If you have time, you may wish to illustrate your report.

5. Read the sample report on "Sumo Wrestling" before you get started.

6. Include a bibliography of the reference materials you have used.

---

## STATION 4 - HOME LIFE

### OBJECTIVES:

Upon completion of Station 4, the students will be able to:

- a. compare and contrast traditional Japanese homes to Canadian homes.
- b. use book indexes to locate information.
- c. interpret pictures to gather information.
- d. transfer written information into pictorial form.
- e. use acceptable bibliographic format.

### MATERIALS:

Several books on Japan, sample bibliography sheet, lined paper.

### STUDENT ASSIGNMENT:

#### Day 1 and Day 2:

1. Choose one of the following topics:

Traditional Japanese Clothing

OR

Traditional Japanese Homes

2. Using the reference materials provided, complete one of the following:

#### Housing

- a. Using the indexes in the books provided, locate the sections on Japanese homes. Be sure to use more than one source.
- b. Read each section carefully.
- c. Compare and contrast the Japanese home to your home. Comment on the construction of the floor, doors, walls, the bathroom, and anything else you find unique or of interest.
- d. Include a bibliography of the books you used.

OR

#### Clothing

- a. Using the indexes in the books provided, locate the sections on Japanese clothing. Be sure to use more than one source.
  - b. Read each section carefully.
  - c. Study the pictures used to illustrate Japanese clothing.
  - d. Describe the traditional clothing worn by women or men in Japan.
  - e. Illustrate the pieces of clothing worn by a woman or a man. Be sure to include the kimono, tabi, obi, getas and hair style of a woman or the kimono, tabi, getas of a man.
  - f. Include a bibliography of the books you used.
-

## STATION 5 - RELIGION AND FESTIVALS

### OBJECTIVES:

Upon completion of Station 5, students will be able to:

- a. use information to complete a crossword puzzle.
- b. use listening skills to gather information.
- c. present information orally in their own words.
- d. work in a group situation.

### MATERIALS:

Filmstrip viewer and cassette recorder, kit, crossword puzzle, information sheets, tape recorder, blank cassette, coin, lined paper.

### STUDENT ASSIGNMENT:

#### Day 1:

1. View the filmstrip, Festivals and Religious Customs in Japan (22 min.).
2. Complete the crossword puzzle about Japanese religions. (See attached sample).

#### Day 2:

1. Choose the topic "Boys' Festival" OR "Girl's Day". Be sure at least 2 people in the group do one topic and the rest of the group do the other topic.
2. Read the information provided on your topic.
3. In your smaller group, discuss your topic, following the outline below:
  - a. Title of the festival.
  - b. When is it celebrated?
  - c. Who celebrates this day?
  - d. What is done on this day?
  - e. Would you enjoy participating in this festival? Why?
4. Present your information orally to the other group at this station. Flip a coin to determine which group presents first. Each group's presentation must be tape recorded for evaluation.
5. You may find that your group wants some lined paper to make some rough notes to help with your presentation.

---

## STATION 6 - LITERATURE

### OBJECTIVES:

Upon completion of Station 6, students will be able to:

- a. summarize a story.
- b. retell a story in their own words.
- c. retell a story in comic strip format.
- d. familiarize themselves with literature from another culture.
- e. state similarities and differences between two stories they have read.
- f. sequence and isolate elements of a story.

**MATERIALS:**

A selection of Japanese folktales, plain and lined paper.

**STUDENT ASSIGNMENT:**

**Day 1:**

1. Choose one story and read it. If you choose a book that has a collection of stories, read only one story from that collection.
2. Pick one of the following activities:
  - a. Make a 4- picture comic strip to summarize your story. Make sure that you choose the four most important events to illustrate. Label your pictures.
  - OR
  - b. Decide what the main character's problem is. Draw a 4-picture comic strip showing:
    - how the problem occurred,
    - steps the main character takes to solve the problem, and
    - how the problem was solved.

**Day 2:**

1. Choose a different story and read it.
2. Compare and contrast the two stories you have read. Look at the characters, the setting, the plot and the theme.
3. Set your paper up in the following way:

Book 1 -----  
 Book 2 -----

Your Name-----

Compare

Contrast

**STATION 7 - ENRICHMENT ACTIVITIES**

**MATERIALS:**

- Japanese folktale tapes, listening centre;
- Filmstrip viewer and cassette recorder, kits on Japanese life;
- Folktale books;
- Japanese cookbooks;
- Information sheets on origami, haiku, language of Japan, calligraphy, carp kites, paper story theatre;
- Additional books on Japan;
- Flag book; and
- Word search puzzle.

## **STUDENT ASSIGNMENT:**

Good for you. You are finished.

After handing in your finished assignment in your folder to your teacher, you may choose to do any of the following activities:

1. Use the listening centre to hear tapes of Japanese folk tales and/or music.
2. Listen and watch a kit on Japanese folktales.
3. Read another Japanese folk tale or novel on Japan.
4. Read a Japanese folk tale onto a tape. Be sure to practise first.
5. Try some Origami.
6. Write a Haiku and illustrate it if you wish.
7. Prepare a menu for our "Japanese Day".
8. Make a big book on one of the Japanese folktales.
9. Learn to count from 1 to 10 in Japanese.
10. Learn basic greetings in Japanese.
11. Practise Japanese calligraphy.
12. Draw and colour a flag of Japan.
13. Do the word search provided at this station.
14. Make your own word search puzzle about Japan for other members of the class to try.
15. Make a crossword puzzle about Japan.
16. Draw a picture of some aspect of Japanese life.
17. Make a fish kite as boys would for "Boy's Day".
18. Make a kimono out of paper.
19. Look at another kit on Japan that is not part of another station.
20. Make a Japanese kami shibai (paper story theatre).

---

## **CULMINATING LESSON - JAPAN DAY**

This day would take place in the classroom. The students would be advised a few days before and be asked to bring something that has been manufactured in Japan as their entrance into the classroom for the day. The teacher could bring extra items in the event that a student does not bring something. The students would also be encouraged to dress up in Japanese clothing. Parents may be asked to help provide Japanese food for the lunch.

## SUGGESTED ACTIVITIES FOR JAPAN DAY:

1. Make a collection of as many items as possible that have come from Japan. Have a discussion of the type of items brought and classify them. Can any inferences or conclusions be made about Japanese exports to Canada?
  2. Play some Japanese music for atmosphere.
  3. Read the story, The Dragon Kite, orally and discuss the story. Have the students make a dragon kite.
  4. Write Haiku poetry and illustrate.
  5. Invite a Japanese guest to speak at the meal. Have the guest show how to use chop sticks and discuss the food and its preparation as well as talk about eating habits.
  6. Do origami to make a class mobile.
  7. Play a Japanese game called "Shuttlecock". (See BCTF Lesson Aid #9268, Games Around the World, for rules and directions to play)
- 

## EVALUATION CRITERIA

This evaluation sheet was given and explained to the students during the introductory walk-through of the stations unit in the library resource centre. The teacher-librarian and the teacher marked their chosen stations. The student work was gathered and marked every two days. This allowed students to receive immediate feedback on their progress. It also gave weaker students the opportunity to improve their marks on the catch-up days provided as student work was re-evaluated after these periods.

### STATION 1 (20 points)

- |                          |   |
|--------------------------|---|
| 1. Map (10 points)       |   |
| Colouring and neatness   | 5 |
| Accuracy in labelling    | 5 |
| 2. Paragraph (10 points) |   |
| Paragraph 1              | 4 |
| Paragraph 2              | 4 |
| Rough Notes              | 2 |

### STATION 2 (10 points)

- |  |    |
|--|----|
| 1. Silk cycle-accuracy of placement            | 10 |
| 2. Report-accuracy, organization, thoroughness | 10 |

**STATION 3 (20 points)**

**Report:**

What is it?	2
Who does it?	2
History?	2
How is it performed?	4
Opinion	2
Bibliography	3
Rough notes	5

**STATION 4 (20 points)**

**Housing:**

Compare/contrast	4
Construction	
— floors	3
— doors	3
— walls	3
— bathroom	3
Extra information	1
Bibliography	3

**Clothing:**

Illustrations	10
Description	7
Bibliography	3

**STATION 5 (20 points)**

1. Crossword	10
2. Taped discussion: group mark (10 points)	
— Title	2
— Who?	2
— What is done?	4
— Opinion	1

**STATION 6 (20 points)**

1. Comic strip (10 points)	
—Selection of events	8
—Neatness	2
—How problem occurred	2
—Steps for solution	4
—Solution	2
—Neatness	2
2. Contrast/compare (10 points)	
—Characters	2
—Setting	2
—Plot	2
—Theme	2
—Organization and neatness	2

**TITLE PAGE** 10

**TOTAL = 130 POINTS**



---

---

## BIBLIOGRAPHY

- BCTF Lesson Aid #7067. The Art of Japanese Cooking for all Seasons.
- BCTF Lesson Aid #9203. Children's Games: A Unit on Games of Other Cultures.
- BCTF Lesson Aid #9268. Games Around the World: A Social Studies Mini-Unit Developed for the International Year of the Child.
- BCTF Lesson Aid #9280. Japan Around the Corner.
- Cole, Ann et al. Children are Children: An Activity Approach to Exploring Brazil, France, Iran, Japan, Nigeria and the U.S.S.R. Boston: Little, 1978.
- A Coloring Book of Japan. Santa Barbara, CA: Bellerophon Books, 1984.
- Davidson, Judith. Japan: Where East Meets West. Minneapolis: Dillon Press, 1983.
- Ekguchi, Kunio and Ruth S. McCreery. A Japanese Touch for the Seasons. New York: Kodansha International, 1987.
- Gakken Staff. Pictorial Encyclopedia of Modern Japan. Briarcliff Manor, NY: Japan Publications, 1986.
- Haskins, Jim. Count Your Way Through Japan. Minneapolis, MN: Carolrhoda, 1987.
- Hoare, Sophy. Japan: The Land and Its People. Lexington, MA: Silver, 1986.
- Ishii, Momoko. The Tongue-Cut Sparrow. New York: Lodestar, 1987.
- Jacobson, Peter Otto. A Family in Japan. Hove, England: Wayland, 1984.
- Japan. Morristown, NJ: Time Life, 1985. (Library of Nations series).
- Japan. rev. ed. Agincourt, Ont.: GLC Pub., 1986. (Macdonald Countries series).
- Morimoto, Junko. The Inch Boy. New York: Viking Kestrel, 1986.
- Newton, Patricia Montgomery. The Five Sparrows: A Japanese Folktale. New York: Atheneum, 1982.
- Sichel, Marion. Japan. New York: Chelsea House, 1987. (National Costume Reference series).
- Shute, Linda. Momotaro, the Peach Boy. New York: Lothrop, 1986.
- Steele, Louise. Japan: A Resource Guide. Toronto: Doubleday Canada, 1985.
- Steele, Lousie. The Japanese Experience. [S.L.]: Creative Curriculum Inc., 1984.
- Tames, Richard. Passport to Japan. New York: F. Watts, 1988.
- Wells, Marguerite, et al. Japan Nearby. Vancouver, U.B.C., 1987.

VOLUME 52  
NUMBER 3  
(March 1988)

# SOCIAL EDUCATION

Issue available for \$7.00  
(U.S.) from the National  
Council for the Social  
Studies

3501 Newark St. N.W.  
Washington, D.C.  
20016

THE OFFICIAL JOURNAL OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

## SPECIAL SECTION

176

### The Emerging Pacific: Reshaping World Politics

Donald C. Wilson and  
Steven L. Lamy

In the rapidly changing environment of world politics, the Pacific Region is acquiring a new international importance as the hub of economic, geopolitical, and sociocultural concerns. This special section highlights the diversity of this exciting region by offering a variety of perspectives that demonstrate how teachers can convert it into a "laboratory" to explore world affairs.

### Bridges That Rim the Pacific

Ted T. Aoki

### Indonesia's Unity through Diversity

Udin Sa'ud

### A Conversation about Life in China

Si Fu-Min, Ed Owen,  
and Robert Fowler

### Change and Continuity Of Hiroshima

Yusushi Mizoue

### Australia in the Pacific

Kerry Kennedy and Ian Welch

### Korea in the Pacific Community

Tuk Chu Chun

### Is the Sun Setting On the Pacific Rim

James W. Dearing

## Historical Background

### Historical Trends Define Current Conditions, Issues

Ralph Croizier

## Economic Issues

### Trade in the Pacific Rim

David Dollar

### Developing States: Politics and Economics

Michael Howard

## Political Issues

### Unity and Diversity in The Pacific Islands

Terence Wesley-Smith

### The Slow March Of Democracy

Marshall Croddy

### Missiles and Markets: A Superpower View

Steven L. Lamy

### Profits and Principles: A Middle Power Perspective

Donald C. Wilson

## Resources and Teaching Strategies

### Mapping the Pacific

Angus Gunn

### Asia and Pacific Resources for Educators

Thomas Fenton

## ANNUAL MEETING HIGHLIGHTS

209

### Social Studies for The 21st Century

Jan L. Tucker  
Presidential Address

### Teaching and Learning For the 21st Century

Julian Nava

### Minutes of the 31st Delegate Assembly

## DEPARTMENTS

156

### Editor's Notebook

159

### Letters

165

### Gallery

208

### New Resources

223

### Books

228

### Commentary

## FEATURES

168

### Sex Equity and Critical Thinking

Ann C. Shelly and  
William W. Wilen

174

### Sex Equity: A Moral Development Approach

Sandra Styer

205

### A Schoolwide Focus on China

Rives Fowlkes Carroll

## ADVERTISING

224

### Directory

Cover map: Courtesy, University of  
Kansas Map Associates, Dr. George F.  
McCleary, Jr., Director.

**Editor** Salvatore J. Natoli

**Managing Editor** Kirk Stone

**Associate Editor** George Jones, Jr.

**Publications Assistant** Gail Havely

**Production Manager** Joseph Perez

### Department Editors

Alfred J. Campanella *Classroom Ideas*

William Jay Jacobs *Books*

Margaret Lefever *Instructional Media*

Dorothy Skeel *Elementary Education*

Ronald VanSickle *Research*

John J. Cogan *Dateline*

Hazel W. Hertzberg *Foundations*

Charles Gritzner *Spotlight*

Elsie Freeman *Teaching with Documents*

David M. Seiter *ERIC/CHES*

Charlotte Anderson and Barbara Repa

*Supreme Court Docket*

NCSS Headquarters Office 3501 Newark St. N.W.,  
Washington, DC 20016 (202) 966-7840. Editorial corre-  
spondence and manuscripts should be addressed to The  
Editors. Manuscripts must include a self-addressed,  
envelope with correct return postage. Send corre-  
spondence about advertising to Advertising Department.

*Social Education* does not accept responsibility for the  
views expressed by its contributors. It provides oppor-  
tunities for the publication of materials reflecting  
divergent ideas, judgments, and opinions.

# BC SCHOOLS' PACIFIC RIM TELELINK CONSORTIUM

by PETER NORMAN and DAVID PORTER, Simon Fraser University, Faculty of Education. Adapted and reported by CARL STYMIEST, teacher-librarian, Canyon Heights Elementary School, S.D.# 44 (North Vancouver).

In 1987 the ministry of education announced the development of a set of educational initiatives designed to "prepare BC citizens for trade and cultural opportunities with the Pacific Rim." The initial three-year program is aimed at helping schools to "develop innovative programming, promote student and teacher exchanges, establish scholarships for British Columbia students, integrate Pacific Rim studies into existing business education and social studies courses, increase teacher training in Asian studies, and expand language programs in Japanese and Mandarin". Many districts are now actively developing Pacific Rim studies programs and are facilitating teacher and student travel to countries of the Asia-Pacific region.

Since January 1988, many British Columbia school districts have requested information and assistance from the Faculty of Education at Simon Fraser university about the planning of electronic communication links in support of Pacific Rim initiatives proposals. Specifically, there have been requests to expand and further develop computer-mediated communications and teleconference links which exist on the Simon Fraser University computer system. Suggestions have also included the establishment of school-to-school links with countries such as: Japan, China, Indonesia, Malaysia, and Thailand.

To assist teachers and school administrators to plan programs, and to help students share experiences with other BC students, Simon Fraser University's Faculty of Education has developed the BC schools' Telelink Consortium. A consortium of BC school districts is currently working together to further define needs and develop possibilities for a Pacific Rim information network. The consortium arrangement is designed to maximize the efforts of members in exploring innovative approaches to curriculum and information sharing.

Specifically, the consortium is involved in a two-stage development process:

1. Stage one involves the building of a resource base, both human and information, and includes the following activities:

- the establishment of an information clearinghouse in electronic format in a data base on the Simon Fraser university computer system – information on: schools, contacts, organizations, travel planning;

- in cooperation with the British Columbia school trustees' association (BCSTA), the establishment of a moderated conference in the SFU \*Forum Teleconference, staffed by Asia-Pacific specialists, which provides a discussion area for teachers planning trips to the Pacific Rim area. The conference also provides an area for feedback and debriefing for teachers and students who have traveled to the Pacific Rim;

- the identification of schools in the Pacific Rim countries interested in making electronic communications links with British Columbia schools;

- the investigation of the communication possibilities using existing and evolving technologies;

- and, the investigation and development of a model for providing electronic communications links in support of curriculum in language education and social studies.

2. Stage two will involve the prototyping and evaluation of communications links between schools in the BC schools telelink consortium and the schools in Pacific Rim countries.

– communications will take place in a number of formats including:

- \* electronic mail and teleconferences;
- \* slow scan television using existing telephone lines;
- \* facsimile document transfers (fax);
- \* and, other computer-based formats (e.g. hypercard, guide two)

#### CONFERENCE PACRIM: (AN UPDATE...)

Moderators: Dr. Jan Walls (Communications Department, SFU), Anne Shorthouse (Vancouver School Board), and Crawford Kilian (Capilano College).

Conference PacRim is a joint project of the Tele-learning Centre of the Faculty of Education, Simon Fraser University and EduServ (British Columbia School Trustees' Association). The PacRim conference is a part of the Pacific Rim network and will provide information about travel and education in the Asia-Pacific region.

The conference will permit educators and students to ask questions and to exchange ideas and information. In effect, the conference will be an electronic in-service workshop for people interested in Pacific Rim studies.

So don't delay....if you already belong to the Simon Fraser University Xchange system why not join conference PacRim?

Check into Ed-Forum for an update listing of discussions. This is a fairly new series of conferences that will definitely compliment the growing interest in the Pacific Rim.



# PAC RIM ROCK

## GEOGRAPHY OF THE PACIFIC RIM - S.S. 10

by **LESLEY HAY**, teacher-librarian, and **GARVIN MOLES** and **VICKI STRACHAN**, social studies teachers, D.P. Todd Secondary School, S.D. # 57 (Prince George).

### A. BACKGROUND

The unit was conceived jointly by the teacher-librarian and the social studies teachers. The need was felt for an introductory assignment to the geography of the Pacific Rim that would expand the horizons of the curriculum, incorporate process learning strategies, and allow for the utilization of the research skills recommended at the grade 10 level in the P.G.D.T.L.A.'s Research and Study Skills - Scope and Sequence Manual. As their final activity, student groups will present a proposal for a tour of Pacific Rim countries by a rock band. (A group of teachers or other students dressed for and acting the part might enhance the activity!)

### B. PLANNING

#### 1. Objectives

The student will:

- become aware of the geography and culture of the Pacific Rim,
- develop mind mapping techniques,
- develop their own categories,
- locate and evaluate information from a variety of materials, and
- develop cooperative group skills.

#### 2. Preparation

- The social studies teachers prepared the classroom handouts of Blackout Bingo and the Mind

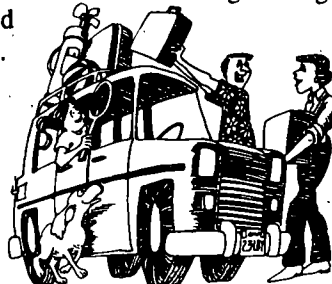
Mapping techniques.

- The teacher-librarian compiled a resource list to support the assignment.
- Suitable categories were discussed taking into consideration the information desired and the information readily available in the existing resources.
- The teacher-librarian made up a sample Fact Sheet to be used by the students for their library research.

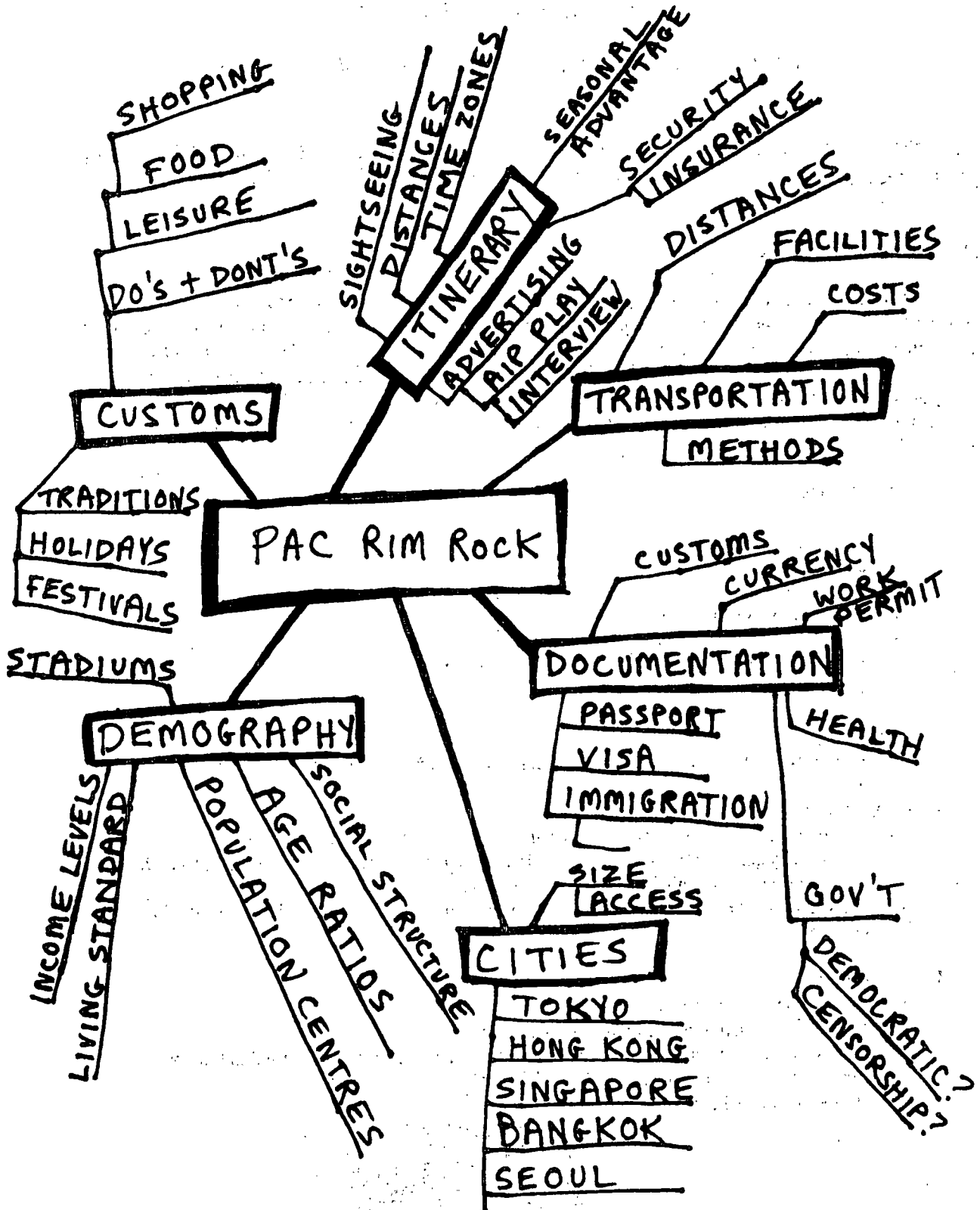
#### 3. Evaluation

A four-part process was used, including:

- subjective evaluation of research skills demonstrated;
- a mark assigned for the annotated resource list and fact-gathering sheets used in the library;
- marks for the oral presentation; and
- marks for the written submission.



SAMPLE: MIND MAP - PAC RIM TOUR



## C. ACTUAL UNIT

### Classroom. Period One, Step one.

As an initial activity, the teacher has the class play BLACKOUT PAC RIM BINGO. (see the attached copy). This is a very easy and enjoyable activity. The students must find others in the class to initial a square on their bingo card. The first student with a completed card wins. The teacher may wish to check the winning card by asking randomly the students who initialled to verify that they knew what they were doing. A prize may be an incentive here. Time -- approximately 20 minutes.

### Classroom. Period One, Step two.

The students are divided into heterogeneous groups of five. The teacher explains the purpose of the assignment to the students by giving them the following scenario:

*Your group is competing with other groups for the right to organize and manage the Asian Tour of the new international sensational rock group Megatherm. (or any other name you or the students choose) The band is accepting proposals from those wishing to manage a multi-city tour of the Pacific Rim.*

*They require:*

- an itinerary with exhaustive background information*
- demographic data on potential audience size, age, etc.*
- cultural problems they might face in each country*
- economic data on the potential audience*
- distances involved and travel information*
- a theme and design for a poster and T-shirt for the tour*
- travel documentation such as visas, health regs., currency*
- leisure activities such as shopping, food, sports, and recreation*

The proposal will be presented to the band orally with a written copy provided. Charts, maps and other props may also be used to good effect here.

### Classroom. Period two.

Prior to the mind mapping instructions, students are given instruction on strategies of cooperative group learning. Groups are asked to mind map in broad categories the areas they will develop in their proposal. Each of the categories, such as transportation, is then expanded upon to elicit from the group all possible areas of investigation. In the case of transportation, such areas as distances, available airlines, time differences, costs, etc. would likely be decided upon.

A sample finished mind map is attached for the teacher which might be used to ensure each group has a complete list. At this point the teacher must decide if the mind maps are to be shared, or to remain with the group. This decision might best be left up to the class.

Each group will then divide the tasks (probably one person per city) and begin the library research phase.

### Library Resource Centre. Period One, Step One.

Students complete their mind maps in the library with the assistance of the teacher-librarian. Maps are expanded or limited by the availability of materials in the library resource center.

### Library Resource Centre. Period One, Step Two.

The teacher-librarian gives a general introduction emphasizing the use of the specialized reference books listed on the student Resource List. (see attached list). Students take notes on their Resource List and thus actually build an annotated bibliography for themselves which will be checked by the teacher-librarian at the end of the period. As the teacher-librarian is talking, they are cautioned to carefully note the best source for each

category that appears on their mind map. e.g. Pam Am Guide lists hotels for each city while the Lands and Peoples set is a good source for cultural information about the people.

Students are also reminded about the types of materials found in the vertical file and how to access this material and additional description and travel information through the card catalogue. Each student creates a fact finding sheet using headings from the major categories on their mind maps. Using this sheet for note-taking, they begin to collect their information.

**Library Resource Centre. Period Two.**

Students will have the full period to finish gathering their information. Their fact sheets will be turned in with the written proposal. This part of the assignment will be marked by the teacher-librarian.

**Classroom. Period three — or more.**

Students will work in their groups and plan the oral presentation of their proposed tour. Any charts, maps etc. would be prepared at this time.

## THE PACIFIC RIM

### LIBRARY RESOURCE LIST

\*One of the most valuable resources for this assignment is the "business profile series" published by the Hong Kong and Shanghai Corporation group.

Cities of the World, third edition. Gale Research, 1987.

Encyclopedia of the Third World, third edition. Facts on File, 1987.

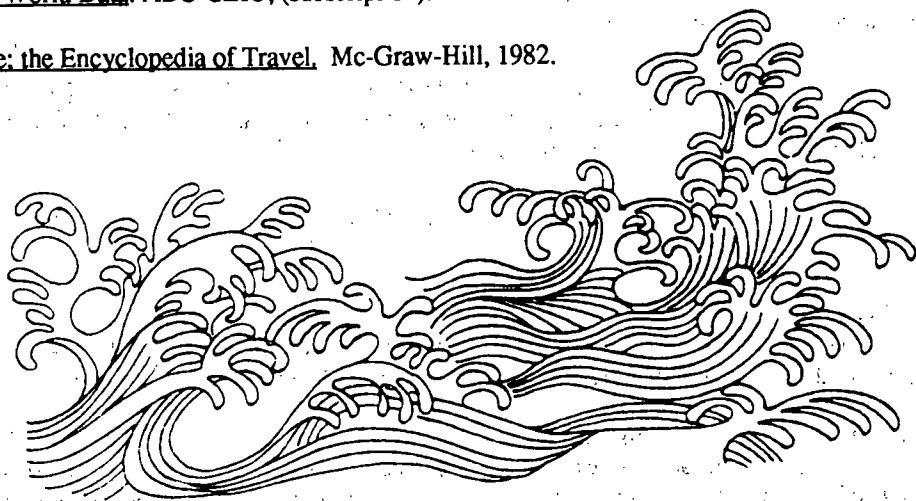
Europa Yearbook 1988: a World Survey. Europa Publications, 1988.

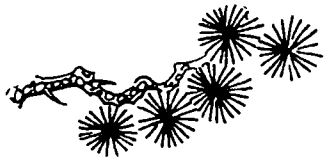
Far East and Australasia 1988. Europa Publications, 1987.

Lands and Peoples. Grolier, 1987.

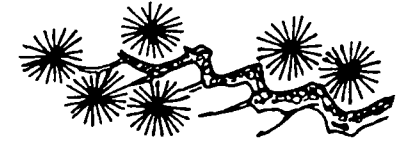
Kaleidoscope: Current World Data. ABC-CLIO, (subscription).

Pan Am's World Guide: the Encyclopedia of Travel. Mc-Graw-Hill, 1982.





# PACIFIC RIM BLACKOUT BINGO



Can explain the word "Shinto."	Can identify and explain what Roberts Bank is.	Personally owns an umbrella.	Has seen "The Last Emperor."	Has taken karate or martial arts.
Knows the name of the famous volcano in Japan.	Can explain what "tai chi" is.	Has visited Asia.	Can identify Mao Tse-Tung.	Prefers fish to meat.
Can explain what Haiku is.	Knows where Jakarta is.	<u>Free.</u>	Can name 5 Asian Pacific countries.	Knows what sushi is.
Prefers rice to potatoes.	Is wearing something from Taiwan.	Can explain the importance of Hiroshima.	Can explain who Marcos and Aquino are.	Has eaten food from Vietnam.
Can explain what Quintette Coal is.	Owens a Sony Walkman.	Has ever eaten shark.	Has visited Chinatown in Vancouver.	Has a Toyota in the family.

# **FOCUS ON CHINA**

## **A Unit for K - 3**

by **LYNNE PHILLIPS, KATHIE BOURDON, JUDY TEAGUE, MAUREEN KOROTASH, BRENDA MCDICKEN AND GERRY HOWELL, S.D. #11 (Trail).**

"Plants are a symbol of friendship, like our relations with our Canadian friends. If the roots are deep and strong, leaves will develop and the flowers of friendship will bloom."

Quotation by a Chinese teacher

### **INTRODUCTION**

Welcome to the wonderful world of China! We hope that you will have as much fun teaching this unit as we have had in putting it together. The project was funded by money from the B.C. Ministry of Education's Pacific Initiatives Fund, Year 1, which was granted to School District # 11 (Trail) in 1988. The intent of the unit was to follow the goals of the B.C. Kindergarten curriculum in designing a unit which could be implemented in its entirety in Kindergarten and Grade One. Most of the unit is suitable for Grades Two and Three as well, but two supplementary sections were written based on the Grades Two and Three social studies curricula.

The teachers who created the Kindergarten Unit are: Kathy Bourdon, Judy Teague and Maureen Korotash who are all Kindergarten teachers at Fruitvale Elementary and Brenda McDicken, a teacher currently working as a Kindergarten student assistant at Fruitvale. The Grade Two supplement was put together by Gerry Howell, a special education teacher at Cook Avenue Elementary and the Grade Three supplement was prepared by Lynne Phillips, a teacher of the gifted program at Fruitvale, as well as the director of the China project.

If you feel daunted by your ignorance about China, take heart. So do we! Nevertheless, the Chinese have a saying: The journey of a thousand miles begins with a single step. We feel that this unit is a good first step in any exploration of China at the primary level. We have tried to present some background for those teachers who may be unfamiliar with modern China. We hope that our data is accurate, but we did discover that China is an enormously complex and vast country which is constantly changing. We cannot stress too much the vital importance of using up-to-date information. Be very selective about using information published about contemporary China before 1980, if you want to teach factual information about China today. There have been too many recent changes and books go out of date rapidly.

### **GOALS AND OBJECTIVES**

This unit was created to meet the goals of the Kindergarten curriculum and some of the goals of the social studies curriculum for Grades Two and Three. Goals are listed and an indication is given of the sections in which they are emphasized.

## KINDERGARTEN

### Goal 1: Emotional Development

- emphasized in Introduction, Ending, Language Arts and Buddy Ideas

### Goal 2: Social Development

- emphasized in Introduction, Ending, Language Arts and Buddy Ideas

### Goal 3: Social Responsibility

- emphasized in Introduction, Ending, Language Arts and Buddy Ideas

### Goal 4: Physical Development and Well-being

- emphasized in Health and Safety, Nutrition-Chinese-style, Songs and Rhymes and Math

### Goal 6: Language Development

- emphasized in Language Arts, Songs and Rhymes, Chinese Vocabulary and Concepts, Inventions from the Chinese and Writing Stories

### Goal 7: Aesthetic and Artistic Development

- emphasized in Art, Songs and Rhymes (Music, Dance), Language Arts (Drama) and Buddy Ideas

## SOCIAL STUDIES CURRICULAR GOALS: GRADES 1 TO 7

Goal 1: Students should know and understand the factors which have shaped and continue to shape Canada and Canadians.

Goal 2: Students should know and understand the diverse patterns of human activity in the world.

Goal 3: Students should know and understand the diverse roles, rights and responsibilities of an individual as a member of society.

Goal 4: Students should develop a willingness and ability to use knowledge and understanding as a member of society.

## FACTS ABOUT CHINA

### POLITICS, DEMOGRAPHICS, POLITICS AND CULTURE

China is the world's most ancient civilization still existing today with more than 4,000 years of recorded history. The People's Republic of China (PRC) was established in 1949 after many years of revolutionary struggle beginning in 1912 with the establishment of the Republic of China. Mao Zedong and Zhou ("Joe") Enlai (both dead) are the two major heroes of the Communist revolution. Before 1911, China was ruled by a series of imperial dynasties (Qing - pronounced "Ching" - being the most recent one: 1644 to 1911).

The Communist Party is the ruling party of China. The General Secretary of the CCP in 1986 was Hu Yaobang. There is one legislative house (National People's Congress) elected from a single party slate. The chief of state is the President, Li Xiannian (1986). The head of government is the Premier, Zhao Ziyang (1986).

China has the largest population in the world (1,064,135,000 in 1987) and the third largest land area. In spite of the fact that China covers three time zones, all clocks are set by Beijing time (the capital). China is a mountainous country with two thirds of its surface covered with mountains or hills. It has five major climatic zones from tropical to frigid-temperate. Most of the rivers in China flow from west to east and drain into the Pacific Ocean. Three of the largest and most famous are the Changjiang (Yangtze) River, the Huanghe (Yellow) River, and the Zhujiang (Pearl) River. Some of the animals associated with China or unique to China are the panda bear, the golden monkey and the Manchurian tiger. Some plants

associated with China are the tea plant, bamboo, and the ginkgo tree (which also grew in Washington in prehistoric times).

The major nationality in China is the Han people (93.3% of the total) and 55 other nationalities. All the Han people speak Chinese (hanyu) and 70% speak putonghua or standard Chinese (sometimes called Mandarin and based on a northern dialect of Chinese). Standard Chinese is taught in all schools. However, because of immigration patterns to Canada, most Chinese-Canadians speak Cantonese, a dialect from southern China which is almost a separate language from Mandarin.

Chinese is traditionally written in characters, but the Chinese have adopted a system of romanization called pinyin. Most of the Chinese words given in this handout are written in pinyin. There are a few letters whose sounds will cause problems to English speaking people. x = "sh"; q = "ch"; c = "ts"; zh = "j" as in "jug"; z = dz. P, t, and k should be pronounced with a strong puff of air.

There are 30 administrative areas in China, roughly comparable to a state in the U.S. Three of these "states" are cities (Beijing, Tianjin and Shanghai), 22 are provinces and 5 are autonomous regions (e.g. Tibet and Inner Mongolia).

Recreation in China includes many familiar Western forms (although table tennis in China is a much bigger sport than in the West). Some of the less familiar forms are Chinese chess tiao qi (a game resembling Western Chess), weqi (invented by the Chinese, but better known in the Japanese version of go) and Chinese opera (much more popular than Western opera is in the West).

The Chinese also love the martial arts, or wushu of which there are many versions or "schools". The most familiar Chinese physical activity is taijiquan, sometimes called Chinese shadow boxing. This is very popular in China and there are five major styles of taijiquan. The Chinese are great believers in physical exercise. Except on rainy days and Sundays, Chinese students from primary school to college participate in some form of compulsory exercises. The national radio systems broadcast musical accompaniments for these exercises which are also compulsory in all work units where work can be interrupted.

Chinese currency is called renminbi (RMB) and the basic unit is the yuan, symbolized by Y. The yuan is divided into 100 fen: 10 fen = 1 jiao or mao. 100 Canadian dollars bought Y 162 in 1984.

China remains a very poor country in spite of the many technological achievements (e.g., hydrogen bomb, launching artificial satellites). Nevertheless, the vast majority of the people are better off now than any time in China's long history. However, there is a big gap between the living standards of the rural and urban Chinese. The urban Chinese have almost five times the real average income of the rural Chinese according to Butterfield (1982) yet rural Chinese comprise about 80% of the population. In many ways (e.g. consumer goods, education, health care, recreation) the rural population is disadvantaged, especially as governmental migration restrictions keep them out of the cities. This unbalance between rural and urban is beginning to change with the new responsibility system which allows rural peasants to earn extra money through a modified form of free enterprise.

China suffered a severe set back during the "Cultural Revolution", a movement created by Mao Zedong to regain his control over what he saw as a growing elite class. Many people were treated with great injustice and much harm was done to the economy and culture of China during the ten year (1966 to 1976) rule of the "Gang of Four". The current Chinese line is the "four modernizations" (the plan to modernize industry, agriculture, science and defense by the

year 2000) and "learning from the West", including a limited form of private enterprise (the "responsibility" system).

## CHINESE HOLIDAYS

Since 1949, the Chinese have used the Gregorian calendar as China's official calendar. The traditional lunisolar calendar is still used to mark traditional festivals and historical occasions and by peasants to observe farming seasons.

### Special Holidays Celebrated by Particular Groups of People:

March 8      International Women's Day  
May 4        National Youth Day  
June 1        International Children's Day  
August 1     National Army's Day

### Seven Days of Rest Enjoyed by All People in China:

Varies: 3 days      Chinese lunar New Year (a.k.a. Spring Festival)  
January 1          Solar New Year  
May 1                International Labour Day  
October 1: 2 days    China's National Day

### Popular Festivals:

Spring Festival (New Year)  
Lantern Festival: 15th day of the first month in lunar calendar  
Dragon Boat Festival: 5th day of 5th month  
Mid-Autumn Festival: 15th day of eighth month  
Laba (originally Buddhist religious festival) 8th day of twelfth month

## INTRODUCING THE CHINA UNIT

The introduction is used as a tool to set the mood for the unit. The objective is to build enthusiasm, curiosity and motivation. The children should be left wanting to learn more about this intriguing and culturally rich country.

The teacher should encourage children and parents to bring Chinese objects to decorate the classroom. The teacher can reward the children with a certificate for bringing objects for show and tell on the Chinese theme or for painting pictures about China. Remember, your enthusiasm for the subject will spark the children's enthusiasm. Give them something to think about and to look forward to by outlining the unit's highlights.

The following are only a few possibilities to introduce the unit.

1. Come to class dressed in a simple Chinese costume. Discuss Chinese dress.
2. Display pictures of Chinese inventions or have actual examples. Discuss.
3. Have a surprise bag with a couple of Chinese objects concealed. Encourage children to ask questions which can only be answered by yes or no.

4. Invite a person who has a Chinese heritage or someone who has visited China to come in and share their experiences.
5. Set up the house center to resemble a Chinese house. Use rice bowls, chopsticks, low table with place mats decorated in Chinese pictures. Hang scroll pictures on the walls and Chinese lanterns. Get straw mats for the floor, cone-shaped straw hats (coolie hats), grandparents and other members of the extended family.
6. Make a giant cardboard junk (Chinese ship) for the classroom.
7. Serve children rice. Give them chopsticks to eat with.
8. Give the children facts comparing our life with a typical Chinese child's life. For example, Chinese children might live with their grandparents, aunts and uncles. They go to school 6 days a week. Etc.
9. The Macdonald starter book, China, is a good resource to begin the unit with. It is simple to understand and to read.
10. Another good resource is a filmstrip series called Units of Learning: Nations of Today: China. The strip, "Land and its People", is a good introduction. Although it is a good resource, there are sections that are too difficult for the K and Grade 1 level. Therefore, it is recommended that the teacher narrate the strip rather than use the recorded commentary and skip a few frames.
11. Display a map with a string reaching from our location to China. Discuss how long it might take to get to China by ship or by airplane. Why can't we walk or drive to China?

## ENDING THE CHINA UNIT

An enjoyable way to wrap up the unit would be to have a Chinese New Year's party. The Chinese New Year is a celebration based on the lunar calendar which takes place between January 21 and February 19. The celebration lasts 2 or 3 days. The Chinese take weeks to prepare for the celebration. They make elaborate costumes, prepare fabulous feasts, and clean their houses from top to bottom as preparation for the extensive visiting which is a traditional part of this holiday. They eat fish for dinner because fish makes them think of good luck. Red is a happy colour, and Chinese New Year's decorations are often red (much as our Christmas colors are red and green). Chinese children often receive money in red envelopes from their relatives. Chinese families like to have new shoes for the celebration, because they believe that new shoes will bring them luck in the following year. They hold parades at night and light firecrackers. The adults perform a dragon dance and the children carry lanterns which are often in the shape of a fish.

To prepare a classroom for Chinese New Year, begin by tidying and cleaning the classroom. The day before the celebration, ask the children to help in organizing play areas, tidying shelves, and dusting with cloths. Make it fun and practical at the same time! Decorate the classroom with Chinese art ideas made of red paper.

Children may invite guests: an adopted class grandma, their own grandparents or people from a retirement home. This would teach a cultural characteristic of the Chinese, that they revere and respect their elders. By contrast, children in Canada seldom have the opportunity to show their appreciation of senior citizens and what they have to offer.

Simple refreshments can be served. These could be prepared throughout the unit and saved for the grand celebration. If you are feeling ambitious, you can prepare a simple dragon cake. On the day of the celebration, the children could dress in Chinese costumes or red clothing. Since red is the New Year colour, you could prepare red belts or red headbands from crepe paper.

At the end of the celebration, lucky money (small gifts of money, real or symbolic, such as xerographic copies of dollar bills) could be distributed in red envelopes. This emphasizes the Chinese custom of giving lucky money to their visitors when they leave. The giving of money expresses the host's wish for their guests' prosperity in the New Year.

## LANGUAGE ARTS

### 1. Developing Oral Language: Topics For Discussion

#### FAMILIES

Use pictures and books to stimulate discussion about all families and the similarities between Chinese and Canadian families. (The Fitzhenry picture sets from the old social studies curriculum have excellent large pictures from the Grade 1 level to the Grade 6 level.)

Stress the similarities: All families need food, shelter, clothing and safety. Families provide companionship and a means of raising children. Families consist of people who love and care for one another. The differences to stress between Chinese and Canadian families are as follows: (see also the Grade 2 supplement for a more extensive discussion of Canadian and Chinese families)

1. Canadian families usually consist of the nuclear family under one roof. In China the extended family often shares a home.
2. Chinese families are poor by our standards. This is reflected in such things as very small and crowded homes, using bicycles and buses for transportation instead of family cars, few consumer goods and convenience appliances. In China, much of the family living and recreation occurs out of doors and in the streets because their homes are so small, poorly furnished and poorly lighted.
3. In China, the law limits couples to one child. In Canada couples can have as many children as they wish.
4. In China most families live in the country as farmers and peasants. In Canada, most families live in towns and cities.

#### CHINESE VOCABULARY AND CONCEPTS

The Chinese language is very different from English, both in pronunciation and writing. Standard (Mandarin) Chinese is spoken with 4 tones: rising tone /, a falling tone \, a low dipping tone v, and a high, even tone -. Don't worry about teaching the tones. In context, the words would be understood by Chinese even without the tones.

The written characters are very difficult to learn. You can explain to the children that they come from very, very old pictures that the Chinese drew on bones thousands of years ago. They used to throw the bones into the fire and watch to see how the bones cracked in the heat. The cracks on the pictures were used for a kind of fortune telling or predicting the future.

The characters have changed over the centuries; the modern characters are not very much like the original pictures, but you can use one of the simplest characters for "man" and elicit from the children that it looks like a man walking with his legs sticking out. Explain to the children that Chinese children have to work much harder to learn how to read than Canadian children do, as the characters are very difficult to memorize. The characters give only limited clues as to the meaning of the word or how it is pronounced. You might wish to do a lesson on symbols by getting the children to invent some "characters" and then write a two or three sentence story with their invention.

## INVENTIONS FROM THE CHINESE

The following words/concepts can be introduced as vocabulary development and also to emphasize that the Chinese civilization has enriched our own lives by contributing many inventions and cultural objects commonly in use in our own country.

Culture and objects associated with China:

dragons, chopsticks, acupuncture, wok, won ton (like ravioli), noodles (like spaghetti), rice, tofu, panda, junk, fans, fireworks, pagoda, fortune cookies, tea, rickshaw, abacus, scrolls, kites, lanterns, dragons, jade carving, characters (adopted by the Japanese and Koreans), Great Wall (only man-made object that can be seen from the moon)

Chinese discoveries and inventions:

paper, China (porcelain), gunpowder & fireworks, hot air balloons, first astronomical clock, first country to go decimal, first paper book, sericulture (silk), compass, printing by movable type, tea, earliest encyclopedia, first newspaper, first seismograph

## 2. Writing Stories

1. Pattern story based on "Brown Bear, Brown Bear". Children could illustrate this for a big book.

i.e. "Grandfather, grandfather, what do you see? I see Grandmother looking at me." Then Uncle, Father, Mother, Brother, Sister, First Cousin etc.

### 2. Story Frames

Pandas, pandas, pandas,

Under \_\_\_\_\_

Over \_\_\_\_\_

Above the \_\_\_\_\_

Below the \_\_\_\_\_

On top of \_\_\_\_\_ etc.

My dragon has \_\_\_\_\_

My dragon has \_\_\_\_\_

My dragon does not have \_\_\_\_\_!!!!

3. A Chinese Alphabet -- Brainstorming for vocabulary: e.g. A for abacus, B for bamboo, C for chopsticks etc.

### 3. Songs and Rhymes

#### Panda Bear Nonsense

Panda bear 1, lying in the sun.  
Panda bear 2, stacking bamboo.  
Panda bear 3, drinking his tea.  
Panda bear 4, sweeping the floor.  
Panda bear 5, learning to drive.  
Panda bear 6, eating with chopsticks.  
Panda bear 7, slept 'til eleven.  
Panda bear 8, wishing he could skate.  
Panda bear 9, said the rice was fine.  
Panda bear 10, had a friend named Chen.

#### Chinese Mother Goose Rhyme

Ladybug, ladybug,  
Fly away, do.  
Fly to the mountain  
To feed upon dew.

Feed upon dew  
And when you are through,  
Ladybug, ladybug,  
Fly home again, do.

#### Panda Action Song (Tune: One Potato, Two Potato)

- do facing a partner

One panda (slap knees twice as they chant)  
Two pandas (clap hands twice)  
Three pandas (slap partners' hands twice)  
Four (clap own hands once)  
Five pandas (slap knees twice)  
Six pandas (clap hands twice)  
Seven pandas (slap partners' hands twice)  
More. (clap own hands once)

The words to this chant could be put into sentence strips in a pocket chart, and panda pictures to match the numbers added at the end of each line.

#### Song : Happy Days in China (Tune: Happy Days )

-use rhythm sticks, two per child

Sunday, Monday  
Chopsticks! (tap sticks twice)  
Tuesday, Wednesday,  
Fried rice! (pretend to eat rice)  
Thursday, Friday,  
Fortune cookies (pretend to read message from scroll)  
Saturday, what a day



Bicycling with you. (pretend sticks are bike handles)  
These happy days  
Are yours and mine.  
Happy days.



## EDUCATION IN CHINA

China's educational system consists of primary schools (6 years), middle schools (3 years junior and 3 years senior), and colleges and universities. The primary school has a school year of 40 weeks of study, 2 weeks of miscellaneous activities, and 10 weeks for winter and summer vacations. Children attend school for 24 to 27 hours a week (five and 1/2 days), but 6 of these hours may be devoted to class meetings, private study, manual labor, and other extracurricular activities. Children enter school at the age of 7, but as all women are required by law to work, many children will have been in day care or kindergarten (local or state-run) during their preschool years, although the practice of leaving children with grandparents or other members of the extended family is as yet more wide-spread.

About 93% of all school age children were enrolled in school according to a Chinese source, but it does not say what is meant by "school age". It probably means enrolled in a primary school. In 1982, 45% of the population 25 years and over had completed the primary school, but only 5.6% of the population had completed the senior years of the middle school. Only 1.1% of the population had completed post-secondary education.

The primary curriculum consists of ethics, Chinese, arithmetic, geography, history, music, physical culture, science, fine arts, "everyday" knowledge, sports, and sometimes a foreign language. Class sizes are generally large, from 35 to 55 pupils according to one source, although the pupil/teacher ratio according to the Encyclopedia Britannica (Book of the Year 1988) is 24.9 for Primary and 17.7 for Secondary.

Children are quiet, obedient and well-disciplined. Learning is mainly by rote. Chinese children are taught to memorize amazing amounts of material. Instruction and activities tend to be initiated by the teacher. Free play and improvisation even in nursery schools and kindergarten are not encouraged. Chinese prize conformity and adherence to traditional roles. For example, Chinese traditionally do not allow their children to write or eat with their left hands.

Some activities that could give a flavor of a Chinese school are as follows:

1. For a math center, introduce the abacus and math activities introduced elsewhere.
2. For art, teach children to make kites, fans, lanterns and dragons.
3. For writing, show samples of characters and encourage children to copy them.
4. For movement, teach some simple taijiquan exercises.

## HEALTH AND SAFETY

This information is best taught throughout the unit where ever it logically fits. Some of the health and safety ideas which are particularly associated with the Chinese theme are as follows:

1. Safe handling of fireworks and firecrackers
2. Chinese often wear masks over their mouth and nose when they have a cold, so as to prevent infecting others. This would be a good starting point for a discussion on good health practices in coughing, sneezing and runny noses. Discuss consideration for others when you are sick.
3. The Chinese practice acupuncture to control pain among other things. You can explain that acupuncture is done by inserting needles into the skin at certain points on the body, depending on the problem. Discuss the importance of being properly trained before trying any medical practice. (Even our doctors do not practice acupuncture without training by Chinese doctors.) How do we control pain? What are the safety rules concerning pills and other medicine?

## NUTRITION - CHINESE-STYLE

The Chinese eat different foods than we do. Discuss some of the differences in Chinese and Canadian diet:

- The Chinese invented noodles and won ton. An explorer from Italy visited China long ago (Marco Polo in the 13th century) and brought them back to Italy. We eat them as spaghetti and ravioli.
- The Chinese diet is much lower in fat than the Canadian diet. Many people believe low fat diets to be healthier.
- We eat more milk, meat and eggs
- The Chinese do not make butter or cheese out of milk.
- The Chinese eat more vegetables (include rice as vegetable), using small amounts of meat as flavoring and protein.
- The Chinese cut their food up into small pieces before cooking, so that the food can be eaten with chopsticks.
- The Chinese dishes are designed to be cooked quickly because they have always been short of fuel for cooking. They often use twigs or handfuls of straw which burn very quickly.
- The Chinese cook with woks (curved to fit directly into a hole on the top of their stove).
- The Chinese eat mainly chicken, fish and pork.
- We eat a great deal of beef as well as other meat.
- The Chinese flavor their food with soya sauce, sesame oil, and other different spices.
- The Chinese do not make cookies, cakes or sweets except as special treats on holidays

Some questions for discussion:

- What animal gives us beef? pork? mutton? eggs?
- Why do the Chinese cut their food up into little bits before cooking it?
- What is good about the fact that the Chinese children don't eat sweets? What is bad?
- How would your diet be different if you couldn't eat butter or cheese or anything made out of butter or cheese?
- Why do you think that the Chinese don't raise cows for food but do raise chickens and pigs?
- What other food do we eat that came from other countries, as spaghetti, rice and ravioli came from China?
- How do various Chinese foods fit into the four food groups?

If you can afford it, bring some samples of Chinese food: Chinese tea, lychee nuts (canned), tofu, rice, soya sauce, bamboo shoots, water chestnuts, soya beans sprouts, Chinese cabbage (bok choy and dai choy), sesame seeds and oil, Chinese noodles.

## RECIPES

### Egg Drop Soup

- 1 pkg. Lipton chicken noodle soup
- 1/4 cup of frozen peas
- 2 tbsp. chopped green onions
- 1 egg, beaten

Cook soup according to directions. When boiling reduce heat. Stir soup while gradually adding beaten egg. Add peas and green onions. Cook over medium low heat until peas are just cooked.

### Oriental Munch

(Contains soya sauce, a typical Chinese flavoring and noodles, a Chinese invention)

- 1/2 cup butter
- 4 tbsp. soya sauce
- 2 tsp. seasoned salt
- 2 tsp. worcestershire sauce
- 1 tsp. tabasco sauce
- 1/2 tsp garlic powder
- 2 c. chow mein noodles
- 2 c. pretzel sticks, halved
- 2 c. Shreddies
- 2 c. Riceroos or Rice Chex or Cheerios
- 1 c. pecans
- 1 c. cashews

Melt butter and stir in the seasonings. Place remaining ingredients in roasting pan and pour butter mixture over it. Toss lightly to blend. Place in oven at 200 degrees for 1 hour, stirring occasionally. Cool and serve or store covered.

## MATH

### TANGRAMS

Tangrams are Chinese puzzles made with 7 geometric pieces. They are all cut from one large square. The puzzles have to be arranged to form silhouettes of people, objects or animals.

Cricket Magazine. Cricket's Tangrams. Random House, New York.  
Johnston, S. Tangrams ABC Kit. Dover Pub., New York.

### NUMBER GAMES AND ACTIVITIES

1. Number Bingo (use a pagoda pattern)
2. Fans: Match half of the fan with stars to the corresponding half with the number.
3. Chopsticks: Count chopsticks given. Sort by colour. Patterns made with coloured chopsticks. Number sets - hold up a card with both Chinese number and Arabic number and have the children make number sets. Odd and even number sets. Grouping numbers - 2 groups of 3, 3 groups of 2 etc.
4. Calendar: Use small Chinese people, fans, dragons, pagodas, pandas, kites, lanterns etc.
5. Estimate how many fortune cookies in a jar or large pan. Use counting frame to show the number guessed by the child. Count the actual number. Print the number.
6. Pie plate and chestnuts: This game can be done with a partner or you can choose one person to be "it" and to sit in the middle of a circle. Person who is "it" hides a number of chestnuts under a pie plate while the other children close their eyes and cover them with their hands. "It" calls "ready". Someone is chosen to guess how many are hidden and then gets to turn over the pie plate and count the actual number.
7. Fish pond: Using fish of various sizes with different numbers on them. Child fishes out a fish and calls out the number on the fish. She could be asked to say if the fish is larger or smaller than another fish, would it weigh the same, more, or less?
8. Dragon puzzle: make a large floor puzzle and number the pieces.
9. Kites: Make kites, numbered 1 to 10 or 20. Give each child a kite with a number on it. The children stand with their kite to make the number sequence 1 to 10 or 20. Which number is the biggest, smallest, comes before 7, after 13, etc.?
10. Great Wall of China: Use blocks. The children can count to determine how many blocks there are. They can place the blocks in rows of 5, 10 and count by fives and tens.
11. Dice game: Make bingo cards with dice spots in each square. Roll large dice to play a bingo-type game until the card is filled.
12. Chopsticks tapping: The teacher or a child taps a chopstick and the children put that many counters into a jar or onto a pie plate. Count together the actual number on the plate.
13. Size classification: Make laminated pictures of pandas, rice bowls, pagodas, etc. Sort pictures by size, largest to smallest, name according to ordinal position; first to tenth.

14. **Lucky money:** Discuss with children the concept of lucky money (given to visitors as presents when they come to visit your home on New Year's Day). Give each child an envelope with laminated luck money to count. Money could also be used in a store center or Chinese market.
15. **Graph activities:** Graph the number of children in the class who know or don't know someone in the community who is of Chinese origin. Graph the number of children in the class who can/cannot eat with chopsticks. Graph the numbers of children who like/don't like rice, vegetables or egg drop soup. Graph the number of parents who drink tea, or coffee or neither.
16. **Fan tan card game:** Use cards up to 7 in a regular deck of cards. Deal all the cards out to 3 or 4 children. Taking turns, they play the cards in order from 1 through 7. If they don't have the right number, they must pass their turn. When a child has played his/her last card, he/she is the winner.

### **BUDDY IDEAS (WORKING WITH OLDER STUDENTS)**

**THE MAGIC WINGS** (a play found in Make way for May, Macmillan Seasonal Activity Packs, 1988, Macmillan Educational Company)

Children in the older grades can read the play onto tape. Younger children listen to tape at listening center or as a class. Then they can complete accompanying worksheets. Younger children can make the cookie recipe and share with their older buddies.

### **PAPER MACHE**

Older children can help younger children make a rice bowl. Older children can help younger children make a paper maché Chinese person. To make a puppet:

1. Crumple the newspaper into ball for the head.
2. Place onto toilet paper roll and fasten head onto body using paper maché strips.
3. Continue putting strips over newspaper ball until it takes on a head shape.
4. Add paper maché features.
5. Allow to dry.
6. Paint and decorate using black wool for hair.
7. Using a square piece of cloth cut an x in the center.
8. Turn puppet upside down and pull cloth over the paper roll. Fasten with elastic band to finish the puppet's clothing.

### **QUIZ**

Older children can quiz younger ones on facts about China.

## SHARING

Invite buddies to a New Year's Celebration or to share in the preparation of some simple Chinese dishes. Stir-fry vegetables is a good dish because there is a lot of chopping and cutting which can be done cooperatively.

## BIBLIOGRAPHY

### BOOKS FOR KINDERGARTEN AND GRADE ONE CHILDREN

- Bishop, C. (1938). Five Chinese brothers. Coward-McCann, U.S.A.
- Borja, R. & Borja, C. (1980). Making Chinese cut-outs. Whitman, Chicago.
- China. (1972). Macdonald Educational.
- Demi. (1980). Liang and the magic paint brush. Holt, Rhinehart & Winston. New York.
- Flack, M. & A Wiese, K. (1979). Ping. Puffin Books. New York.
- Granowsky, A. (1983). The panda. Modern Curriculum Press. Cleveland, Ohio.
- Huisin, I. (1979). The rice farmer. Modern Curriculum Press. Cleveland, Ohio.
- Jacobsen, P. & Kristensen, P. (1986). A family in China. Bookwright Press, New York.
- Kraus, R. (1974). Milton the early riser. E.P. Dutton. New York.
- Masen, S. (1981). Take a trip to China. Franklin Watts. London.
- Chance, N. (Nov. 1988). "Growing up in a Chinese village". Natural History.
- Fraser, J. (1980). The Chinese: portrait of a people. Collins Pub., Toronto. (p.b.)
- Hammond, J. (1977). China: the land and its people. Macdonald Educational, London.
- Kan, L.P. (1981). The ancient Chinese. Macdonald Educational. London.
- Ketchum, B. (1988). "China". The world book encyclopedia. World Books. Chicago.
- McKim, A. (1973). China's way. Gage Educational Publishing. Canada.
- New World Press. (1984). China ABC. Beijing, China.
- Time-Life Books. (1986). China. Time Life Books. Chicago.
- Yungmei, T. (1981). China, here we come. Putnam. New York.

### VIDEOS AVAILABLE FROM PEMC

PEMC. The golden mountain: the Chinese in Canada. Part I and II (30 minutes each). "A history of the arrival of the first Chinese in Canada in the 1850's - culture is examined as well." Mostly on B.C. An excellent resource for teachers and intermediate students.

PEMC. The Canadians: the Chinese community. (30 min. CBC program). "Topics discussed include elements of the traditional culture, the history of the Chinese in Canada (especially B.C.) and the diversity of the Chinese community." Excellent background resource.

## GRADE TWO SUPPLEMENT

### THE CHINESE COMMUNITY

Grade Goal: To have students recognize that a community is a social group possessing certain characteristics.

Understandings: Students should, through examination of the content, come to understand that:

1. A community has specific physical and cultural characteristics.
2. Community members assume a variety of roles.
3. A community provides services to meet the needs of its members.
4. A community offers organized systems to meet the needs of its members.
5. Members of a community interact and are to a varying degree, independent.
6. People in the community have certain responsibilities and rights.

#### I. A community has specific physical and cultural characteristics.

Suggested approach: Set up a display of articles, pictures, maps, centered on China. Once an interest has been generated activities might be to:

1. Find China on a globe.
2. Compare the relative sizes of Canada and China.
3. Learn that China has 1/4 of the world's population and understand some of the resulting problems.

Vocabulary: population, orient, Asia, equator, multi-national, environment

#### A. Globe/Map Study

- locate China on a globe
- geographic relationship to Canada
- size relative to Canada (third largest in world, Canada second)
- distance from equator (determiner of climate)
- meaning of word orient: an archaic word meaning east (In early times travel to China was eastward from Europe)

#### B. Population Study

- world's most populous country
- 1/4 of world's population
- China's population is multi-national - as is Canada's
- 93% Han or ethnic Chinese
- 7% minority nationalities: 55 in number (Zhang, Moslem Hui, Manchu)
- birth control program: one child/couple. Couples who stay within the guidelines are both assured a pension of 80% of their income.

To illustrate the effects of an overcrowded environment:

1. Divide the class into 3 or 4 member family groups: mother, father, child, grandparent.
2. Use tape to section off a 20' by 20' space. Divide in half for sleeping room and kitchen/living room. Bathroom is usually communal (2 or 3 families share). Water tap is also shared.
3. Have another family area right beside.
4. Discuss what problems might arise if:
  - a. Children want to play a noisy game.
  - b. Someone likes loud music.
  - c. Company comes.
  - d. Families do not get along.
  - e. Someone gets sick.
  - f. Members of a family quarrel.

#### B. Urban and Rural Living

- 20% urban dwellers
- 80% rural dwellers
- 1/5 of world's population are Chinese peasants

Further activities might include:

1. Cut out maps of Canada and China and compare their size and shape, width, length, distance from equator.
2. Colour the flag of China.
3. Learn the national anthem of China.

## II. Members of a Community interact and are to a varying degree independent.

Suggested approach: Examine differences/similarities between urban living in Canada and in China

Vocabulary: rural, urban apartment neighborhood, Tai Chi Ch'uan

### Canada

### China

Housing:

- many types of houses
- most homes privately owned
- rent varies
- usually 4 - 5 rooms / 4 member family
- many apartment dwellers have vacation homes

- very dense residential areas
- residential areas divided into neighborhoods
- block grandmas (elderly women) help with family problems, babysitting in two generation families (no grandparents) and watch homes while both parents are at work
- houses in great demand, often a two year wait
- fixed rent, may not have own bath and kitchen
- 4 member family usually 1 or 2 small rooms

- traditional houses flat, with three walled in wings facing an inner courtyard
- bathing often done in community bath houses

### Work:

- many jobs/professions
- many mothers work - five day work week
- 18% salary spent on food - often 25% of income spent on food - extra money spent on luxuries or saved
- most families have a car
- low income tax - all people of working age have jobs - six day work week
- rents very low - half salary spent on food
- extra money spent on luxuries - no cars; bicycles basic transportation - various perks for working, i.e. free child care, bus passes, non-staple food allowance, hair cut and public bath allowances - grandparents very important: shopping, child care, house chores, provide free day care.

### Shopping/Food:

- grocery shopping done weekly refrigeration
- large supermarkets
- good quality control
- many retail stores
- no restriction on buying except economic
- daily grocery shopping - no home
- open markets - quality control doubtful
- retail sale of goods has often been restricted:
- some stores restricted to foreign tourists or to holders of special permits - long queues.

### Education:

- free - compulsory to age 16
- free - compulsory

### Leisure:

- family outings - yearly vacations
- traditional holidays
- watching TV - going out to movies
- sports participation - watching sports
- no pets (too expensive) - transportation by bike
- greatly enjoy attending dance, operatic, theatrical, musical performances - watching TV, films
- eating out - celebrating holidays - working people don't take regular vacations

### Sports:

- baseball, hockey, basketball, tennis, skiing, aerobics, golf, most take no regular exercise after school years
- exercise to music, ping-pong, gymnastics, basketball, volleyball, very competitive, golf and swimming facilities are being built in many places, T'ai Chi Ch'uan exercise universal, martial arts

### Children:

- ball games, tag, playground games, hopscotch, skipping, frisbees, organized
- Xiang Qi (Elephant Chess), marbles, Cat's Cradle, skipping with rubber bands, Jianzi (a

sports

- form of football), frisbees now being manufactured
- Rock , Scissors, Paper
- stilt walking

#### Health Care:

- B.C. medical, good hospital care
- health care easily accessible
- free care, belief in keeping the body healthy through physical exercises, massage, herbal remedies, acupuncture - village healers

#### Schools:

- K-7 elementary, high school
- compulsory to 16 years
- university subsidized but not free
- traditional classes, rote learning, month's holiday in summer and winter
- pupil/teacher ratio very high 1:40 or 1:50

#### A Day in the Life of a City Dweller

- family awakens early too help with the household chores
- breakfast may be noodle soup, bean curd, tea or plain boiled water.
- off to work or school by public transportation or (workers are often housed far from jobs although now many factories are beginning to provide low rental housing close to their plants.
- mothers take small children to day care.
- work day usually starts at 8:00 a.m., lunch break 11:30 a.m. Canteen lunches are usually substantial; main meal of the day. Rest time is siesta time. Work resumes around 1:30 or 2:00 p.m. Work continues until 5:00 p.m.
- free day care provided by state.
- school age children attend children's palaces after school.
- all children are well cared for, grandparents are especially revered and respected for their valuable assistance in child care.
- family comes together for the evening meal.

#### Suggested Activities:

1. Make a mural of Chinese buildings (houses, temples, stores) and compare to Canadian buildings.
2. Learn to play a Chinese game (Chinese Checkers don't count. This game was created in North America and is just now becoming popular in China).
3. Find a Chinese fairy tale, nursery rhyme or poem and read to the class.
4. Bring some Chinese vegetables to school. Taste fresh ginger. Cook a Chinese dish in a real wok. Use chopsticks.
5. Calligraphy - practice making Chinese characters, numbers.
6. Paint a landscape in the Chinese style. Mount your painting as if it were a scroll.
7. Write about a day in the life of a Canadian family, yours, and compare to a Chinese family.

8. Write a letter to a Chinese child your own age and describe your family, home or school. Or pretend to be a Chinese student and describe your school to a Canadian student.
9. With a friend, make up a dialogue comparing one aspect of your lives. Present to the class.

### III. Holidays/Special Days

The student will understand the importance of special holidays to the happiness and health of a community and that a sense of belonging to a community is fostered by a shared cultural heritage.

There are national holidays celebrated in the People's Republic of China during the year: All are marked by a variety of public and private celebrations.

1. New Year's Day, January 1 (1 day)
2. Spring Festival, first day of the old lunar calendar ( 3 days )
3. International Labour Day, May 1, is celebrated by working people throughout the world (1 day)

Special interest days are observed by different groups.

1. International Working Women's Day, March 8
2. Youth Day, May 4
3. Children's Day, June 1
4. Anniversary of the founding of the Communist Party of China, July 1
5. Anniversary of the founding of the Chinese People's Liberation Army. Aug. 1

On national holidays the public places are hung with posters carrying slogans written in very decorative big characters. Decorations include bright banners and flags and bands of singers and dancers in gay costumes perform all over the country. There are games, sports and athletic displays in squares and open spaces. In the evening there are large fireworks displays.

Traditional special days continue to be held at other times throughout the year.

1. Lantern Festival (15th of the same month as Spring Festival) will have lantern shows, fireworks and dragon dances.
2. Dragon Boat Festival (5th day of 5th lunar month).
3. Qingming (Pure Brightness) Festival (3rd lunar month) in which respect is paid to ancestors at their tombs.
4. Moon festival (15th of 8th lunar month) is for families to enjoy the moon and to celebrate harvests. Special treats are thin rich moon cakes and fresh fruit.
5. The Water Splashing Festival is celebrated by the Dais on New Year's Day. The splashing expresses good wishes for the coming year.

Suggested Activities:

1. Find out what a lunar calendar is.

2. Post special days on a class calendar.
3. Celebrate one of the special days: wrap gifts in red paper, exchange greeting cards, bake some moon cookies, have a water splashing festival (preferably on a warm day and with extra dry clothes and towels or bathing suits), invite grandparents to have tea at school, write about a festival, make a dragon mask and make up a dragon dance.
4. 1989 is the year of the Snake. Discuss/research the naming of years after animals. Tradition says 12 beasts answered a summons by Buddha who named a year for each in the order of their arrival. People "belong" to the animal of their birth year and share its characteristics. Students should find their birth year and note the year's animal characteristics. They might write about themselves and see if they do indeed have some of their year's animal characteristics.

#### **IV. Understanding: A Community offers organized systems to meet the needs of its members.**

In 1948 large privately owned estates were divided and given/rented to peasant farmers. The system proved to be inefficient and ineffectual. Farming methods remained primitive. Farmers could not afford modern tools or equipment. At the same time the population grew tremendously and food production was inadequate. Communes were organized; family units were virtually abolished. Workers lived in dormitories and children were cared for in nurseries apart from families. Students and professional people with little or no farming skills were assigned arbitrarily to obligatory terms in communes. This system, too, proved to be inadequate. At the conclusion of the Cultural revolution in 1977, 56,000 people's communes were officially replaced by 92,000 townships. These new townships are now controlled by production teams.

These production teams also:

1. assign housing and home plots which can be cultivated for family's use and profit.
2. distribute income from collectives according to individual output.
3. oversee agricultural production carried out on collectively owned fields.
4. own all work tools and assigns tasks. Agricultural products: grain, cotton, vegetables, hogs poultry, tea.
5. ensure common fund finances services such as medical care, pensions, education.
6. encourages the development of grass-roots folk arts while making available through mobile film showings, touring theatrical, ballet and operatic troupes.

Suggested activities:

1. Discuss organization of a communal farm area - draw a picture map.
2. Visit a supermarket or bring some Chinese vegetables to school. Taste fresh ginger. Cook on a wok.
3. Learn about growing tea and rice.
4. In art make a Chinese type tea cup of clay. When cups are finished have a tea party.

6. Study a typical Chinese farmer's day. Children make a picture gram of a typical working/school day of their families.

A typical farmer's home is a one story, flat house (pingfang) of grey plastered brick, left unpainted with a tile roof. Houses are traditionally built with three walled-in wings, facing inward toward a courtyard. Houses face south because of a superstition that evil spirits come from the north. Rooms are small. Many family groups may live together since housing is in short supply. Also, primitive working methods make it necessary to have many workers close by the fields. Kitchens are shared. Cooking is done over small grilled stoves fueled by straw, sticks or a form of briquettes made of coal dust and mud. Water and toilet facilities are found outdoors. Human refuse is collected and used as fertilizer. Rooms are furnished simply: one or two, a dresser, a table and chairs or benches. Wealthier families may possess a sewing machine or a radio. Community centers may have T.V. Electricity may be in use for lighting.

Farmers rise early and work late. Cultivation is mainly done by manual labour or with the help of oxen and or water buffalo. Irrigation is done by means of ancient methods - for the most part. Since arable land is limited many farming areas work hard to produce several crops a year. In addition, since 1977, workers have been allowed to cultivate small family plots and to raise animals such as pigs and chickens. This produce may then be sold in village or city markets. Additional income is made by the sale of handicrafts (needlework, crochet work).

In addition, as well as their responsibilities in the fields, country workers are expected to work on public works projects in spare time or slack growing time. Projects such as dam and canal building, public building construction, road building and maintenance are done by public conscription.

All family members work hard to help reach government quotas. Small children are cared for by grandmas and other elders.

Even though life is hard for the farmers and living conditions are primitive compared with city dwellers, housing is often more spacious and less congested and there is greater opportunity for financial gain through hard work and enterprise.

Suggested Activities:

1. Discuss the family meal and the differences between Canadian and Chinese life styles. Try to find a picture of a Chinese family eating dinner to promote comparisons.

#### **V. Understanding: People in the Community have certain responsibilities and rights**

China is very aware of their need to preserve and protect their environment and their native animals. They are especially concerned about the survival of the Pandas - both Giant Panda and Lesser Panda.

Suggested Activities:

1. Discuss Pandas by : identifying and describing physical features, habitat, food, habits. (There are many good books available)
2. Learn about the lesser panda
3. Learn about: the golden monkey, yaks, bactrian camels, takin, and water buffalo

## **BIBLIOGRAPHY (Trail Library)**

China: from emperors to communes; Filstrup, Chris and James: Dillon Press Inc., Minneapolis, Minn. 55415, 1981.

A family in China; Jacobsen, Peter Otto and Kristensen, Preben Sejer; The Bookwright Press, New York, 1986.

People's Republic of China; Mclenighan, Valjean; Children's Press, Chicago, 1984.

China - the land and its people; Hammond, Jonathan; MacDonald Ed., 1984.

Gung hay fat choy; Behrens, June; Children's Press, Chicago, 1982.

Lee Lan flies the dragon kite; Hermans, Ralph; Colliers, St. James Pl., London, 1962.

The China guidebook; Kaplan, Fredric; Sobin, Julian; deKeyer, Arne; Houghton Mifflin Co., Boston, 1986.

Ancient China, great ages of man; Schafer, E.H.; Time-Life Books, 1967.

A silkworm is born; Stepp, Ann; Sterling Nature Series; Sterling Publ. Co. Inc., New York, 1972.

Cocoa, tea and coffee; Ashby, H.K., Priory Press Ltd., 1977.

Animals - Book Three; Burton, Maurice; Oxford Children's Reference Library, Oxford Press, 1966.

Animals in the wild: panda; Hoffman, Mary, A Random House Pictureback, 1984.

The giant panda; Jin Xugi and Marcus Kappeler; G.P. Putnam's Sons, New York, 1986.

### Folk Tales

The milky way and other Chinese folk tales; Lin, Adet, Harcourt, Brace and World Inc., 1961.

Folk tales of China; adapted by Lee Wyndham, The Bobbs-Merril Co., 1963.

The maiden of Wu Long; told by Frieda Ling - The axe and the sword; told by Mie-Shan Lau; Kids Can Press, Toronto, 1978.

The fox that wanted nine golden tails; Knight, Mary; MacMillan Co., 1969.

The weaving of a dreamer; Heyer, Marilu, Viking Kestral, Viking Penguin, 1986.

Chinese fairy tales; retold by Shirley Goulden, Duell, Sloan and Pearce, 1958.

The dragon king's daughter; translated by Joy Kadeckova and Rita Budinova; Hamlyn Publishing Group Ltd., 1972.

Chinese fairy tales; Bonnet, Leslie; Frederick Muller Ltd. London, 1958.

Chinese myths and fantasies; retold by Cyril Birch, Oxford University Press, 1961.

The nightingale and the emperor; Anderson, Hans Christian; Harvey House, 1970.

## GRADE THREE SUPPLEMENT

Teachers should read the units developed for Grades K - 1 and Grade 2. To avoid duplication of activities and content in this supplement, the assumption is that teachers have used the resources from the K - 1 unit and the Grade 2 supplement to introduce the topic of China and to teach concepts which are appropriate to the Grade 3 curriculum, including the Grade 3 social studies curriculum.

This unit will introduce some new themes in addition to building on the previous units. In Grades 1 and 2 the emphasis is on the family and the community. In Grade 3 the emphasis is on different communities in Canada, how they interact, and how they change over time. The content prescribed for Grade 3 social studies will require a minimum of 75 to 80% of the time available. The remaining time may be used to explore the concepts in greater depth. If you choose to use this China supplement, you will be teaching content and skills which are consistent with the intents of the curriculum as described on pages 22 and 23 of the Social Studies Curriculum Guide, Revised Edition (1983).

In this book, three communities were chosen for study. In two of these communities (Victoria and Barkerville), the Chinese played a significant role in developing the resources and entering into the economic life of the pioneer communities. Teachers are urged to obtain the following video and an excellent book on Chinese immigrants:

Chan, A.B. Gold Mountain: the Chinese in the New World. Vancouver: New Star Books, 1983.

This book is available in paperback (\$7.95). Anthony Chan is a scholar and the grandson of a Chinese immigrant who settled in Victoria in 1887. Chan was born and raised in Victoria and obtained his B.A. from the University of Victoria, a Diploma in Chinese from the Peking Language Institute and a Ph.D. in Chinese studies from York University. He "celebrates the accomplishments of the Chinese in Canada...". This book describes the conditions in China which resulted in the migration of Chinese to North America (with emphasis on Canada and B.C.) and the lifestyles and communities they developed here. An excellent resource for the teacher.

PEMC. The Golden Mountain: the Chinese in Canada. Part I (30 min.) & Part II (30 min.) - "A history of the arrival of the first Chinese in Canada in the 1850's - culture is examined as well." Mostly on B.C. An excellent resource for teachers and intermediate students.

This video was originally produced by CBC and contains historical pictures as well as reenactments of dramatic events in the history of the Chinese in B.C. It also contains many interviews with Chinese people, middle-aged and elderly, who are recalling their own experiences in coming to terms with the Anglo-Saxon culture. There are scenes from Victoria, Vancouver, Barkerville and the Fraser Canyon. There is much emphasis on the use of the Chinese as coolie laborers to build the Canadian Pacific railway in B.C. The Chinese experiences as miners, cooks, laundry men and shopkeepers are also depicted.

The videos are an excellent source of information. They are strongly recommended for teachers. Since the textbook completely ignores the historical role of the Chinese in B.C., these videos provide new content to be considered within the framework of the discussions of the historical impact of people on the environment and community building in B.C.

However, the videos do contain some scenes which some teachers may be reluctant to show to Grade 3 students. For example, there are a few re-enactments of death (Chinese falling off cliffs, being crushed under rock slides, drowning, being shot by white people) and injury (eye injury, a bloody leg). There are some riots which show white Anglo-Saxons attacking Chinese people and destroying their property. There are scenes of politicians espousing bigoted and racist opinions about the value of the Chinese. There is a scene of an adolescent boy throwing a brick at the head of a peacefully working Chinese and killing him.

If you choose to show the film or selected portions of it, prepare your class carefully by discussing the content and developing their understanding about conditions in those days. The following concepts would be appropriate to develop:

1. Life was difficult for most poor people in B.C. in the past.
2. Working people worked much harder and longer than workers do today.
3. Working conditions were more dangerous than conditions are today. You could develop the concept of "industrial safety" and "workers' compensation".
4. The immigrant Chinese came from China at a time when China as a nation was very poor and not highly regarded by other countries like Britain and her colonies (B.C.)
5. Most of the immigrant Chinese were poor but ambitious. They were willing to endure great hardship for the sake of their families.
6. The white people in B.C. did not understand the Chinese language.
7. The white people in B.C. did not understand the Chinese culture or the proud history of China. They only saw the poorest of the Chinese who were forced to immigrate to survive.
8. The Chinese looked different (yellowish skin, different eyes, black hair worn in pigtails) from the white people in B.C. They ate different foods and played different games. They had different ideas about what constituted good manners. The Chinese did not know the customs of the Anglo-Saxon culture and made many mistakes which might have seemed rude, offensive or childish to the others.
9. People often react to differences, to things that they do not understand with fear, suspicion and dislike.
10. People make generalizations about people who are visibly different. If one Chinese did something bad, white people would assume that all Chinese were like the one bad Chinese that they had noticed.
11. People were afraid that the Chinese would work harder than the white people and would therefore find more gold, or get more money, own more land or take away jobs from white people. White people were afraid for their own welfare.
12. People in the past were not used to acting very sympathetically to any people or animals who were in trouble. Contrast our social welfare net for people in trouble.

After the film, you could follow up with the following exercises:

1. Discuss what the people in B.C. could have done to help the Chinese find jobs after the railway construction was finished or the gold deposits were exhausted.
2. Locate China on a large map or globe. Discuss the distance of China from B.C. How long might it have taken to get to B.C. in the 19th century by sailing ship? By steam ship? How long would it take to fly to China from B.C. today? (15 hours from Vancouver to Hong Kong) How many time zones do you cross? What time is it in Beijing when it is X o'clock in B.C.?
3. Make a list of what children know about the contributions which the Chinese civilization have made to present day Canadian culture. How might things in B.C. have been different if the white people knew of the many important contributions from the Chinese civilization?
4. Ask the children to imagine themselves as Chinese immigrants just newly arrived in Canada. They are to write a letter to their mother back in China describing what life is like in B.C. as a miner/railway worker/shopkeeper/cook/laundryman/houseboy.
5. Play some Chinese music. Ask children to describe it and contrast the sound to western music of the olden days. How does the Chinese music make them feel?
6. Use some of the large photographs from the Fitzhenry & Whiteside (Toronto, 1972) sets which accompanied the old social studies curriculum. The Grade 1 set has some Chinese scenes as does the Grade 6 set. Ask the children to describe what they see in the pictures of China which show the traditional pre-industrial technology. What might have been the differences between B.C. as seen by the early Chinese immigrants and China?
7. Why did the Chinese call Canada the Golden Mountain? (It was actually a term originally coined by Chinese to describe California during the 1949 gold rush and then was later applied to Canada because of the Fraser River gold rush.) The Chinese words are gumshan. What are some other names that the Chinese could have coined for B.C. that could have described B.C. as it was in the 19th century or described the Chinese hopes, disappointments or attitudes towards B.C.?

Another good entry point for the China supplement in Grade 3 social studies occurs in the chapter about Sault Ste. Marie. On page 62, one of the exercises given to the students is to "learn about a different culture from someone in your community." Have the children contrast what they learn with B.C. If you are not able to find a good resource person in your community then there is a great deal of information given about China in this unit which can be used as a basis for exploring a different culture. As well there is a good video about Vancouver's Chinese community which can be used as a starting point for studying Vancouver's Chinatown:

PEMC. The Canadians: The Chinese Community. (30 min. CBC program) - "Topics discussed include elements of the traditional culture, the history of the Chinese community." Excellent background resource.

This video contains some longish interviews with adults which might be difficult for children to understand. On the whole, however, there are many interesting events for them to enjoy and learn from.

1. After viewing the video, the children can discuss the differences and similarities between their community's downtown and Chinatown, e.g. descriptions of people's appearance, speech, activities, food, clothing. How would they feel if they went to visit Chinatown for a day? What would they like to do? Dislike?

2. One of the speakers, Joyce Chong, spoke of her family and how her parents expected her to behave. Ask the children to describe what they think are the expectations of their parents towards them.

3. Ask the children to write the ends to the following sentence stems. Encourage them to write descriptive phrases, not single words.

- Chinese people are
- I think China is
- If I went to Chinatown, I would like to
- When I meet a person whose skin is a different color from mine, I feel
- I think that Chinese children
- I wish all people could
- I think that all people are alike in the way that they
- If I lived in China, I would think Canadians are

Pair the children to work together to discuss their sentences. Ask each pair to select the best of the two sentences and be prepared to state why they felt one sentence was better than the other. Call on the children randomly to present their sentence pairs, their selection of the best one, and the reasons why. Call on one pair for each sentence.

A similar study can be made of the video, My name is Susan Yee, which is part of the Grade 3 Media Resources. On pages 48 to 50 of the booklet Social Studies Media Resources for Grades one to three, the video is described.

1. You can show it again and ask the children to be detectives and spy out details that pertain to Susan's experiences as a girl of Chinese descent. What can we learn about how it feels to be Chinese in Montreal from watching this film?

2. At the end of this handout is a xerox-master of the symbols of the Chinese lunisolar calendar and what they mean. Make a copy for each child and ask them to identify their animal (by the year they were born in). Most of them will be born in the same year. Discuss whether they think that the description of the kind of the person they are (according to Chinese belief) is true for everyone in the class. Ask them to find out the symbol for their friends and family members etc. Is there a similar system of beliefs in Canada? Are these systems of belief true or false? Why do some people believe in them? What problems might arise as a result of people's belief in them? etc.

Another prescribed video for Grade 3 is the Port of Vancouver (14 min.) described on Pages 53 to 55 of the booklet Social Studies Media Resources.

1. As Ben Ma is also a Chinese-Canadian, the same procedure can be used with this video as with the Susan Yee video.
2. The emphasis here is on international trade. Ask the students to name other products that Canada imports from China, or could import.
3. As an assignment, ask the students to bring products (food, dishes, clothing, art objects, etc.) from China which they have at home. Send a note home to parents asking for their cooperation and stress that no messy, fragile or valuable things should be sent. You can

start by bringing cans of bamboo shoots, water chestnuts and lychee nuts which can be sampled by class.

4. Fortune cookies are probably fun to share even though they would probably not be from China. Challenge your class to write some interesting, original and funny fortunes to put in fortune cookies.
5. Seek permission from your local supermarket manager to bring a group of children on a field trip. The task would be to find and list all of the products that come from China.
6. Consult an encyclopedia to get a list of products from China. Have the students determine whether these products are also produced in B.C. or elsewhere in Canada.



# THE HONG KONG EDUCATION SYSTEM

At the end of August, 1988, seven teachers from the Vancouver School District were given the special opportunity of travelling to Hong Kong as part of the B.C. Government's Pacific Rim Initiatives. The seven included Eileen Le Gallias (E.S.L., Point Grey), Willis Woods (Counselling, Lord Byng), Marion Dedijer (Counselling, Windermere), Bob Fitzpatrick (Social Studies, Britannia Secondary), Lana Wilmink (E.S.L., Templeton), Celina Mau (Teacher-librarian, L'Ecole Bilingue), and Andy Krawczyk (Race Relations, V.S.B.). The purpose of the trip was to allow seven educators to learn first hand about the Hong Kong educational system, its objectives, needs, demands and mission. The experience, both personal and professional, would then be shared with colleagues in the District. This information is particularly relevant as Vancouver witnesses an increasing influx of students from Asia.

The two weeks spent in the soon-to-be former British Colony were intensive and extremely educational. Visits were made to the two universities, Hong Kong University and the Chinese University. As well, meetings were arranged with the Directors of the Counselling and Overseas Departments of the Hong Kong school system, members of the staff at the Hong Kong Polytechnical Institute, the Hong Kong Technical Teacher's College, and the Hang Seng Bank Educational Advisory Services.

As a culmination of the activity, several members of the Faculty of Education at the Hong Kong University set up a two day seminar in which they presented a comprehensive analysis of the Hong Kong Education system. Included in the activity was an opportunity for the B.C. educators to provide Hong Kong faculty with a brief overview of the B.C. Education system.

Following is a summary of the Hong Kong experience.

## STRUCTURE OF THE EDUCATIONAL SYSTEM

The four types of funding for Hong Kong schools include: government, government-aided, private, and religious schools. The most popular seems to be the government-aided schools. There are three types of instruction in Hong Kong: Chinese Middle School, Anglo-Chinese, and English. In the Chinese Middle School, all subjects are taught in Chinese, whereas teachers in the Anglo-Chinese schools teach in Chinese but use textbooks and notes in English. The last type is where English is used all the time.

A brief description of the five levels of the educational system, k - post-secondary, is as follows:

Children can be sent to school as early as age two. Kindergarten is not compulsory, but is subsidized by the government for parents who cannot pay. There is a heavy emphasis on homework and writing skills at this level.

At age five, nine years of compulsory and free education begins. The objectives of the program are to encourage children to acquire a lively interest in the world around them and an ability to think for themselves and to make decisions. Moral, social values, competency in basic skills and literacy, and appreciation of the world's cultural heritage, and in particular, their community (Chinese) is emphasized. The primary level consists of six grades, often offered in bi-sessional schools with five hours of instruction for each session. Children in uniforms attend schools for five and a half days in a 35 to 40 minute period totalling 33 periods per week. Usually there are 45 students per class where Cantonese is most often the language of instruction. At the end of Primary Six, an academic examination is required in order to place students at either grammar or pre-vocational Junior Secondary, Forms 1-3.

In Forms 1-3, there are forty students per class who must complete the nine years compulsory schooling. During this period, students may take a variety of courses both academic and practical. Curriculum is similar to that in B.C. with the addition of moral and religious education. Full time attendance is required at this level where a teaching week includes 45 minute periods.

At the conclusion of Form 3, students will be streamed into one of the three areas for their Forms 4-5: Arts, Commerce, or Science. This early streaming is causing some educational concerns because it emphasizes a narrow aspect and a lack of aesthetic development. In Form 5, students may take five to ten subjects in addition to their preparation for the Hong Kong Certificate Exam. Letter grades range from A (distinction) to H (failure).

Upon completion of the Senior Secondary, students have similar options to those in B.C. The options include Hong Kong Polytechnic, with emphasis on trade; University of Hong Kong (three years) with emphasis on British academic system; and Chinese University (four years) with emphasis on the American system.



## SUPPORT SERVICES

Previously, the student guidance section was set up in the Education Department in accordance with the Government policies. Presently, student guidance officers are recruited from primary school teachers. School social work service in secondary schools continues to be provided by school social workers from voluntary agencies and the School Welfare Department.

The student guidance service officer's functions include personal, educational and vocational guidance. At the secondary level, however, vocational guidance is emphasized, as evidenced by the fact that guidance service officers are called Career Masters.

Another aspect of the support program is the special education services, provided by the Education Department. The primary aim for these services is early diagnosis so that remedial measures can be taken. All staff in the special education services are professionally qualified in their respective fields. Examples of services offered are: 1) Advisory; 2) Audio-logical; 3) Curriculum Development; 4) Assessment; 5) Psychological; 6) Referral and Placement; 7) Research; 8) Speech Therapy.

## TEACHING

Most Hong Kong teachers use traditional approaches: lecturing, working on activities, and projects. Newer methods such as discovery and inquiry learning are gaining popularity.

The style of teaching is determined to a large degree by the examinations that the students face when finishing primary, Form 3, and Form 5. The teachers follow a syllabus for all courses as well as an examination syllabus. There is a heavy emphasis on content, as teachers prepare their students for exams using texts as well as teacher prepared notes. The teachers in Form 5 and Form 6, Grade 11 and 12, teach only from September to January. For the rest of the school year, teachers assist students in their individual exam preparations.

Such an emphasis on examinations restricts the involvement of students in activities not directly related to their academic pursuits.

## SUMMARY

The seven educators wish to acknowledge, with thanks, all those who were responsible for making the experience possible. Special thanks go to Ken Harvey, Ann Shorthouse, and Colin McDougall at the Vancouver School Board; Jasmine Yip and Joy Shi of the Hong Kong Commercial Radio, who collaborated in the planning venture.

Any staff, whether individually or collectively, who would be interested in hearing in greater detail about the experience, is welcome to contact any of the members of the travelling group. More information, including video presentations of particular details of Hong Kong and its education system, are available through individual contact.



The Hong Kong education system, as most education systems anywhere in the world, is a product of the society and culture in which it evolves. In order to fully understand the system, it was extremely beneficial to have had the opportunity of witnessing first-hand the culture which produced it. Hopefully, the best possible use can be made of such information and insight.

By the following team from S.D. # 39 (Vancouver):  
**ANDY KRAWCZYK**, Race Relation & Multicultural Consultant  
**EILEEN LE GALLAIS**, E.S.L. teacher, Point Grey Secondary  
**CELINA MAU**, teacher-librarian, L'Ecole Bilingue  
**LANA WILMINK**, E.S.L. teacher, Templeton Secondary

# SCHOOL LIBRARIES IN JAPAN

by KEIKO ISHIHARA ROSEN

I was asked to write about the difference between Canadian libraries and Japanese libraries. However, I'm not sure if there is such a difference. Some libraries in Japan are very nice and some are awful, and the rules and atmosphere of the libraries are so different from each other.

The elementary school I went to was built when I was in grade 1 on a field of rice and Japanese tea. In the summer the frogs in the rice fields around the school yard were so noisy! And there were plenty of frogs and small snakes for the boys to play with. Even though the building was new and clean and shining, and the school was quite huge compared to Canadian average elementary schools (for the average size of elementary schools in Japan is 600 - 700 students in my childhood, 35-40 students in each classroom and 3-4 classes in each grade), there were not enough rooms for fancy things, like a library room, gym, and so on. Special rooms, such as the art room, were different from the usual classrooms, and the stock room for the art supplies, which was probably 7m long and 3m wide, was our first library.

The room was small, but there were plenty of books. Two students were chosen as librarians from each class to tend the library, before school started, during lunch time and after school. There was not a special librarian. Two or three classroom teachers were in charge of supervising student librarians, but classroom teachers were of course too busy with their classes always. At least, we student librarians believed we did the jobs. The student librarians were called "the members of the committee of library" and there was the chairman and two vice-chairmen and two secretaries. We made the schedule on the wall stating who was responsible when, and even came to school during summer vacation, taking turns. Almost every day some students were tending the library. Unfortunately there were no people coming to borrow books during summer vacation.

In my elementary school, all students older than grade 4 were members of some committee, and teachers encouraged us to do things ourselves. For example, grade 4 boys of the broadcasting committee chose records and played the part of disk jockey for forty minutes during lunch time, or you might find the students of the cleaning-up committee scolding other students. All students cleaned up the school, from classrooms to bathroom, from playground to staff room every day for 20 minutes or so. We had one hour for committee meetings every week, and all the students stopped studying and joined them. It was a good way to mix the students from different classrooms and different grades, and almost all committees went well. Now, to think about it, it must have been a hard job for teachers to supervise, but I think in those days, most of the students felt they were the ones who were responsible.

Every class had one hour library time every week, and even though our library was so tiny, we had a nice time and were well-introduced into the library system. About 20 students would forget to bring back books before the deadline. Student librarians even learned how to do the classification of books. Most often the only people who forgot to bring back books were the teachers.

Last time I visited the elementary school, everything was so changed, of course. There was a 25 metre swimming pool, a home-economics room with sewing machines, washing machines and stoves and so on. There was a well-equipped science room, a little planetarium and in the huge staff room, every teacher had their own desk and rocker. And the library itself, had been moved to a big classroom and there were fancy, special-looking desks and a counter, which gave it the proud look of a real library. I don't know how it is working now, but I'm sure children don't have as much great fun as we had in the old, beginning days...such as hiding the turtles in the chest of drawers and doing turtle races in the small old library far away from the staff room.

The library in my junior high school was awful. It was a dirty, dusty room next to the storeroom for the gym, and the selection of books was more than you could believe. You found 40 of the same book, and I doubt if there were 100 titles of books in all the library. Nobody visited there.

The library in senior high school was great, very beautiful and sunny, so comfortable that many students came after lunch for a nap in the warm, nice sunshine. I wonder if many students actually borrowed the books or read them, for most of us were more interested in sports, and we seldom needed to go to the library to study. The library was not used for school work, only for leisure reading. But the room itself was one of the most popular places. There was a special librarian, and some students seemed to have group reading with her.

To become a public librarian in Japan, you have to take a course in the university or go to summer school in special universities. But to be a librarian in a school, you only have to take a 1-hour course each week for a year, which is quite simple in my university. So, in my elementary school and junior high school, the classroom teachers who had the certificate of school librarianship seemed to do the job at the library when they found the spare time.

So, as I said at the beginning, I can't think of anything particularly different in Japan. Maybe one thing I can remember is the private libraries, called "Bunko". Housewives who like books and children collect books and open one of the rooms of their house, for the children in the neighborhood. I don't know how many or how popular they are, but apparently there are a few of them. Of course, they are on a completely volunteer basis, and mothers help the children with school work in the library, baby-sit, and play together with the children of the neighborhood.

In Japan, the pressure of studying is so great and many children have to go to private school to keep up with school in the daytime or to go to the famous universities; and "industry of Education" (expensive private night schools for small children, or the companies of private tutors) is so strong. Probably some mothers opened the "Bunko" private libraries for the children to relax and read or study at their pace and play, I think.

I met an 80-year-old lady once, who had her "Bunko". She said she is teaching how to make old, traditional toys and how to play games which were forgotten after the introduction of TV, and she smiled.

(Mrs. Rosen was part of a student exchange program in North Vancouver School District. She is 24 years old and now resides with her husband in Vancouver.)



**TRAVEL  
THROUGH  
YOUR  
LIBRARY!**

**PACIFIC RIM  
COUNTRIES**

**Canada, United States,  
Australia, New Zealand,  
Mexico, South America,  
and the Asian Pacific countries  
of China, Japan, Korea  
North and South, Taiwan,  
Hong Kong and the  
Association of South-East Asia  
Nations - ASEAN (Brunei,  
Indonesia, Malaysia,  
Philippines, Singapore  
and Thailand)**

# ORIENTING TO JAPAN

## A CO-OPERATIVELY PLANNED UNIT

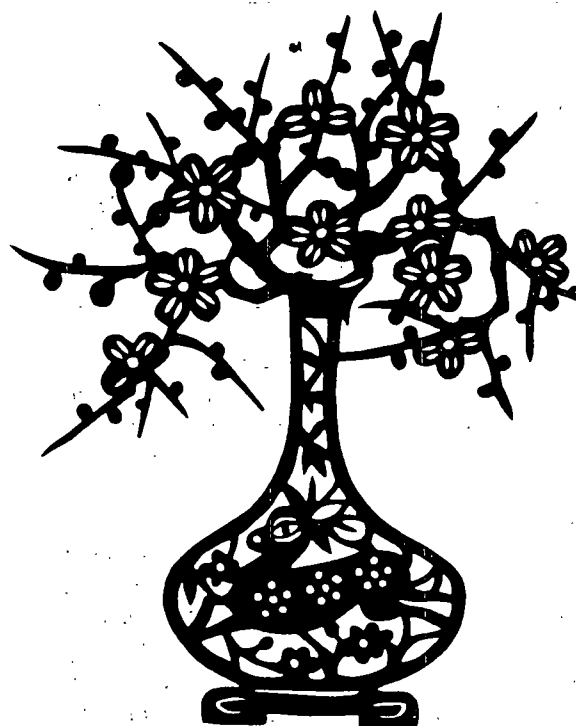
by EILA GEORGE, teacher-librarian and  
BEV GREENING, grade 6 teacher,  
Cassie Hall Elementary School, S.D. # 57  
(Prince George), with assistance from  
KATHY MORGAN, parent.

### INTRODUCTION

The planning team met at lunch hour, on spares, and on a few weekends to develop the unit which has been used very successfully for the last two years. We wanted to incorporate an appreciation of Japanese literature into the unit, which focuses on culture, customs, geography and some history. The teacher does some pre-preparation in the classroom on Japanese poetry so that students have some background before using the computer program, "Poetry Express" to write tanka and haiku poems. Kathy Morgan, a parent, helped us decorate the cards and gave us some valuable suggestions. She had helped with art work on a previous unit. If a parent is available to give some assistance, it provides us with another way of demonstrating our work in co-operative units to parents. Another parent visited the classroom while the unit was proceeding, to talk to students about a recent trip to Japan. The teacher has a number of artifacts from Japan, which are displayed in the main hallway during this time. The poems which are written by the students are often decorated and displayed also. The worksheets are stored in laminated, decorated envelopes.

**Editor's Note:** Other activities, similar to the ones cited, work with The World Almanac and volcanoes; Focus on Japan and the martial arts; Canadian Oxford Atlas of the World and population; World Book Atlas and geography; Webster's New Geographical Dictionary, and geography, and the vertical file and earthquakes.

The authors have offered this unit to show how materials normally housed in the library can be used in the understanding of different aspects of Japan. Instruction in the use of the card catalogue, audio-visual materials, vertical file, National Geographic index and reference books could be incorporated into the unit.



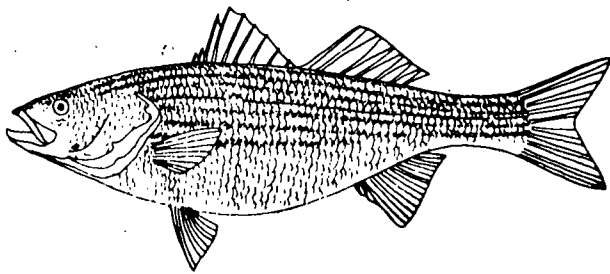
Many of the graphics submitted could not be displayed because of lack of space, and because they are not copyright free.

### BIBLIOGRAPHY

- Baron, Virginia. Seasons of Time. New York: Dial, 1968.
- Edmonds, I.G. Buddhism. New York: Franklin Watts, 1978.
- Goodfellow, Gib. Japan, a Family Visit. Toronto: Oxford, 1986.
- Hackett, J.W. Bug Haiku. Tokyo: Japan Publications, 1968.
- Ito, Roy. The Japanese Canadians. Toronto: Van Nostrand, 1978.
- Kawamata, Kazuhide. We Live In Japan. London: Wayland, 1984.
- Pilbeam, Mavis. Focus on Japan. London: Hamish Hamilton, 1987.
- Snelling, John. Buddhist Festivals. London: Wayland, 1985.

Go to the card catalogue and find the reference to the filmstrip Japanese Fishermen. Write down the call number. Find the filmstrip in the filmstrip cabinet. Put it in a viewer. Take out a sheet from this envelope and fill in the blanks as you view the filmstrip. Place or staple the sheet into your workbook.

1. Japan is a world leader in .....
2. ....are a very important food to Japanese people.
3. One of the larger fishing towns is .....
4. Because of fishing, people are employed in other ways.
  - a) repairing.....on the docks.
  - b) making.....in the shops.
  - c) manufacturing.....for deep-sea fishing boats.
5. One of the largest fish caught is the .....
6. Some of these fish are sold fresh, but others are preserved by
  - a) .....
  - b) .....
  - c) .....
7. One of the smallest fish caught is the .....
8. People from the small villages work in the boats in groups so that the men can keep ..... of each other.
9. The ends of the nets are attached to .....boats. Then the boats move close together to lift the nets.
10. These small fish are preserved by ..... or .....
11. The famous center for pearl fishing is near Tokyo on .....
12. .... dive for oysters.
13. A tiny piece of .....is inserted in the oyster.
14. The oysters are returned to the sea in ....., left for a few years then pulled up. In a few oysters, a ..... will have formed.
15. Pearls are sorted according to ..... and .....for use in necklaces.



Go to the card catalog and find the filmstrip Japan - Geography. Write down the call number.  
Find the filmstrip in the filmstrip cabinet. Put it in a viewer. Take out a sheet from this envelope and fill in the blanks as you view the filmstrip. Place or staple the sheet into your notebook.

1. Japan is a group of islands on the edge of an ocean.
    - a) Name the ocean .....
    - b) List the five continents that border the ocean.  
.....  
.....
  2. Japan has .....main islands. List them.....  
.....
  3. Japan is in an earthquake zone and has many volcanic cones. The most famous volcanic cone in Japan is .....
  4. Why is the area around the rim of the Pacific Ocean known as the "Ring of Fire"?  
.....  
.....
  5. Why are buildings in most towns in Japan kept to one or two stories?  
.....  
.....
  6. a) What is a "tsunami"? .....
  - b) What causes it? .....
  - c) What effect does it have on Japan? .....
7. In summer, winds blow from the Pacific Ocean to Japan bringing rain to the islands. These winds are called .....
  8. The cold winter winds which blow from Asia to Japan are called the .....
  9. What is the winter like in Japan? .....
  10. What effect do the ocean currents have on the climate in Japan? .....
  11. Why do you think Japan's largest cities are on the southern sea coast?

- .....  
 .....  
 12. a) Name the largest cities. ....  
 .....  
 b) Name the capital city .....

**Take a worksheet out of the envelope. Look at the map of Japan on the wall  
 Find your answers from that map - National Geographic map of Japan.  
 Answers will be found in the blue printing.**

1. The city of Sapporo is located on the island of .....  
 This city is famous for ..... and .....  
 The Winter Olympic Games were held there in .....
2. The city of Tokyo is located on the island of .....  
 In the year ....., Tokyo was named the capital of Japan. Tokyo is the  
 world's.....largest city.  
                   third                   tenth                   second
3. The two most northerly islands are ..... and  
 ..... These two islands are connected by a rail tunnel  
 which was completed in ..... This tunnel is ..... miles in length  
 and is the longest in the world.
4. The two smallest main islands are named ..... and  
 .....

**Reference - Picture File**

**Go to the Picture File, section F and take out the folder "Japan - Crafts".  
 Take one sheet from this envelope and find the answers.**

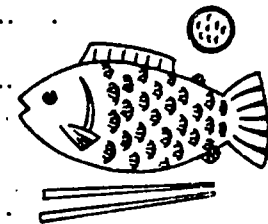
1. Number the following instructions in the correct order to explain how to make  
 lacquer ware.  
 .....a ) smooth it again.  
 .....b) smooth it with sandpaper or a whetstone.  
 .....c) spread lacquer on a tray made of cypress wood.  
 .....d) repeat the process perhaps one hundred times.  
 .....e) put it in a special cabinet to dry.  
 .....f) lacquer the article again and let it dry.
2. Three articles which would be made of lacquer ware are:  
 ....., ....., and .....
3. Silk is woven into many types of fabrics such as .....,  
 ....., and .....
4. Beautiful dolls with clay heads are made in Japan, but they are not  
 ..... They are made to look at, and .....  
 Some wooden dolls look much like bowling pins and are called  
 ..... dolls.

5. Porcelain which is very thin and looks like it is covered with tiny cracks is called ..... porcelain.
6. A kind of enamel work in which the coloured enamel designs are separated by strips of metal is called .....

**Reference - Poster**

Look at the poster of Japan - Food. Answer the following questions.

1. Look at the top left hand corner. What are the three main items in nigiri zushi?.....
2. What four items are in tekka-maki?.....
3. Name six different sea foods that are used in other nigiri zushi.  
.....



**Reference - Magazine, computer disk**

Look in the National Geographic index 1947-1983 for the Heading "Japan". Under that heading, find the article "The Japanese Crane, Bird of Happiness." Find the magazine and turn to the article. Look through the pictures of cranes and read the Haiku on page 55. Take the magazine with you to the computer.

Get the computer program "Poetry Express" and load it.

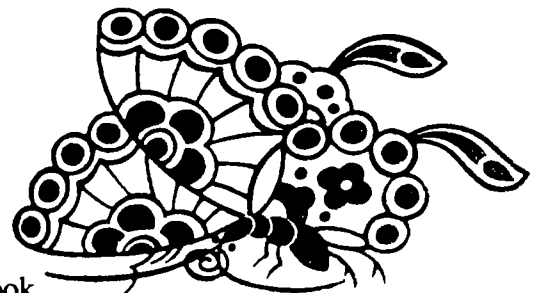
- Choose: Haiku
- Choose: Another example
- Choose: Another example
- Choose: To see the pattern description
- Choose: Begin to write



Look at the pictures of the cranes and type 8-10 words or ideas that describe Japanese cranes. Copy these words in your notebook. Type a haiku now using some of these words. Print it and put it in your notebook.

**Reference - Computer Disk**

1. Look up the word Tanka. Write out its meaning .....
2. Load the disk "Poetry Express."
  - Choose: Tanka
  - Choose: To see another example
  - Choose: To see another example
  - Choose: To see the pattern description
  - Choose: To begin to write.



Type your words and copy them into your notebook.  
Print out a copy of your tanka and put it in your notebook.

**Reference - Book**

Look up the title The Seasons of Time by Virginia Baron. Find it on the shelf. Read the tankas about winter on pages 47-53. Copy one of them in your notebook.

**Reference: Magazines**

Find the National Geographic index 1947-1983. Look in the index for the heading "Japan." Find the article "The Lost Fleet of Kublai Khan." Find the magazine in the magazine files, and turn to the pages given.

1. What does the word "kamikaze" mean? .....
2. Read the first two paragraphs of the article. What was the Kublai Khan trying to do? .....
3. How many ships and troops invaded Japan? .....
4. How many ships and troops did survive the attack?.....
5. When was the next time that Japan was invaded by foreigners? .....

**Reference - Book**

Find the book We Live in Japan by Kawamata, Kazuhide. Turn to the index and find the pages for "Judo." Look at the last two given. Turn to these pages and read the second paragraph.

1. Name three martial arts in Japan .....
2. How do they improve their judo skills? .....
3. What are the two aims of judo? .....
4. Read the fourth paragraph. "Practice" and what else, are important in judo? .....
5. How many hours does this man practise a day? .....



**Reference - Book**

Find the book Buddhist Festivals by John Snelling. Turn to the Table of Contents. Look for the chapter "Japanese Festivals." Turn to the first page given. Skim the next five pages looking only for dates and festival names. Organize and write these down under the following headings. The first one is done for you.

<u>Date</u>	<u>Festival Name</u>	<u>Purpose</u>
April 8	Hana Matsuri	To commemorate Buddha's birthday.
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**Reference - Magazine**

Find the National Geographic index 1947-1983. Look under the heading "Japan" for the article "Day of the Rice God."

1. Look at page 80.
  - a) When and where did the "Day of the Rice God" festival originate?.....
  - .....
  - b)When is the festival held in modern times? .....
  - .....
2. Look at page 78.  
Explain what is happening in the picture.....
- .....
3. Look at page 82.
  - a) What is being planted at the festival described on page 82? .....
  - .....
  - b) Name a festival in our country where we use a plant as part of the festival .....

**Reference - Vertical File**

Go to the vertical file and look for the folder "Japan." Take out the December 1986 issue of "Pacific Friend."

1. Look at page 2.  
What is a Karesanuitei? Describe the one in the picture in three sentences. ....
- .....
- .....
- .....

2. Look at page 6.  
What is Bonkei? Describe the Bonkei shown on this page in three sentences. ....  
.....  
.....
3. Look up the word Bonsai in the dictionary. Write out the definition.  
.....  
.....  
.....

**Reference - Book**

Find the book Japan, a Family Visit by Gib Goodfellow. Turn to the Table of Contents. Find the section "Learning the Arts." Turn to the page given.

1. What is Ikebana? .....  
.....
2. What does the main stem represent in the arrangement? .....  
.....
3. What do the two smaller stems represent? .....  
.....

Turn to the Table of Contents. Find the page for "The Kikuta Family Home."

4. Describe a Japanese kitchen. ....  
.....  
.....
5. Describe a Japanese bathroom. ....  
.....  
.....
6. In your bedroom, what do you sleep on? .....  
What do many of the Japanese sleep on? .....  
Describe it. ....
7. What is the Chanoma? What is it used for? .....  
.....

**Reference - Book**

Find the Book The Japanese Canadians by Roy Ito. Look in the table of contents for the following topics: "Fishing in the Skeena" and "Learn Some Japanese."  
Turn to page 22, and read it.

1. What rivers were non-Japanese fishermen allowed to fish on?  
.....
2. What was the only river the Japanese could fish on?  
.....

見に行きませんか。

3. Why could the Japanese fishermen not do any thing about this?  
.....  
.....

**Reference - Vertical File**

Go to the vertical file and look for the folder "Japan - Writing." Read the laminated chart inside.

1. a) Describe how the Japanese read a page in their language.  
.....  
b) Do we read English right to left? .....
2. What are Japanese picture words called? .....
3. From what language were they borrowed? .....
4. Write out these words in Japanese. Use the hiragana chart to help you.
  - a) i-shi (stone)
  - b) mo-mo (peach)
  - c) fu-ne (ship)

**Reference - Vertical File**

Go to the vertical file and get out the folder "Japan - History." Make a time line like the sample shown on the back of the card. Use the following dates and write only the most important events.

30,000 B.C.	10,000 B.C.	300 B.C.	A.D. 300
A.D. 552	A.D. 712	A.D. 1191	A.D. 1274
A.D. 1543	A.D. 1853	A.D. 1931	A.D. 1945

**Reference - Magazine**

Look in the National Geographic index 1947-1983 for the heading "Japan." Look under that heading for the article "Bamboo, the Giant Grass." Find the magazine and turn to the article. Refer to the map on page 506.

1. a) Between which two lines of latitude on the map does most bamboo grow?.....  
.....  
b) Does bamboo grow in Japan? .....
- People have many uses for bamboo. Refer to page 516 b (second column).

2. List ten things the people of Kyoto make from bamboo. ....  
.....  
.....  
.....



Refer to pages 520-521

3. Make a chart showing the names and uses of three types of bamboo which are shown in the picture.



<u>Name</u>	<u>Use</u>
.....	.....
.....	.....
.....	.....

**Reference - Book**

Find the book Buddhism by I. G. Edmonds.

Turn to page 1.

1. How did the Buddhist religion begin? Write three sentences of your own?.....  
.....  
.....

Turn to page 13.

2. Read the eight points under the heading "The Eightfold Path." Choose four of them and write them out. Why do you think they are good ways to live.?.....  
.....  
.....

Bring the card and book for marking.

**Reference - Encyclopedia**

Find the 1987 World Book Encyclopedia. Take out the volume for "Japan." Turn to the article and read the first four paragraphs.

1. What do the Japanese call their country? .....  
What does it mean? .....
2. What are six main products that Japan manufactures?  
.....  
.....  
.....

Find the 1987 World Book Encyclopedia volume on "Canada." Answer the following questions by using both volumes and making a chart comparing Canada and Japan. See the sample below.

	Canada	Japan
Languages	.....	.....
Area	.....	.....
Population	.....	.....
% Rural	.....	.....
% Urban	.....	.....
Density	.....	.....
Agricultural Products	.....	.....
Fishing Industry	.....	.....
Main Holidays	.....	.....
Money	.....	.....

**Reference - Book**

Find the book Buddhist Festivals by John Snelling. Look in the Table of Contents. Turn to the page for "What is Buddhism About?" Read the last paragraph on that page.

- List seven things that Buddhists try to do. ....  
.....  
.....  
.....

Turn to page 39.

- Who are the people in the picture and what are they doing? .....  
.....  
.....

Find the page for the glossary. Write out definitions for these words.

- Nirvana.....  
.....
  - Sadhu.....  
.....
  - Sangha.....  
.....
  - Zen.....  
.....

- Look up the word "meditate" in the dictionary. Write out the definition.  
.....  
.....

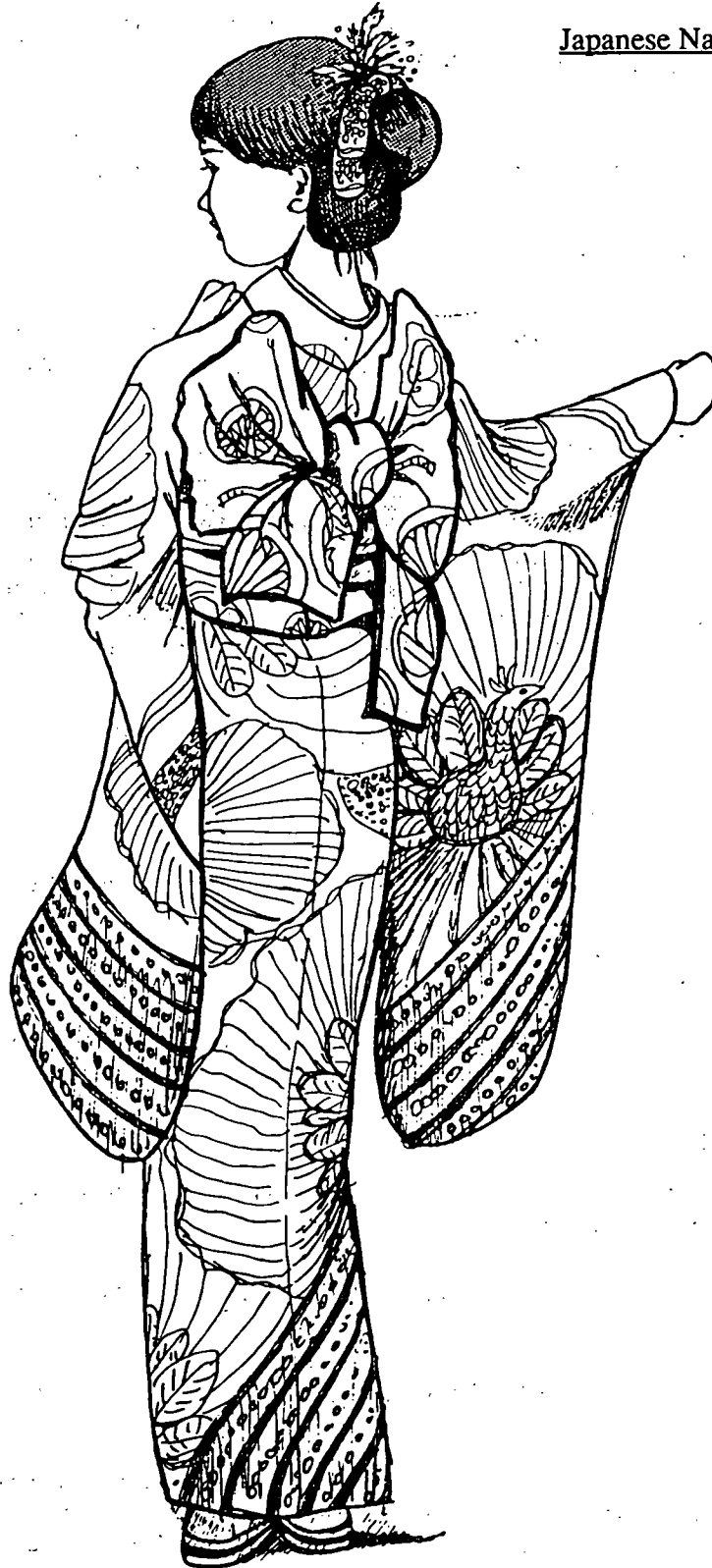


**Reference - Poster**

Look at the poster of the Japanese lady in traditional dress. Read the information beside it and make a chart of the Japanese and English names for five items.

English Name

Japanese Name



# JAPAN: A CONTRACT STUDY

by **DONNA JORDAN**, teacher-librarian and **NADINE TRIFUNOVICH ALLEN**, teacher, Spruceland Elementary School, S.D.#57 (Prince George).

The following contract study approach was an appealing unit of study due to the variety of activities available for students. It presented an ideal situation for cooperative teaching between the teacher-librarian and the classroom teacher.

## CLASSROOM PREPARATION:

Students had formal lessons on their cultural topic in the classroom. Here they were introduced to and viewed audio-visual materials from the District Resource Centre and were required to do specific activities related to the study.

## LIBRARY RESOURCE CENTRE:

Library resource centre time was used to teach pupils the use of special reference materials related to their topics. Skills in producing formal print and non-print bibliographies were also taught as handing in a bibliography of all materials used in the contract study was a requirement of this particular unit. Proper use of the reserve shelf was reviewed. In the library resource centre, students made use of small format audio-visual materials together with other available resources. Depending on the resources pupils were using, contract activities were completed in the library resource centre or in the classroom.

## SAMPLE STUDENT ASSIGNMENT

### A. CHECKLIST: FIVE POINT ITEMS

1. \_\_\_\_\_ Complete a map of Japan. Label the four main islands, ten principal cities, and the surrounding waters.
2. \_\_\_\_\_ Draw and colour the flag of Japan. Explain the significance of this flag.
3. \_\_\_\_\_ List as many things as you can find in your home that come from Japan. Add to your list items you find in the classroom that are Japanese made.
4. \_\_\_\_\_ Prepare a title page for your Japanese study.
5. \_\_\_\_\_ a) Japan is believed to have invented the folding fan around 700 A.D. Since then, artists have painted beautiful designs in bright colors on them. Make an example of one.  
OR  
\_\_\_\_\_ b) Animals, flowers and landscapes are often painted on scrolls and screens. Make an example of one.
6. \_\_\_\_\_ Make an example of some of the signs that might appear on the Ginza, Japan's famous street where tourists go.
7. \_\_\_\_\_ Name three cars sold in North America that come from Japan. Take a count of the number of children in the classroom whose families drive Japanese cars. Find a fairly busy street and count the number of Japanese cars that pass in a given period of time. Record your findings.

8. \_\_\_\_\_ Make a shopping list for a Japanese mother. Consider the kinds of food the household needs. Ask your mother for a copy of her shopping list. Compare the two. If your mother does not shop with a list, make a list as you unpack shopping bags for your mother.

### B. CHECKLIST: TEN POINT ITEMS:

1. \_\_\_\_\_ Complete the work on any two picture cards of Japan (From Culture Realms of the World pictures 85, 86, 87, 88, 89 and 90).
2. \_\_\_\_\_ Report on who the Samurai are, telling of their significance and importance to the people of Japan.
3. \_\_\_\_\_ Complete a graph showing yearly temperatures and precipitation statistics for one of the principal cities of Japan.
4. \_\_\_\_\_ Prepare a report on the Japanese "Tea Ceremony".
5. \_\_\_\_\_ Do a map showing the major agricultural products grown in Japan. Add to your work a short report on one of the products you have mentioned.
6. \_\_\_\_\_ Pretend you are visiting the home of a Japanese family in a major city of Japan. Prepare a diary disclosing your experiences for a entire day and evening.
7. \_\_\_\_\_ Collect pictures of Japan's famous Mt. Fuji and prepare them for display. Now write a short report on Mr. Fuji and prepare to give a brief talk to the class disclosing your findings.
8. \_\_\_\_\_ Learn some of the Japanese characters used in their writing. Write a message for others in the class. (Use a black felt pen.)

### C. CHECKLIST: FIFTEEN POINT ITEMS

1. \_\_\_\_\_ Make a relief map of Japan.
2. \_\_\_\_\_ Make a model of a Japanese house **OR** make a miniature Japanese rock garden. Look at pictures, collect the materials you will need and design your model.
3. \_\_\_\_\_ From magazines, newspapers and brochures, cut advertisements of Japanese products available in North America. Place these on a chart and attach a report on the industries of Japan.
4. \_\_\_\_\_ Prepare a detailed report on **ONE** of the following, including illustrations:
  - a) the production of silk
  - b) Japan's fishing industry
  - c) the Japanese Doll Festival
  - d) how volcanoes, tidal waves and earthquakes affect Japan
  - e) origami
5. \_\_\_\_\_ Read several Japanese folk tales. Select one to act out as a play or record a reading of it, with sound effects, to share with the class.
6. \_\_\_\_\_ Prepare information about cultured pearls to present to the class.

## D. CHECKLIST: TWENTY POINT ITEMS

1. \_\_\_\_\_ Prepare an exciting, attractive travel brochure to entice travelers to visit Japan. Include illustrations and descriptions of major cities and things a tourist in Japan should see.
2. \_\_\_\_\_ Plan an imaginary trip to Japan. Tell how you would get there, what you would take with you, where you would stay, what you would see while you were there and how you would get home.
3. \_\_\_\_\_ Prepare a detailed report on the bombing of Hiroshima and/or Nagasaki.
4. \_\_\_\_\_ Prepare a detailed report on the Japanese Arts (i.e. painting, poetry, theatre and handicrafts)
5. \_\_\_\_\_ Do a report on the Japanese theatre. Be sure to include KABUKI, NOH, and BUNRAKU.
6. \_\_\_\_\_ Find a collection of Japanese poems (Haiku). Then write your own Haiku poem. Be prepared to share your work with the class.
7. \_\_\_\_\_ Do a report on Japanese sports. Include information on Judo, Karate and Sumo wrestling.
8. \_\_\_\_\_ Prepare a Japanese comic book. Be sure your work depicts Japanese lifestyles.

## E. CHECKLIST: TWENTY-FIVE POINT ITEMS

1. \_\_\_\_\_ With a group of your friends, plan a tea ceremony. Select a hostess, bring cushions to sit on and have someone arrange flowers appropriate to the occasion. Your tea ceremony will take place in front of the remaining members of the class.
2. \_\_\_\_\_ Do a detailed report on the music of Japan. Tell of the importance music plays in the life of the Japanese people. Be sure to include musical instruments that are common in the Japanese traditional orchestra. Illustrations would add to your work. Try to find recordings of Japanese songs and music to share with the class.
3. \_\_\_\_\_ Report on a Japanese religion (Shintoism, Buddhism, or Christianity). Be sure to include the history and prevalence of the religion.
4. \_\_\_\_\_ Prepare a detailed travelogue on one of the following cities: Hiroshima, Osaka, Tokyo or Yokohama. Include information on history, population, main attractions, main industries and points of interest.
5. \_\_\_\_\_ Make a papier maché model of the Japanese islands. Label.
6. \_\_\_\_\_ Find a good Japanese recipe. Prepare the recipe and bring your preparation to school to share with the class.
7. \_\_\_\_\_ Find or create a play depicting Japanese life. Present it to the class.
8. \_\_\_\_\_ Do extensive research on a topic of your choice. Be prepared to present it orally to the class.

---

## The Terms of the Contract

I, \_\_\_\_\_, hereby guarantee to complete 100 points of activities. I will choose one item from each section for a total of 75 points. The remaining 25 points will be made up of activities of my choice from any of the sections. My work will be completed by \_\_\_\_\_.

Signature: \_\_\_\_\_

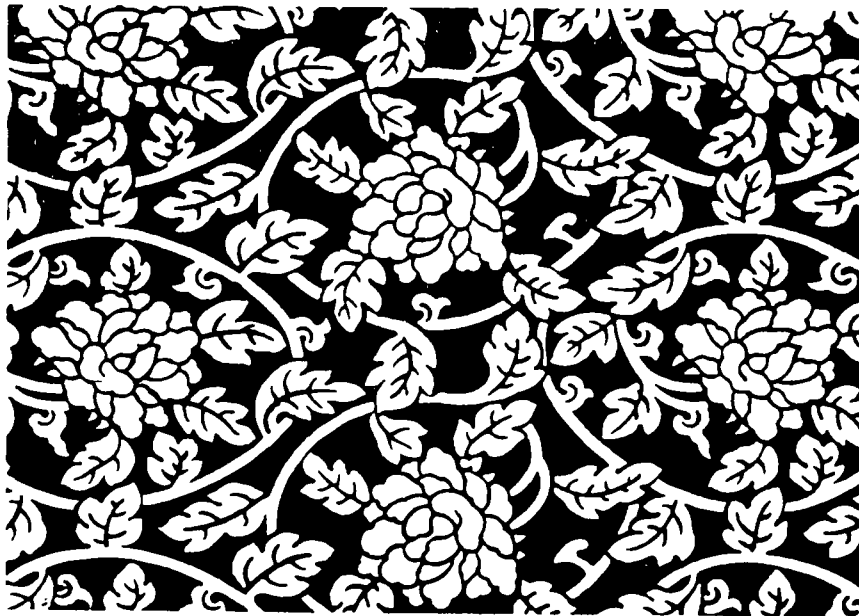
Witness: \_\_\_\_\_

---

### EVALUATION:

The contract study was suitable for all levels of ability within the regular classroom. Pupils could choose activities best suited to them, within set requirements. As well, it provided opportunities for motivated students to complete much more than the basic assignment. The quantity and quality of a number of the completed projects were exciting. An important aspect to note is that specific due dates were set for activities worth a certain number of points. This provided a check on how successfully slower students were completing activities and gave constant recognition for pupils working particularly hard. Supplementary to this unit were guest speakers to the library resource centre and a field trip to a local Japanese restaurant.

The final results of the Japan contract study were excellent as pupils showed a sound knowledge of their subject, the acquisition of important skills and a keen interest in learning. This type of contract approach could be adapted to almost any unit of study.



# A TEACHER-LIBRARIAN'S EXPERIENCE ON THE OLD SILK ROAD

by **MELODIE BRANDON**, Teacher-Librarian, Senator Reid Elementary, School Dist. #36 (Surrey).

Last summer, under the auspices of the Pacific Rim Initiatives, thirty-two teachers from across the province traveled China's Old Silk Road. We represented a cross-section of the profession, with primary, intermediate, junior and senior secondary teachers — specialists in such diverse disciplines as social studies, science, counselling and music. I was the teacher-librarian.

One hot afternoon we had a couple of free hours in Dunhuang, a town on the edge of the Gobi Desert. Jean Sewell, a teacher from Burns Lake, and I went for a walk and found a shadow puppet exhibition. The owner and exhibitor was Professor Liu, a microbiologist, a physician and professor at Lanzhou Medical College.

The nucleus of his collection was several very valuable puppets he had inherited from his grandfather. During the Cultural Revolution he had buried them to prevent their destruction. Since Mao's death and the end of the Cultural Revolution, he has spent the last decade traveling throughout China adding to his collection of what is now over 11,000 pieces. Many puppets are ancient, dating from the Ming Dynasty (1388 - 1844) and the Qing Dynasty (1844 - 1911). Each August, he exhibits them in Dunhuang. (It appeared to be common for professional people in China to moonlight as their wages have not kept up with the inflation of the new free market economy.)

The puppets, delicately carved ox hide figures depicting soldiers, elaborately gowned people, fanciful creatures, pagodas and even flowers and trees, were displayed behind illuminated framed cotton screens. Each frame, one to two meters wide and one meter deep, told a story— usually from folklore or portraying historical events.

Professor Liu was impressed when he learned we were teachers. Teachers are highly regarded in China. When he asked about our teaching assignments we found that the language barrier and cultural differences impeded our ability to explain just what we taught. I

do not think they have teacher-librarians in Chinese Schools and librarian was not a word he knew. Finally, after gestures and the word *bibliothèque*, he nodded understanding. I still had the uneasy impression that he did not really understand. Later, I was to know I was wrong.

Defining Jean Sewell's job was even more of a challenge. She is a learning assistance teacher. With our inadequate language base, the three of us struggled and finally Professor Liu got it. "Ah," he said, "you teach the stupid. That is a very significant profession." It seemed he had done some research in the area of mentally handicapped children and so was quite excited to meet Jean. From then on she was the object of his attention.

Professor Liu proceeded to lead us through the exhibits, explaining in detail each story portrayed by the shadow puppets. We had to leave for our tour bus before he could give us a puppet show. We were so impressed with the display we promised to come back in the evening and bring our colleagues. This we did.

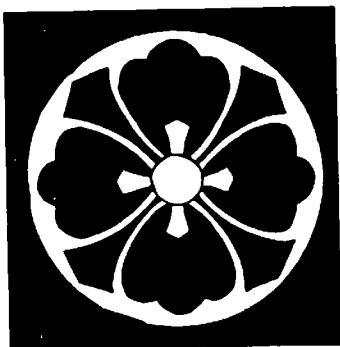
I had expected to be able to browse at leisure, having already had the tour. The professor had another plan. "You tell them the stories," he commanded. This was my very first indication that he well knew what teacher-librarians do. I was shocked and frightened. At the same time, my honour, and that of all B.C. teacher-librarians was at stake. "Face" is so important in China. But, how well did I know the stories? Had I been listening? Everyone looked at me expectantly and so I began. The first one was easy and the second story I remembered as well. Still, the telling was difficult because the room was huge with high ceiling and my voice was lost. I was intimidated by the large crowd. I tried to speak loudly and clearly from the diaphragm, but I was so nervous that I was almost out of breath. I found this distracting. Professor Liu kept nodding and smiling, and occasionally I'd look to him for help which he would quietly give. I, in turn, would convey this information to the audience. By now it was not just our group listening, but assorted tourists from Japan, Italy, and Spain as well. They didn't realize I was with the teachers, and thinking I was employed by the professor, asked me questions, which I answered. In this manner we moved through the room until I felt our audience had had enough. We entered the theater area and I assumed I had done my job.

This section of the room contained not only the stage, but many shadow puppets which were for sale. People began milling around her and sales were brisk. Jean sidled up to me with a stack of shadow puppets in hand. Professor Liu had given them to her. I was pleased. If her "significant profession" merited such a gift surely . . .? Wrong again on two counts. I wasn't to receive any gifts and Professor Liu wasn't finished with me yet.

As it happens, one of our colleagues, Judy Chan, a Home Economics teacher from Vancouver, is a friend of Paul Yee, author of *Teach me to fly*, *Skyfighter*, and *Curse of the Third Uncle*. She began to tell the professor about Yee's work — the Chinese immigrant experience in Vancouver. She told Professor Liu that she proofreads Yee's work before he sends it to the editors. Professor Liu had an idea. He has recently gone beyond collecting and into creating. Here was something new — modern tales that are also cross-cultural. He would interpret these Canadian stories in shadow puppets and SEND THEM TO JEAN. Hers is such a "significant profession".

Because, as he admitted, his English was poor, he needed help with this project. Now obviously Judy was very familiar with Paul Yee's work. It was to me, however, he declared, "Write short summaries of each story. Just put them between the pages of the books and send them to me. I will carve the puppets, send them to you to check for accuracy. You send them back to me and I will send them to Jean."

And I hadn't though he understood the role of a teacher-librarian!



# REAL MEN CLIMB WALLS

by PAT PARUNGAO, teacher-librarian, Killarney Secondary School, S.D.#39 (Vancouver) with thanks to Bob Brown, Killarney Social Studies Dept. Head for Social Studies information.

Ever since I learned about the Great Wall of China, I wanted to go to see it. I remember dreaming about actually walking along it while admiring a hand-made tapestry of the Great Wall on display at the 1982 Pacific National Exhibition. My opportunity arrived last July in the form of a Ministry of Education program designed to enhance BC teachers' understanding of Asian Pacific countries. The Chinese businessmen on board our flight told me an old Great Wall adage: "One does not become a real man (woman/hero/heroine) until he has walked the Great Wall."

Twelve BC teachers participated in this language and cultural study tour. During the first three weeks of July, we lived at the Russian built Beijing Friendship Hotel, attended morning Mandarin language classes and participated in afternoon field trips to such places as the Forbidden City, Summer Palace, Temple of Heaven, Ming Tombs and, my dream come true, the Great Wall. Also, when not studying, we were entertained in the evenings by Chinese Folk dancing and acrobatics. I took enough slides for a one-hour presentation, and would be happy to present them to groups.

Another slide source is an excellent resource kit called China, produced by the Victoria International Development Education Association in 1985. The 107 page booklet (\$18.00) includes units on a wide variety of topics. Also available are a fifteen-minute cassette tape and fifty-nine colored slides (\$55.00). See lesson aid number 9297 in the BCTF Lesson Aids catalogue.

Since my return, I have tried to tie in my experience with the Secondary Curriculum. Here is a brief, incomplete overview:

**Social Studies Eight** - Ancient Chinese Civilization and Culture, including Buddhism, inventions, the arts, contacts with the outside world, tradition and women in China.

An excellent 46 station assignment which looks at The Middle Ages in India, China and Japan can be found in Social Studies 8 Resource Manual: Integrating Skills and Content is available from the Vancouver School Board, Program Publications, 2530 East 43rd Avenue, Vancouver, BC V5R 2Y7, for \$35.00. Many of the books, dictionaries, study prints and cassettes for this assignment may already be available in your library resource centre. Skills such as key word identification, use of index and table of contents, skimming and scanning, listening for information and looking at pictures for information are reinforced.

**Social Studies Ten** - Canada's relationship with the Pacific Region, e. g. trade potential, geographic relationships.

**Social Studies Eleven** - The Global Village: Living conditions and standards, including employment, agriculture, mechanization, medical care, life expectancy, population, education, housing, transportation, etc.

Population growth and control: China's one child policy.

China-- a second world or third world nation?

Industrialization--is there a conflict caused by displacing manual labor when upgrading by using machines?

**History 12** - The Chinese Revolution: Imperialism to Communism - the role of Chairman Mao, also his death.

Chinese Communism: collective farms, food production, Five Year Plans, Cultural Revolution.

China's role in world affairs.

Current Events: what will happen to Hong Kong in 1997? How are families and businesses planning now to anticipate the change?

**English as a Second Language** - The students from China, or those with a Chinese background especially enjoyed the slide presentation. The slides encouraged much conversation and provided ideas for students' journals, e.g. the importance of lotus ponds, flowers and seeds, and the English Corner at the Purple Bamboo Park where hundreds of people gather each Sunday morning to practise speaking English and to meet new friends.

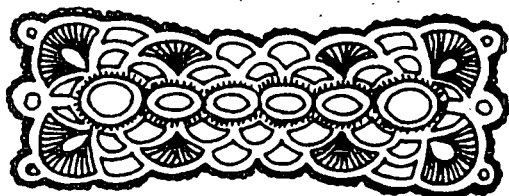
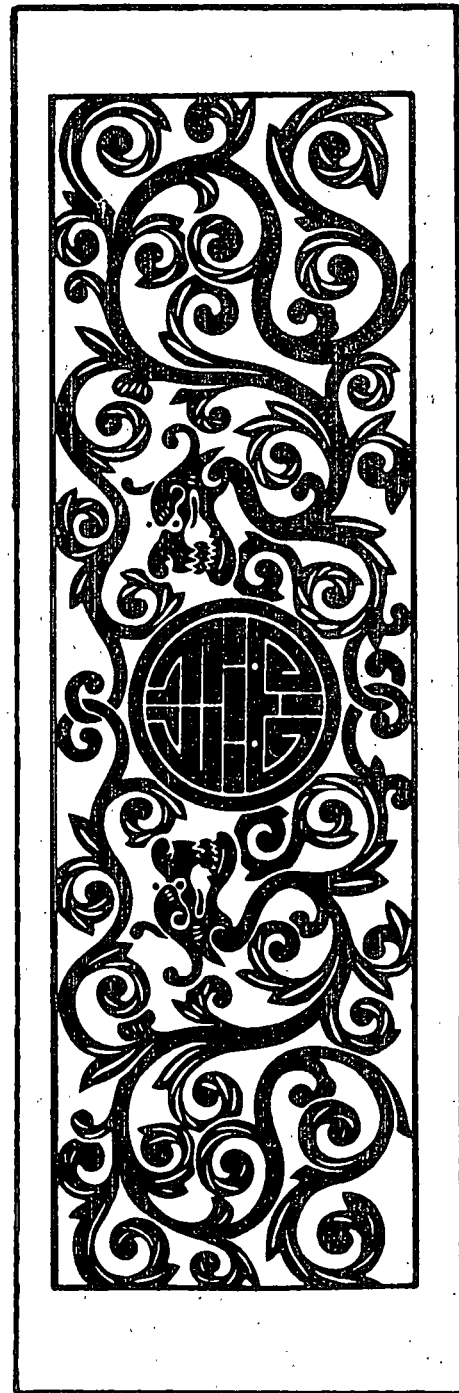
**Family Studies 12** - An assignment on marriage customs of ethnic groups could include Asian Pacific Countries. Native Indian traditions vary depending on tribe.

**Clothing and Textiles** - Garments sewn by Senior students could reflect Pacific Rim influence. Inspiration for colors, textures and designs could come from looking at illustrations in geography and history books and current magazines. This year Vancouver clothing and textiles teachers will be featuring a fashion show with a Pac Rim theme. Junior students could look at mask books and also books from the 900's for ideas on how to design cushions including the use of feathers and sequins.

**Mandarin Language Classes** - Schools across BC are starting to offer Mandarin and Japanese language classes. Two teachers on our tour are currently teaching such classes in Kamloops.

Although my grandparents came from China and my parents made sure that I had a background in "things Chinese", my understanding and appreciation of contemporary Chinese people, their governments, philosophies, formalities and forms of recreation, etc. increased tremendously as a result of this experience. For example, Chinese food is an important part of my childhood. I remember eating a lot of Cantonese food at home, serving it in restaurants and enjoying it at formal banquets while growing up. This trip certainly increased my appreciation of such food. I discovered that it is considered one of the four highly regarded cuisines of China and is served at the best hotels.

The Ministry will be offering another Pacific Rim program this summer to enhance BC teachers', and thus students', understanding of these countries and peoples. Keep an eye out for any announcements in Ministry or District newsletters or bulletins and apply--who knows, you may become a real man! or woman!



# A PAC RIM CULTURAL EXPERIENCE IN AN ELEMENTARY SCHOOL

by JUNE METCALF, teacher-librarian,  
Beach Grove Elementary School, S.D.#37  
(Delta).

Our small elementary school of 185 pupils held the following awareness week to make our students more knowledgeable about and understanding of facets of Japanese culture. This project was partially inspired by the fact that our "twin" school in Sagamehara, Japan, had sent us some art work in the fall.

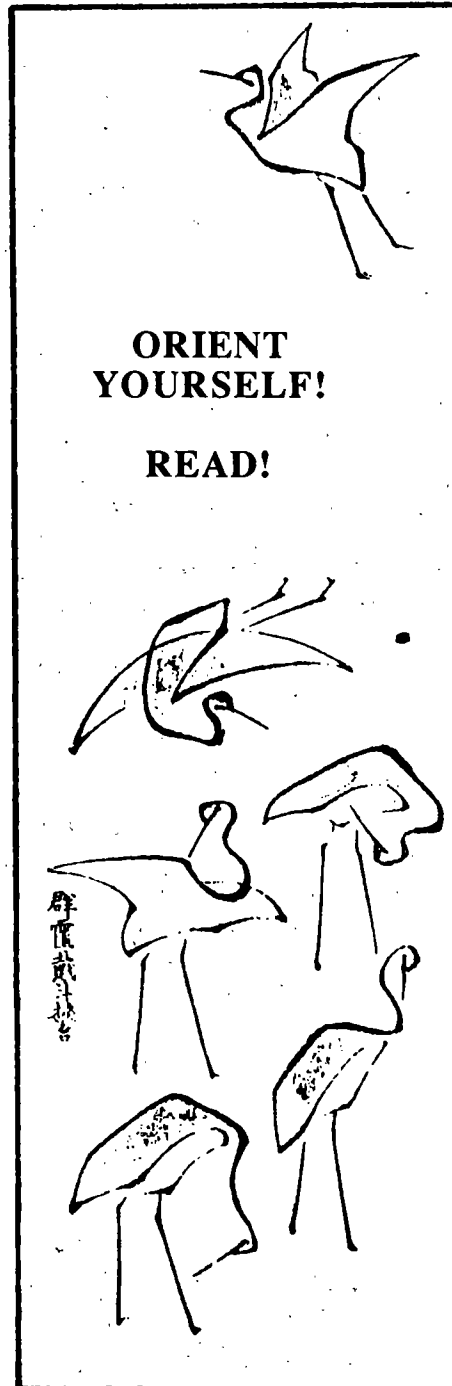
During our Awareness Week, the teachers all wore kimonos — even the principal. The principal started each day with a simple Japanese word spoken over the public address system. These words — including "hello" and "goodbye" — were also printed and posted in the halls. Both the principal and I had taken a few lessons in conversational Japanese.

As the teacher-librarian, I organized a set of work-shops for two afternoons. I contacted our Japanese language instructor and told her we would like demonstrations in food preparation, flower arranging, music, origami, and martial arts. She gave me the names of friends and, after numerous phone calls, we had enough demonstrators for three concurrent workshops on two afternoons.

Wednesday started with a dance demonstration for the whole school. The grades 1 and 2 children went to the food demonstration and tasting session, while grades 3, 4 and 5 were learning how to make origami, and the grades 6 and 7 students watched a karate exhibition. After about 35 minutes, the groups rotated to another workshop. The next afternoon we had a similar setup except that the workshops were for keto (harp), flower-arranging, and slides of the principal's trip to Japan. As well, the grades 4 to 7 students had an extra 45 minutes at the end of the day when one of our local high school students told of her experiences while hosting a Japanese exchange student. The wind-up to the week was a Japanese luncheon. I had found some recipes in a book and, of course, some parents had their own recipes. Each classroom had their own Japanese meal. Our students seemed to learn from and enjoy the experience.

A book I recommend highly for both a school experience and for Social Studies 6 is The Japanese Experience, by Louise Steele of Creative Curriculum Incorporated. This gives numerous activities that students may do, gives the recommended number of people required for each activity, and includes evaluation sheets. It costs \$16.95.

This type of whole school experience is one which I recommend to others.



# AUSTRALIAN LITERATURE FOR CANADIAN LIBRARIES

by **NONIE METZLER**, teacher-librarian,  
James Nash State High School  
Gympie, Queensland, Australia

These lists have been compiled using publications from Library and Resource Services (LARS), the central support body for Queensland school libraries. The titles have been selected bearing in mind a Canadian interest in things Australian, but of prime importance is the quality of the literature and the universality of the experience involved. Most of the books are available through Canadian publishers and book jobbers. Canadian sources are listed in parentheses if the publisher is other than the publisher listed in the annotation. A question mark indicates the Canadian publisher is unknown.

## Picture Books for All Ages

- Baker, Jeannie. Where the forest meets the sea. Sydney : MacRae, 1987. (Franklin Watts).
- Base, Graeme. Animalia. Viking Kestrel.
- Berndt, Catherine. Pheasant and kingfisher. Originally told by Nganalindja in the Gunwinggu language. Illus by Raymond Meeks. Martin Educational in association with Ashton Scholastic. (Scholastic-TAB).
- Blashki, Pam. A sometimes river. Paintings and drawings by Clifton Pugh. Melbourne : Lothian, 1986.
- Fox, Mem. Possum magic. Omnibus (Abingdon, 1987). (Monarch).
- Harvey, Roland. The First Fleet. (?)
- Lindsay, Norman. A magic pudding. (Penguin).
- Macleod, Doug. Sister Madge's book of nuns. (?)
- Paterson, Andrew Barton (Banjo). Mulga Bill's bicycle. (Collins).
- The bush christening. Illustrated by Quentin Hole. (Collins).
- Trezise, Percy, and Roughsey, Dick. The flying warriors. Sydney : Collins, 1987
- The Quinkins. (Collins).
- The rainbow serpent. (Collins).
- Wagner, Jenny. The bunyip of Berkley's Creek. Puffin / Penguin (Bradbury, 1977).
- Wheatley, Nadia and Rawlins, Donna. My place. Collins Dove.

## Lower Primary

- Bedson, Jack. Don't get burnt!, or, The great Australian day at the beach. Illus by Peter Gouldthorpe. Sydney : Collins, 1986.
- Base, Graeme. My grandma lived in Gooligulch. Nelson.
- Brennan, John. A is for Australia. (?)
- Cockatoo Soup. Compiled by Jean Chapman. Illus by Rodney McRae. Sydney : Hodder and Stoughton, 1987.
- Cox, David. Bossyboots. Sydney : Bodley Head, 1985. (Random House).
- Hall, Rita. The goanna and the crane fly. Sydney : Collins, 1986.
- Hilton, Nette. The long red scarf. Illus by Margaret Power. Adelaide : Omnibus, 1987. (Monarch).
- Ingamells, Rex. Platypus and kookaburra. Illus by Percy Trezise & Mary Haginikitas. Sydney : Collins, 1987.
- Jensen, Kiersten. Possum in the house. Illus by Tony Oliver. Adelaide : Childers, 1986.
- Ogders, Sally. Angie the brave. Illus by Sandra Laroche. Glebe, N.S.W. : McVitty, 1987.
- Omerod, Jan. The story of Chicken Licken. Sydney : Hodder and Stoughton, 1985.
- Re, Loretta. Flying south. Illus by Aileen Brown. Sydney : Collins, 1986.
- Small, Mary. The lizard of Oz. Illus by Julia McLeish. Melbourne : Dent, 1986.
- Trinca, Rod and Argent, Kerry. One woolly wombat. Omnibus / Penguin. (Monarch).
- Vaughan, Marcia. Wombat stew. Ashton, 1984. (Scholastic-TAB).

## Middle Primary to Lower Secondary

- Baillie, Allan. Eagle Island. Melbourne : Nelson, 1987.
- Baillie, Allan. Riverman. Melbourne : Nelson, 1986.
- Baker, Ivy. The Monday sheepdog. North Ryde, N.S.W. : Angus & Robertson, 1987. (Raincoat Book Distribution, Ltd.)
- Bernard-Waite, Judy. Challenge of the Trumpalar. Sydney : Ashton Scholastic, 1986. (Scholastic-TAB).
- The Bogong body, and other tantalising tales. Milton, Qld. : Jacaranda Pr, 1985. (Wiley).
- Carr, Roger Vaughan. Firestorm! Melbourne : Nelson, 1985.
- Chi, Jimmy. Broome songwriters [kit] Richmond, Vic. : Hodja, 1985. (?)
- Edwards, Hazel. Primary plays. Melbourne : Nelson, 1981.
- Fatchen, Max. A paddock of poems. Illus by Kerry Argent. Omnibus Books. (Monarch).
- Hathorn, Elizabeth. All about Anna and Harriet and Christopher and me. North Ryde, N.S.W. : Methuen, 1986. (General).

Hepworth, John. *top kid*. Fitzroy, Vic. : McPhee Gribble / Penguin, 1985.

Heylen, Jill and Jellett, Celia (selectors). *Rattling in the wind : Australian poems for children*. Omnibus Books. (Monarch).

Hutchins, Elizabeth. *Lucky*. Illus by Robert H. Perkin. Martin Educational in assoc with Ashton Scholastic. (Scholastic-TAB).

Klein, Robin. *Penny Pollards' diary*. Illus by Ann James. Melbourne : Oxford Univ Pr, 1985.

---- *Penny Pollard's letters*. Illus by Ann James. Melbourne : Oxford Univ Pr, 1984.

---- *Penny Pollard in print*. Illus by Ann James. Melbourne : Oxford Univ Pr, 1986.

---- *Ratbags and rascals*. Ills by Alison Lester. Sydney : Dent, 1984. (Fitzhenry & Whiteside).

Martin, David. *Peppino turns his luck*. Adelaide : Rigby, 1982. (Ginn).

O'Brien, John. *Said Hanrahan*. Illus by John McIntosh. North Ryde, N.S.W. : Angus & Robertson, 1987. (Raincoat Book Distribution, Ltd.).

Ogders, Sally Farrell. *The powerful pickle problem*. North Ryde, N.S.W. : Angus & Robertson, 1987.

Oswald, Debra. *Me and Barry Terrific*. Melbourne : Oxford Univ Pr, 1987.

Phipson, Joan. *The grannie season*. London : Hamilton, 1985. (Penguin).

Schurmann, Edwin A. *Charlie up a gum tree*. Sydney : Hodder & Stoughton, 1985. (Dominie).

Sharpe, Margaret. *The Traeger kid*. Chippendale, N.S.W. : Alternative Publishing Co-operative, 1983. (?)

Stow, Randolph. *Midnite : the story of a wild colonial boy*. Illus by Ralph Steadman. London : Bodley Head, 1984. (Random House).

Thiele, Colin. *Farmer Schulz's ducks*. Illus by Mary Milton. Glebe, N.S.W. : McVitty, 1986. (?)

---- *Pinquo*. Illus by Mary Milton. Dee Why West, N.S.W. : Rigby, 1986. (Ginn).

Southall, Ivan. *Let the balloon go*. Bradbury, 1985. (originally St. Martin, 1968). (Collier-Macmillan).

### Middle Secondary

Aldridge, James. *The true story of Spit MacPhee*. Ringwood, Vic. : Viking Kestrel, 1986. Penguin, 1987 (pbk).

Crew, Gary. *The inner circle*. Richmond, Vic. : Heinemann Educational, 1986. (General).

Dean, Geoffrey. *Cold dead Monday, and other Australian stories*. Melbourne : Longman Cheshire, 1984.

French, Simon. *Cannily, cannily*. Harmondsworth, Middlx : Penguin, 1983.

Harding, Lee. *Displaced person*. Melbourne, Penguin, 1981.

Kelleher, Victor. *Taronga*. Ringwood, Vic. : Viking Kestrel, 1986.

Klein, Robin. *Games*. Illus by Melissa Webb. Ringwood, Vic. : Viking Kestrel, 1986.

Park, Ruth. *Playing Beatie Bow* [sound recording] [Sydney] : Australian Broadcasting Corporation, [1986?]. 2 cassettes, 180min. (Book: Collier-Macmillan).

Larson, Henry. *An illustrated treasury*. Illus by Dee Huxley. Selected by Glenys Smith. Sydney : Lansdowne Pr, 1985. (Cupress).

Phipson, Joan. *Hit and run*. North Ryde, N.S.W. : Methuen, 1986. (General).

Southall, Ivan. *Rachel*. North Ryde, N.S.W. : Angus & Robertson, 1986. (Raincoat Book Distributing, Inc.).

Spence, Eleanor. *The seventh pebble*. Melbourne : Oxford Univ Pr, 1981.

Swag of stories. [Compiled by] Michael Kavanagh. Melbourne : Oxford Univ Pr, 1986.

Thiele, Colin. *Shatterbelt*. Glebe, N.S.W. : Mcvitty, 1987. (?)

Turner, Ethel. *Seven little Australians*. Sydney : Lansdowne, 1983. (Cupress).

Wrightson, Patricia. *A little fear*. McElderry, 1983. (order in USA from McElderry).

### Senior High

Aldridge, James. *The true story of Spit MacPhee*. Ringwood, Vic. : Viking Kestrel, 1986. Penguin, 1987 (pbk).

Anderson, Jessica. *The commandant*. Ringwood, Vic. : Penguin, 1975. (reprinted, 1981).

---- *The impersonators*. Ringwood, Vic. : Penguin, 1982.

---- *Tirra lirra by the river*. Ringwood, Vic. : Penguin, 1978. (reprinted, 1980).

Astley, Thea. *Beachmasters*. Ringwood, Vic. : Penguin, 1985.

---- *Hunting the wild pineapple and other related stories*. Ringwood, Vic. : Penguin, 1979.

---- *An item for the late news*. Ringwood, Vic. : Penguin, 1984.

---- *A kindness cup*. Melbourne : Nelson, 1977.

Bennett, Jack. *Gallipoli*. London : Angus & Robertson, 1981. (Raincoat Book Distributing, Inc.).

Boyd, Martin. *A lemon farm*.

---- *Lucinda Brayford*. Ringwood, Vic. : Penguin, 1985.

*Bundle of yeans*. Ed. by Michael Kavanagh. Melbourne : Oxford Univ Pr, 1986.

Carey, Peter. *Illywacker*. St. Lucia, Qld. : Univ of Queensland Pr, 1985. (?)

- Cato, Nancy. All the rivers run. London : New English Library, 1981. (Musson, or General for paperback).
- Brown sugar. London : New English Library, 1974. (reprinted 1982). (Musson, or General for paperback).
- Cleary, Jon. The sundowners. Fontana / Collins, 1952. (reprinted 1975).
- Cusack, Dumphna. The half-burnt tree. Richmond, Vic. : Marlin, 1977. (?)
- D'Alpurget, Blanche. Turtle Beach. Ringwood, Vic. : Penguin, 1981.
- Dark, Eleanor. The timeless land. Melbourne : Fontana, 1941. (reprinted 1980). (Collins).
- Davidson, Frank Dalby. Man shy. Angus & Robertson. (Raincoat Book Distributing, Inc.).
- Dean, Geoffrey. Cold dead Monday and other Australian stories. Melbourne : Longman Cheshire, 1984.
- Dick, William. A bunch of ratbags. Ringwood, Vic. : Penguin, 1984.
- Durack, Mary. Keep him my country. London : corgi, 1955 (reprinted 1983). (Bantam).
- Kings in grass castles. London : Corgi, 1967. (Bantam).
- Elliott, Sumner Locke. Careful, he might hear you. Sydney : Pan, 1963. (reprinted 1983). (Collins).
- Water under the bridge. Melbourne : Sun Books, 1977. (reprinted 1980). (?)
- Facey, A.B. A fortunate life. (condensed ed.) Ringwood, Vic. : Penguin, 1985.
- Franklin, Miles. My brilliant career. London : Angus & Robertson, 1954. (reprinted 1979). (Raincoat Book Distributing, Inc.).
- Gare, Nene. The fringe dwellers. Melbourne : Sun Books, 1966 (1986 printing). (?)
- Gaskin, Catherine. Sara Dane. London : Fontana / Collins, 1958.
- I know my love. Glasgow : Fontana, 1962. (reprinted 1977). (Collins).
- Hardy, Frank. Power without glory. St. Albans : Panther, 1968. (reprinted 1977). (?)
- Hazzard, Shirley. The transit of Venus. Harmondsworth : Penguin, 1980. (reprinted 1981).
- Hill, Anthony. The bunburyists. Illus by Peggy Earl. Ringwood, Vic. : Penguin, 1985.
- Hill, Ernestine. My love must wait. Sydney : Angus & Robertson, 1978. (Raincoat Book Distributing, Inc.).
- Ireland, David. The glass canoe. South Melbourne : Sun Books, 1977. (?)
- Jolley, Elizabeth. The well. Ringwood, Vic. : Penguin, 1987.
- Johnston, George. My brother Jack. Melbourne : Fontana, 1987. (Collins).
- Keneally, Thomas. Schindler's ark. London : Coronet, 1982. (reprinted 1983). (General Paperbacks).
- Koch, C. J. The year of living dangerously. London : Grafton, 1978. (reprinted 1986). (Collins).
- Lawson, Henry. The Penguin Henry Lawson short stories. Ringwood, Vic. : Penguin, 1986.
- Lewis, Harold. Crow on a barbed wire fence. Sydney : Angus & Robertson, 1987 (Raincoat Book Distributing, Inc.).
- Lindsay, Joan. Picnic at Hanging Rock. Ringwood, Vic. : Viking, 1987.
- Liverani, M. The winter sparrows. Melbourne : Nelson, 1978.
- Lord, Gabrielle. Fortress. Morebank N.S.W. : Transworld, 1988. (Bantam).
- Mackie, Ronald. The mango tree. London : Fontana, 1974.
- Mackinnon, Sue. Waterfront. Richmond, Vic. : Greenhouse, 1984. (?)
- Malouf, David. Fly away Peter. Ringwood, Vic. : Penguin, 1982.
- Harland's half acre. Harmondsworth : Penguin, 1984.
- An imaginary life. Woolahara, S.S.W. : Pan, 1978. (reprinted 1980). (Collins).
- Johnno. Ringwood, Vic. : Penguin, 1975.
- 12 Edmondstone Street. Harmondsworth : Penguin, 1986.
- Marshall, Alan. I can jump puddles. Harmondsworth : Penguin, 1983.
- Marshall, James Vance. Walkabout. Harmondsworth : Penguin, 1959. (reprinted 1975).
- Masters, Olga. Amy's children. St. Lucia, Qld. : Univ of Queensland Pr, 1987. (?)
- Loving daughters. St. Lucia, Qld. : Univ of Queensland Pr, 1985. (?)
- McCullough, Colleen. An indecent obsession. Sydney : Harper & Row, 1982. (Fitzhenry & Whiteside).
- Tim. London : Pan, 1974. (reprinted 1978). (Collins).
- McDonald, Roger. 1915. London : Faber, 1982. (Penguin).
- Methold, Ken. Story one. Melbourne : Longman Cheshire, 1986.
- Niland, D'Arcy. The big smoke. Harmondsworth : Penguin, 1959. (reprinted 1978).
- Dead men running. Harmondsworth : Penguin, 1969. (reprinted 1977).
- The shiralee. Harmondsworth : Penguin, 1955. (reprinted 1975).
- Park, Ruth. Dear hearts and gentle people. Ringwood, Vic. : Penguin, 1955. (reprinted 1981).
- The harp in the south. Sydney : Angus & Robertson, 1948. (reprint 1980). (Raincoat Book Distributing, Ltd.).
- Missus. Ringwood, Vic. : Penguin, 1986.

- Poor man's orange. Harmondsworth : Penguin, 1949. (reprinted 1982).
- Serpent's delight. Harmondsworth : Penguin, 1979.
- Swords and crowns and kings. Melbourne : Nelson, 1977.
- Popple, Maureen. The other side of the family. St. Lucia, Qld. : Univ of Queensland Pr, 1986. (?).
- Pritchard, Katherine S. Coonardoo. Cremorne, N.S.W. : Angus & Robertson, 1929. (reprinted 1973). (Raincoat Book Distributing, Inc.).
- Shapcott, Thomas. White stag of exile.
- Shute, Neville. A town like Alice. London : Pan, 1961. (Collins).
- Spence, Eleanor. A candle for Saint Anthony. Melbourne : Oxford Univ Pr, 1977.
- Stead, Christina. The man who loved children. London : Angus & Robertson, 1968. (reprinted 1979). (Raincoat Book Distributing, Inc.).
- Stone, Louis. Jonah. London : Angus & Robertson, 1911. (reprinted 1981). (Raincoat Book Distributing, Inc.).
- Stow, Randolph. Merry-go-round in the sea. Ringwood, Vic. : Penguin, 1968.
- Tourmaline. Harmondsworth : Penguin, 1965.
- Stuart, Vivian. The exiles. Sydney : Doubleday, 1979.
- Stuart, Vivian; writing as William Stuart Long. The exiles. Sydney : Doubleday, 1979. (?).
- The colonists. London : Futura, 1985. (?).
- The patriots. London : Futura, 1987. (?).
- The empire builders. Sydney : Doubleday, 1987. (?).
- The settlers. London : MacDonald Futura, 1981. (?).
- Tennant, Kylie. The battlers. London : Angus & Robertson, 1983. (Raincoat Book Distributing, Inc.).
- The honeyflow. Angus & Robertson. (Raincoat Book Distributing, Inc.).
- Tantavallon. Melbourne : Macmillan, 1983. (Raincoat Book Distributing, Inc.).
- Thiele, Colin. Blue fin. Adelaide : Rigby, 1982. (Ginn).
- Upfield, Arthur. Bony and the mouse. London : Pan, 1959. (reprinted 1974). (Collins).
- Bony and the white savage. Eden. (?).
- Bony buys a woman. London : Pan, 1957. (reprinted 1975). (Collins).
- Cake in the hat box. Sydney : Pan, 1955. (reprint 1983). (Collins).
- Death of a lake. Sydney : Pan, 1984. (Collins).
- Madman's Bend. Sydney : Pan, 1984. (Collins).
- The mountains have a secret. Sydney : Pan, 1952. (reprinted 1983). (Collins).
- West, Morris. The ambassador. London : Fontana / Collins, 1965. (reprinted 1983).
- Children of the sun. London : Pan, 1957. (reprinted 1970). (Collins).
- Kundu. Sydney : Angus & Robertson, 1984. (Raincoat Book Distributing, Inc.).
- Wheatley, Nadia. The bleeding. Ringwood, Vic. : Viking Kestrel, 1987. (note: potentially controversial.).
- The house that was Eureka. Ringwood, Vic. : Penguin, 1987.
- Willmott, Frank. Breaking up. London : Fontana / Lions, 1983. (note: potentially controversial.).
- Suffer dogs. London : Fontana / Lions, 1985. (note: potentially controversial.).
- Winton, Tim. An open swimmer. Sydney : Pan, 1983. (Collins).
- The shallows. Sydney : Unwin, 1985. (Little, Brown).



# BEYOND COLLEEN McCULLOUGH SOME GREAT AUSTRALIAN LITERATURE

by **NONIE METZLER**, teacher-librarian,  
James Nash State High School  
Gympie, Queensland, Australia

As an Australian teacher-librarian on exchange for a year in British Columbia it has been exciting to "discover" Canadian literature. I have become acquainted with Manawaka and Margaret Lawrence, Kingcomb Inlet and the Kwakiutl Indians in *I Heard the Owl Call My Name*, the Skeena River canneries in *Mist on the River*, the prairies in W.O. Mitchell's delightful books, the tragedy of war through Timothy Findley, love with a difference on the wild Atlantic coast in *The Nymph and the Lamp*, Ethel Wilson's fascinating women, the frustrations of Ginger Coffey in *Montreal*. And then how vivid the reality became as we explored the B.C. coast and crossed the prairies in our summer holidays! These books and others, have filled, enhanced, made brilliant my "Canadian experience", given me a sense of time and space and heightened my awareness of life in this beautiful country.

Hopefully one day you may visit Australia, enjoy the literature and variety of life in the land "down under". There are some marvellous writers in Australia, and in the last decade in particular they have produced a richness and diversity of writing that merits worldwide attention. Our literature is rooted in British traditions and has developed a unique Australian flavour only in the last century, and most particularly since World War II. The first truly Australian stories came from the bush, from drovers and shearers who yarned about campfires. Bush poets and prose writers like A.B. "Banjo" Paterson and Henry Lawson were encouraged to publish stories by "The Bulletin" editors (a magazine still published weekly) and slowly a nationalistic literature evolved. Today all the richness and complexity of multi-cultural, largely urban society of sixteen million people plus the diversity of an unusual landscape is reflected, explored, experience in the work of our writers.

Try Ruth Park's trilogy *Missus*, *Harp to the South* and *Poor Man's Orange* for an insight into a working class family in Sydney; or *Playing Beatie Bow*, a superb time shift story for young adults. Tim Winton, a young West Australian, writes evocatively of life in the west and the slaughter of whales in *The*

*Shallows*. *Coonardoo* by K.S. Pritchard and *The Fringe Dwellers* by Nene Gare are moving and revealing novels about life for aborigines, in the outback and cities respectively. Queensland's Thea Astley, Jessica Anderson and David Malouf write vividly of life in North East Australia. I have enjoyed Thea Astley's *A Kindness Cup* based on a factual incident involving the suicide of a young aboriginal woman, and her biting satirical stories in *Hunting the Wild Pineapple* and other related stories. Jessica Anderson's *The Commandant* is set in early colonial Brisbane and a key figure is the cruel Captain Logan. David Malouf's novels *Fly Away Peter*, the semi-autobiographical *12 Esmonstone Street* or the absorbing *Johnno*.

Aussie classics include Eleanor Dark's *The Timeless Land* which gives the reader an introduction to early Australian history in an absorbing way, Miles Franklin's *My Brilliant Career* and *All That Swagger*, Catherine Gaskin's *Sara Dane* (life of a convict woman), George Johnston's *My Brother Jack* (Melbome and the Depression), *My Love Must Wait* by Ernestine Hill (Tasmania and an early governor), Alan Marshall's autobiographical story (coping with polio) in *I Can Jump Puddles*, Darcy Niland's *The Shiralee* (wanderer in outback New South Wales during the Depression), Kylie Tennant's similar outback Depression novel *The Battlers*, and Henry Handal Richardson's classic of the Gold Rush era, *Australia Felix*.

Everyone should try one of Patrick White's masterful novels (our Nobel Prize winner) such as *Voss*, based loosely on the tragic journey of an early explorer, *Tree of Man* or *Fringe of Leaves*. Thomas Keneally earned international acclaim for *Schindler's Ark* set in Nazi Germany and *The Chant of Jimmy Blacksmith*, the story of an aborigine involved in a brutal murder and hunted throughout New South Wales, which was recently made into a successful film. The Lindsay family is well known in artistic and literary circles; *The Magic Pudding* written and illustrated by Norman Lindsay is one of our most famous children's books and Joan Lindsay is remembered for *Picnic at Hanging Rock* which was made into a haunting and beautiful film.

Another significant writer is Randolph Stow; try *Midnite*, the hilarious story of a bushranger and his cat, *The Bystanders* a perceptive study of a new Australian or *To the Islands*. Frank Hardy writes powerfully of the trade union movement in *Power Without Glory*, James Aldridge has written a fascinating story set on the Murray River in *The True Story of Lili Stubeck*, and Peter Corris is well known for his entertaining detective stories such as *Empty Beach*.

In the last decade or so Australian women writers have emerged as a "tour de force" in the literary world. Helen Garner's controversial study of the drug scene in *Monday Grip* is compelling reading. Jean Bedford's *Sister Kate* is a fascinating story of Ned Kelly's sister, and Elizabeth Jolley's unusual characters and spare style are evident in her novels such as *The Newspaper of Claremont Street*.

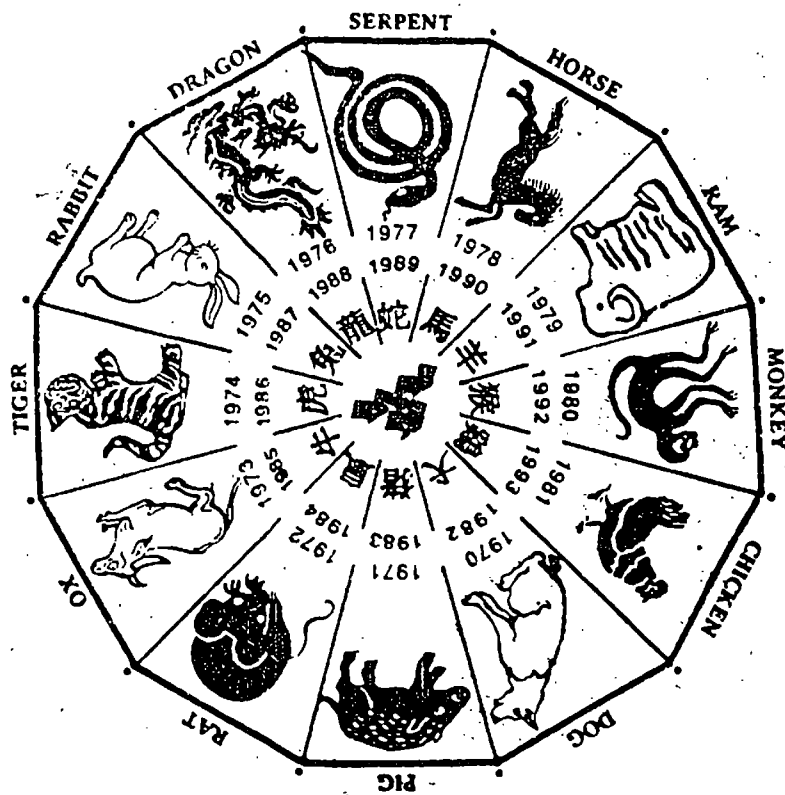
These are just a few titles and authors, which may serve as an introduction to Australian literature and culture. I would also suggest that a selection at all levels. Some of my favourites are *Possum Magic* by Mem Fox, *A Bush Christening*, *Waltzing Matilda* and *Mulga Bill's Bicycle* by A.B. Paterson, (or *The Man from Snowy River*), *The Quinkins* or *The Rainbow Serpent* by Percy Trezise and Dick Roughsey, *The Bunyip of Berkley Creek* by Jenny Wagner and *My Place* by Nadia Wheatley and Donna Rawlins. A couple of general non-fiction titles of value could be Cathy Hope's *All Australian Themes* or *The 1986 All-Australian Almanac: Days of Significance for Australians*, published by Hodja Press. If you really want to decipher Aussie idiomatic terms like "giddy", "fair dinkum", "mate", "billy", you'll need the authoritative *Macquarie Dictionary*, published by Macquarie University Press.

Poetry? For a touch of the vernacular Bruce Dawe's *Sometime Gladness* is a winner; or try the brilliant imagery and sensitivity of Judith Wright, A.D. Hope or Kenneth Slessor. We are also proud of our playwrights like Patrick White, Ray Lawler, Dorothy Hewitt and David Williamson.

Fair dinkum mates. There are some great books and writers in Australia. As Canadians say, "Enjoy!"

#### Bibliography

- Alderige, James. *The true story of Lilli Stubeck*. Penguin, 1985.
- Anderson, Jessica. *The commandant*. Penguin, 1981.
- Astley, Thea. *Hunting the wild wineapple and other related stories*. Penguin, 1979.
- *A kindness Cup*. Nelson, 1977.
- Bedford, Jean. *Sister Kate*. Penguin.
- Corris, Peter. *Empty beach*. Allen & Unwin.
- Dark, Eleanor. *The timeless land*. Collins.
- Dawe, Bruce. *Sometimes gladness*. Longman Cheshire.
- Fox, Mem. *Possum magic*. Omnibus.
- Franklin, Miles. *All that swagger*. Angus & Robertson.
- *My brilliant career*. Angus & Robertson.
- Gare, Nene. *The fringe dwellers*. Sun Books, 1986.
- Garner, Helen. *Monday grip*. Penguin.
- Gaskin, Catherine. *Sara Dane*. Fontana Collins.
- Hardy, Frank. *Power without glory*. Panther.
- Hill, Ernestine. *My love must wait*. Angus & Robertson.
- Hope, Cathy. *All Australian themes*. Nelson, 1987.
- Johnston, George. *My brother Jack*. Collins.
- Jolley, Elizabeth. *The newspaper of Claremont Street*. Penguin.
- Keneally, Thomas. *The chant of Jimmie Blacksmith*. Penguin.
- *Schindler's ark*. London: Coronet, 1982.
- Lawler, Ray. *The doll trilogy*. Currency.
- Lawson, Henry. *An illustrated treasury*. Lansdowne Press, 1985.
- Lindsay, Joan. *Picnic at Hanging Rock*. Penguin.
- Lindsay, Norman. *The magic pudding*. Angus & Robertson.
- *Macquarie dictionary*. Macquarie University Press.
- Malouf, David. *Fly away, Peter*. Penguin.
- *Johnno*. Penguin.
- *12 Edmonstone Street*. Penguin.
- Marshall, Alan. *I can jump puddles*. Penguin.
- Niland, Darcy. *The Shiralee*. Penguin.
- *1986 All Australian almanac*. Hadja, 1986.
- Park, Ruth. *Harp in the South*. Penguin.
- *Missus*. Penguin.
- *Playing Beatie Bow*. Nelson.
- *Poor man's orange*. Penguin.
- Paterson, A.B. *A bush christening*. Collins.
- *The man From Snowy River*. Collins.
- *Mulga Bill's bicycle*. Collins.
- *Waltzing Matilda*. Collins.
- Pritchard, K.S. *Coonardoo*. Angus & Robertson.
- Richardson, Henry Handal. *Australia Felix*. Penguin.
- Slessor, Kenneth. *Selected poems*. Angus & Robertson.
- Stow, Randolph. *The bystander*. Penguin.
- *Midnite*. Penguin.
- *To the islands*. Penguin.
- Tennant, Kylie. *The battlers*. Angus & Robertson.
- Trezise, Percy and Roughsay, Dick. *The Quinkins*. Sydney: Collins.
- *The rainbow serpent*. Sydney: Collins.
- Wagner, Jenny. *The bunyip of Berkley Creek*. Puffin/Penguin.
- Wheatley, Nadia and Rawlins, Donna. *My place*. Collins Dove.
- White, Patrick. *Fringe of leaves*.
- *Tree of man*.
- *Voss*.
- Williamson, David. *Gallipoli*.
- Winton, Tim. *The shallows*. Unwin.
- Wright, Judith. *Five senses*. Angus & Robertson.



## WE'VE BEEN REVIEWED!

(Reprinted with permission from Library and Information Science Annual, Vol. 4, 1988, pp. 278 -279.)

**The Bookmark**, Vol. 1- , No. 1- . Port Moody, B.C., British Columbia Teacher-Librarians' Association, 1939- . quarterly. free with membership. ISSN 0381-6028.

The British Columbia Teacher-Librarians' Association (BCTLA) is a Provincial Specialist Association of the British Columbia Teachers' Federation. As a membership benefit, *The Bookmark* aims to meet the information needs of practicing teacher-librarians in British Columbia.

BCTLA, formerly called the British Columbia School Librarians' Association, began in 1939. *The Bookmark* started as an irregular news sheet and in 1972 became a journal. In 1984 *BCTLA Reviews*, a separate reviewing publication, was incorporated as a regular feature of *The Bookmark*. Other publications of the BCTLA have included occasional papers and special monographs such as *Young Relationships*, *Periodicals for B.C. School Libraries*, and *Fuel for Change: Cooperative Planning and Teaching*. In 1986 a videokit entitled *Fuel for Change: Cooperative Planning and Teaching* was produced as a joint project by the BCTLA, University of British Columbia, and the Canadian School Library Association.

*The Bookmark* has a volunteer editorial board. Their energy, enthusiasm, and commitment are supported by contributions from many professionals throughout the province. Such involvement results in the production of a highly relevant and practical publication. The success of *The Bookmark* in large measure may be credited to the dedication of such teacher-librarians as Liz Austrom, Dianne Driscoll, Alan Knight, and Gerald Soon. In 1984-1985 Alan Knight served as senior editor, and he tripled the size of the journal, expanding the number of regular features and adopting a thematic approach to each issue. From 1985 to 1987 Gerald Soon as senior editor continued the development of the thematic issues and received the 1987 CanebSCO School Library Media Periodical Award for *The Bookmark's* valuable contributions to the school library profession.

The greatest strength of this journal rests in the variety, timeliness, and usefulness of the articles, bibliographies, teaching units, notes, and news found in each issue. Articles are often reprinted from other educational and library journals. These add immeasurably to the quality of the journal's content. The looseleaf format is designed so that teacher-librarians may insert each issue into a three-ring binder. Elementary and secondary teacher-librarians find without fail articles worthy of circulation to teachers in their schools. Some of the themes which have been explored have included public relations, strategies for satisfying social studies, and art oventions. So much material is offered in a single issue that a quick perusal of the materials is not possible. Each issue must be read cover to cover and by so doing a plethora of practical ideas and resources is gleaned.

Regular features of *The Bookmark* are distinctive. Via "letters to the editor," through the "Point/Counterpoint" column, where controversial articles are printed in order to elicit comment and debate, and by means of the "Ask the Experts" column, the voice of teacher-librarians in British Columbia may be heard. "In Circulation" provides an opportunity for the president of the BCTLA to communicate directly with the membership. "Notes and News" highlights conferences, workshops, and courses of interest to teacher-librarians. "B.C. Government Documents" is an annotated select list of government publications considered suitable for school library collections. The "Portrait" column features British Columbia authors and publishers. Annually the results of a "Learning and Working Conditions Survey" are printed, providing invaluable statistical data about school library services in British Columbia. In the "BCTLA Reviews" section ten to fifteen reviews of Canadian learning resources appear. Each review is written by a teacher-librarian, and complete classification and cataloging information is given.

In order to keep the costs of producing the journal to a minimum, it is printed by the British Columbia Teachers' Federation. No assistance with typing or layout is provided. Print styles vary from one article to the next and this detracts from the clarity and visual attractiveness of the journal. More white space and greater uniformity in layout and design would do much to enhance the readability of each issue. A more detailed table of contents listing both the author(s) and the titles of the feature articles would make it easier to consult.

*The Bookmark* is by far one of the most superior regional school library association publications in Canada, surpassing such journals as *Medium*, *MSLAVA Journal*, and *Alberta Learning Resources Journal*. It prints an annual index, and is also indexed in the *Canadian Education Index*. *The Bookmark* admirably fulfills its mandate, and it is an essential tool for teacher-librarians in British Columbia. It is excellent value for the money and would also be of interest to teacher-librarians outside of the province. Through the leadership, participation, and dedication of the BCTLA membership, *The Bookmark* represents an outstanding example of an effective professional publication.

Jo-Anne Naslund

*(Editor's Note: The place of publication was incorrect in the article. It should be Vancouver, BC.)*

# LEARNING AND WORKING CONDITIONS

## SEPTEMBER 1988 SURVEY RESULTS, PART 2

Compiled by **KEN ADSETT**, Vice-President, BCTLA.

[Editor's Note: Part 1 of the Survey Results was printed in the December 1988 issue of The Bookmark. As well as preliminary budget information, it included information on professional and clerical staffing levels.]

### BUDGETS

The Budget portion of the survey continues to be a problem. With so many variations in the methods by which budgets are derived, it is impossible to accommodate them all in one simple survey page. The options seem to be either to expand the whole survey, (more questions and therefore more pages) or to delete some of the areas included in former surveys. I assure you the problem will be discussed by your executive and will be addressed in next year's survey.

Meanwhile, the following tables show the range of library budgets and the average budgets for elementary and secondary schools. I have tried to reduce the variables and the notes in the margins of many survey returns as much as possible to a common denominator, hopefully without destroying the accuracy of the figures given.

### ELEMENTARY SCHOOLS

	NAME	LOW	HIGH	RANGE	AVERAGE	1987-88 AVERAGE
1	FERNIE	\$12.00	\$12.00	\$0.00	\$12.00	\$10.00
2	CRANBROOK	\$8.45	\$13.50	\$5.05	\$12.07	\$11.20
3	KIMBERLEY	-	-	-	-	\$16.34
4	WINDERMERE	\$10.13*i	\$25.00	\$14.87	\$22.52	\$20.00
7	NELSON	\$5.00	\$22.56	\$17.56	\$14.51	\$14.67
9	CASTLEGAR	\$11.32	\$14.30	\$2.98	\$12.37	-
10	ARROW LAKES	\$21.94	\$44.00	\$22.06	\$22.81	\$30.77
11	TRAIL	\$7.33	\$15.00	\$7.67	\$10.33	\$12.27
12	GRAND FORKS	\$20.00	\$27.50	\$7.50	\$23.75	\$25.40
13	KETTLE VALLEY	-	-	-	\$22.22	-
15	PENTICTON	\$17.00	\$17.00	\$0.00	\$17.00	\$17.55
16	KEREMEOS	\$24.00	\$24.00	\$0.00	\$24.00	\$22.61
17	PRINCETON	-	-	-	-	-
18	GOLDEN	\$9.60	\$30.00	\$20.40	\$16.45	-
21	ARMSTRONG	\$20.00	\$38.70	\$18.70	\$27.00	\$21.33
22	VERNON	\$14.58	\$24.15	\$9.57	\$17.85	\$15.64
23	CENTRAL OKANAGAN	\$21.52	\$34.54	\$13.02	\$26.09	\$24.07
24	KAMLOOPS	\$13.00	\$13.00	\$0.00	\$13.00	\$13.12
26	NORTH THOMPSON	\$24.50	\$24.50	\$0.00	\$24.50	\$21.00
27	CARIBOO-CHILCOTIN	\$19.45	\$28.00*ii	\$8.55	\$20.60	\$19.45
28	QUESNEL	-	-	-	-	\$11.98
29	LILLOOET	-	-	-	\$28.00*iii	\$27.56

	NAME	LOW	HIGH	RANGE	AVERAGE	1987-88 AVERAGE
30	SOUTH CARIBOO	\$23.00	\$30.00	\$7.00	\$27.66\$	27.25*iii
32	HOPE	\$12.40	\$15.50	\$3.10	\$14.08	\$12.37
33	CHILLIWACK	\$11.00	\$23.00	\$12.00	\$14.77	\$14.00
34	ABBOTSFORD	\$3.00	\$22.73	\$19.73	\$8.34	-
35	LANGLEY	\$5.00	\$31.25	\$26.25	\$13.67	\$11.41
36	SURREY	\$10.00	\$10.00	\$0.00	\$10.00	\$7.00
37	DELTA	\$10.00	\$14.24	\$4.24	\$11.70	\$11.85
38	RICHMOND	\$9.00	\$35.60*ii	\$26.60	\$12.50	\$8.70
39	VANCOUVER	\$17.75	\$26.60	\$8.85	\$21.45*iv	\$16.00
41	BURNABY	-	-	-	\$12.47*v	\$7.54
42	MAPLE RIDGE	\$5.04	\$22.00	\$16.96	\$10.48	\$10.01
43	COQUITLAM	\$9.43	\$9.43	\$0.00	\$9.43	\$9.29
44	NORTH VANCOUVER	\$31.13	\$31.13	\$0.00	\$31.13	\$15.00
45	WEST VANCOUVER	\$13.50	\$13.50	\$0.00	\$13.50	\$15.22
46	SUNSHINE COAST	\$26.00	\$26.00	\$0.00	\$26.00	\$26.00
47	POWELL RIVER	\$16.30	\$17.00	\$0.70	\$16.77	-
49	CENTRAL COAST	-	-	-	-	\$22.25
50	QUEEN CHARLOTTE IS.	-	-	-	\$35.00*	\$31.94
52	PRINCE RUPERT	\$18.87	\$18.87	\$0.00	\$18.87	\$14.40
54	BULKLEY VALLEY	\$24.00	\$24.00	\$0.00	\$24.00	\$22.00
55	BURNS LAKE	\$10.00	\$21.75	\$11.75	\$13.55	-
56	NECHAKO	\$17.80	\$26.00	\$8.20	\$18.26	\$21.50
57	PR. GEORGE	\$10.00	\$18.00	\$8.00	\$13.36	\$11.15
59	PEACE RIVER SOUTH	\$5.00	\$56.60	\$51.60	\$23.95	\$14.92
60	PEACE RIVER NORTH	\$16.66	\$24.86	\$8.20	\$21.19	\$20.31
61	GREATER VICTORIA	\$5.00	\$19.00	\$14.00	\$11.58	\$9.68
62	SOOKE	\$12.00	\$12.00	\$0.00	\$12.00	\$12.00
63	SAANICH	\$6.62	\$41.50*ii	\$34.88	\$11.71	-
64	GULF ISLANDS	-	-	-	\$42.80	\$35.50
65	COWICHAN	-	-	-	-	\$10.00
68	NANAIMO	\$10.56	\$10.56	\$0.00	\$10.56	\$10.06
69	QUALICUM	\$8.00	\$24.00	\$16.00	\$14.47	\$10.31
70	ALBERNI	-	-	-	\$12.05	-
72	CAMPBELL RIVER	\$15.00	\$15.00	\$0.00	\$15.00	\$15.00
75	MISSION	\$17.00	\$20.00	\$3.00	\$19.84	\$18.17
76	AGASSIZ-HARRISON	-	-	-	\$11.55*	\$11.73
77	SUMMERLAND	\$20.00	\$48.00	\$18.00	\$34.00	-
80	KITIMAT	\$18.73	\$30.03	\$11.30	\$23.16	\$20.33
81	FORT NELSON	-	-	-	-	\$17.11
84	VANCOUVER ISLAND WEST	-	-	-	\$10.00*	\$18.00
85	VANCOUVER ISLAND NORTH	\$12.50	\$12.50	\$0.00	\$12.50	-
87	STIKINE	-	-	-	-	>>>
88	TERRACE	\$10.00	\$14.00	\$4.00	\$11.81	\$12.10
89	SHUSWAP	-	-	-	-	\$10.00

## NOTE:

- \* Figures are from one school only
- \*I One school shows figures much lower than the rest
- \*II One school shows figures much higher than the rest
- \*III 50% or fewer school responded
- \*iv Includes basic grants to small schools and per capita bonuses for French programs
- \*v Unique system of central purchases and special grants

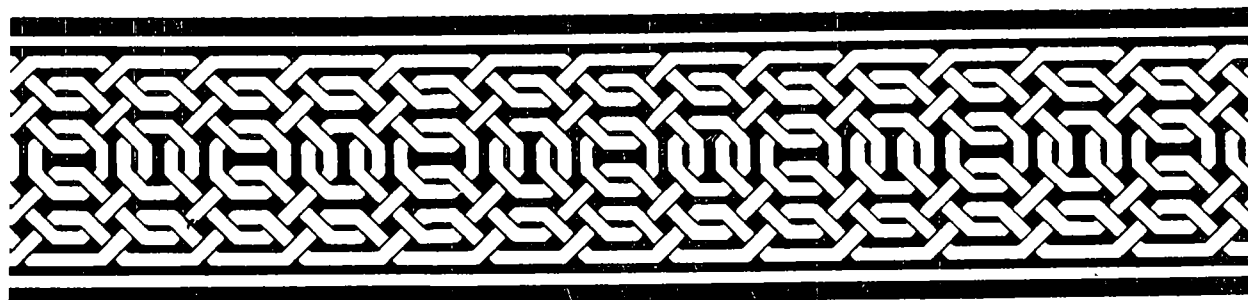
## SECONDARY SCHOOLS

	NAME	LOW	HIGH	RANGE	AVERAGE	1987-88 AVERAGE
1	FERNIE	\$16.00	\$16.00	\$0.00	\$16.00	\$15.00
2	CRANBROOK	\$14.50	\$16.00	\$1.50	\$15.33	\$15.17
3	KIMBERLEY	-	-	-	-	22.50*
4	WINDERMERE	\$30.00	\$30.00	\$0.00	\$30.00	\$20.00
7	NELSON	\$16.00	\$28.00	\$12.00	\$21.69	\$19.44
9	CASTLEGAR	\$22.85	\$22.85	\$0.00	\$22.85	-
10	ARROW LAKES	\$24.65	\$25.22	\$0.57	\$24.94	\$27.36
11	TRAIL	\$10.00	\$13.00	\$3.00	\$11.20	\$10.83
12	GRAND FORKS	-	-	-	-	24.74*
13	KETTLE VALLEY	-	-	-	\$22.73	-
15	PENTICTON	\$21.00	\$21.00	\$0.00	\$21.00	\$22.30
16	KEREMEOS	-	-	-	\$24.00*	\$23.40*
17	PRINCETON	-	-	-	\$13.12*	-
18	GOLDEN	-	-	-	\$16.40*	-
21	ARMSTRONG	-	-	-	\$27.00*	\$25.00*
22	VERNON	\$20.29	\$27.15	\$6.86	\$24.26	\$19.05
23	CENTRAL OKANAGAN	\$21.54	\$25.06	\$3.52	\$24.93	\$21.40
24	KAMLOOPS	\$10.00	\$28.36*ii	\$18.36	\$13.12	-
26	NORTH THOMPSON	-	-	-	\$26.00*	\$24.50*
27	CARIBOO-CHILCOTIN	\$17.90	\$20.00	\$2.10	\$19.30	\$19.56
28	QUESNEL	-	-	-	-	\$18.86
29	LILLOOET	-	-	-	-	\$21.70*
30	SOUTH CARIBOO	\$30.00	\$45.00	\$15.00	\$37.50	\$29.75
31	MERRITT	-	-	-	-	\$15.57
32	HOPE	\$16.96	\$24.34	\$7.38	\$19.93	\$19.13
33	CHILLIWACK	\$12.00	\$20.00	\$8.00	\$14.53	\$14.93
34	ABBOTSFORD	\$8.00	\$14.00	\$6.00	\$10.56	-
35	LANGLEY	\$5.85	\$24.00	\$18.15	\$14.96	\$10.99
36	SURREY	\$15.00	\$15.00	\$0.00	\$15.00	\$11.00
37	DELTA	\$6.50	\$17.50	\$11.00	\$13.36	\$13.25
38	RICHMOND	\$10.00	\$17.11	\$7.11	\$10.33	\$10.66
39	VANCOUVER	\$25.50	\$30.60	\$5.10	\$30.39*iv	\$24.00
41	BURNABY	\$11.02	\$15.68	\$4.66	\$13.77	\$8.19
42	MAPLE RIDGE	\$12.00	\$14.26	\$2.26	\$13.24	\$12.38
43	COQUITLAM	\$11.45	\$13.66	\$2.21	\$12.55	\$11.00
44	NORTH VANCOUVER	\$29.86	\$29.86	\$0.00	\$29.86	\$17.00
45	WEST VANCOUVER	\$13.50	\$13.50	\$0.00	\$13.50	\$15.01
46	SUNSHINE COAST	\$33.60	\$33.60	\$0.00	\$33.60	\$32.00
47	POWELL RIVER	\$8.33	\$12.05	\$3.72	\$10.29	-
49	CENTRAL COAST	-	-	-	-	\$28.00*
50	QUEEN CHARLOTTE IS.	\$40.00	\$40.00	\$0.00	\$40.00	\$34.74
52	PRINCE RUPERT	\$22.00	\$24.00	\$1.00	\$23.00	\$24.00
54	BULKLEY VALLEY	\$20.00	\$24.00	\$2.00	\$22.67	\$22.00
55	BURNS LAKE	\$9.75	\$16.00	\$6.25	\$13.03	-
56	NECHAKO	\$20.85	\$25.00	\$4.15	\$22.28	\$20.67
57	PRINCE GEORGE	\$15.00	\$27.17	\$12.17	\$19.35	\$16.41
59	PEACE RIVER SOUTH	\$5.00	\$28.34	\$23.34	\$15.64	\$13.85
60	PEACE RIVER NORTH	\$14.30	\$29.08	\$14.78	\$23.66	\$24.06
61	GREATER VICTORIA	\$6.00	\$21.50	\$15.50	\$15.05	\$14.32

	NAME	LOW	HIGH	RANGE	AVERAGE	1987-88 AVERAGE
62	SOOKE	\$14.00	\$14.00	\$0.00	\$14.00	\$14.00
63	SAANICH	\$7.50	\$14.40	\$6.90	\$11.28	-
64	GULF ISLANDS	-	-	-	47.10	\$22.11
65	COWICHAN	-	-	-	-	\$18.00
68	NANAIMO	\$10.56	\$10.56	\$0.00	\$10.56	\$10.06
69	QUALICUM	\$10.50	\$32.00	\$21.50	\$16.85	\$13.57
70	ALBERNI	-	-	-	\$14.78	-
72	CAMPBELL RIVER	\$15.00	\$15.00	\$0.00	\$15.00	\$15.33
75	MISSION	\$20.00	\$20.00	\$0.00	\$20.00	\$20.00
76	AGASSIZ-HARRISON	-	-	-	\$11.56*	\$12.22
77	SUMMERLAND	-	-	-	\$30.00*	-
80	KITIMAT	-	-	-	\$15.65*	\$12.60
81	FORT NELSON	-	-	-	-	\$10.45
84	VANCOUVER ISLAND WEST	\$27.00	\$28.00	\$1.00	\$27.50	\$17.67
85	VANCOUVER ISLAND NORTH	\$12.50	\$12.50	\$0.00	\$12.50	-
87	STIKINE	-	-	-	-	\$37.91
88	TERRACE	\$8.65	\$24.27	\$15.62	\$15.62	\$11.60
89	SHUSWAP	-	-	-	-	\$9.75

- NOTE:
- \* Figures are from one school only
  - \*i One school shows figures much lower than the rest
  - \*ii One school shows figures much higher than the rest
  - \*iii 50% or fewer school responded
  - \*iv Includes basic grants to small schools and per capita bonuses for French programs
  - \*v Unique system of central purchases and special grants

\*\*\*\*\*



## STAFF QUALIFICATION AND DEPLOYMENT

The following table summarizes the information reported in Part B of the survey. The numbers indicate the responses to the questions. Some respondents to part B.2 checked more than one category, however, if one considers the over-all pattern rather than specific numbers, then the information is still relevant. In only some returns, part B.4 was answered with an FTE figure. This was therefore interpreted to mean "one person" if 1.0 or less, "two persons" if between 1.0 and 2.0, etc. Again, consider the proportions rather than the specific numbers.

## **PART B**

### **B.1. BACKGROUND OF RESPONDENTS:**

641	Teachers with library training
125	Teachers with no formal library training
50	Administrators
8	Clerical workers
5	Other (parent, volunteer, etc.)

### **B.2. FRENCH LANGUAGE CAPABILITY:**

50	Fully Bilingual
207	Limited speaking knowledge of French only
291	Limited reading knowledge of French only
360	Little or no ability in French

### **B.3. UNITS (In UBC equivalents) OF COURSE WORK IN SCHOOL LIBRARIES:**

141	0 units
70	1.5 - 3.0 units
99	4.5 - 6.0 units
136	7.5 - 9.0 units
134	10.5 - 12.0 units
223	13.5 - 15.0+ units

### **B.4. PART-TIME TEACHER-LIBRARIAN + ADDITIONAL ASSIGNMENT TIME:**

56	Learning Assistance
83	Enrichment / Gifted Programs
62	School Administration
198	Classroom teaching
67	Other School Library / Libraries
73	Other

# CSLA NEWS

by ANGELA THACKER, President, Canadian School Library Association.

Teacher-Librarians and Administrators in B.C. have always played a very active role in the life of the CSLA Executive both as members of the Executive and as Award winners. This year is no exception and it is with particular pleasure that I offer congratulations on behalf of CSLA to Trish Maskell and Liz Austrom, Editors during 1988, of The Bookmark, which has again won the CANEBSCO School Library Media Periodical Award, and to Ken Haycock, who has been granted the Distinguished Service Award for School Administrators. It will be a moment of great personal pride when I am able to present these Awards at the CLA Conference in Edmonton this June to Trish, Liz, and Ken, colleagues to whom we all owe so much in our professional lives.

CSLA elections will be taking place soon, and here again BC is well represented with Joan Harper (Vancouver) running against Gloria Hersak (Winnipeg, MB), for the position of Vice-President/President-Elect, and Anne Rowe (Prince George) running against Dalalene Yelland (Warman, SK), for the position of Secretary-Treasurer.

Of the many initiatives that CSLA has undertaken this year, the following have been supported particularly by BCTLA members: an ambitious series, Guidelines for Effective School Library Service, now has two titles in print: Rationale and A Glossary of Terms. Four papers are currently being prepared by individuals and groups across the country, with BCTLA writing the paper on Advocacy; CSLA's journal, School Libraries in Canada, often features contributions from BC authors: watch for articles by Mel Rainey and Grace Funk in the next two issues; BCTLA was the first Provincial School Library Association to become an Institutional Member of CSLA under a plan introduced this year whereby CSLA makes a grant of \$125.00 to the designated voting member of each Provincial Association to enable him/her to attend the CSLA AGM and the various associated meetings. Diana Poole has been selected by BCTLA as its voting member and I look forward to Diana's input to CSLA's affairs on behalf of BCTLA.

If you would like to know more about the Canadian School Library Association, to receive a copy of the Rationale or the Glossary, or to have a sample copy of School Libraries in Canada, please let me know, by e-mail (MTS at SFU: Angela Thacker; Envoy 100: A.THACKER); by phone (987-4734 or 922-9151) or by mail (2561 Western Avenue, North Vancouver, BC V7N 3L2)

[Angela Thacker is Coordinator of Learning Resources, S.D.#45 (West Vancouver). She was Editor of The Bookmark, 1970-73 and BCTLA President, 1974-76].



# CSLA GUIDELINES FOR EFFECTIVE SCHOOL LIBRARY PROGRAMS

## OCCASIONAL PAPER NO. 1 — RATIONALE

[The copyright on this statement has been released by the Canadian Library Association and the Canadian School Library Association for non-profit educational use. — 1988 June]

A major goal of education in Canada is to develop students who are informed, self-directed and discriminating learners. To be effective citizens in a society rich in information, students need to learn skills which will allow them to locate and select appropriate information, to analyze that information critically, and to use it wisely. An educational program that will prepare students for the twenty-first century must emphasize the information-handling skills that are crucial to the processes of critical thinking and problem solving.

The school library is an essential component of the educational process, contributing to the achievement of educational goals and objectives through programs and services that implement and support the instructional programs of the school. The role and responsibility of the school library lies in the development of resource-based programs that will ensure that all the young people in our schools have the opportunity to learn the skills that will enable them to become competent users of information. The school library also houses and provides access to resources in a variety of formats and in sufficient breadth and number to meet the demands of the curriculum and the varied abilities and interests of the students. These materials provide the essential support for resource-based teaching and learning.

The school library program is most effective when it is an integral part of the instructional program of the school and when information skills are integrated in a developmental and sequential way with subject-specific skills and content. The program is developed jointly by teachers and teacher-librarians who work cooperatively to plan, implement and evaluate resource-based units of study. Through such

planned and purposeful activities students learn how to retrieve, evaluate, organize, share and apply information objectively, critically, and independently. As well, they are given opportunities to grow intellectually, aesthetically and personally.

The school library exists within a particular context and is shaped by policy set at national, provincial and local levels, by professional standards and research, by educational objectives and curriculum requirements, and by the expectations of the administration, the staff and the community. Basic levels of support are required in order to develop library programs and services that are congruent with the educational goals of the school, the curriculum, and the needs of the learners. Support from the provincial ministry of education, from the local school district, and from the administration and teaching staff of the school are all important to the success of the program. This support involves the development of policies and procedures related to the school library, and the provision of such prerequisites as personnel, facilities, resources, and budget.

Each of these factors has an impact on the richness of the program that can be offered. As the number of qualified teacher-librarians increases, services and programs can become more extensive and can affect the educational goals of the school more significantly. As collection of resources increase in quality, size and scope, students' individual learning styles and needs can be met more effectively. Provincial and district services provide support for the program in the local school by enabling library personnel to spend more of their time working with teachers and students.

The connection between the school library program and the education of our young people is a crucial one. As support increases, more effective program development is possible. As programs expand, the impact of resource-based learning on students is more pronounced. All students in our schools should have access to effective school library programs. All our young people must have the opportunity to develop the skills they require to reach their fullest potential, to become independent, lifelong learners, and to live as active, responsible members of society.

# CONTINUING EDUCATION NEWS

## BCTLA SPECIAL GRANT PUBLICATIONS

by JOANNE NASLUND, chairperson, BCTLA Continuing Education

Work on the handbook of strategies for the development of effective LRC programs continues. The Working Committee has met eight times to determine the development, content and organization of the publication.

The document is to serve as a follow-up for individuals who have read Fuel for Change and seen the videos. As a practical guide for teacher-librarians, it will be designed to increase teacher-librarians' understanding of those change factors that assist in the implementation of cooperative planning and teaching with a focus upon staff development. The leadership role which a teacher-librarian can plan in building strong instructional teams and excellence in school instruction will be emphasized. Provision of models and strategies which the teacher-librarian may use to effect change successfully will be described and presented.

Key points to be developed in the publication include the following:

- \*Statement of the rationale and assumptions upon which the publication is based, such as a commitment to resource-based learning, peer support networks, and the process of educational change.

- \*Elements of educational change, including a review of the literature, analyses of the factors which cause people to resist change, steps to breaking down blocking realities, the role of the teacher-librarian as a change agent, and the relationship of peer support techniques to educational change.

- \*Overview of peer support models, advantages of peer centered options, inservice education and strategies such as peer observation, peer/team coaching and use of a concerns-based model similar to that adopted by the Ministry of Education.

- \*Focus upon communication skills involved in cooperative planning and inservice education. In planning sessions, setting objectives, developing questioning strategies to facilitate better planning and to build on peer and individual repertoires of teaching strategies. Communication through professional dialogue and effective meetings will be considered.

- \*Implementing an effective LRC program based on sound educational goals through clear definition of roles and by practical problem-solving suggestions and techniques. Sample workshop outlines to be included. Implementation problems and solutions may include topics such as flexible scheduling, whole language approach, computers and other topics.

The Working Committee will undertake writing and editing the publication and will be seeking submissions from a number of contributors. Shirley Blair has expressed an interest in assisting with editing and we hope that time will permit her to help in this way.

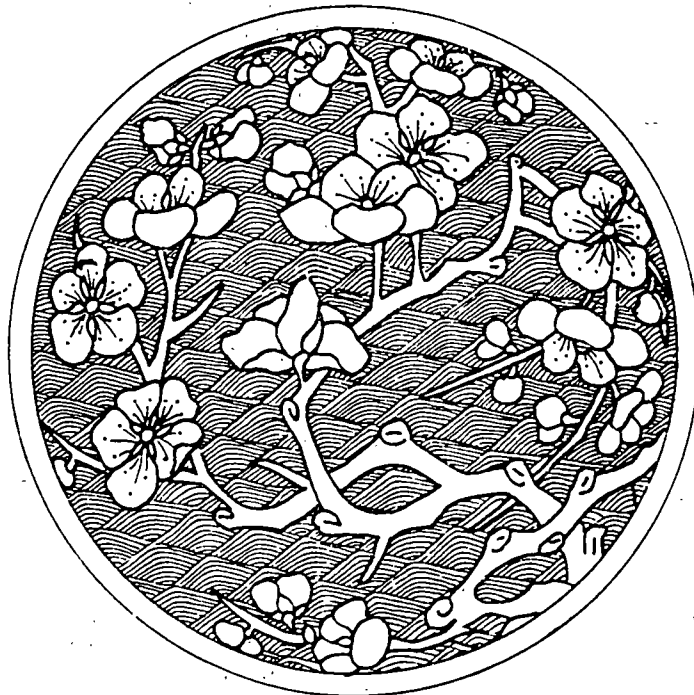
A Reactions Network of individuals who would be interested in responding to drafts of the document have been invited. The following individuals to date have expressed an interest in participating in this capacity: Barbara Emery, Patricia Finlay, Barb Hall, Evelyn Hoffman, Mary Huffman, Chris Koshelanyk, Joan Mitchell, Dianne Rabel, Jane Roberts and Bev Smith. Please contact Jo-Anne Naslund at 228-3767 if you would be interested in providing feedback.

**Resignation:** With great regret, I must report that Patricia Shields has resigned her position as Continuing Education Co-Chairperson. Her commitment and contributions in the area of Continuing Education have been greatly valued and have been instrumental in developing the Fuel for Change publication, videos, innumerable workshops, in proposing BCTLA participation in the strategies publication and in developing a Language Arts Curriculum proposal on Literature Based Reading. BCTLA members such as Patricia are the backbone of the association and her leadership in the area of Continuing Education will be sorely missed. I hope she will continue her BCTLA connection in an advisory and contributor capacity. Much heartfelt thanks and good wishes are extended to Patricia!

On an interim basis, Lynn Shoop has volunteered to assist with continuing education requests for Vancouver Island. Lynn's role as Liaison Officer to the BCLA and her participation in the Pacific Northwest Library Association, IBBY and her connections with the University of Washington make her a most knowledgeable resource regarding workshop leaders and sessions. I want to express appreciation to Lynn for offering assistance and ask BCTLA members to contact her at Library Services, 430 Selby Street, Nanaimo V9R 2R7 Tel. 754-5521 Loc. 311 and 758-9948 (Home) for advice regarding workshops and workshop leaders.

**UBC News:** Professor Mel Rainey departs at the end of December for Fiji where he will be engaged in assisting the Department of Education with their Library Programs and in devising handbooks for teacher-librarians. He will be missed; while he is away requests for information regarding school library programs should be directed to Dr. Ronald Jobe at 228-5233.

**BCTLA Elementary Language Arts Program and the Library Resource Centre Special Grant Proposal:** A proposal for a publication and the development of a multimedia module to support the new language arts curriculum was submitted to the PSA Council Special Grants Committee, and approval of funds for this proposal has been received. A submission to the Ministry of Education was also made and BCTLA has been awarded a contract to develop a module to be part of the new Language Arts curriculum. An invitation has been extended to BCTLA members who would like to work on this project and the following individuals have expressed an interest: Liz Coulter, Les Ellis, Patricia Finlay, Joan Mitchell and Lynn Shoop.



# A SURVEY OF 32 SMALL AND MEDIUM-SIZED SCHOOL DISTRICTS IN BRITISH COLUMBIA

by LINDA REHLINGER, president, Mount Arrowsmith Teacher-Librarians' Association.

The questionnaire used was developed during the 1985-1986 school year as the directed study component of the Diploma in School Librarianship program at the University of Victoria. Its purpose was to generate data about the current conditions and services in the District Resource Centers of small (2500 - 5000 students) and medium-sized (5001-10,000 students) districts in B.C. The five general areas covered in the survey were: 1. Facilities, 2. Personnel, 3. Finance, 4. Evaluation, and 5. Operation and Services.

After receiving the permission of the superintendents involved, the survey was sent out to the appropriate person in each of 32 small and medium sized districts early in the 1986-1987 school year. The return rate for completed questionnaires was 100%

The information that follows is from the completed questionnaires. If you have questions about the results or the methodology used, please contact the author at 1271 Winchester Rd., R.R. #2, Qualicum Beach, BC, V0R 2T0.

## PARTICIPATING DISTRICTS

#	Name	Size	Survey Respondent
01	Fernie	3925	Superintendent of schools
02	Cranbrook	4327	DRC Teacher-Librarian & Dir. of Elem. Instruction
07	Nelson	3490	Director of Instruction
11	Trail	3552	Assistant superintendent
15	Penticton	4535	Director of Instruction
22	Vernon	7803	Director of Instruction
27	Cariboo	8282	DRC Coordinator
28	Quesnel	5159	DRC Coordinator
33	Chilliwack	7090	Assistant superintendent
40	New Westminster	3519	DRC Coordinator
42	Maple Ridge	8089	DRC Head
45	West Vancouver	5035	Coordinator of Learning Resources
46	Sunshine Coast	2792	DRC Coordinator
47	Powell River	3342	Library Technician
48	Howe Sound	2838	
52	Prince Rupert	3801	Resource Centre Assistant
54	Bulkley Valley	2912	Assistant Superintendent
56	Nechako	3051	Clerk 1 — Library Aide
59	Peace River South	5577	DRC Librarian
60	Peace River North	5192	DRC Coordinator
62	Sooke	7223	Director of Instruction
63	Saanich	6168	Consultant — Media and Technology
65	Cowichan	6921	DRC Coordinator
69	Qualicum	3301	Director of Instruction
70	Alberni	6319	DRC Coordinator
71	Courtenay	6687	
72	Campbell River	5904	Director of Instructional Resources
75	Mission	4947	Assistant Superintendent (Curriculum)
80	Kitimat	2588	DRC Clerk and Director of Instruction
85	Vancouver Island North	2991	Supervisor of Instruction
88	Terrace	5130	DRC Coordinator
89	Shuswap	5151	DRC Manager

**NOTES:**

01	Fernie	No DRC
07	Nelson	16 schools stretched over 120 km.
27	Cariboo	Largest area in province
28	Quesnel	very long distances to four of the rural schools
42	Maple Ridge	Rapid growth in district; growing number of French speaking teachers (French immersion program, diminishing number of English Language teachers.
45	West Vancouver	More people over 70 than under 5; more grade 12 than kindergarten students
46	Sunshine Coast	Access only by ferry; district includes Sechelt Indian Band
60	Peace River North	Large area; one school more than 250 km distance from School Bd. office
62	Sooke	Homogeneous district (150/70000 native, almost no ESL)
75	Mission	30-40% urban area students are ESL; rural area has large proportion of native Indian students
80	Kitimat	Large ethnic population
85	Vancouver Island North	9000 square mile area covered by district

**FACILITIES**

**SPACE ALLOCATION**

Space in a District Resource Center is allocated according to the services provided. It therefore varies from district to district.

According to the information received, District Resource Centres in small and medium-sized districts in B.C. have space allocated for the following purposes:

PURPOSE	ALL	SMALL	MEDIUM
	%	%	%
Media collection	100	100	100
General office/circulation	84	87	81
Acquiring/processing materials	84	100	69
A-V equipment storage	81	87	75
Shipping/receiving	77	67	88
?Private offices	74	67	81
Viewing/previewing a-v materials	71	73	69
Supply storage	61	53	69
Print collection	58	53	63
Meeting rooms	55	47	63
Producing learning resources	39	40	38
A-V equipment repair/maintenance	29	27	31
Computer lab	10	13	6
Other: — Laminating	16	0	31
— MECC copying system			
— off-air recording			
— offset press printing			
— elementary Science kits storage/handling			
— Outdoor Education materials storage			

**STRENGTHS**

What do you consider to be the MAJOR STRENGTH of your DRC's physical facility?

### **SMALL DISTRICTS**

- seems to accommodate the present needs
- central location, access to courier, etc.
- bright, easy to locate resources
- the layout of the physical plant and the personnel working there
- large building, flexible, open space
- its "potential" as a teacher resource center and upgrading for full use as it should be
- spacious meeting room, really well-liked by teachers
- central location
- none (2)

### **MEDIUM DISTRICTS**

- large rooms
- new, bright, welcoming facility in such a stark contrast to the one we left in July of this year. An "appearance" of space - actually we have less
- adaptability — few walls, thus furnishings can be, and have been, moved easily to cater to emerging demands.
- size and layout
- conveniently located for all but the most central schools
- ease of access — central location — layout has evolved over the years to a reasonably efficient one — all things considered, a good size/space for our district.
- it has a roof
- the building is new
- at present, nothing

### **WEAKNESSES**

What do you consider to be the MAJOR WEAKNESS of your DRC's physical facility?

#### **SMALL DISTRICTS**

- increased demands cannot be accommodated
- lack of space
- not enough space for teachers to meet and/or "make and take"
- upstairs heating is "iffy"
- lack of space and storage facilities
- insufficient space to accommodate an adequate and comfortable setting for a professional library
- old building is not heat efficient or convenient for access and use
- small size, with the result that there are no separate meeting rooms. There are none in the district other than the board room
- limited space and staff hours
- qualified resource librarian is not full-time (0.6)

#### **MEDIUM DISTRICTS**

- center is on two levels
- three floors
- we are still in our honeymoon phase...
- too small, no windows, ceiling too low.
- no direct a-v support for teachers, cramped space.
- not being able to use the whole building — some areas are for central receiving and board office storage
- far too small and crowded
- lack of space — at present 2500 sq. ft. — we need 5000 sq. ft.
- cold concrete floors (thin carpet)
- loading/shipping area open — cold in winter!
- not planned as a resource center
- lack of space for meeting rooms
- teacher space
- cramped — no meeting space — inappropriate storage

### INTERESTING POINTS

Nearly one-half (42%) of the DRCs are in the same building as the school board offices.  
 About one-third of the DRCs were established in the years from 1969 to 1972.  
 68% of districts reported that the DRC facility had been built specifically as a DRC.

### PERSONNEL

#### EFFECTS OF "RESTRAINT" (1982- ?)

During restraint more districts reduced staff (65%) than remained the same (29%).  
 Small districts were particularly vulnerable to staff reductions or elimination of positions (73%).

### STAFFING LEVELS — small and medium-sized DRCs in British Columbia (Figures are FTEs = full-time equivalents)

#	Name	Size	Clerk	Deliv	DRC head	Library techn	Media techn	Other	Total
70	Alberni	6319	2.0	*	1.0			**	3.0
54	Bulkley Valley	2912	1.0		*				1.0
72	Campbell River	5904	5.5	1.0	1.0		0.6		7.6
27	Cariboo	8282	3.5	*	1.0				4.5
33	Chilliwack	7090	2.4		*				2.4
71	Courtenay	6687	5.0	*	1.0	1.0			7.0
65	Cowichan	6921	2.5	0.8	1.0				4.3
02	Cranbrook	4327	*		1.0				1.0
48	Howe Sound	2838	*	0.4	1.0				1.4
80	Kitimat	2588	0.5						0.5
42	Maple Ridge	8089	2.0		1.0			1.0	4.0
75	Mission	4947	*	**					
56	Nechako	3051							
07	Nelson	3490	2.0	1.0	0.6				3.6
40	New Westminster	3519	1.0	0.3	1.0				2.3
60	Peace River North	5192	3.0	1.0	1.0	1.0			6.0
59	Peace River South	5577	2.5	*	0.5		0.2		3.2
15	Penticton	4535	2.0	1.0	1.0		1.0		5.0
47	Powell River	3342	0.5	0.2	0.4	1.0	1.0		3.1
52	Prince Rupert	3801	2.1		1.0		0.1		3.2
69	Qualicum	3301	0.2	0.6	*			0.1	0.9
28	Quesnel	5159	2.0	1.0	1.0				4.0
63	Saanich	6168	1.4		*		1.2		3.6
89	Shuswap	5151	2.0		1.0				3.0
62	Sooke	7223	1.5		1.0				2.5
46	Sunshine Coast	2792	1.0		1.0	0.8	1.0	0.6	4.4
88	Terrace	5130	2.0		1.0				3.0
11	Trail	3552	0.8		*				0.8
85	Van Island North	2991	2.0	0.6	0.5			*	3.1
22	Vernon	7803	4.0	1.0	1.0	2.0		*	8.0
45	West Vancouver	5035	2.7	*	1.0	1.7	0.7	**	6.1

103.2FTE

AVERAGE STAFFING LEVELS, ALL DISTRICTS: 3.5 FTE  
 SMALL DISTRICTS: 2.3 FTE  
 MEDIUM-SIZED DISTRICTS: 4.5 FTE

## NOTES:

- 70 ° bus drivers \*\* repairs by maintenance
- 54 ° under auspices of the assistant superintendent
- 27 ° position indicated; no FTE given
- 33 ° under auspices of the assistant superintendent
- 71 ° bus drivers
- 02 ° position indicated; no FTE given
- 48 ° position indicated; no FTE given
- 42 ° OTHER: printer
- 75 ° 3 positions indicated; no FTE given \*\* position indicated; no FTE given
- 59 ° handled by maintenance department
- 69 ° under auspices of director of instruction \*\* cataloguer
- 63 ° consultant as needed
- 46 OTHER: a-v computer repair person
- 11 ° under auspices of the assistant superintendent
- 85 ° casuals as needed
- 22 ° clerical overload as needed for emergencies
- 45 ° position indicated; no FTE given. \*\* temporary short-term as required.

## DISTRICT RESOURCE CENTER STAFF TASK ASSIGNMENTS (% in descending order)

### SMALL DISTRICTS

#### DRC HEAD

- 69% Consults with various groups about DRC programs/operations/budget.
- 69% Plans/organizes/manages the DRC program and staff.
- 63% Participates in policy planning at the district level.
- 63% Coordinates the selection and purchase of learning materials and equipment.
- 56% Keeps abreast of current developments in media research and technology.
- 50% Participates in curriculum planning and development.
- 50% Plans inservice on DRC services/equipment for district personnel.
- 44% Writes the reports necessary for the evaluation of DRC policies/programs/staff.
- 38% Classifies and does original cataloguing of materials purchased
- 38% Maintains budget, circulation and inventory records.
- 31% Provides reference service for district personnel.

All other tasks were don in less than 20% of the districts.

#### TECHNICIAN

- 25% Maintains and repairs materials and equipment

#### CLERK/STENO

- 81% Prepares materials for circulation
- 75% Schedules use, circulates materials and equipment.
- 75% Maintains budget, circulation and inventory records.
- 75% Operates office machines and equipment.
- 56% Classifies and does original cataloguing of materials purchased.

#### DELIVERY

- 38\$ Distributes/collects materials/equipment to/from schools.

#### OTHER (unspecified)

- 50% Maintains/repairs materials/equipment.

## DRC STAFF TASK ASSIGNMENTS (% in descending order)

## MEDIUM-SIZED DISTRICTS

### DRC HEAD

- 100% Coordinates preview and evaluation of learning materials and equipment.
- 94% Consults with various groups about DRC programs/operations/budget.
- 94% Participates in policy planning at the district level.
- 94% Keeps abreast of current developments in media research and technology.
- 94% Plans/organizes/manages the DRC program and staff.
- 88% Coordinates the selection and purchase of learning materials and equipment.
- 81% Plans inservice on DRC services/equipment for district personnel.
- 81% Conducts inservice on DRC services/equipment for district personnel.
- 75% Participates in curriculum planning and development.
- 63% Maintains budget, circulation and inventory records.44% Produces audio-visual learning materials.
- 50% Classifies and does original cataloguing of materials purchased.
- 44% Produces audio-visual learning materials.
- 38% Produces learning materials.
- 38% Administers the district's Credit Allocation Program (textbooks)
- 25% Designs learning materials.
- 25% Operates office machines and equipment.

All other tasks were done in less than 20% of the districts.

### TECHNICIAN

- 31% Maintains and repairs materials and equipment
- 31% Keeps abreast of current developments in media research and technology.

### CLERK/STENO

- 100% Schedules use, circulates materials and equipment.
- 94% PREPARES MATERIALS FOR CIRCULATION.
- 88% Maintains budget, circulation and inventory records.
- 88% Operates office machines and equipment.
- 56% Classifies and does original cataloguing of materials purchased.

### DELIVERY

- 56% Distributes/collects materials/equipment to/from schools.

### TRAINING

On-the-job training by co-workers was the most frequently cited method of learning job skills. (All - 77%, Small - 60%, Medium — 94%)

Formal, district-sponsored inservice and memberships in national and provincial organizations were next, but far less common.

° district sponsored: All — 36%, Small — 20%, Medium — 50%)

° memberships in organizations: All — 29%, Small — 20%, Medium — 38%.



**STAFFING — DRC HEADS  
SUMMARY OF THE 31 DISTRICTS IN THE SURVEY**

The person who has the major responsibility for the development and supervision of the DRC program has specialized training in:

	ALL %	SMALL %	MEDIUM %
education (is a qualified teacher)	71	60	81
management and administration	49	40	56
school librarianship	36	40	56
educational/media technology	36	20	50
computer technology	36	20	50
curriculum development	32	27	38
public librarianship	7	0	13

Well over 2/3 of the DRCs are at least nominally headed by persons who are professional educators.

In several cases the director of instruction of the assistant superintendent was named as the DRC head, and it was indicated that he or she was responsible for overseeing the DRC as part of the larger district responsibilities. In one case an outside consultant was named as the DRC head.



#	Name	Size	JobD	Tchr	Media	B/MLS	T-L	Admin	Curric	Computer
70	Alberni	6319	Y	Y	Y					
54	Bulkley Valley	2912		Y				Y	Y	
72	Campbell River	5904	Y	Y			Y	Y		Y
27	Cariboo	8282	Y	Y			Y	Y	Y	Y
33	Chilliwack	7090		Y				Y	Y	Y
71	Courtenay	6687	Y		Y			Y		
65	Cowichan	6921	Y	Y	Y		Y			Y
02	Cranbrook	4327	Y	Y	Y					
48	Howe Sound	2838	Y	Y				Y		
80	Kitimat	2588	Y							
42	Maple Ridge	8089	Y	Y	Y		Y	Y	Y	
75	Mission	4947								
56	Nechako	3051								
07	Nelson	3490		Y			Y			
40	New Westminster	3519	Y	Y	Y		Y			Y
60	Peace River North	5192	Y	Y	Y		Y	Y	Y	Y
59	Peace River South	5577		Y			Y			
15	Penticton	4535	Y					Y		Y
47	Powell River	3342	Y				*			Y
52	Prince Rupert	3801								
69	Qualicum	3301		Y				Y	Y	
28	Quesnel	5159	Y	Y			Y	Y		Y
63	Saanich	6168	Y	Y	Y			Y	Y	Y
89	Shuswap	5151	Y		Y		Y			Y
62	Sooke	7223		Y					Y	
46	Sunshine Coast	2792	Y	Y	Y			Y		Y
88	Terrace	5130	Y					Y		
11	Trail	3552		Y				Y	Y	
85	Van Island North	2991	Y	Y						
22	Vernon	7803	Y	Y		Y				
45	West Vancouver	5035	Y	Y	Y	Y	*			

**NOTES:**

- 80 DRC head is Resource Center Clerk
- 75 DRC head position cut — restraint
- 47 \*DRC head is library technician
- 52 Clerk 1 is DRC head
- 45 \* experienced but no special training.

**JOB DESCRIPTIONS**

Just over one-half (53%) of the small districts had written job descriptions for their professional positions. More small districts had written job descriptions for their clerical positions (67%) than for their professional positions.

Only 27% of the small districts had job descriptions for technical positions, 20% for delivery positions.

Medium-sized districts had higher percentages in all categories. (Prof: 69%, Clerical: 81%, Technical: 50%, Delivery: 25%)

#	Name	Size	Written Job Descriptions
70	Alberni	6319	Professional, Clerical
54	Bulkley Valley	2912	Professional
72	Campbell River	5904	Professional
27	Cariboo	8282	Professional, Technical, Clerical, Delivery
33	Chilliwack	7090	Clerical
71	Courtenay	6687	Professional, technical, clerical
65	Cowichan	6921	Professional, clerical
02	Cranbrook	4327	Professional
48	Howe Sound	2838	Clerical
80	Kitimat	2588	Clerical
42	Maple Ridge	8089	Professional, Technical, Clerical, Delivery
75	Mission	4947	
56	Nechako	3051	
07	Nelson	3490	Professional, Clerical, Delivery
40	New Westminster	3519	Professional, Clerical
60	Peace River North	5192	Professional, Clerical
59	Peace River South	5577	Technical, Clerical
15	Penticton	4535	Professional, Technical, Clerical, Delivery
47	Powell River	3342	Professional, Technical, Clerical
52	Prince Rupert	3801	Technical, Clerical
69	Qualicum	3301	Clerical, Delivery
28	Quesnel	5159	Professional
63	Saanich	6168	Professional, Technical, Clerical, Delivery
89	Shuswap	5151	Professional, Technical, Clerical
62	Sooke	7223	Clerical
46	Sunshine Coast	2792	Professional, Technical, Clerical
88	Terrace	5130	Clerical
11	Trail	3552	Clerical
85	Van Island North	2991	Professional
22	Vernon	7803	Professional, Technical, Clerical, Delivery
45	West Vancouver	5035	Professional, Technical, Clerical



## BUDGETS FOR DISTRICT RESOURCE CENTERS

(\$ figures are for the 1986-1987 budget year)

#	Name	Size	Mater/op	Cap/Repl	Total
70	Alberni	6319	30,000	10,000	40,000
54	Bulkley Valley	2912	19,000	2,000	21,000
72	Campbell River	5904	80,500	8,000	88,500
27	Cariboo	8282	100,000	6,000	106,000
33	Chilliwack	7090	15,000		15,000
71	Courtenay	6687	59,000	7,500	66,500
65	Cowichan	6921	3,500	2,000	5,500
02	Cranbrook	4327	35,000	18,000	53,000
48	Howe Sound	2838			
80	Kitimat	2588	3,750	4,150	7,900
42	Maple Ridge	8089			
75	Mission	4947	20,000		20,000
56	Nechako	3051	5,000	2,500	7,500
07	Nelson	3490	15,000		15,000
40	New Westminster	3519	24,000	2,200	26,200
60	Peace River North	5192	20,000	25,000	45,000
59	Peace River South	5577	30,000		30,000
15	Penticton	4535	32,000	10,000	42,000
47	Powell River	3342			
52	Prince Rupert	3801	15,000	4,000	19,000
69	Qualicum	3301	7,000	1,000	8,000
28	Quesnel	5159	35,000	10,000	45,000
63	Saanich	6168			
89	Shuswap	5151	35,000	4,000	39,000
62	Sooke	7223			
46	Sunshine Coast	2792	10,000	10,000	20,000
88	Terrace	5130	24,975	2,500	27,475
11	Trail	3552	9,000	3,000	12,000
85	Van Island North	2991	15,000	4,000	19,000
22	Vernon	7803	70,000	25,000	95,000
45	West Vancouver	5035	24,586	*	24,586

<b>AVERAGE ANNUAL DRC BUDGET — ALLDISTRICTS</b>	<b>\$34,544.65</b>
<b>SMALL DISTRICTS</b>	<b>\$20,815.38</b>
<b>MEDIUM-SIZED DISTRICTS</b>	<b>\$48,273.92</b>

### NOTES:

- 70 Budget submission to Board by DRC head; \$ allocation set by submissions
- 54 \$ allocation set by submission to Board; DRC head does not participate.
- 72 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 27 Budget submissions to Board by DRC head; \$ allocated by FTE and submissions.
- 33 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 71 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 65 Board allocates funds based on student enrollment.
- 02 \$ allocation set by budget submissions to Board; DRC head does not participate.
- 48 Budget submission to Board by DRC head; no indication of \$ allocation.
- 80 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 42 DRC head gives input into submissions; Board allocates \$ by budget submissions.
- 75 \$ allocation set by budget submissions; DRC head does not take part.
- 56 Budget submission to Board by DRC head; \$ allocation system "unknown".
- 07 Budget submission to Board by DRC head; \$ allocation by submissions.
- 40 Board allocates per capita amount based on student enrollment.
- 60 Budget submissions to Board by DRC head; \$ allocated by submissions.

- 15 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 47 Budget submission to Board by DRC head; no indication of \$ allocation system.
- 52 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 69 Budget submission to Board by director of instruction; \$ allocated by submissions.
- 28 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 63 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 89 Board allocates DRC budget on an "historical" basis.
- 62 No budget \$ figures supplied.
- 46 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 88 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 11 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 85 Budget submissions to Board by DRC head; Board allocates per capita amount
- 22 Budget submissions to Board by DRC head; \$ allocated by submissions.
- 45 \*surplus fund available; DRC head makes budget submissions — \$ FTE & submissions.

**POLICY STATEMENTS**

The following questions were asked concerning the existence of developed policies in the districts:  
 Does the DRC have a written policy for:

- the selection and acquisition of print and non-print materials? (Sel)
- challenged materials? (ChM)
- the production of materials to be used in classrooms? (MatPro)
- Does the Materials Production policy specifically deal with copyright infringement/compliance? (Yes/No)

#	Name	Size	Written Policies	Copyright
70	Alberni	6319	Sel, ChM	
54	Bulkley Valley	2912	ChM	
72	Campbell River	5904		
27	Cariboo	8282	Sel, ChM	
33	Chilliwack	7090	ChM	
71	Courtenay	6687		
65	Cowichan	6921	Sel, ChM	
02	Cranbrook	4327		
48	Howe Sound	2838		
80	Kitimat	2588	ChM., MatPro	Yes
42	Maple Ridge	8089		
75	Mission	4947	MatPro	Yes
56	Nechako	3051		
07	Nelson	3490	Sel, ChM	
40	New Westminster	3519	ChM	
60	Peace River North	5192	Sel, ChM	
59	Peace River South	5577		
15	Penticton	4535	ChM	Yes (copyright statement only)
47	Powell River	3342		
52	Prince Rupert	3801	Sel	
69	Qualicum	3301	Sel, ChM	
28	Quesnel	5159	ChM	
63	Saanich	6168	ChM	Yes (copyright statement only)
89	Shuswap	5151		
62	Sooke	7223	Sel, ChM	
46	Sunshine Coast	2792		
88	Terrace	5130		
11	Trail	3552	ChM	
85	Van Island North	2991	Sel, ChM	
22	Vernon	7803	ChM	
45	West Vancouver	5035	Sel, ChM	

## PURPOSES OF THE COLLECTION:

The intended purpose of the DRC's circulating materials and equipment is reported to be to:

- support the curriculum (97%)
- supplement school collections (84%)
- make available costly but rarely used items (81%).

but not to:

- support recreational interests (7%) or
- serve as a community resource (7%)

## SELECTION OF MATERIALS:

Districts report that purchasing suggestions are most often made by:

- teacher-librarians (94%)
- individual teachers (94%)
- specialist teacher groups (87%) and
- the DRC head (87%).

## THE COLLECTION:

DRC collections in the province include:

%		%	
100	◦ Filmstrips	68	◦ Charts
97	◦ Videocassettes	65	◦ Supplementary Readers
94	◦ Computer programs	61	◦ Science Kits
90	◦ Records/Cassettes	58	◦ Art reproductions
90	◦ Slides (photographic)	58	◦ Selection aids
90	◦ 16mm Films	51	◦ Realia (nest, etc.)
87	◦ Models	48	◦ Novel sets
85	◦ Teachers' Professional Books	48	◦ Board games
77	◦ Picture sets	42	◦ Film loops
74	◦ Books	29	◦ Microscope slides
71	◦ Transparencies (overhead)	10	◦ Live animals/plants

Equipment that can be borrowed from DRCs in BC:

%		%	
90	◦ Projectors	42	◦ Outdoor ed. equipment
90	◦ Video cameras	42	◦ Microcomputers
65	◦ 35mm cameras	42	◦ Computer accessories
62	◦ Videocassette recorders	32	◦ Lighting equipment (drama)
61	◦ Laminating machines	32	◦ Musical instruments
61	◦ Sound equipment (drama, etc.)	26	◦ Bookbinding equipment
58	◦ Microscopes	16	◦ Computer-like devices (e.g. Big Trak)
45	◦ Camera copy stands	3	◦ Art equipment

## SERVICE LEVELS:

Districts report a reduction in service levels since 1982. (Small - 67%; Medium - 69%)

## CIRCULATION OF MATERIALS:

Districts report that request for materials are taken:

- via the district courier (71%)
- by phone (97%) or
- in person (94%).

**COMPUTER AUTOMATION:**

The survey asked if a computerized booking and circulation system was currently in operation in the district's DRC. 45% said yes,

Of the remainder, 42% said that it was either being considered or was already being implemented.

**AUTOMATION SYSTEMS BEING USED IN SMALL AND MEDIUM-SIZED DISTRICTS IN BC**

#	Name	Size	Software	Hardware
70	Alberni	6319	CAE Custom Software	IBM PC/ hard drive
54	Bulkley Valley	2912	-	-
72	Campbell River	5904	CAE Custom Software	IBM XT
27	Cariboo	8282	-	-
33	Chilliwack	7090	-	-
71	Courtenay	6687	Data Tech	Honeywell level 6
65	Cowichan	6921	-	-
02	Cranbrook	4327	Stellar	Data Tech mainframe
48	Howe Sound	2838	-	-
80	Kitimat	2588	-	-
42	Maple Ridge	8089	Chancery "Macschool lib"	Apple Macintosh
75	Mission	4947	Columbia Computing	IBM
56	Nechako	3051	-	-
07	Nelson	3490	-	-
40	New Westminster	3519	Eloquent (not yet in use)	-
60	Peace River North	5192	CAE Custom Software	IBM System 2
59	Peace River South	5577	Mediamate "Intern Markatech"	Digital
15	Penticton	4535	Eloquent	IBM
47	Powell River	3342	Paperclip 128	Commodore 128
52	Prince Rupert	3801	-	-
69	Qualicum	3301	-	-
28	Quesnel	5159	CAE Custom Software	IBM AT (80mb)
63	Saanich	6168	dBase III	IBM AT
89	Shuswap	5151	CAE Custom Software	IBM compatible
62	Sooke	7223	CAE Custom Software	IBM AT
46	Sunshine Coast	2792	R.C. Management prog	Apple //; CP/M; dBase II
88	Terrace	5130	-	-
11	Trail	3552	-	-
85	Van Island North	2991	n/a	Honeywell
22	Vernon	7803	Data Tech "R.C."/Eloquent	Honeywell mframe/ IBM XT
45	West Vancouver	5035	currently automating	?

**ACCESSIBILITY:**

Small DRCs are typically open:

- weekdays during "regular" hours (8-4 or 9-5) (93%),
- not on weekday evenings or weekends. (13%, 0%),
- rarely during Christmas/Spring breaks (33%),
- during part of the summer vacation (47%).

Medium DRCs are typically open:

- weekdays during "regular" hours (8-4 or 9-5) (100%),
- not on weekday evenings or weekends. (0%, 13%),
- during Christmas/Spring breaks (44%),
- during part of the summer vacation (75%).

## AWARENESS

Teachers are made aware of the DRC's holdings and services through:

	ALL%	SM%	MED%
◦ book-type catalogues in the schools	100	100	100
◦ encouraging individual visits to the DRC	87	73	100
◦ a contact/liaison person in each school	71	67	75
◦ bulletins sent to schools regularly	55	53	57
◦ tours through the DRC	48	47	50
◦ bulletins sent to schools irregularly	39	27	50
◦ visits by DRC staff to schools	29	27	31

The school-DRC "contact person" is by far most often the teacher-librarian. (87%)

## INSERVICE GIVEN BY DRC STAFF

Percentage frequency of inservice activities reported:

	ALL%	SM%	MED%
"Formal" workshops for teachers on:			
use of a-v equipment	39	27	50
making learning resources, and	10	7	13
effective use of non-print media	16	13	19
"Informal" inservice to individual teachers on:			
use of a-v equipment	61	53	69
making learning resources, and	29	20	38
effective use of non-print media	10	0	19

## EQUIPMENT MAINTENANCE/REPAIR

The DRC staff undertakes minor repairs (replacing bulbs, etc.) for a-v equipment in 61% of the districts. Routine maintenance such as cleaning, checking usability is done in 55% of the districts.

## SERVICES TO SCHOOL-BASED TEACHER-LIBRARIANS

Questions were asked concerning the types and levels of services provided by the DRC for school-based teacher librarians.

These included:

- Coordinating purchases of materials and supplies
- Classifying and cataloguing school library purchases
- Facilitating interlibrary loans
- Providing a collection of selection and acquisition tools.

The results indicate that, in general, DRCs provide few direct services to teacher-librarians in the schools.

Purchase coordination:

- a-v software: 42%
- a-v supplies: 32%
- a-v equipment: 26%
- periodicals subscriptions: 23%

Classifying/Cataloguing service:

- all libraries: 3%
- small district libraries: 3%
- libraries requesting service: 16%

**Interlibrary loans:**

union catalogue of schools' a-v holdings: 7%  
distributing union catalog to schools: 0%  
handling inter-school loan requests: 16%

**Selection/Acquisition tools:**

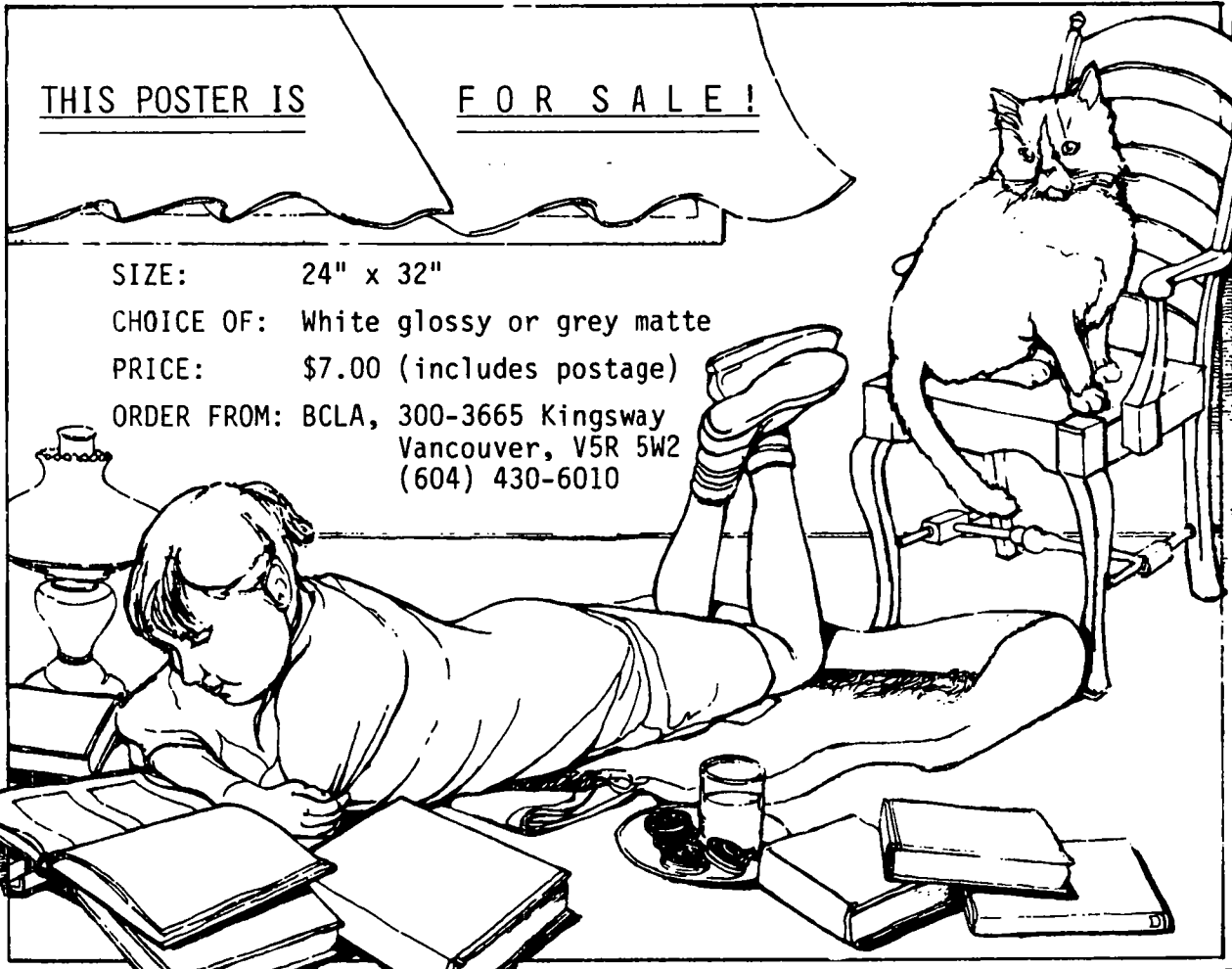
maintains collection of selection/reviewing aids: 61%  
maintains collection of acquisition tools (e.g. BIP): 68%.



# LOOK INTO

THIS POSTER IS                      FOR SALE!

SIZE:            24" x 32"  
CHOICE OF:    White glossy or grey matte  
PRICE:           \$7.00 (includes postage)  
ORDER FROM: BCLA, 300-3665 Kingsway  
                    Vancouver, V5R 5W2  
                    (604) 430-6010



# BOOKS

# AN APPROACH TO LEARNING (RECYCLED, RENEWED AND REJOICED)

## OR EDUCATORS INFLUENCING EDUCATION

by **JUDY GILES**, teacher-librarian,  
Montgomery Junior Secondary School,  
School District # 43 (Coquitlam)

In my numerous years of teaching, I have been moved increasingly to a belief in an interdisciplinary approach to teaching and learning. Too often educators, specifically at the secondary level, try to compartmentalize students, making exclusive demands on their time and trying to vie for the prestigious position of "most important discipline." Such tunnel vision is neither of benefit to a student's total education nor is it really beneficial to our future/citizens who are embarking on the unknown landscapes of the 21st century. Working cooperatively, innovatively, and cross-curricularly will broaden the scope and possibilities students can use in problem-solving in their future endeavors. As educators we must concern ourselves with opening vistas of the imagination to yet uncharted realms. To this end, some of my colleagues, the administration and I, the teacher-librarian, decided to pursue and experiment in truly interdisciplinary studies at Montgomery Junior Secondary School in the 1986-1987 school year.

This article will present a discussion of this experiment in interdisciplinary studies. The subject was labelled a "Humanities Unit" and it integrated Social Studies, English and Library Research Skills at the grade ten level. The concept was essentially experimental and so this article will document the process as well as describe the activities involved, because the process is integral to what developed, and to its concept being adopted by the administration as valid in the future of the school for use in other areas of study.

## GOALS OF THE PROGRAM:

The broad goals and objectives in interdisciplinary studies were:

1. To promote collegiality.
2. To promote interdisciplinary learning transfer.
3. To stress the importance of integrated language across the curriculum.
4. To integrate and promote critical thinking.
5. To introduce and illustrate graduated research strategies.
6. To integrate community learning experiences with curriculum and classroom.
7. To encourage and stimulate positive group interaction.
8. To emphasize cooperative planning between:
  - teacher and student;
  - student and student.
9. To provide methods for initiating planning and techniques for improving efficiency and effectiveness.

The people involved were the Social Studies Department Head, M. Green, the Resources Department Head, J. Giles (teacher-librarian) and a combined Social Studies 10 Honors class and an English 10 Honors class totalling approximately fifty students.

A future project on Nuclear Issues also involved the Science Department Head, S. Henrichsen and his Science 10 Honors class in combination with English, Library and Social Studies.

The Social Studies teacher and I had philosophically pursued the topics of cooperative units, language across the curriculum, and the integration of disciplines, and were able to act upon the philosophy when I moved into the library as the teacher-librarian. Resource-based learning and cooperative learning are in accord with the academic approach in libraries today.

Planning time was a key factor in the success of the unit, as was freeing the teacher and teacher-librarian to be available for longer periods of time for research sessions, tandem teaching sessions, and than the standard timetable permits. In order to have this time, the Department Head allowance for the Resources Department was diverted to pay for substitute time.

The Social Studies teacher and the teacher-librarian developed the following proposal for a Cooperative Humanities Unit on French Canada, and presented it to the principal, G. Conley.

## OBJECTIVES OF THE UNIT:

### The objectives of the cross-curricular unit were:

1. To integrate the disciplines of Social Studies and English in Honors 10 courses. The library resource centre was to be the vehicle for many of the research skills required to successfully complete the unit.
2. To enhance research and language skills.
3. To reinforce sequential essay skills.
4. To develop public speaking and symposium or forum skills.
5. To develop insightful and tolerant understanding of the two polarities in Canadian society.
6. To develop recognition of the regional disparities and attitudinal differences of easterners and westerners.
7. To increase acceptance of Canada's bicultural nature.

### ACTIVITIES:

The topic to be explored involved the analysis and documentation of the roles of French and English Canadians historically and culturally. The approach to the integrated unit would be that English 10 and Social 10 Honors would be combined and instructed cooperatively from a team-based perspective. A series of activities then began to unfold with the combined group.

**Activity # 1** centered on the expectations and brainstorming of those expectations (students and teachers) and topics initially. Students were assigned to groups by the teacher and teacher-librarian.

**Activity # 2**, which took two class periods, involved note taking, research, outlining and essay writing skills which were jointly emphasized, reinforced and graded in Social Studies and English. The teacher-librarian also reinforced these skills with the combined class in two library sessions after they had been taught in both English and Social Studies. The purpose of this approach was to reinforce the transfer of skills and the expectations of both the teacher and the teacher-librarian.

The final essays were **group projects** which were the results of sustained and guided cooperative learning. Some field experiences took place prior to the submission of this document.

**Many kinds of activities** took place in the development of this cross-curricular unit, including:

1. Group work, simulation, role play.
2. Seminars, guest lecturer, field trips to Maillardville Arts Centre, V.C.R. Winslow Centre, the Vancouver Public Library, History and Literature Departments (Burrard Street Main Branch).
3. Group essays.
4. History of French Immersion in our school district.
5. Speaker from one of the French Catholic schools on French culture in Coquitlam.
6. Canadian authors series.

### THE TOPICS FOR RESEARCH:

**On the history of English/French Canada** were generated in the classes. These topics tie directly to the grade 10 Social Studies curriculum and became the basis for the written essays:

1. Anglo-French rivalry between 1750-1850.
2. Acadia (historical development & settlement).
3. British & French fortification (Fort Frontenac, Louisbourg, Quebec, Halifax).
4. Fur trading (Company of New France and the Hudson Bay Company).
5. French/English leadership.
6. Battle of Quebec.
7. The Iroquois, Hurons, Algonquins and their role in trade and revolution.
8. Assimilation of French culture (Louis Riel)
  - a) The Royal Proclamation of 1763.
  - b) The Quebec Act of 1774.
9. The Treaties of Paris, 1763 and 1783.
10. French Canada's role in the American Revolution.
11. Why Quebec joined Confederation.
12. The 1841 Lord Siddenham Proposal for the joining of the two Canadas.
13. Emergence of political parties in French and English Canada.
14. Pearson and bilingual Canada.
15. Separatism and the cause of the F.L.Q.
16. War Measures Act and Quebec Referendum.
17. Leadership in French Canada: Bourassa, St. Laurent, Levesque, Laurier, Trudeau, Chrétien.
18. Leadership in English Canada: MacDonald, Mackenzie King, Diefenbaker, Mulroney.

### The English Literature component:

1. Students retained the same groups and selected a Canadian short story for reading/analysis and/or project work that reflected the history period which they had just researched.
2. Students borrowed the stories which they had selected from the school library or one of the other libraries that had been part of a field trip.

3. Students orally presented a critical analysis of the story which included aspects of theme/plot/characters/setting and evaluation.
4. Students then converted the story to a drama and role played a climactic scene (orally or on videotape) as a class presentation. This assignment was included with the analysis.

### FIELD TRIPS:

The unit also included a number of field trips and research tasks such as:

#### Field Trip # 1:

1. Inter-library loan with Simon Fraser University was established, after the students had toured Simon Fraser's library facilities on their first field trip.
2. The "Humanities" 10 Honors students compiled a working bibliography of the resources for Social Studies topics held in Montgomery Junior Secondary's library resource centre. They also listed any short story anthologies by Canadians.

#### Field Trip # 2:

1. Students listened to and discussed audiotapes on pioneers of Maillardville. These came from Coquitlam Public Library which also had two volumes on the History of Maillardville.
2. Students saw and discussed videotapes of Maillardville's 75th anniversary.
3. A walking tour of Maillardville's Laval Square and the Church and Place des Arts occurred.
4. Students saw the National Film Board's newly completed documentary on Maillardville's history. The film was in French but the cinematographer showed the film and discussed it in English with the students.

#### Field Trip # 3:

1. All day was used for this field experience.
2. The Vancouver Public Library, Burrard Street, Main Branch — was the destination.
3. Introduction to research facilities in both the History/Geography section and the Language/Literature section of the library as well as an introduction to the Periodical section were given.
4. Groups alternated between areas for orientation (25 students per group). Each presentation and browsing time was 1 hour in length. Groups then went to lunch in Robson Square and returned to the library to do research on essay topics and Canadian short stories individually, using newly acquired knowledge about the library.

A working bibliography was given to all students to form a core of knowledge for their research essay in addition to the books they found in the school and public libraries.

### EVALUATION OF THE VANCOUVER FIELD TRIP

The experience had many things to offer students academically. The research facilities are quite extensive and our students were told several times that they could use the facilities even though they could not borrow books. However, the fact that they could not borrow books was not a formidable hindrance since much of the research material is "for reference only" and no one can borrow it for home use.

The librarians pointed out many unique sources of information in their various departments and discussed how to access the information with the students. The introduction to the use of a major library system is invaluable to students who intend to pursue further academic studies and for all people who face the future as life-long learners. Many students, even at the first year university level, are over-whelmed when faced with a research project which requires the use of the library facilities. In light of this situation, Montgomery's Honors students received an invaluable head start.

The afternoon time was spent in doing research connected with an essay or the related humanities literature project. Students felt they did not have sufficient time in this part of the excursion. In analyzing the total situation, my colleagues and I believe that the experience was, for the most part, a valuable learning activity. To reinforce our perception, approximately one half of the class returned, unsupervised, to use the facilities again the following weekend.

After returning from the field trip to the Vancouver Public Library, students were given a combined class in the library resource centre to work together in groups on the cooperative essay which was to be submitted for grading. They were to collaborate on ideas, notes, sources and resources, in order to formulate a thorough perspective on their topic. Broad topics were narrowed to specific areas of interest. The first twenty minutes of the double block period was used as an oral feedback session, which led to other activities in further exploration of "Canadian Identity" and was used to focus students on the topic again in a

more contemporary perspective than the essay topic had previously done.

Students in designated groups read *Newscope*, a periodical on Canadian identity, and discussed the questions provided among their group members. A double block was used in the library for this purpose. Each group consisted of three members who designated a recorder, a spokesperson, and a formal scribe for the written document which included the group's answers. The teacher and the teacher-librarian were available for consultation during the question preparation session.

The formal presentation of this activity was a public forum which took place in the library.

### **THE PUBLIC FORUM ON CANADIAN IDENTITY:**

This forum required application of the knowledge students acquired from discussion, research and field experiences. The mechanics of the oral presentation were:

1. Students were put into teacher designated groups of three, consisting of a spokesperson, a recorder, and a formal scribe for written assignments.
2. Students were given a double block of research time in the library where they could do resource work and have two teachers for consultation, suggestions and resources.
3. The evaluation scheme weighted the oral presentation heavily and at this point students were well aware of its importance.

#### **The forum itself:**

1. The forum presentation took place in the library resource centre which had the tables set out in a "U" shape. The spokesperson sat in front of the group and in front of the table on the inner circle of the "U". The remainder of the group was on the outer circle.
2. The teacher and the teacher-librarian chaired the presentation, alternating in cross examination of the groups.
3. The evaluation was the result of teacher consensus. Designated students monitored verbal participation and time use. There was cross-grading for credit in both courses.

#### **The follow up to the forum included:**

1. An evaluative questionnaire.
2. A Canadian historical essay which was to be completed and submitted in order to address written skill development, and the Canadiana project which integrated both written and oral skills.

### **PLUSES AND MINUSES:**

Finally, there are positive and negative aspects of planning and implementing a "Program of Integrated Studies" in schools.

#### **The Negative Aspects:**

1. Funding — It is essential to have time and money available for planning and substitutes.
2. Heterogeneous grouping proved to be somewhat of a problem since not all students were totally involved in both disciplines at the Honors level. In other words, from our observations, students would probably best adapt to such units if their levels of competence were similar.
3. Back to back blocking proved inadequate because of complications in missing other classes. Double blocking is really necessary to avoid staff problems.
4. Lack of preparation time — Daily preparation time is recommended when innovations of new programs are being implemented.
5. Sometimes communication breaks down because of each teacher's separate oral emphasis. This problem could be remedied by double blocking throughout the unit so that instructions and explanations would be given at one time to all concerned.
6. Sharing requires continual work when done with two autonomous teachers who have different approaches and styles. However, the benefits of drawing on each other's strengths usually outweighed negative aspects.
7. On occasion, the community was reluctant to accommodate large student groups and share in learning beyond the traditional "child in the classroom" approach to education.
8. A certain amount of student reluctance to work cooperatively existed because of bad experiences in the past with group work. Reluctant students, however, constituted only about 10% of the total, and for the most part the structure provided in this approach dispelled any negativity.

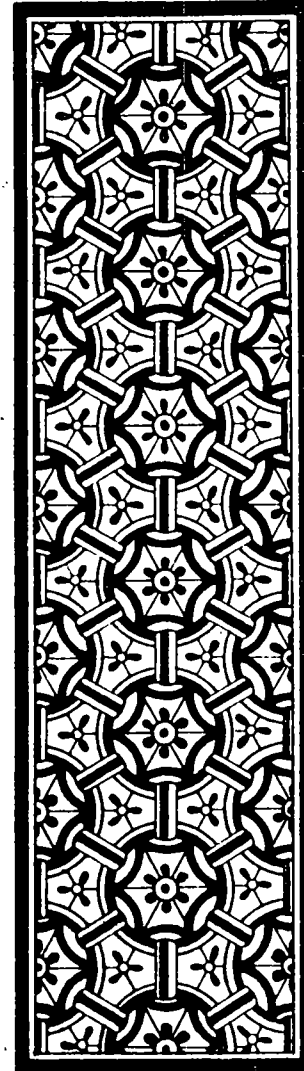
#### **The Positive Aspects:**

1. This project did actually have the funding in lieu of the library Resource Department Head allowance. However, funding should be integral to a school board's expectations that teachers will be innovative.
2. We had time to plan what we were going to do with the unit, the directions we wished to explore, and the field experience we would pursue because of funding being in place.
3. We had administrative support which was high profile, both visibly and verbally, from the principal, G. Conley, and the vice-principal, D. Derpak.

4. Generally, we had staff support and cooperation.
5. Personally, as colleagues, we established a common communicative base which made us sensitive to one another's needs both personally and academically. We also learned to be accepting and appreciative of personal differences in teaching and learning styles.
6. As professionals, we mutually reinforced a positive attitude toward educational improvement, a strong belief in the process of cooperative learning and a commitment to the beneficial outcomes possible through team teaching.
7. We observed active student involvement in the class and in the community.
8. Once the barriers were breached, the community became accepting and complimentary of the process.
9. Cooperation encourages peer coaching for both students and teachers. It should be noted that teachers must take the theoretical offerings and adapt and expand them in their own ways so that such theories will be dynamic. In other words, rigid implementation of such theories (e.g., cooperative learning) is restrictive to the educational process. The creativity of teachers using new theories is a most essential factor in teacher acceptance and willingness to be innovative and proceed with explorations of new teaching and learning horizons without feeling threatened. It is imperative that teachers be comfortable with their own sense of contribution and ownership in educational changes for them to truly succeed.

In conclusion, the unit was well worth the effort because students were genuinely involved in the process of learning. They also found it fascinating to see that teachers could express different viewpoints, as could they, without anyone being "wrong." Students also expressed their feelings on the benefits of having more than one resource person upon whom they could rely for help. This observation came out at the end of the unit. Finally, I strongly believe that this method of teaching and learning is both intellectually stimulating and personally gratifying for all the participants. I would like to see school boards investigate the possibility of more flexible funding and time-tabling for teachers who are willing to pursue another way to help students acquire knowledge and be involved in the ever-expanding world of education.

*EDITOR'S NOTE: The Royal Commission on Education recommended that inter-disciplinary approaches, and collaboration between teachers, be implemented at the junior secondary level. This article describes just such an approach. We welcome further contributions in this area.*



# HEROES AND HEROINES

by GAIL INNES, District Teacher-Librarian, S.D.#68, (Nanaimo).

Because the hero is an easily recognizable character type in stories, I chose this theme for a primary enrichment unit for two children at the end of their grade 1 year. The unit was intended to be an introductory unit only; one that would be built on in subsequent years. My objective was to introduce the characteristics of a hero and encourage the enjoyment of hero stories.

Lesson 1: I read Swimmy by Leo Lionni aloud.

The children knew and loved this story already so they were ready to look more closely at the character of Swimmy.

They noticed:

1. He was small in comparison with the predatory fish.
2. He found a solution to a problem that the other small fish couldn't solve.
3. He successfully carried out his plan.

We talked about words such as 'brave' and 'clever' that would describe Swimmy's character. I explained that we would define Swimmy as a 'hero'.

The children then each took home a story to read or have read to them:

Shawn's book: Andy and the lion by James Dougherty

Crystal's book: The little wood duck by Brian Wildsmith

Lesson 2:

We reviewed why Swimmy was a hero. Shawn then told us the story of Andy and the lion. We then discussed who the hero was and what he did that made him a hero. I also read part of the story aloud so that they could find a word to describe Andy. Then it was Crystal's turn. We began to fill out a chart in a Heroes and Heroines booklet. The chart had headings: Title, Author, Hero or Heroine and what they did to become heroes. A second chart asked the students to

write words they found that described heroes and to define them.

Lesson 3:

The children chose one of the stories to illustrate, showing the hero in an act of heroism.

Lesson 4:

I read There's a nightmare in my closet by Mercer Mayer. We discussed the hero and his character and filled in the columns in our chart. I then showed the children a small selection of hero stories and Shawn chose Seven at one blow by Grimm and Crystal chose Jack and the Beanstalk by Jacobs.

Lesson 5:

The children, in turn, told their stories. We discussed them and added to the charts.

Lesson 6:

I read Mollie Whuppie from Alison Lurie's Clever Gretchen and other forgotten folktales and I introduced the term 'heroine'.

Lesson 7:

The children chose one of the stories to illustrate in their booklet.

Lesson 8:

The children were now ready to write their own hero or heroine story and illustrate it.

In Summary:

1. Both children loved the stories and easily recognized the hero, his problems and solutions.
2. I was especially pleased at the words they found which reinforced the concept and extended their vocabulary. Words such as 'modestly', 'terrified' and 'curious' formed the basis for much of our discussion.
3. I wish I had had the children dramatize a story and present it to their class. I would definitely include a performance next time.
4. A mural of heroes instead of individual drawings and wall charts instead of a booklet would be more useful with a group.
5. Another idea would be to have the children write to a hero suggesting other solutions.

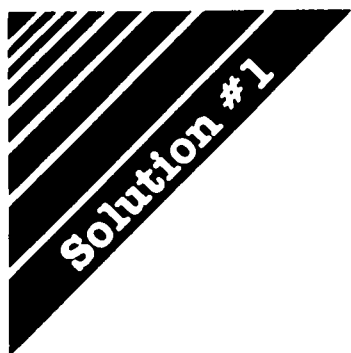
6. I wish I had thought of The adventures with Isabel before I taught this unit! However, I will continue to add to my list of hero stories.
7. The unit is adaptable to almost any grade as a co-operative teaching unit.

Some hero stories for grade 1 - 4:

Alderson, Sue Ann. Ida and the wool smugglers.  
 Alexander, Lloyd. The king's fountain.  
 Anderson, Hans Christian. The seven swans.  
 Browne, Anthony. Willy and the champ.  
 Dougherty, James. Andy and the lion.  
 Grimm Bros.. Hansel and Gretel.  
 Grimm Bros.. Seven at one blow.  
 Jacobs. Jack and the beanstalk.  
 Lionni, Leo. Swimmy.  
 Lune, Alison. 'Mollie Whuppie' in Clever Getchen and other forgotten folktales.  
 Meyer, Mercer. There's a nightmare in my closet.  
 Nash, Ogden. Custard and company.  
 Wildsmith, Brian. The little wood duck.



CES Canadian  
 Educational  
 Supplies  
 Inc.



## Catalogue Card & Label Writer

**NEW VERSION 6.0 FOR THE APPLE.  
 NOW SAVES TO APPLEWORKS!**

- We sell more CATALOGUE CARD & LABEL WRITERS than all other library productivity products combined.
- Use this specialized word processor to automatically format and print catalog cards and labels.
- Batch prints.
- Prints accession lists.
- Descriptive information can be on (or off) the shelf list card.
- Available for Apple IIe/IIc/GS, Commodore 64 and IBM at \$169.00 each.

WRITE OR CALL FOR CATALOGS. CES IS THE AUTHORIZED DEALER FOR SOFTKAT EDUCATIONAL SOFTWARE, SVE FILMSTRIPS AND VIDEOS PLUS MANY OTHER LINES OF INTEREST TO LIBRARIANS.

P.O. Box 460, White Rock, British Columbia Canada V4B 5G4  
 Local (604) 535-1817 ● Canada Toll Free 1-800-663-0001

## PEARSON '89

To all who have enquired about PEARSON '89

I regret to advise that a PEARSON program will not be held in August 1989. I did plan to produce a 1989 version following the amazing interest shown in the program over the past two years. The *School Library Journal* (April 1987) article obviously touched an in-service need in many of you. I believe (and you may suspect that I am hedging my bets by this hesitation) that the program is over. The original intensity that fueled the program must now give way to other things.

PEARSON was conceived as a one time venture and it stretched into five. I believe that the concept should be used in all aspects of professional education and I will continue to promote that concept. You may well see more print about the scheme than you saw while it was active. I am anxious, however, to see spin-offs from it replicated by others all over the continent. I do expect to be involved with PEARSON type programs, but I hope that they will be organized by other people.

I do plan to continue challenging some of the traditional views of school librarianship. My latest workshop "The Evolution of the School Library" shows the school library as an "educational innovation" and challenges teachers (and school librarians) to reconsider their views about this important concept. I would be pleased to be asked to your District to present this program.

I do appreciate and would welcome your enquiries on any aspect of the PEARSON program at any time

Donald Hamilton  
Education &  
Acting Head, Reference Division, Library  
University of Victoria  
P.O. Box 1700, Victoria B.C. V8W 2Y2  
(604) 721-7874

November 1988

**UPDATE**

## DIPLOMA IN SCHOOL LIBRARIANSHIP

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

Admission to the program normally requires certification and at least one year of successful teaching experience. For those teachers who have completed all or part of the former elementary program, Library Education Teaching Area, within the Faculty, it may be possible to replace those courses with other approved electives and complete the requirements of the Diploma. However, courses taken toward the Diploma may not be applied towards a degree.

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

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

### THE PROGRAM

#### Elementary

(All courses 1.5 units unless noted)  
LE 432  
LE 433

LE 434A  
LE 435  
LE 437A  
LE 438  
ED-B 494Q  
ED-B 360  
ED-B 360  
ED-B 361 or approved elective  
ED-B 430 or 431

**Total program** 15 units

**Pre- or co-requisites:**

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

#### Secondary

(All courses 1.5 units, unless noted)

LE 432  
LE 433  
LE 434B  
LE 435  
LE 437B  
LE 438  
ED-B 494Q  
ED-B 360  
ED-B 360  
ED-B 361 or approved elective  
ED-B 430 or 431

**Total program** 15 units

**Pre- or co-requisites:**

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

### THE COURSES

**LE 432 (1.5) THE SCHOOL LIBRARY AND THE TEACHER**

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

**LE 433 (1.5) THE SCHOOL LIBRARIAN**

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

**LE 434 (1.5) SCHOOL LIBRARY MATERIALS**

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

**LE 535 (1.5) CATALOGUING AND CLASSIFICATION FOR SCHOOL LIBRARIES**  
The principles and practice of basic classification systems and cataloguing rules applied to the needs of the school library. (Prerequisite: professional year)

**LE 437 (1.5) REFERENCE SERVICES FOR SCHOOL LIBRARIES**  
The role of reference materials in meeting students' and teachers' needs. (a: Elementary emphasis; b: Secondary emphasis) (Prerequisite: professional year)

**LE 438 (1.5) PROBLEMS AND ISSUES IN SCHOOL LIBRARIANSHIP**  
Addresses current problems and issues facing school librarianship. (Prerequisite: professional year) (May be repeated for credit)

**ED-B341 (3) LITERATURE IN ELEMENTARY SCHOOL**  
Survey of children's literature; selection of books for children; scope and sequence in the development of a literature program in the primary and intermediate grades. (Program may permit substitution of other approved children's literature course.)

**ED-B 342 (1.5) FOUNDATIONS OF READING**  
Consideration of the processes and psychology of reading.

**ED-B343 (1.5) READING IN THE SCHOOL**  
Components of a total reading program: examination, evaluation and construction of instructional materials; curricular organization. A: Elementary emphasis; B: Intermediate emphasis; C: Secondary emphasis.

**ED-B-360 (1.5) EDUCATIONAL TECHNOLOGY**  
The use of communications media in education. Practical experience and the utilization of instructional materials. Basic production skills in photography, audio and video taping.

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

**ED-B-430 (1.5) THE ORGANIZATION AND ADMINISTRATION OF EDUCATION IN BRITISH COLUMBIA**  
Introduction to structure and process of the B.C. School System. Teacher-administration relationships. Emerging trends and controversial issues in school organization and practice. Value problems in the profession. School law and legal requirements. Public and professional relationships. Classroom management.

**ED-B 431 (1.5) INTRODUCTION TO EDUCATIONAL ADMINISTRATION**  
The meaning and purpose of educational administration. Concepts related to the theory, tasks, authority, processes of educational administration. The Administrator - characteristics, qualifications, selection, preparation. (Prerequisite: professional year)

**ED-B 494Q (1.5) DIRECTED STUDIES IN LIBRARY EDUCATION**  
This course will involve the development of an approved project over a winter session following extensive bibliographical work.

## MORE INFORMATION

Summer Session 1989:  
The following courses will be offered:

July 3-25, 1989  
**LE 432, LE 434AB, LE 435, LE 437.**

July 26 to August 18, 1989  
**LE 433, LE 438.**

In addition two special institutes may be offered with credit under **LE 438.**

### French Immersion and the School

**Library** will be an intensive program for teacher-librarians who must come to grips with the French Immersion fact in their school libraries. August 21-31, 1989

**Young Adult Literature and Secondary School Library Program** will examine methods appropriate to stimulate the use of a wide range of young adult literature in the secondary school library program. August 21-31, 1989

For more information:

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

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

*On Admission to the University and to Summer Session:* Contact - Director of Admission Services (604) 721-7211

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



University of British  
Columbia  
Faculty of Education

*Department Of Language Education*

## LIBRARY EDUCATION

The Program in Library Education is for teachers interested in library programs in schools. The library component of the program will be offered during the year in the late afternoon and/or evening and in summer session.

Normally, applicants are expected to have completed course work in children's or young adult literature, the teaching of reading and audio visual productions. Students will plan a suitable program in consultation with the advisor. Students should bring academic records to the consultation.

## THE UNDERGRADUATE PROGRAM DIPLOMA PROGRAM IN LIBRARY EDUCATION

1. Bachelor's Degree with second class standing or better.
2. Teacher Training
3. Two years successful classroom experience
4. Diploma to be completed within five years from time of acceptance unless there are extenuating circumstances.

Library Education courses on campus are offered from 4:30 - 7:30 pm on Tuesday, Wednesday and Thursday of each week. As well summer session courses are offered. Every attempt is made to meet the needs of people in the field by offering off-campus courses when enrolment justifies it and when qualified instructors can be found to teach the courses.

## CORE COURSES

7.5 units from:

Library Education 381, 382, 383, 385, 387

1.5 units from:

Library Education 384, 386, 388

The following are elective courses which people may take as part of the Diploma program:

ENED 340, 341, 342, 349, 478, 489. Students who are considering doing a Master's at some future date should seriously consider taking ENED 489 as an elective as there is some thought being given by the department to making it a prerequisite or a part of the Master's program.

EDCI 396-487

READ 305, 472, 473, 476, 477

CSED 400, 402, 404, 420, 424, 450

SPED 313, 408

EDADM 460

Courses from the School of Archival and Informational Studies (Library School) may choose LIBE 610, 611, 612, 613 as electives as well.

## SUMMER SCHOOL COURSES 1989

The summer school courses offered for 1989 are as follows:

### LIBE 381 (1.5) THE LIBRARY IN THE SCHOOL.

Instructor: Joan Harper - B.Ed., M.A.

The role, philosophy and administration of libraries in elementary and secondary schools; an examination of school library design, development and staffing patterns.

### LIBE 382 (1.5) SERVICES AND PROGRAMS IN SCHOOL LIBRARIES.

Instructor: Lorne MacRae - B.Ed., AMLS. The roles of principals, teachers and teacher-librarians in promoting school libraries as instructional resources. Cooperative instructional planning. Using resources to improve reading, listening and viewing skills. Prerequisite, LIBE 381.

### LIBE 383 (1.5) SELECTION OF MATERIALS.

Instructor: Deanne Poole - B.A., M.Ed.

The selection and acquisition of print and non-print materials; emphasis on principles, philosophy and policies on which these are based and on the roles played by teacher-librarians, administrators and teachers in the selection process. Consideration of censorship as it affects school libraries.

### LIBE 385 (1.5) CATALOGUING

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

### LIBE 387 (1.5) THE SCHOOL LIBRARY; SOURCES OF INFORMATION I.

Instructor: Mel Maglio - B.A., M.A.

Basic principles of reference work and resources used in locating information. Emphasis placed on encyclopedias, dictionaries, almanacs, atlases and yearbooks.

### LIBE 388 (1.5) THE SCHOOL LIBRARY; SOURCES OF INFORMATION II (ADVANCED).

Instructor: David Brennan - B.A., M.Ed. Study of reference tools in specific fields. Search strategies, identifying items and compelling bibliographies. Recent developments in areas to information and their implications for the process of learning. Emphasis on materials for secondary schools. Prerequisite 387.

### LIBE 565 SPECIAL COURSE IN SUBJECT MATTER FIELD.

Instructor: TBA.

Courses in various subject matter fields designed to bring teachers up to date in recent findings in each field.

Follow courses (offered at other times) will not be available this summer:

### LIBE 384 (1.5) SELECTION OF MATERIALS (ADVANCED)

Selection criteria applied to specific types of materials; special problems in selection; further discussion on censorship, collection building and copyright. (Prerequisite: LIBE 383)

### LIBE 386 (1.5) CLASSIFICATION AND CATALOGUING

Principles and practices of bibliographical description and subject analysis on print and non-print materials with emphasis on original cataloguing and classification. Further work in subject classification. (Prerequisite: LIBE 385)

## GRADUATE PROGRAM (M.A. or M. Ed)

A Master's degree in Education (library) is offered. Programs are developed on an individual basis. Normally a program is developed from courses in more than one department. Courses in Curriculum Instructional Studies, Education Administration and Language Education are the basis of the program. Library courses offered at a graduate level are offered during the summer or during the late afternoon during the year.

## GRADUATE COURSES IN LIBRARY EDUCATION

### LIBE 508(1.5-3.0) REVIEW OF RESEARCH IN EDUCATIONAL METHODS.

### LIBE 527 (3.0) SEMINAR IN LIBRARY EDUCATION Research in the field of school librarianship.

### LIBE 580 (1.5-6.0) PROBLEMS IN EDUCATION Investigation and report of a problem.

LIBE 561, 565, 598 are offered occasionally:

LIBE 599 (for M.A. students only)

M.Ed. students do a major paper and write a comprehensive examination.

# WANGADOODLE

by MICHELLE FARQUHARSON,  
teacher-librarian, Moberly Elementary  
School, S.D.# 39 (Vancouver)

I have always used Wangadoodle or Polliwog as a way of teaching note taking, but in actual fact it really is a Research Strategy. I used to use Polliwog as the name of the hypothetical animal and then have students take notes on the frog, but most of them "caught" on before I wanted them to — hence, Wangadoodle!

I found that when we taught note taking it was fine as long as we always provided the students with headings, but they really didn't know how to attack note taking unless they had the headings provided.

The process actually takes six or more lessons and can be used for any topic. The Wangadoodle is used as an outline for an animal, while Xanadu is used for an outline of a country. I've used Bibliobou as the name for a type of sport. The possibilities are endless and can relate to any subject area.

## WANGADOODLE LESSON # 1 — NOTETAKING

### OBJECTIVE:

Students will:  
— be able to generate an outline for a topic.

### PROCEDURE:

1. Introduce the idea of Wangadoodle by telling students that you want them to use their imaginations. "Shut your eyes and try to envision the story I'm about to tell you."
2. Describe a regular morning that a student would have in preparation for school. (Breakfast with the folks, etc.) Elaborate. Then have them walking to school and say, "All of a sudden you saw it! You had never seen anything like it in before in your life. You were sure it was an animal. You rushed to school to tell your friends all about it but something weird had happened — you couldn't talk. You could only answer questions. What would one question be that you would ask your friend?"
3. Point to different individuals and write all the questions down on the board. It is easier if the teacher points to students and the teacher-librarian writes on the board, or vice versa.
4. When all questions are exhausted, put a star beside the questions that could be grouped together. For example: "How big was it? What color was it? How many feet did it have? ..."
5. Ask students to think of 1 word or a phrase that would describe those questions. Expound on this idea since sometimes students misunderstand and try to answer the questions.
6. Repeat steps 4 and 5 until all questions have been grouped. Inform students that they have just prepared an outline in 5 minutes.
7. Tell students that now we need to fill in these headings with notes — not sentences, just notes. Ask them to get that picture back into their heads of their animal. Ask individuals to tell you information about their animal. Write it on the board in note form under the appropriate heading. The outline should be close to the following:
  - Appearance
  - Habitat (Home)
  - Food
  - Enemies/Protection
  - Special Habits
8. After 5 - 6 notes for each heading are taken, introduce the idea of the opening sentence. (Define this for students as a "sentence that tells what the rest of the paragraph is about.") The teacher and the teacher-librarian take turns making up an opening sentence and using notes to generate a paragraph for the various headings. Reinforce the idea of how notes can be grouped together or used in the same sentence.
9. Give examples of a lack of sentence variety by starting all the paragraphs the same way. Ask students what is wrong. Mention the term sentence variety. We often use active participation (thumbs up if they agree) to see if students have grasped the concept of opening sentences.
10. Conclusion: Tell students that in one period they have formulated an outline for an animal, taken notes under those headings, and actually seen how paragraphs are written using those notes.

## WANGADOODLE LESSON # 2 — PARAGRAPHING

### OBJECTIVE:

- Students will:  
— be able to use notes to formulate paragraphs.

### PROCEDURE:

1. Using the same outline as the day before have students fill in their notes under the headings. Allow 5 minutes and specify that there must be a minimum of 5 notes per heading.
2. Collect the note taking sheets and redistribute to another student. Review the opening sentences. Have students write paragraphs using another student's notes. The purpose of this step is to show that there is difficulty in using notes if not enough or too much information is given.
3. Ensure that students start a new paragraph for each new idea.
4. Conclusion: When they are completed, share the "reports" with the class.

---

## WANGADOODLE LESSON # 3 — COMPUTER CATALOGUE

### OBJECTIVE:

- Students will:  
— be able to locate information using the computer printout (or card catalogue).

### PROCEDURE:

1. A lesson is taught on how to locate information in our resource centre.

---

## WANGADOODLE LESSON # 4 — ENCYCLOPEDIAS

### OBJECTIVE:

- Students will:  
— be able to find and extract information from encyclopedias.

### PROCEDURE:

1. A review lesson is taught on how to glean information from an encyclopedia.
2. Examples from "split letter" encyclopedias are included as well as encyclopedias like World Book which have one letter per volume.

---

## WANGADOODLE LESSON # 5 — REPORT WRITING

### OBJECTIVES:

- Students will:  
— be able to recognize 'flowing' paragraphs.  
— recognize different sentence structures in a paragraph.  
— understand the purpose of a bibliography and its components.

### PROCEDURE:

1. Share individual reports on animals. Discuss the paragraphs that flowed. Discuss why or why not.
2. Share examples of paragraphs that do not group ideas together. For example: In a paragraph on Appearance, when the student has discussed face, then feet, then face again.
3. Show students how to write a paragraph logically.
4. Conclusion: Show how to write a bibliography.

---

## WANGADOODLE LESSON # 6 — TOPIC OF CHOICE

### OBJECTIVES:

- Students will:  
— be able to select a topic, generate questions, and formulate headings.  
— be able to apply the skills learned in lessons 1 to 5.

### PROCEDURE:

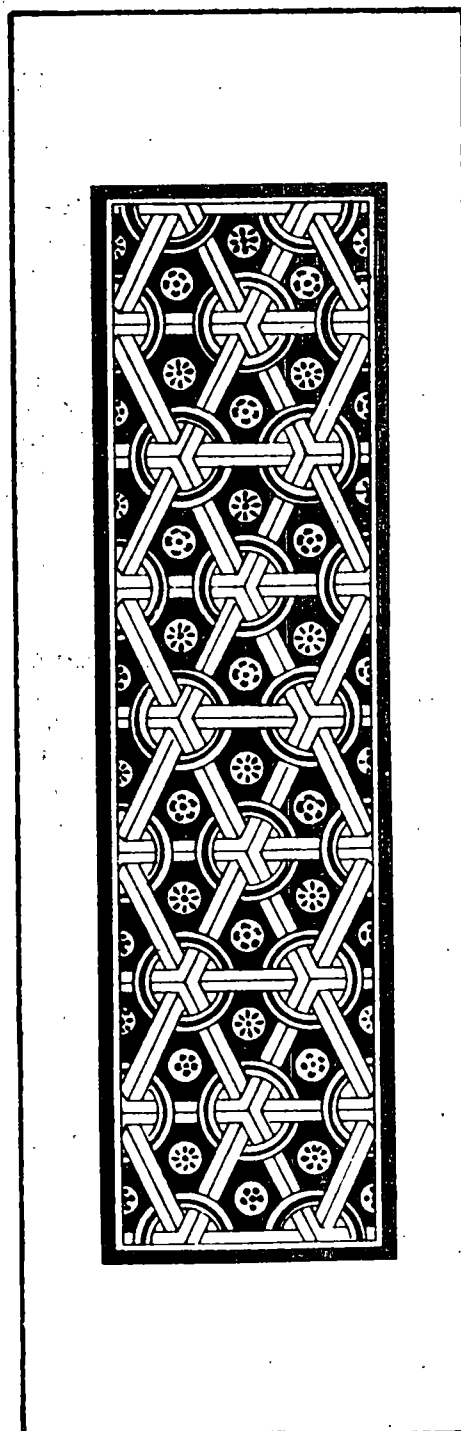
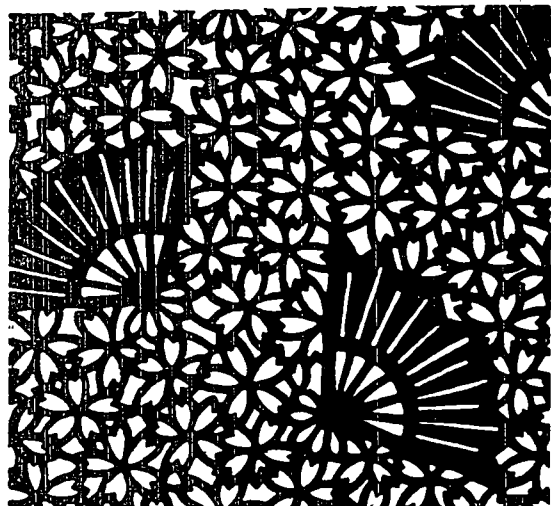
2. Teacher and teacher-librarian assist individuals as necessary.

---

The same procedure can be used when an outline for a city or planet is needed. All that is required is to change the introductory lesson a little. Set up the same type of scenario: "You got up in the morning, you headed for school, and all of a sudden you felt a bag over your head. You were drugged. When you woke up you were in Xanadu. You know absolutely nothing about this place. To get a really good understanding about Xanadu what questions would you ask?"

This idea is nothing really earth-shattering, but it is a process that the teachers really like to have introduced. We start the process in grade 4 and repeat it for the fur trade (the beaver) in grade 5. It is reinforced in every unit that involves notetaking. A plus is that students really enjoy this process and they remember the steps.

---



# GETTING TO KNOW TONY ROSS: A UNIT FOR GRADE 2

by GAIL INNES, elementary district teacher-librarian, and NINA SLOBODIAN, Grade 2 teacher, Pleasant Valley School, S.D.#68 (Nanaimo).

That there is truth to the saying "life is what happens when you're making other plans" was reinforced yet again last spring when the Grade 2 teacher and I planned a unit around the books of Anthony Browne, who was scheduled to visit Nanaimo. At the eleventh hour he cancelled and Tony Ross came instead.

With four weeks to go and five titles available from our local book store, we tried again. As our school has scheduled library periods for grade 2, we planned within the framework of a weekly library period. Our objectives were to familiarize the students with:

1. the stories
2. the humour in the stories and pictures
3. Tony Ross, the person

The titles available were:

Foxy fables  
Hugo and the man who stole colours  
Hugo and the Ministry of Holidays  
I'm coming to get you  
Lazy Jack

## Week 1:

Teacher-Librarian:

- introduce unit
- reads Hugo and the man who stole colours.
- discussed humour in stories especially animals in natural settings but with human way of life, tricks played on characters and surprise endings
- few facts about Tony Ross' life

Classroom Teacher:

- reread Hugo and the man who stole colours.
- students painted pictures of rainbow men.
- these were cut out and displayed in library.
- students wrote a letter to the man who stole colours suggesting ways of getting colours in his life without stealing.
- read Hugo and the Ministry of Holidays.

## Week 2:

Teacher-Librarian:

- read I'm coming to get you!
- compared humour with Hugo and the man who stole colours; especially exaggerated characters and use of colour in the illustrations and trick played on reader at end of story, surprise endings.

Classroom Teacher:

- monster models - displayed in Library (The classroom teacher had asked the children to bring empty boxes from home i.e. cereal, toothpaste, etc. Then the children construct a monster using the boxes and gluing or taping them together, then painting and adding construction).

## Week 3:

Teacher-Librarian:

- review fables (previously taught earlier in year)
- read 'Fox and the Stork' Foxy fables and 'The Fox and the Stork' Tomie dePaola's favorite nursery tales.

- discussed difference, humour, surprise endings

Classroom Teacher:

- read 'The Hare and the Tortoise' in Foxy fables and 'The Tortoise and the Hare' Tomie dePaola's favorite nursery tales.
- read other stories in Foxy fables.
- students wrote their versions of one of the fables.
- read Lazy Jack

Week 4:

Classroom Teacher:

- class recorded questions they would like to ask.
- teacher drew 5 names for the visit.

Teacher-Librarian:

- took the students armed with their questions to see Tony Ross. They brought a book they had made, composed of the letters they had written to The man who stole colours.
- one of the requests made by our students during the session was to see Tony Ross draw the man who stole colours which he did on a large size newsprint.
- the students thanked him on behalf of everyone and presented their book.

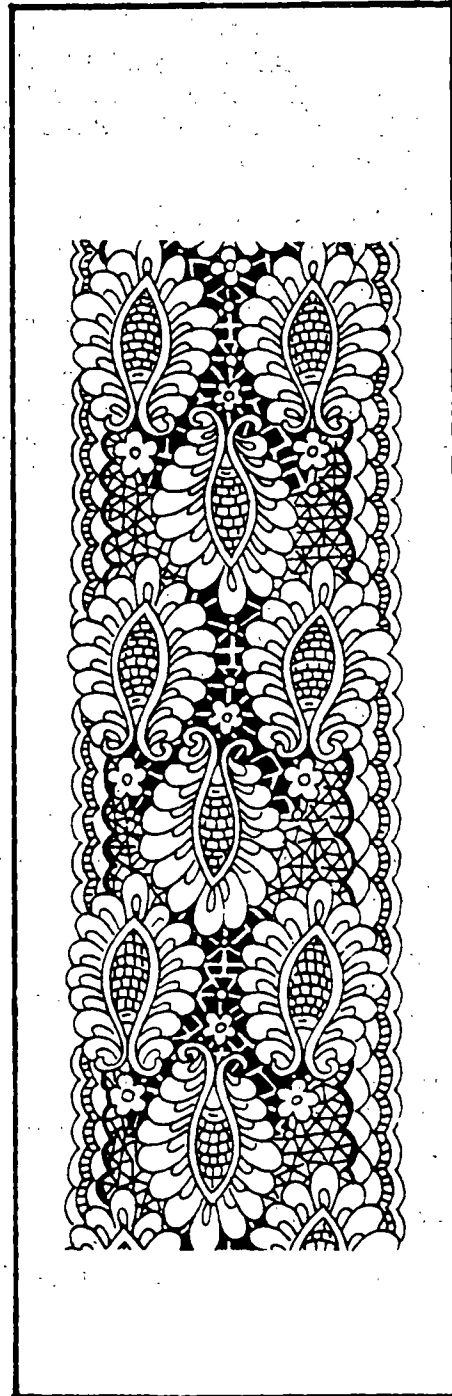
Classroom Teacher:

- students reported to class on visit.

Teacher-Librarian

- students each wrote a comment about Tony Ross' stories and displayed them in the library.
- discussed where Ross' books are housed in the library.

The unit was a great deal of fun for the classroom teacher, myself and the students. We all became enthusiastic fans of Tony Ross and his books are very seldom "at home" on their library shelf. Our last minute plans had been a great success.



# ENGLISH 11: GALE REFERENCES & LORD OF THE FLIES

by KEN ADSETT, teacher-librarian, Oak Bay Secondary School, S.D.#61 (Victoria).

The following exercise is used to demonstrate to our Grade 11 students the Gale literacy references: Contemporary Authors, Contemporary Literary Criticism, Twentieth Century Literary Criticism and Nineteenth Century Literature Criticism.

The normal Grade 11 English class is divided in half with the teacher taking half the class for instruction in the classroom and the teacher-librarian taking the other half in the Library for this exercise. About twenty minutes is taken at the beginning of the period for demonstration of the references, then the students work in pairs to complete the written exercise.

## The Exercise:

Look up "Golding, William" in the most recent issue of Contemporary Authors. Note the references given: (CANR 13; CA 7 - 8; CLC 1, 2, 3, 8, 10, 17, 27). Select one of the references and answer the following:

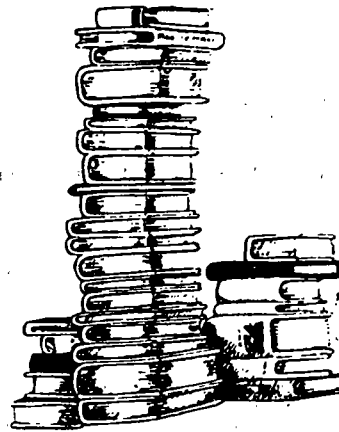
1. Note the biographical information. When was he born? Where does he live? State briefly one additional significant biographical fact.
2. Skim the remainder of the article. List two pieces other than Lord of the Flies, written by Golding.
3. Concentrate on one essay or portion of the article. (Try to find one on Lord of the Flies) and give the following:

- the name of the author/critic;

- the exact source and date of the original article/essay;

- three short, concise statements, in your words, that the critic makes about: Lord of the Flies, about another of Golding's works, or in comparing Lord of the Flies with some other work by Golding or another author.

The teacher-librarian, of course, marks the exercise and returns it to the classroom teacher to re-mark any points specific to the class work and to record the marks, before returning the papers to the students.



# MAKING SIMPLE POP-UPS

by JANET SALTMAN, teacher-librarian and LE ANN BABULAL, primary teacher,  
Hart Highway Elementary School, S.D.#57 (Prince George).

## POP-UPS – AN INTRODUCTION

"Making simple pop-ups" has been designed as a cooperatively planned unit by the librarian and a primary teacher. It includes elements of science, library research, creative writing and art. Many of the ideas have been taken from the book How to make pop-ups by Joan Irvine and adapted for classroom and library use.

The project is approximately seven weeks in length using periods of 30 to 60 minutes, three to four times a week. The art periods may go over the time limit set here depending on the number of students and the difficulty of the pop-up being constructed.

### Week 1

Period 1 - INTRODUCTION - (in library)  
approx. 30 min.

Librarian shows students examples of pop-ups from simple accordion books to the much more complex forms that require paper engineers. Cards, books and other examples can be displayed. Students are encouraged to bring some of their own samples.

Period 2 - LANGUAGE ARTS - (in classroom) approx. 45 min.

Teacher goes over the materials list included below and students assemble the instruction booklet and decorate the cover. Materials that students will need: Scissors, ruler, glue, (glue sticks or white glue is best), pencils, markers, crayons or colored pencils, string, fabrics, buttons, ribbons, gift wrap.

Materials that the teacher should have on hand: Cardboard, paper, (construction and Bristol board cut to the same size) brass fasteners, x-acto knives for teachers and parent volunteers, scrap paper, felt, sequins, feathers, craft eyes.

Period 3 - ART - (in library or classroom)  
approx. 45 min.

Librarian and teacher help students construct the first sample, making a pop-up box. A room with large tables is desirable. This lesson can be used to make a card for some special occasion.

### Week 2

Period 1 - ART - (in library or classroom)  
approx. 45 mins.

Librarian and teacher help students construct the second sample, making a mouth.

Period 2 - ART - (in library or classroom)  
approx. 45 min.

Librarian and teacher help students construct the third sample, making accordion folds.

Period 3 - RESEARCH OR CREATIVE  
WRITING - (Library) approx. 1 hr.  
(this may be split into two or more  
periods depending on how  
extensive the research.)

Students research the subject of their pop-up book or write their own original story. Themes such as dinosaurs, the ocean, the circus or animals fit in very well with this unit.

### Week 3

Period 1 - ART - (in library or classroom)  
approx. 45 min.

Librarian and teacher help students construct the fourth sample, making a window.

Period 2 - ART - (in library or classroom)  
approx. 45 min.

Librarian and teacher help students construct the fifth sample, making a wheel.

Period 3 - ART - (in library or classroom)  
approx. 45 min.

Librarian and teacher help students construct the sixth sample, making a sliding picture strip.

### Week 4

Period 1 - LANGUAGE ARTS - (classroom)  
approx. 1 hr. (this may be split into  
two shorter sessions.)

Teacher and students go over their research or original story, edit material and organize it to fit on six pages with pop-ups. Students decide which pop-ups best fit their story. They can use as many or as few of the six samples as is appropriate. Most students use approximately 3 - 4 different pop-ups for their six pages. Librarian may want to go over the parts of a book with students at this time, showing examples of books with attractive layouts.

Period 2 - ART - (in library or classroom)  
approx. 45 min.

Librarian and teacher help students construct the first page of their book.

Period 3 - LANGUAGE ARTS - (classroom)  
approx. 30 min.

Teacher and students print out the text onto their first page.

## **Week 5**

**Period 1 - ART - (in library or classroom)  
approx. 45 min.**

**Librarian and teacher help students construct the second page of their book.**

**Period 2 - LANGUAGE ARTS - (classroom)  
approx. 30 min.**

**Teacher and students print out the text onto the second page of their book.**

**Period 3 - ART - (in library or classroom)  
approx. 45 min.**

**Librarian and teacher help students construct their third page.**

**Period 4 - LANGUAGE ARTS - (classroom)  
approx. 30 min.**

**Teacher and students print out the text onto the third page of their book.**

## **Week 6**

**Period 1 - ART - (in library or classroom)  
approx. 30 min.**

**Librarian and teacher help students construct their fourth page.**

**Period 2 - LANGUAGE ARTS - (classroom)  
approx. 30 min.**

**Teacher and students print out the text onto the fourth page of their book.**

**Period 3 - ART - (in library or classroom)  
approx. 45 min.**

**Librarian and teacher help students construct their fifth page.**

**Period 4 - LANGUAGE ARTS - (classroom)  
approx. 30 min.**

**Teacher and students print out the text onto the fifth page of their book.**

## **Week 7**

**Period 1 - ART - (in library or classroom)  
approx. 45 min.**

**Librarian and teacher help students construct their sixth page.**

**Period 2 - LANGUAGE ARTS - (classroom)  
approx. 30 min.**

Teacher and students print out the text onto the sixth page of their book.

Period 3 - LIBRARY SKILLS - (library)  
approx. 45 min.

Librarian goes over the main parts of a book, including what information should be on a title page and students then complete their book with a title page and end page. It is now ready to be put together. Parent volunteers can assemble the pop-up books following the instructions included at the end of this unit.

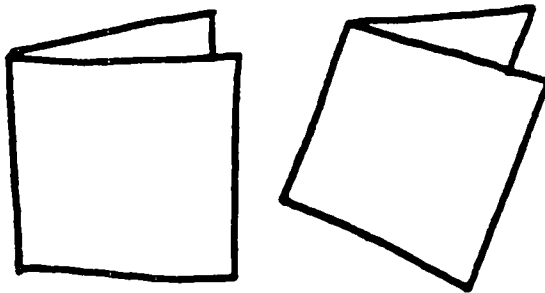
## MAKING SIMPLE POP-UPS

Materials needed:

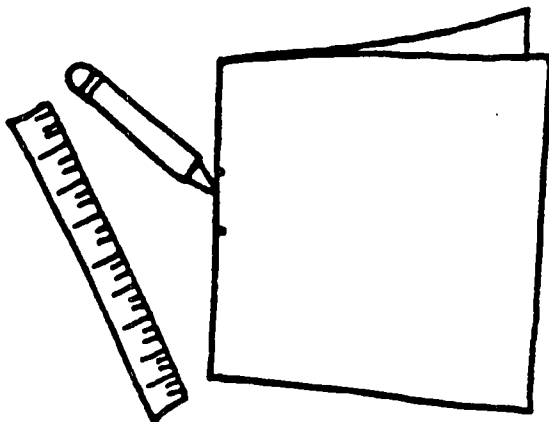
pencil, scissors, ruler, glue stick for light paper, white glue for heavy paper, felt pens, crayons, pencil crayons, brass fasteners, assortment of materials to decorate your pop-ups such as fabrics, ribbons, string, gift wrap, feathers.

### 1. Making a pop-up box:

Take two pieces of paper the same size and fold in half.

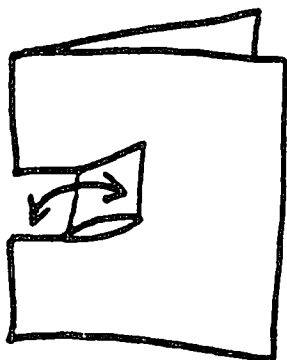


In the middle of the folded edge of one paper mark two dots, 3 cm. apart.

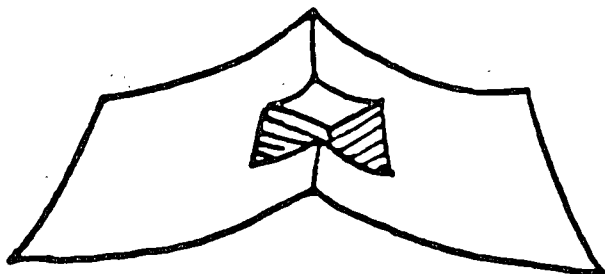


Starting at the dots, draw two parallel lines towards the edge of the paper. Each of the lines should be 2.5 cm. long. Cut the two lines.

Fold the cut strip back and then fold it forward again making a good crease.



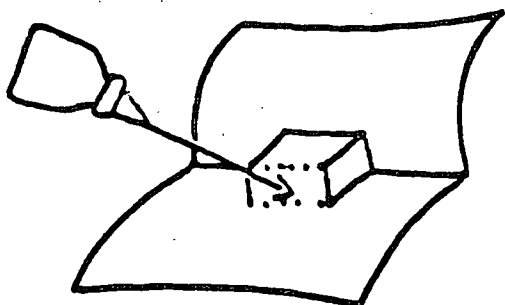
Open the card and open it like a tent. Push the strip through to the other side of the paper. Close the card and press firmly.



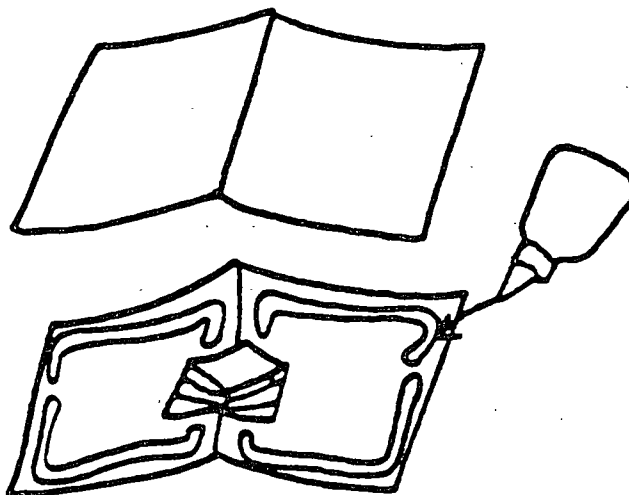
Draw a picture on a sheet of paper and decorate it in bright colors. Cut it out.



Apply glue on one side of the strip. Place the figure on the glue.

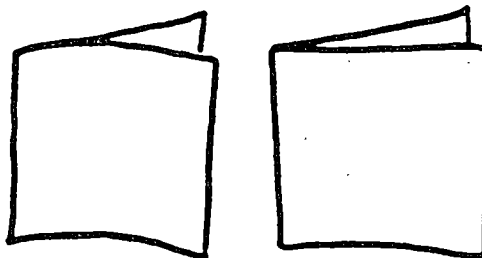


Now glue your card to the other piece of folded paper. This now becomes the outside of your pop-up.

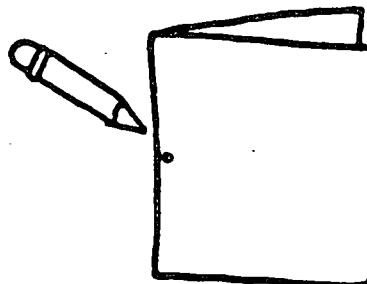


## 2. Making a mouth:

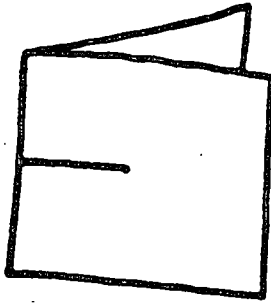
Take two pieces of paper the same size and fold in half.



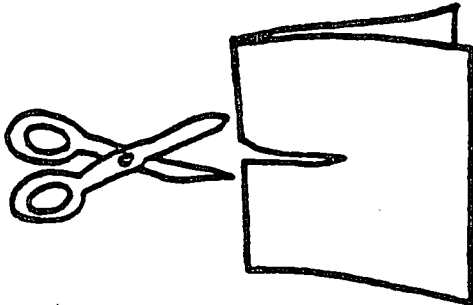
In the middle of the folded edge of one paper mark a dot.



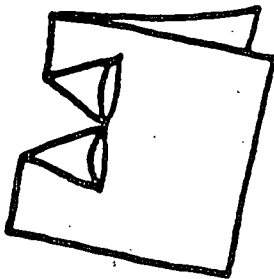
Draw a 5 cm. line from the dot towards the outer edge.



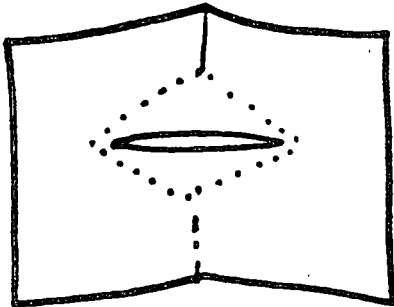
Starting at the folded edge, cut on the line.



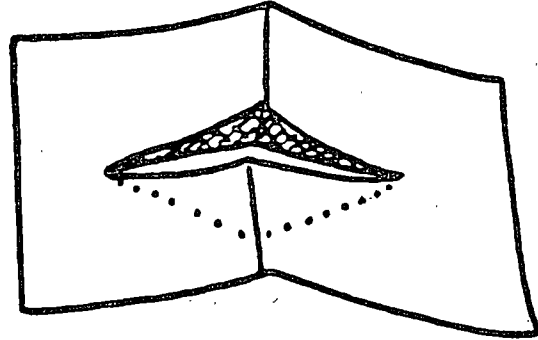
Fold back the flaps to form two triangles.



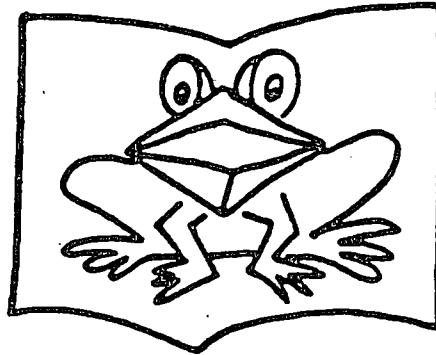
Open up the flaps again. Open the whole page.



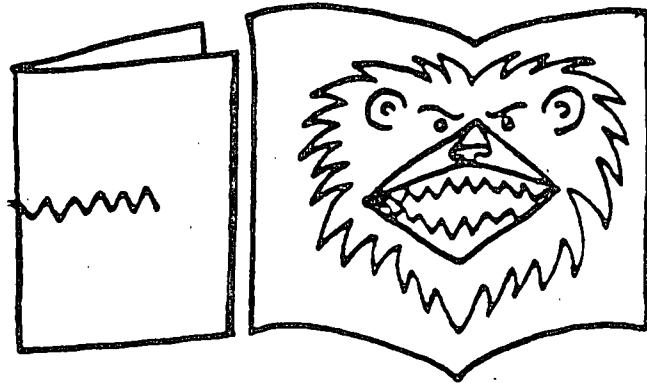
Put your finger on the top triangle and push down. Pinch the folded edges of the top triangle so that the triangle is pushed through to the other side of the paper. Do the same for the bottom triangle.



When you open your paper a mouth should pop open at you. Decorate the paper as an animal using the pop-up as a mouth.

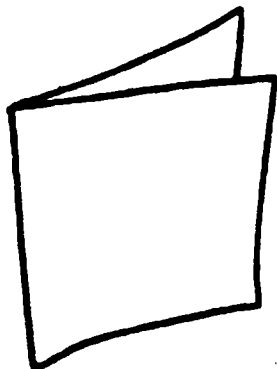


If you want to make an animal with teeth, be sure to cut a jagged line instead of a straight one when you first cut.

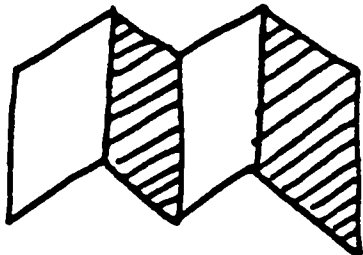


### 3. Making accordion folds:

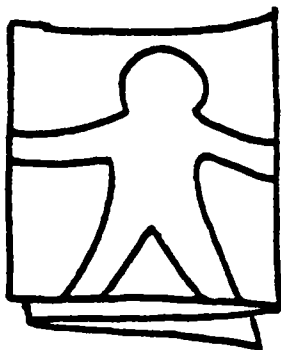
Fold a heavy piece of paper in half. This will be the back of your picture. Set aside.



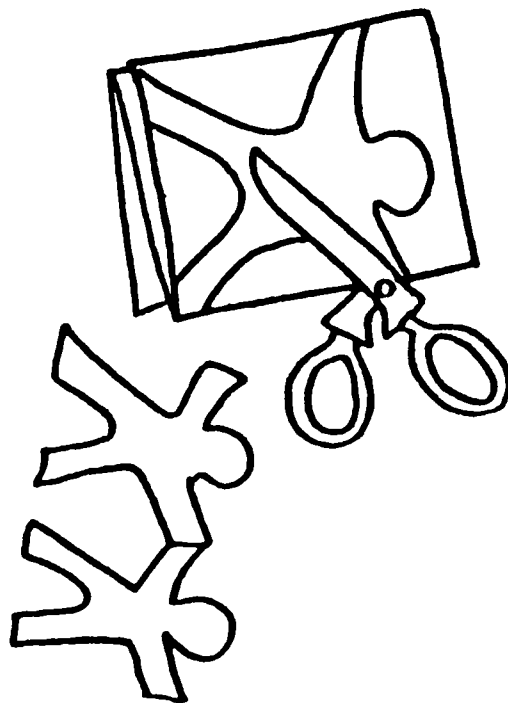
Cut a strip of paper. Fold it in half. Then accordion fold it. An accordion fold is an up-down-up fold. Your strip should have three folds.



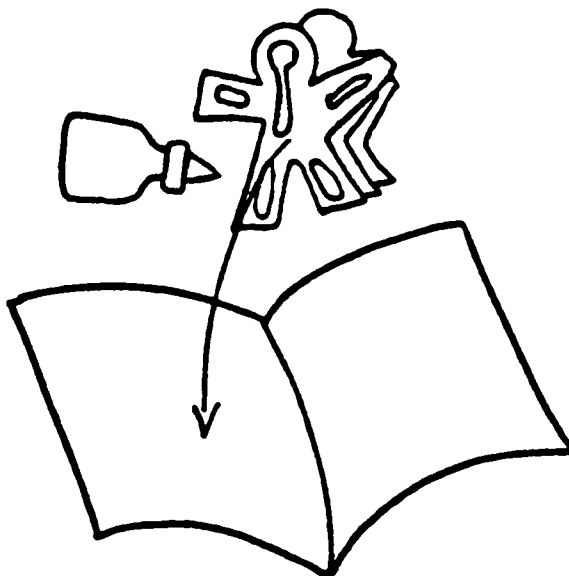
Close the strip and draw a figure on the top section. Make sure that the hands and feet run off the sides of the paper so that your figures in each section will be connected.



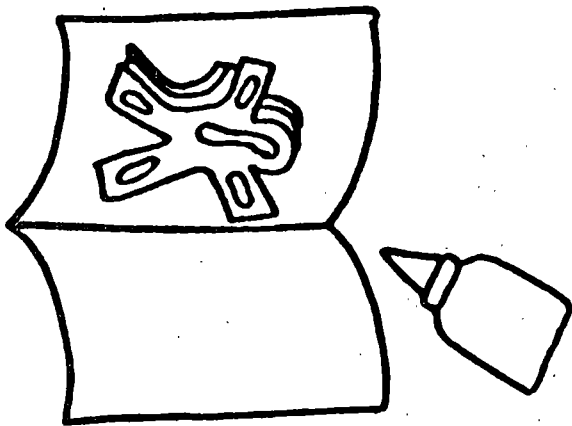
Cut and open the strip. The middle two figures should bend towards you. Colour the figures.



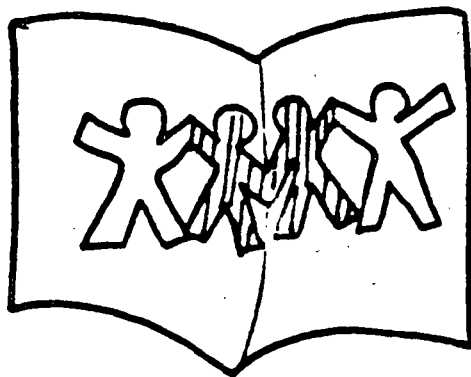
Fold the figures together again. Apply glue on the back of the far left figure and place it on the left side of your page. Press firmly and allow it to dry.



Apply glue on the back of the far right figure. Close your card and press firmly. The far right figure will now be glued to the right side of your card. Allow the glue to dry.

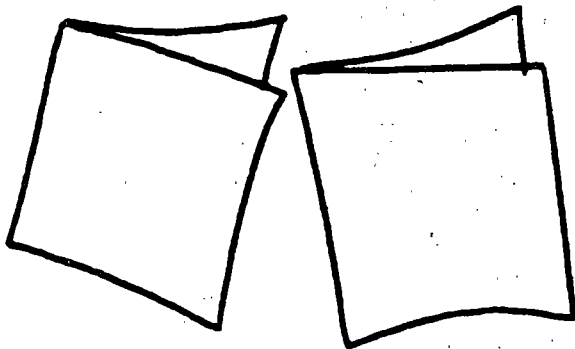


When you open your card, the middle two figures will be standing out.

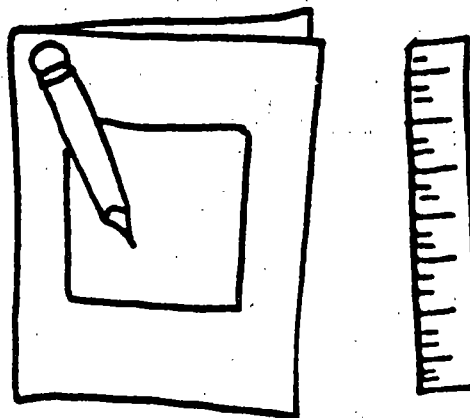


#### 4. Making a window:

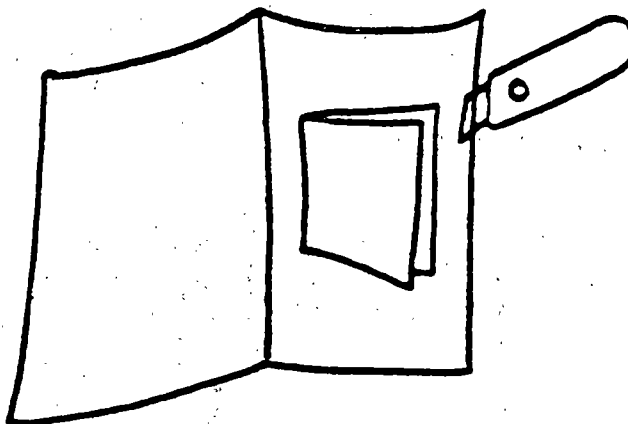
Take two pieces of paper, fold them in half and set one aside.



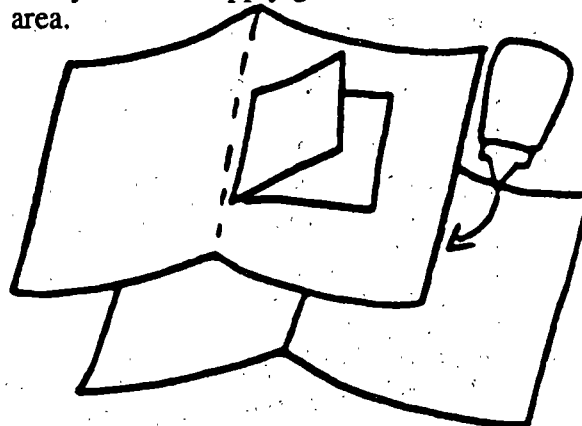
Draw a square that is about 6 cm. by 6 cm. on the front of one of the folded papers.



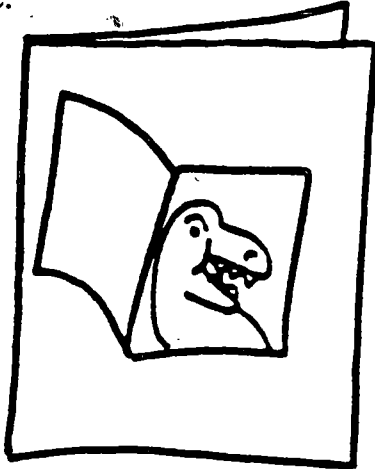
Cut three sides of the square with a cutting blade or a pair of pointed scissors, so that the window flaps open. Fold the uncut side of the square towards the outside of the card.



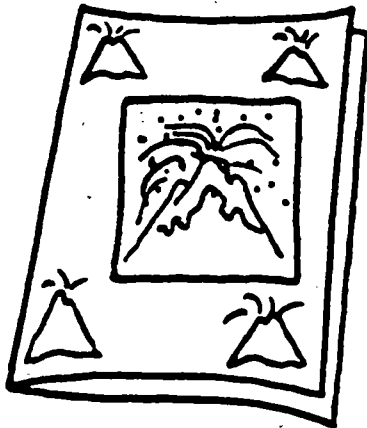
Apply glue to the inner side of your card. Place it over the paper you put aside, which now becomes the **INSIDE** of the card. Make sure you do not apply glue to the window area.



Open your window and draw a little picture inside.

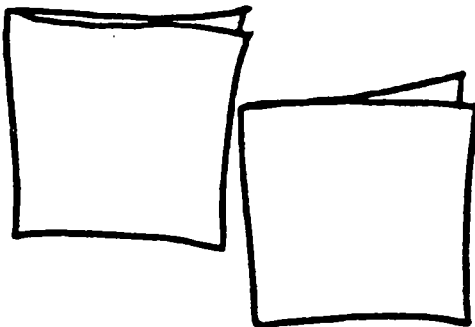


Decorate the rest of your card.

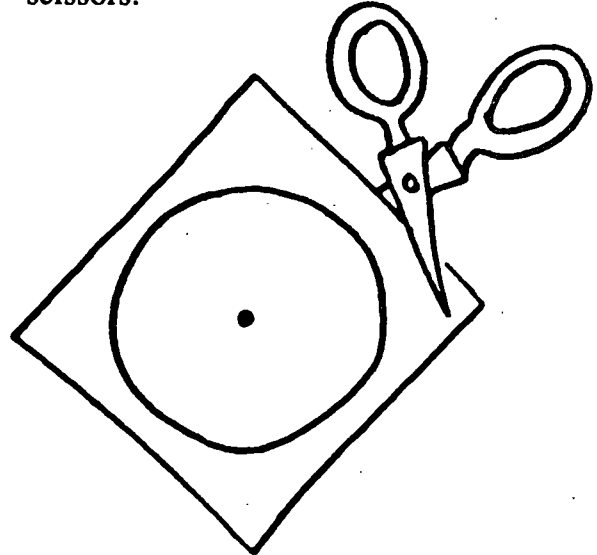


**5. Making a wheel:**

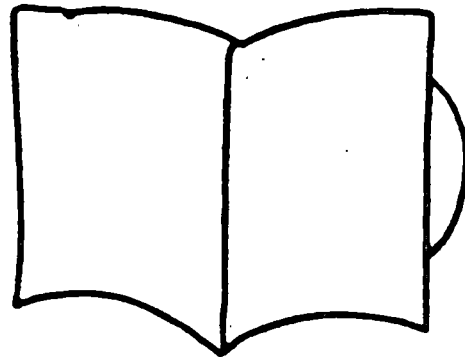
Take two pieces of paper. Fold each paper in half. Put one aside.



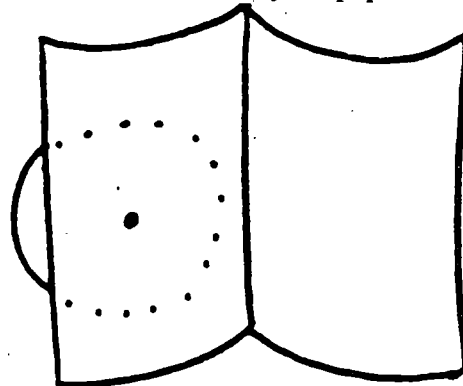
Take another piece of paper, 12 cm. by 12 cm. On this paper, trace something that is round. Cut out the circle. Mark the middle of the circle with a dark dot. Cut it out with your scissors.



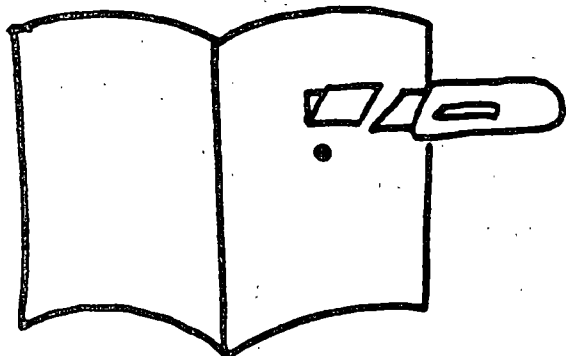
Place the circle under the right side of your card. The edge of the circle should be just outside the edge of your page.



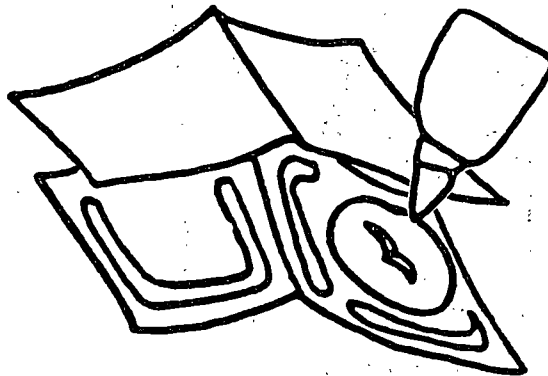
Hold the paper, with the circle behind it, up to a light or against a window. You should see the dot from the middle of the circle. Mark it with a dot on your paper.



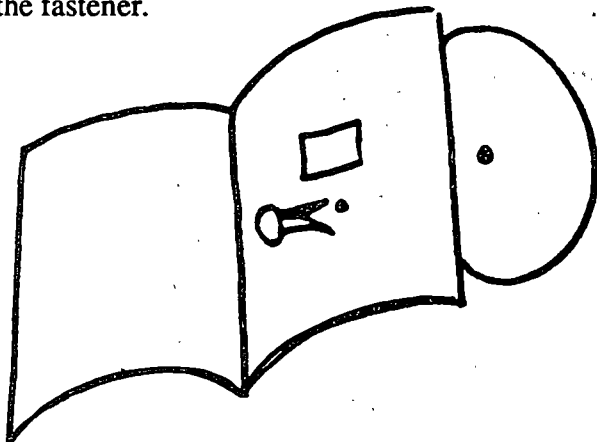
Draw a small window on the paper above the dot. Cut out the window using either a cutting blade or pointed scissors.



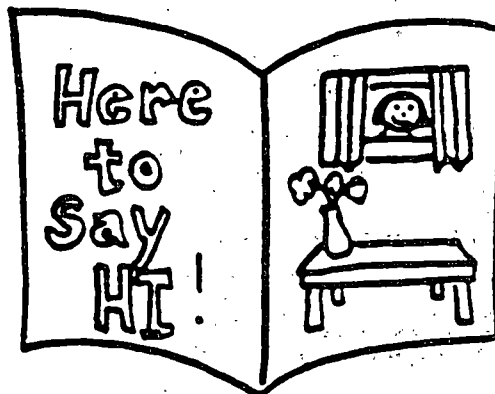
Turn the card over. Apply glue around the edge of the paper, away from the circle area. Carefully put the paper you have put aside on top of the glued card. Press firmly. When you turn the circle, you will see a changing picture inside your window.



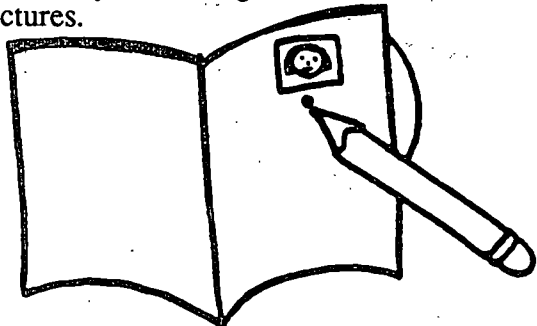
Make a small hole in the middle of the circle. Make another small hole on the dot below the window of your page. Take a small brass paper fastener and put it through first the hole in the paper, then the hole in the circle. Close the fastener.



Decorate the front and inside of your card.

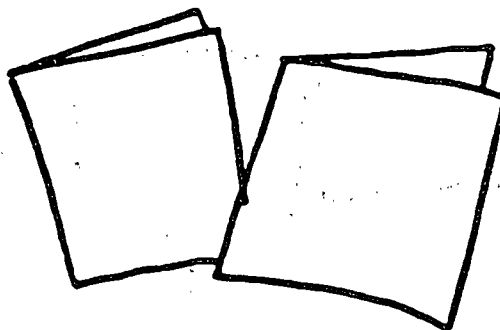


Draw a picture on the part of the circle that shows through the window. Turn the circle and draw another picture. Continue doing this until your turning circle has 4 or 5 pictures.

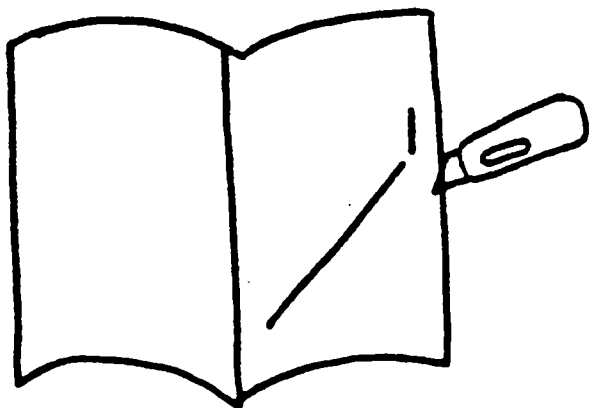


#### 6. Making a sliding picture strip:

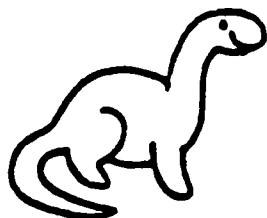
Take two pieces of paper. Fold each paper in half. Put one aside.



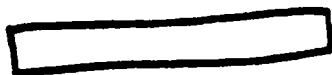
Open your other piece of paper. Draw a long line about 10 cm. across the right side. Cut this line with a cutting blade. Cut a small vertical slot, 3 cm. long, near the end of the large slot.



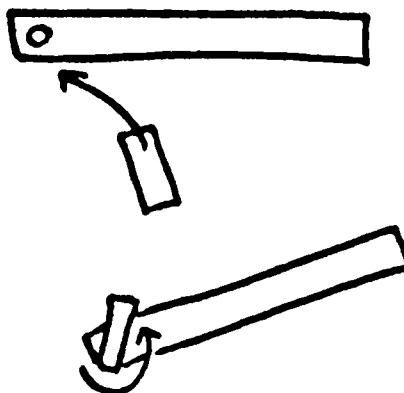
Draw an object on a heavy piece of cardboard. It should be at least 4 cm. long. Colour it and cut it out.



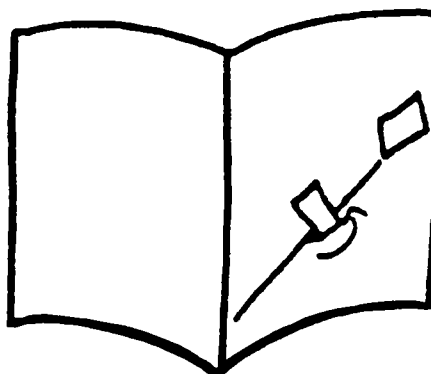
Make a sliding strip that will help your object move across the page. To make the strip, cut a piece of heavy board 14 cm. by 2 cm.



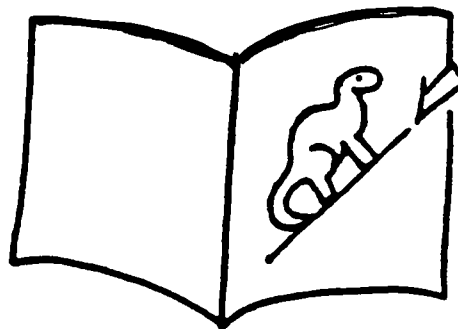
On a small piece of heavy paper, cut a tab, 4 cm. by 1 cm. Glue the bottom half of the tab to the left side of your strip as shown in the diagram. Fold the rest of the tab down on itself.



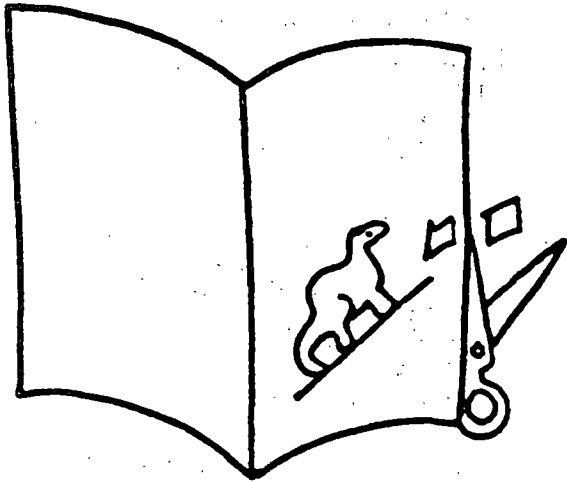
Slip the strip through the small slot. Pull the loose part of the tab through the large slot. Fold the end of the tab upward on the tab's fold line. Make sure the fold line of your tab is on the large slot.



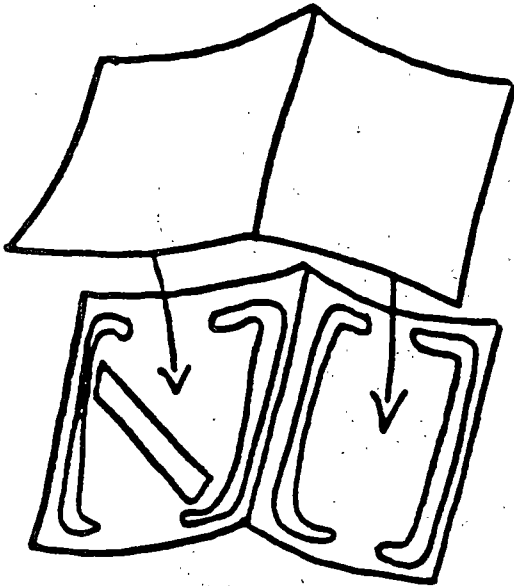
Apply glue to the top of your folded tab. Place your object on the folded tab. Try not to glue your object to the card. Allow your glue to dry before you pull your tab.



Cut the end of the strip to make it shorter if necessary. Your object should now move easily up and down the large slot of your card.

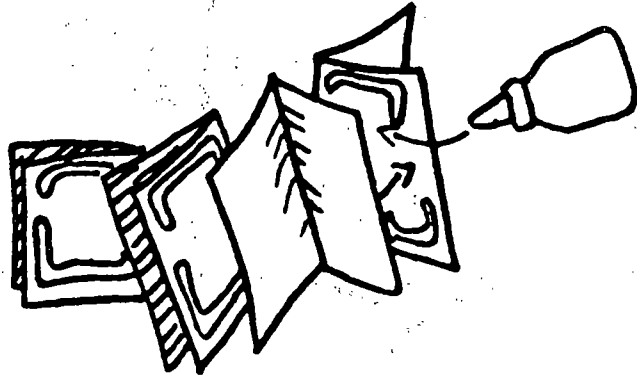


Carefully apply glue around the edges of the back of your card away from the slots. Be sure NOT to apply glue near the slots, the strip or your object.

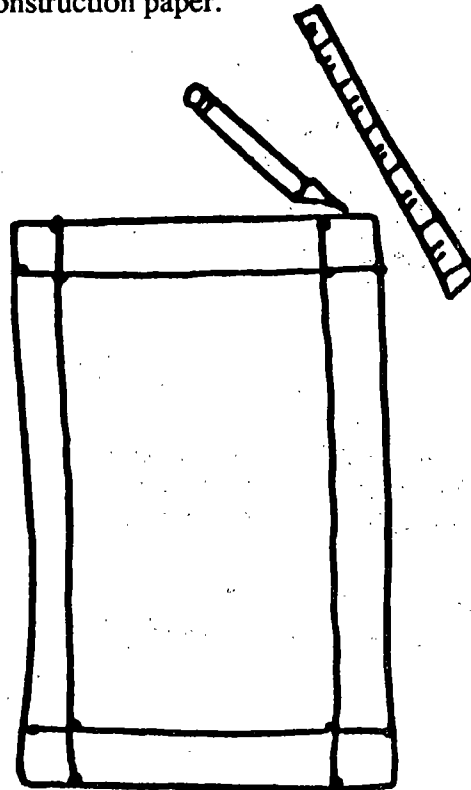


Decorate the front and inside of your card.

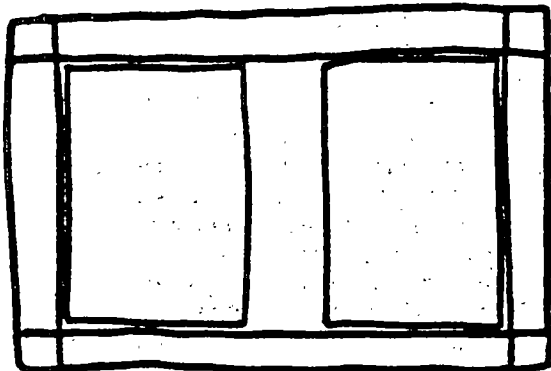
**Putting a pop-up book together:**  
Arrange the 6 pages that the students have created, plus a title page and one end page. Make sure that they are in correct order. Glue the back of the title page to the front of the first page, the back of the first page to page 2 until all the pages are glued evenly in place. A glue gun is the best for this job.



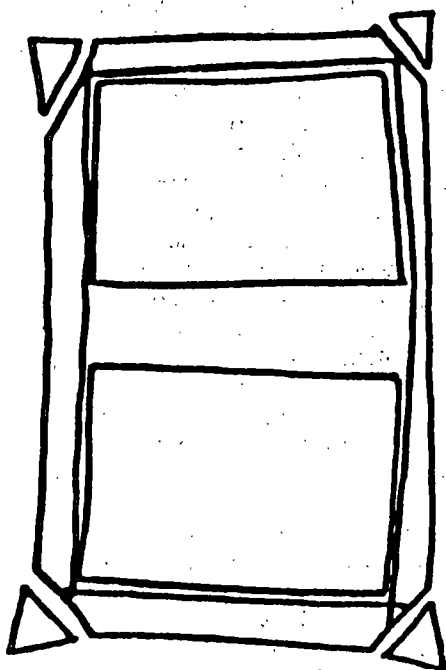
Take a large piece of construction paper, one that will fit around the front and back of the book with room to spare. Measure the dimensions of the book to be bound and mark off these measurement on the construction paper.



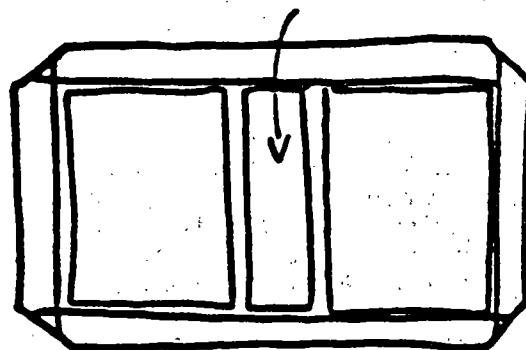
Take two pieces of Bristol board the size of the book being bound and glue them to the inside of the construction paper matching the lines that have been drawn. There should be a space between them. This will be the spine of the book.



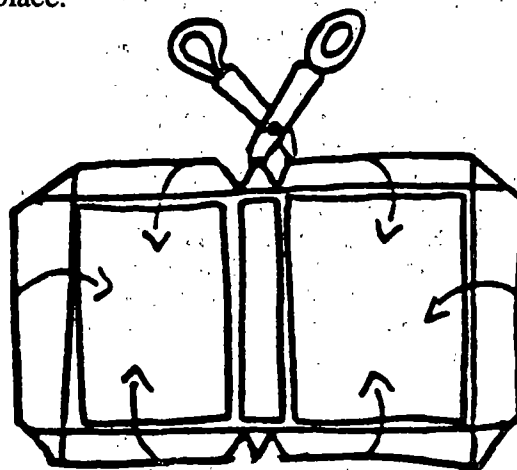
With a ruler and pencil draw lines diagonally across the corners. Cut along these lines until all of the corners are removed from the page.



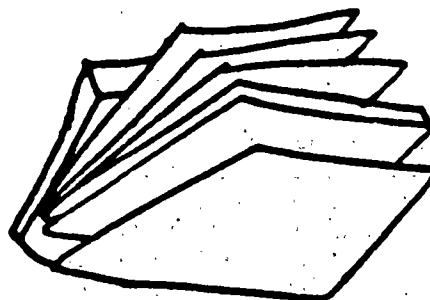
If desired glue a strip of Bristol board down the spine of the book.



Cut away excess material where the construction paper will be folded over the spine of the book. Now glue the edges in place.



Lay the stack of pages onto the cover and place in the correct position. Glue the front of title page to the front cover and the last end paper to the back cover. The students may then decorate the cover to complete the project. The end paper is a good place for a short author biography.



## THE OTHER HAND

By DON HAMILTON, Acting Head  
Reference & Education Librarian,  
University of Victoria.

CSLA has fewer than 300 personal members (out of over 4,600 in CLA!). Yet we probably represent, if that is the proper term, over 8,000 school libraries in Canada! I wonder if we can truly represent a group that does not give us much support, except through a token group of devotees who probably profess as much affection with librarianship as education. The annual Conference moves all over the country. Next year in Edmonton it will attract perhaps 200 school librarians, most of whom live close by, plus the serious hard core membership that drive the thing. In the absence of any other national advocate, the hard core group attempts to meet the objectives of the Constitution "to unite library and media personnel and other interested parties in furthering and improving school library media service throughout Canada. . .". We (and I put myself in that hard core group) see ourselves as martyrs perhaps to an important cause, champions for a national expression of concern when, in fact, we know that everything that happens of any real importance in school librarianship in Canada happens in each province. There is no doubt that CSLA contributes to the National Scene. It is unfortunate that its importance is so diluted by circumstance. The resulting mixture makes the original chemistry seem oddly out of sync with reality.

We also know that the important things that happen to school libraries in the provinces happen through "education" not librarianship! CSLA's main link to "education" is through its annual "information sharing" session under the Liaison of Provincial Associations Committee, LOPAC. That group consists of all the Presidents of the Provincial "School Library" Associations (which are only parts of "education" associations) meeting at the Conference. This year only Quebec was absent -- but then Quebec may or may not have any school libraries.

CSLA has only a tiny part of the total CLA membership. It is a visible minority, but it has a seat on the Council and Board and is clearly accepted as a full partner in directing the affairs of the Canadian Library Association. The direction of those affairs, however, has very little to do with determining the priorities of educational spending in the schools of the nation. It is difficult to assess, from this point of view, what the impact of the school library voice is at Council when it presents a position that has so

little import to the others at the table. (My use of the singular voice is intentional if not obvious, for the likelihood of other school library representation is very slight.) There is little contact between the "library" community and schools and school libraries. In fact, the teaching function of the CSLA President at Council may be the most important role he/she assumes. But that does not necessarily help the teacher-librarian in Moose Flats convince her Board that more books are needed in the 480 sq. ft. box they call a library.

What is sad about all of this is the school libraries are not considered much more than lint in the national library fabric. While everyone knows that school libraries are numerous, more numerous than all the other types combined, and that they have enormous purchasing power, they are impotent--weak through isolation, weak through lack of importance within their own school districts, shy of the strong professional roots normally associated with the library schools, and scarcely visible in the "national good" that is represented by the big public, university, and college libraries. Even the National Library can do little for these little "educational" facilities that belong to the provinces.

CSLA is an odd bod. It is important, but it seems to be difficult and different. For an example quite near to my heart consider Canadian Materials now CM. The original concept sprang from a distinct need to provide schools and teacher-librarians in those schools, and teachers who may have been thrust into that role, with critical information about new Canadian learning materials in all formats. The emphasis behind the service was to stimulate the widest possible use of quality Canadian learning material. But CLA only saw the library side of the project and when it failed to discover and nurture the school market (which it never understood) moved slowly, as sales declined, to produce... "a Reviewing Journal of Canadian Materials for Young People". The service has never reached those for whom it was originally intended. Is it any wonder that the school library community finds it hard to relate to this national library association?

The American Association for School Librarians (AASL) is in much the same position, but in that body the numbers seem more significant. There are more than 6,200 personal members in AASL. (Out of perhaps 70,000 school libraries!) Within the 52 states, the educational dimensions seem more reasonable to address in a national way. They also have given more emphasis to state chapters--providing extensive resolution sessions to link local concerns to the larger body, respecting fully the power of the state associations. AASL is big enough

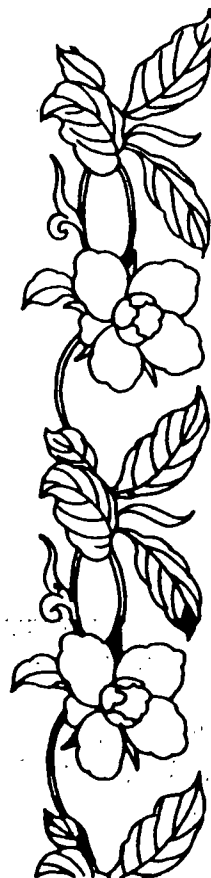
to be a national presence in its own right and its own biannual conferences (almost over its parent's dead body)--have been exciting, useful developments. It is also necessary to accept that school librarianship in the United States has a different relationship to "professional librarianship" than it does in Canada. The concept of the "teacher-librarian" is still removed from much of what is practiced in the schools.

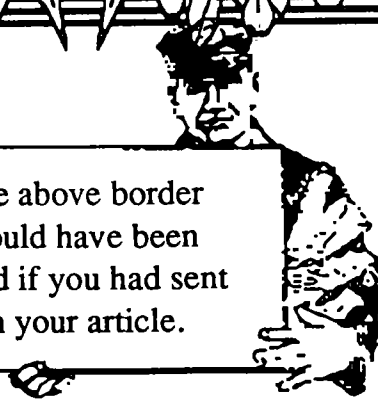
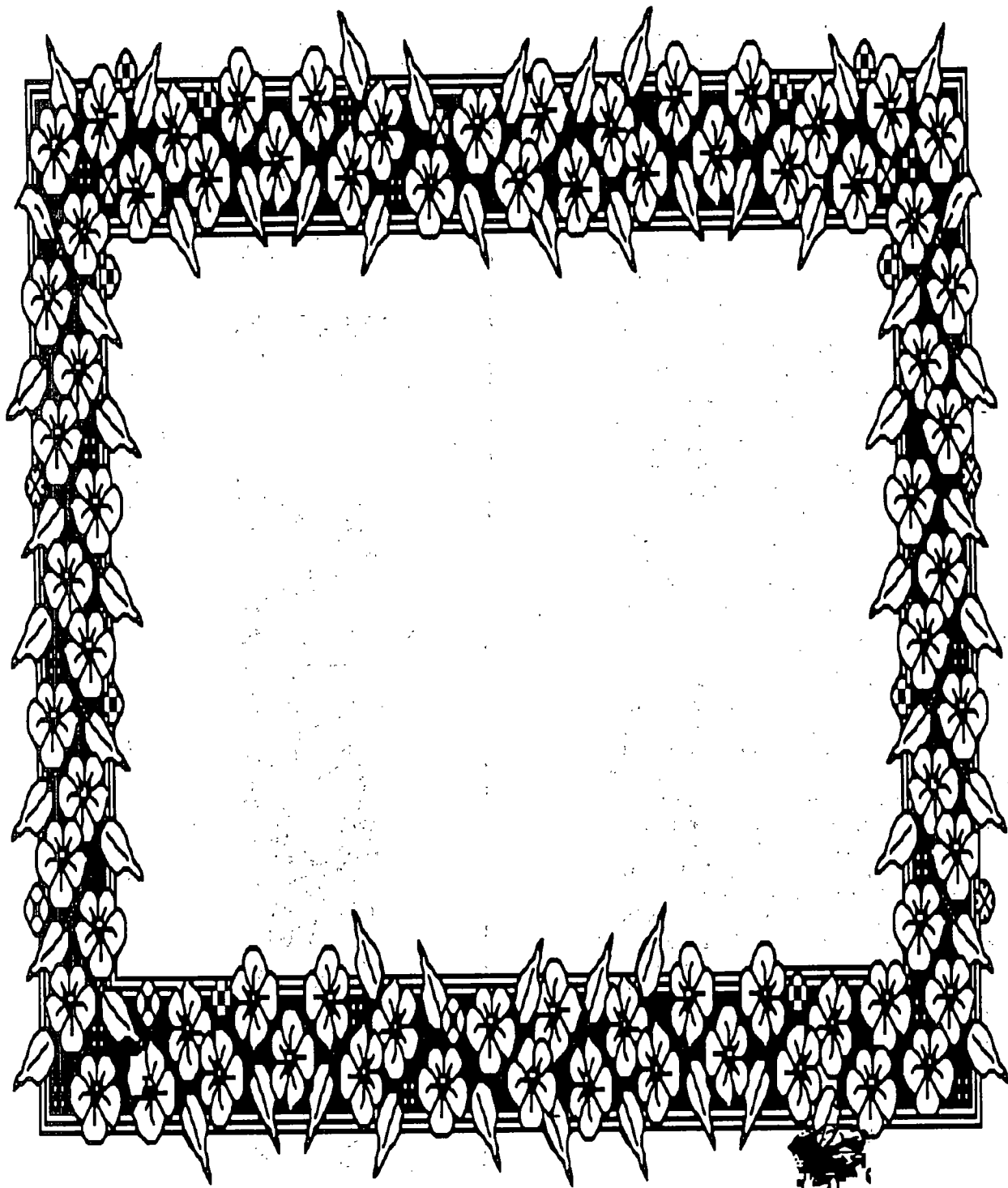
CSLA may be too small to stage a big national conference on its own, but it could develop a more meaningful, useful relationship with each Provincial association providing it with a voice in the national scene and giving important credibility to the association. It would be very useful to have the LOPAC meeting at the Annual CSLA/CLA Conference be a sounding board and vehicle for flow-through resolutions that would go on to the CSLA AGM. As it presently stands, there is little reason for the provincial presidents to attend at CSLA beyond a friendly, polite information sharing opportunity and some naive political necessities. There are still serious questions remaining as to whether it is appropriate for provincial school library/librarian groups to do much at all to and for a group that is so obviously "library oriented".

There are too many real problems in school libraries in Canada for CSLA to continue pretending that it can do anything very important in its present structure. Either the association expands and attracts new members to a vital, important lobby group with "librarianship" or it will become a mere interest group providing important but impotent contacts for those librarians (note I did not say "teacher-librarians") as they pretend to represent the field. If CSLA cannot come to represent the whole country with the active involvement of the provincial teacher-librarians' associations, then it must declare that limitation. Perhaps then a Canadian Federation of Teacher-Librarians (CFTL) with direct representation from each province might emerge, affiliated with CEA and CTF. Who knows then what might result. I doubt if such a move would hurt the kids.

Reprinted with permission from School Libraries in Canada, v9 n1, Fall 1988.

**BLOSSOM  
IN YOUR  
LIBRARY!**





The above border  
would have been  
filled if you had sent  
in your article.

## POINT/COUNTERPOINT

---

---

*[Editor's Note: The following excerpt from a letter to the editor presents an opinion which may not be shared by the majority of BCTLA members. We present it to you with two different reactions, in the hope that further comments will come from chapters and individual teacher-librarians who want a voice in the direction taken by The Bookmark. In addition, Alan Knight presents a very welcome idea for a new BCTLA publication. This idea has already been approved by the Executive Board, and work will begin soon.]*

**POINT:** by ALAN KNIGHT, library consultant, York Region Board of Education.

There are reasons for this "Letter to the Editor." I was concerned about the appearance of the style sheet (The Bookmark, September 1988, page 123) designed for the Macintosh computer. There is another kind of "style sheet" that may be necessary if the Board is to ensure that The Bookmark continues to improve its standard of curriculum development. I think that the content and quality of this journal has become increasingly valuable for teacher-librarians over the past couple of years. I am proud to have been a Bookmark-er!

However, I think it is now necessary for the Editorial Board to enunciate a clear set of expectations for the writing, recording and publishing of curriculum units submitted. I think that each unit should have general goals and specific learning objectives clearly stated. Then readers could determine whether or not the activities and teaching strategies are the best and most appropriate to consider for adaptation and modification in the context of their teaching/learning situation.

Recently, several of the articles have started with the student activities. Now, if a teacher came to the teacher-librarian with a list of student activities "as the starting point," we would see red — and tactfully smile (most of us?) — grind our teeth and curse at the lost opportunities to be involved in cooperative planning. Frankly, I think that the write-ups of units in your journal should attempt to clearly reflect the planning process and wherever possible, enunciate that process and the decisions made by teacher and teacher-librarian in cooperatively planning that unit of study. I think that the Editorial Board has had enough curriculum units pass its way that it can now move onto an even higher plane of documentation. As my subsequent suggestion will make clear, I think the units already published range from good to outstanding. I just think it is time to make that curriculum focus exemplary.

While the Editorial Board is drafting such terms, please consider the "nit-picky" as well. Other school's classification and call numbers are not "real" information in the context of your journal and should be dropped (for example, The Bookmark, September 1988, page 23). Bibliographies should include ISBN's or out-of-print designations consistently (as above, page 13). "Cooperatively planned" should be dropped from the sub-title of units; this concept should be self-evident in the development of the unit. There are other minor points that your Board members will also find "irritating."

Taking The Bookmark to a higher, more clearly articulated set of publishing expectations leads me to my next major topic of consideration. John Pope has provided your readers with a valuable service in indexing the cooperatively planned units that have appeared in The Bookmark and in Fuel For Change. I

would propose that you publish all of those units (after they have been evaluated and revised by the originating authors) in a separate publication for sale across Canada and the United States.

It has become abundantly clear that many teachers and teacher-librarians do not understand the joint roles and responsibilities that they share. The publication of Information Power in the United States reveals an "emerging" understanding of the cooperative planning model. The publication of 50 or 60 units in the format of Fuel For Change (with a grade level or subject thematic organization and appropriate index) would go a long way to helping many new teacher-librarians and many colleagues who are coming to grips with a widely expanded expectation for our role in the school, in instruction and in planning cooperatively with teachers.

I think there is a very large market for such a publication. I think that with good advertising, quality printing, your usual volunteer distribution system, and the expected favourable reviews, you will make a substantial contribution to the existing body of literature in teacher-librarianship.

Should your Editorial Board agree to act on this proposal and should you secure initial funding for its development through the BCTF, remember your source of inspiration. And remember that there is only one "I" in Alan when you put my name on the dedication page!

Continued best wishes as you and your Editorial Board grapple with more manuscripts and new challenges. I continue to encourage teacher-librarians in Ontario to join BCTLA and receive The Bookmark.

---

---

### COUNTERPOINT: from LIZ AUSTROM, senior editor, The Bookmark.

I think that Alan and I must be on the same wavelength, since I had the same thought he did when looking at the September issue. It just is not good enough to publish activities alone. We did not do that in Fuel For Change and we should not do it in our journal.

I think that the December issue was much better in that most units were quite complete in their presentation. I intended to write an article on how to write up a unit for that issue, but only managed to get the "Middle Ages" unit completed as a sample. The Editorial Board members are charged with working with our authors to let them know what is desirable. They have been doing a good job of this and will continue to do so. As well, I think that the "Editor's Comments" in the December issue presented our direction fairly specifically. In this current issue, there is a brief outline of the recommended format for articles, with reference to some of the articles that have modelled this structure in the past.

We are also moving the journal toward inclusion of ISBN's, but our intent is to give ISBN's in stand-alone bibliographies, while continuing to accept bibliographies without ISBN's if they are included in units. We will encourage writers to add ISBN's to bibliographies in units as well, although we will not require them. If we continue in this way, then the model will gradually come into effect, ISBN's will be the norm, and we will not have discouraged our readers from submitting articles and units because we place too many barriers before them.

This is vital if we are to continue the high level of BCTLA members' involvement in the journal that is one of its most significant features.

The suggestion for a publication of The Best of Bookmark is great. It would be a substantive amount of work to put it together, but would be very valuable in the end. It is unfortunate that the last five years of Bookmark are not all on computer disk. I think that there is a formidable task of back-breaking, eye-straining entry into the computer to be done. Hopefully, we can pay someone to do that work after a team of teacher-librarians identify the articles, and see that they are appropriately revised.

There is no question that the quality of work that exists in back issues of the journal is there, and that the task should be done. The question is, "Who will do it?"

---

## COUNTERPOINT: from BARB HALL, BCTLA Past President

I thank you for referring to The Bookmark as "the most professionally engaging and practical provincial teacher-librarian journal" across Canada. Although I do not disagree with your comments on upgrading the cooperative curriculum units in our publication, I do have difficulty with any suggestion of publishing a slick and polished journal.

You, of all people, should realize the endless hours of volunteer work and sweat that produce each issue. Many hands at many computers and even the acquisition of a laser printer has done little to reduce the workload of the Editorial Board. Such dedicated teacher-librarians should be praised, not chastised, for their editorial skills. We all tend to forget that these people have full-time teacher-librarian jobs and have graciously volunteered to make The Bookmark one of their weekend hobbies.

Perhaps you have also forgotten what our association's goal is in publishing such a journal. It is in-tended to be a "grass roots" publication — a vehicle for our members to share ideas and concerns. It is also the BCTLA's major source of communication with its membership, and thus must include local notes, notices and surveys, chapter reports and annual conference news as well as articles to further professional development. Although it is very flattering to have other teacher-librarians across Canada subscribe to our publication, The Bookmark is designed to be a provincial periodical and newsletter for British Columbia teacher-librarians and more specifically, BCTLA members.

We are in the process of following up your suggestion regarding a stand-alone publication and hope to have a Best of The Bookmark, Language Arts edition off the press in time for the implementation of a new Ministry K-12 Language Arts curriculum.

Congratulations on your new consultant position! How about sharing the ideas and concerns of your teacher-librarians with our British Columbia readers! The Editorial Board would be delighted to receive articles exhibiting a "higher plane of documentation" ( please include ISBN numbers), and will gladly send you a "clearly articulated" style sheet outlining our publishing expectations.

All the very best in the coming year and in your new job.

---

*[EDITOR'S NOTE: Alan Knight served as Senior Editor of The Bookmark from September 1984 to June 1985, holding the current record for largest single issue (222 pages largely typed by his own dainty fingers), a record that the current Editorial Board is determined not to break! While serving as Senior Editor, Alan strongly influenced the direction that the journal has taken over the past five years. We are pleased that he has gone on to be a consultant in the needy regions of Ontario, and all wish him well in his new role.]*

---

# ASK THE EXPERTS

Compiled by **YOSKYL WEBB**,  
teacher-librarian, Sutherland  
Secondary School, S.D.# 44 (North  
Vancouver).

Under the general question of "How do I find out more about the Pacific Rim?" I have amalgamated various 'pieces of information' for which we have been asked by teachers wishing to ORIENT themselves.

## PACIFIC RIM EDUCATION INITIATIVES

Since more and more of our colleagues will be visiting countries of the Pacific Rim, it might be our "initiative", as teacher-librarians, to provide a check list of needs, questions and activities for the educator-traveller. Consider building a small Pacific Rim collection of guide and language books in your own library, for teacher and student reference.

\*Can you please bring home some realia? (Pencils, fans, dolls, decorative papers, ornaments, maps, books and posters) The resource centre would be an appropriate place to house these, if there is not a district collection being initiated.

\*What are the school libraries of the country like?

full-time librarian?  
resources - quantity, type, datedness,  
level appropriate, information on  
Canada?  
facilities - size, card catalogue,  
computers, seating, a/v equipment?  
research skills taught?

\*Please take plenty of photographs.

\*May we put on a display in the library on your return to school?



## PACIFIC RIM - A DEFINITION

The Pacific Rim encompasses all those countries bounded by the Pacific Ocean, but it is contended that the term "rim" denotes an "edge" rather than a "core". Perhaps, the term should be Pacific Area or Pacific Circle, or even Pacific Bowl! Pacific Rim also means those countries in the North Pacific which are important to North America, and is called, alternately, Asian Pacific. The term Far East is also used, but is not popular, as it means east of Greenwich (another form of Eurocentrism!)

## Countries in the Pacific Rim

Canada  
United States (West coast)  
Asian Pacific  
China  
Japan  
Korea (North and South)  
Taiwan  
Hong Kong  
Association of South-East Asia Nations  
(ASEAN)  
Brunei  
Indonesia  
Malaysia  
Philippines  
Singapore  
Thailand  
Australia  
New Zealand  
Mexico  
South America (West coast)

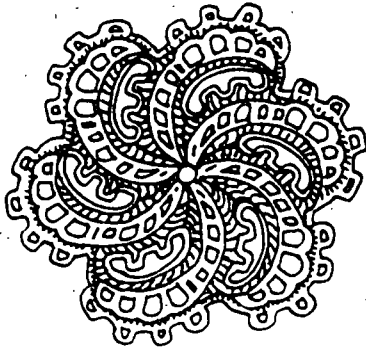
Subject headings in the card catalogue, at the moment, read EAST ASIA and ASIA, SOUTH-EASTERN.

It might be worth adding a *See* card!



## THE PACIFIC RIM FREE AND INEXPENSIVE MATERIALS

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



Many free and inexpensive sources are available to supplement your collection of Pacific Rim materials. Some of these materials can be placed in your pamphlet file while others might be more useful if they were catalogued and placed into the regular collection. You are usually more successful at obtaining free information if you explain the reason(s) for your request and enclose a self-addressed envelope or address label. Always ask for an additional listing of current publications.

**The Canada - Japan Trade Council**  
Suite 903, 75 Albert Street  
Ottawa, Ontario.  
K1P 5E7. (613) 233-4047

This is a non-profit organization which promotes trade and economic relations with Japan. A free newsletter is available as well as a series of pamphlets and research studies covering key issues and events related to Canadian-Japanese trade and commerce. Many of the publications contain excellent graphic material and statistical tables on population, tourism, exports, imports, banking and investments which might not be available from other sources. One of the recent publications, Bridge Across the Pacific: Canada and Japan in the 1990's by Charles J. McMillan (1988), has excellent tables and charts on Japanese trade and technology. Another study by Maksako Oashi Lovatt and Keith A.J. Hay Tourism: the Canada-Japan Pattern, looks at Canadians traveling to Japan and Japanese traveling to Canada.

Public Affairs  
Asia Pacific Foundation of Canada  
666 - 999 Canada Place  
Vancouver, B.C.  
V6C 3E1  
(604) 684-5986 Fax: 604/681-1370

APF is an independent, non-profit organization established to advance knowledge and understanding among the peoples and institutions of Canada and the Asia Pacific region. A series of "backgrounder" papers are available (1988) which give current facts and figures on all countries of the Pacific Rim. The papers also suggest other Canadian contacts you might make for additional information on the country. Make sure you are placed on their mailing list for current publications. You may wish to subscribe to their bi-monthly publication, Issues, for \$30.00 per year. The Summer 1988 issue focused on Canada and Malaysia. A section on the "do's and don'ts" for foreigners traveling in this area was particularly interesting. The Fall 1988 issue was a special report on Japan.

**Asia Pacific South Trade Development  
Division**  
or **Japan Trade Development Division**  
or **East Asia Trade Development Division**  
**External Affairs Department**  
125 Sussex Drive  
Ottawa, Ontario  
K1A 0G2 (613) 996-7582

The above divisions of the federal External Affairs Department handle trade information on Pacific and East Asian countries. The Asia Pacific South division includes the Malaysia Desk, the Indonesia Desk, the India Desk, the Australia Desk, the Philippines Desk, the Singapore Desk, the Thailand Desk and the New Zealand Desk. The East Asia divisions includes the Hong Kong Desk, the China Desk and the Korea Desk. As these departments are aimed at fostering Canadian import - export trade, request materials that focus on Canadian trade relations and development.



ASEAN - Canada Business Council  
c/o Canadian Chamber of Commerce  
Suite 1160 - 55 Metcalf Street  
Ottawa, Ontario  
K1P 6NP (613) 238-4000

The Association of Southeast Asian Nations (ASEAN) was formed in 1967 to promote political and economic cooperation among the non-communist states of the region. Members in 1987 were Brunei, Indonesia, Malaysia, the Philippines, Singapore and Thailand. Request information on business and tourism.

External Affairs Department  
125 Sussex Drive  
Ottawa, Ontario  
K1A 0G2.

Request a copy of the Department of External Affairs Annual Report, which is usually released in the summer or fall of every year in French and English (Supply and Services Cat. No. E1 - 1/1987?). This gives an overview of Canada and World Affairs. As well as including any new treaties, international laws and trade agreements for the year, the report discusses Canadian international relations and communications with other countries. The 1986/87 report had a six page report on the Asia-Pacific region including a current table on the dollar value of Pacific Rim exports and imports.

Ministry of Industry and Small Business Development  
1405 Douglas Street  
Victoria, B.C.  
V8W 3C1  
or Trade Development Branch  
315 Robson Square, 800 Hornby Street  
Vancouver, B.C.  
V8W 3C1 (604) 689-4411

Request the latest edition of the British Columbia External Trade Report which presents a selection of the latest available statistical information on B.C.'s international trading activities. Other publications are also available dealing with industry in British Columbia. An excellent 107 page booklet published in 1984, Pacific Rim Export Markets: Country Profiles/ a British Columbia Perspective, included statistical information on Pacific Rim coun-

tries. Unfortunately, this booklet is now out of print but check your pamphlet file for an old copy.

Hong Kong Bank of Canada  
1818 Granville Square  
200 Granville Street  
Vancouver, B.C.  
V6C 1L3 (604) 683-5811

A "business profile series" is available from any of the principal offices of the Hong Kong and Shanghai Banking Corporation group. Many Bank of B.C. outlets distributed the profiles to their customers in early 1988. Each 60 page booklet contains information on the geography, economy, tourism and culture of the country. Countries of the Pacific Rim include: Brunei, China, Hong Kong, India, Indonesia, Japan, Korea, Macao, Malaysia, Pakistan, Philippines, Singapore and Taiwan. The booklets were published in 1986 and 1987.

Your local Travel Agent and/or Airlines mentioned below:

Excellent colourful travel brochures on the Orient and the Pacific are available from most travel agencies. "Orient 1988" by Hemphill Harris Travel Corporation (JAL Airlines), "China Experience 1988" by Pacific Delight Tours, Inc. (Northwest Airlines), "Orient and China 1988" by Treasure Tours (Canadian Airlines), "Pacific Breeze Vacations; Malaysia and Singapore" (Cathay Pacific Airways), "Asian Holidays 1988" by Dateline Tours Inc. (Singapore Airlines), "China - Orient 1988/1989" by Pacific Bestour Inc. (JAL Airlines) and "Treasures and Beaches of the Orient" by Exotik Tours (Cathay Pacific and Finnair) are a few of the booklets found in a Prince George travel outlet.

Stryker-Post Publications  
888 Seventeenth St., N.W.  
Washington, D.C.  
20006

Titles in the "World Today Series" edited by Pierre Etienne Dostert are published in August of every year. Out of the seven titles issued, the East Asia and the Western Pacific edition is the most useful for Pacific Rim Countries. For \$5.50 (U.S.), you receive not only traditional yearbook data but a brief history and forecast of the future of the country in

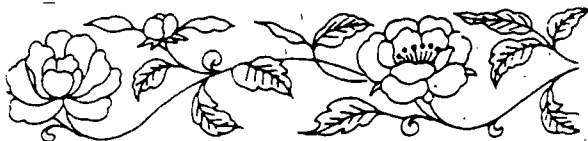
each regional area. The series includes: Africa, Canada, East Asia and the Western Pacific, Latin America, Middle East and South Asia, Soviet Union and Eastern Europe and Western Europe. Suggestions for further reading appear in each issue.

**Public Affairs Branch**  
**Canadian International Development Agency (CIDA)**  
200 Promenade du Portage  
Hull, Quebec.  
K1A 0G4.

Write for the CIDA Annual Report (Supply and Services Cat. No. E94 - 4/1987) which outlines Canada's government assistance, food aid and other special programs to Asian and other developing countries. A quarterly magazine, Development, is also published by the agency. The Summer 1987 "Energy" issue had articles on taming the Yangtze river for electrical energy and the use of bio-gas in India. All materials are bilingual.

**Communications Division**  
**International Development Research Centre (IDRC)**  
250 Albert St.  
P.O. Box 8500  
Ottawa, Ontario.  
K1G 3H9.

The IDRC is a Canadian public corporation created in 1970 to support research designed to adapt science and technology to the needs of developing countries. A quarterly journal, The IDRC Reports, keeps readers informed of recent activities and trends in the research into international development. The October 1988 issue featured articles on children as victims of their environment. A companion volume is available in French — Le CRDI Explore. The 1987/1988 IDRC Annual Report outlines financial summaries and new projects of the corporation. A catalogue of inexpensive current publications including material on the Pacific Rim is also available.



**Canada - Taiwan Business Association**  
c/o Canadian Chamber of Commerce  
1160 - 55 Metcalfe St.  
Ottawa, Ontario  
K1P 6N4 (613) 238-400

The international division of the Canadian Chamber of Commerce has trade, statistical and travel information on Taiwan. In April 1988, they published a 38 page booklet, Taiwan: a Guide for Canadian Business which contains some good travelers' tips as well as a section on Canada's trade with the country.

#### Foreign Embassies:

Many Embassies in Ottawa have colourful brochures prepared for tourists and business people interested in exploring their country. Now is the time to update your pamphlet file with travel literature on the Pacific Rim countries. A list of names and address of the countries represented in Canada appears on pages 109 - 111 of the 1988 Canadian World Almanac. You might also consult the Canadian Almanac and Directory or the Corpus Almanac. For British Columbia representatives of some countries, consult the Vancouver Telephone Directory.

#### Other Sources to Explore:

The following list of addresses are additional sources we intend to explore in the near future. Drop a note to The Bookmark if you can add to this list. Please note any sources of Pacific Rim material published in French for our colleagues who are working in French Immersion and Programme Cadre schools.

**Singapore Trade Development Representative**  
Standard Life Center  
121 King St. W., Suite 100  
P.O.B. 9, Toronto, Ontario  
M5H 3T9. (416) 363-8227.

**Hong Kong Canada Business Association**  
400 - 999 Canada Place  
Vancouver, B.C.  
V6C 3E1 (604) 681-2111

Canada - Korea Business Association  
c/o Yang Anderson and Company  
Suite 600 - 1285 W. Pender St.  
Vancouver, B.C.  
V7E 4B1 (604) 684-1381

Canada China Trade Council  
310 - 133 Richmond St. West  
Toronto, Ontario  
M5H 2L3. (416) 364-8321

Mr. Albert Huang  
China External Trade Development Council  
(CETRA)  
Far East Trade Services, Inc.  
Vancouver Office  
409 Granville St., Suite 650  
Vancouver, B.C.  
V6C 1T2 (604) 682 - 9501.

## WEST MEETS EAST - A MUST - READ!

Book review by YOSKYL WEBB,  
teacher-librarian, Sutherland Secondary  
School, S.D.#44 (North Vancouver).

Aikman, David. Pacific Rim: Area of change, area of  
opportunity. Toronto: Little, Brown, 1986.

For all those of us who have, over the years, followed chronologically news of Pacific Rim countries, but were really caught by surprise by the success in North America, against all odds, of a car manufactured in South Korea; or by the increasing number of friends and associates, who have toured China or Japan, Aikman's book is required reading, and for me, required re-reading, in order to do justice to the quality of the work. It explains in logical, concise sequence the turmoil of the Asian Pacific countries that we have seen flashed on our T.V. news reports in recent years. Aikman's work provides succinct insight for American executives planning to do business in the Pacific Rim, but is none the less valuable for ordinary Canadians, and in particular, for educators who are now nurturing those who will be trading either directly or indirectly with the U.S. and Pacific Rim countries in the 21st century.

David Aikman currently covers foreign policy and Communist affairs in the Washington bureau of Time. He has spent more than six years as a Time reporter in East Asia and has a Ph.D. in Russian and

Chinese history. He was invited to join a group of more than thirty senior U.S. executives and public figures in the "Time Newstour '85: Pacific Rim", a privately-sponsored tour to examine the principal issues and key implications of developments of an area which can be regarded as a geographic and economic entity. In a seventeen-day period, the tour visited South Korea, China, Hong Kong, Taiwan, the Philippines, Vietnam and Thailand. Extensive preparatory material was distributed; arrangements were made to meet government and opposition leaders and "the unique exposure to the heart of some of the most important issues facing East Asia and the world as a whole... a sense of the region's pulse emerged."

Pacific Rim is the synthesis of Aikman's erudition. It would be more valuable as a teacher reference than as a student resource book, and should be particularly strongly recommended to all educators, especially those who plan to take advantage of the B.C. Government Pacific Rim Initiatives Program.

Another particularly valuable book for the study of the Pacific Rim is the Asia Yearbook, published by:  
The Review Publishing Co. Ltd.,  
Centre Point,  
181 Gloucester Road, 4/F,  
(GPO Box 160),  
Hong Kong.  
Approximate cost \$40 Can.

Now in its 30th edition, the Asia Yearbook provides an annual review of all the Pacific Rim countries in the northern and southern hemispheres. Regional performance figures are tabled in the first few pages. Then follows the armaments and defences of each country; an overview of food and population, trade and aid; finances and investment; commodities; communications; energy; politics; and, most valuable of all, a detailed summary arranged alphabetically by country under the sub-headings of politics, foreign relations and economy. A most useful adjunct is the Data box on each country, in which are quoted major industries, agriculture, imports, exports and currency. The data box, coupled with the initial overview, provides an wealth of data on each country, arranged in comparable measure, which could easily be entered on to a computer database for statistical analysis. The recency of the material makes this Yearbook a most important resource in any school library where The Pacific Rim is studied at the senior level.

# READING CHECKLIST... ✓

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

I was determined to include one article on the Pacific Rim theme in this column, but have failed utterly. Nothing crossed my desk that fit the parameters of this professional reading column. I have found a number of interesting materials, and once again, a number of people have sent me things that they consider worthwhile. I welcome suggestions from any readers of this journal.

## ADVOCACY

Have you ever had the opportunity to get something that is really needed for the library resource centre, but you have fumbled the written request, and it has been refused by those in authority? Have you watched others write easily about things less essential that the need you have identified, and secure the support that you sought without success? If your answer is "yes," then maybe you need to look at improving your report writing skills. Robert Maidment, in "Seven Steps to Better Reports" (Management Solutions, Vol. 33, No. 9 (September 1988), pp. 31-34) suggests a process which is based on problem-solving procedures. While his comments are much more detailed, the general steps covered are:

1. Define the problem.
2. Develop a plan.
3. Gather information.
4. Analyze your findings.
5. Develop conclusions.
6. State your recommendations.
7. Produce the report.

Under this last heading alone, there are enough suggestions made to warrant reading the article. Many of the production techniques will not be possible for teacher-librarians, but the concepts will still be useful. The other six headings give recommendations which can be easily incorporated into the school situation.

Another aspect of program advocacy is doing presentations effectively, either for your staff or

for another staff, for parents' groups, school board officials, or trustees. Peggy Agostino Sharp's article "Planning for Better Presentations" (Journal of Staff Development, Vol. 9, No. 3 (Summer, 1988), pp.38- 43) looks at presentations to adult groups in quite a lot of depth. The following outline of one section only will give you an idea of the thoroughness. Under audience, she deals with: size of the group, subject matter background of the audience, attitudes and beliefs, needs and expectations, voluntary or mandatory attendance, and participants' knowledge of one another. The article is brief, an easy read, but covers the key elements that the presenter should consider if the presentation is to have maximum effect. Throughout, Ms. Agostino's experience in the area is in evidence through her many practical comments.

## CD-ROM & STUDENT RESEARCH

Have a look at "Library Applications of CD-ROM," by Carol Truett in The Computing Teacher (October, 1988, pp. 24-26) for a quick update on the information sources that are available now. It is worthwhile considering CD-ROM for a secondary school resource centre, since there is an ever-growing list of appropriate sources. As an example, Bookshelf, at \$295 US, contains 10 common reference books on a single disk and permits the user to cut and paste information — with a correct bibliographic citation — into his/her own document. If you have CD-ROM, or are interested in building a case for getting this technology, then this article may provide you with some ammunition.

## COMMUNICATION

I was delighted to find a chapter in Measures of Excellence: For School Library Media Centres (edit-ed by David V. Loertscher. Libraries Unlimited, 1988. ISBN 0-87287-652-7) that brings together many ideas about personality types and communication that teacher-librarians need to consider. "Personality and Communications Behaviors of Model School Library Media Specialists," by Barbara Herrin, Louis R. Pointon, and Sara Russell, is a report on a study done in 1986 on exemplary school librarians. The profile that emerges from the study is of an individual who is "Bright, capable, somewhat reserved yet projecting an aura of warmth and enthusiasm, confident, stable, not dependent on the group, attentive, able to communicate effectively" (page 69).

The study goes on to examine several facets of personality and communication patterns. One fascinating section looked at the average amount of time the observers recorded the teacher-librarians spending in specific types of communication, including:

- |                         |                        |
|-------------------------|------------------------|
| 1. Attention-giving     | 39.2 % of interactions |
| 2. Questioning          | 16.33%                 |
| 3. Information-giving   | 14.83%                 |
| 4. Clarifying           | 10.34%                 |
| 5. Self-disclosure      | 7.27%                  |
| 6. Humour               | 5.07%                  |
| 7. Dominating           | 3.26%                  |
| 8. Praise/Encouragement | 2.82%                  |
| 9. Harmonizing          | .43%                   |
| 10. Avoiding            | .33%                   |
| 11. Criticizing         | .06%                   |

Previous research on personality characteristics of school librarians is examined, and the differences between these findings and those earlier studies is discussed. The more positive profile in this study provides an energizing, self-confident role model for teacher-librarians. The article takes care to note that results of the research are inconclusive, and further research is needed. However, it recommends ten ways in which the research findings can be used.

## LITERATURE-BASED READING

If you are afraid that "whole language" is passing you by and the library resource centre is being bypassed in favour of growing classroom collections, then you should read a book like *Literature-Based Reading Programs at Work*, edited by Joelle Hancock and Susan Hill (Scholastic, 1987. ISBN: 0-590-673126-2). The first fifty pages of this book deal with how to change from a basal reading program to a literature-based program over the course of a year. The final fifty pages present "Programs with a special focus" including: A reading-writing program from the library Themes with year 7 students A Big Book and poetry emphasis Preparing for high school Fairy tales and folk lore with year 7 Poetry and biography In the library with Roald Dahl I particularly enjoyed the ideas presented in "Fairy tales and folk lore for year 7." A comparative study of various cultures' versions of the Little Red Riding Hood and Cinderella stories is but one of the units presented here. A bar graph of favourite "baddies" from fairy tales and folklore is an idea that appeals to most grade 7's. I have found these ideas and many others in the book to be well received by teachers and teacher-librarians when I

do inservice programs. In addition, this title has been recommended by a very active "whole language" interest group in our district. Other teachers obviously have found it useful too.

**LITERACY** Keith Polette — one suspects a relationship to Nancy — has written a dandy little article titled "Using ABC Books for Vocabulary Development in the Secondary School." (*English Journal*, Vol.78, No. 61 (January, 1989), pp. 78-80). He presents his ideas on how the visuals in ABC books can be used by the teacher to generate student produced lists of synonyms, antonyms, nouns, adjectives, adverbs, and verbs. He has found that student interest in vocabulary development is fostered by activities using the ABC picture books.

Teacher-librarians in elementary and secondary schools will find that his idea adapts well to resource-based units of study. For example, it could be incorporated into a dictionary unit, used as a spring-board for a creative writing unit, or integrated into a vocabulary development project for English as a Second Language students. Mr. Polette recommends the following titles and discusses how he has used each of them, but many other wonderful ABC titles are available, many of them Canadian!

Action Alphabet, by Marty Neumeier and Byron Glaser. Greenwillow, 1985. ISBN: 0-869-05703-9.

Albert B. Cub and Zebra: An Alphabet Story-book, by Anne Rockwell. Crowell, 1977. ISBN: 0-690-01350-7.

The Guinea Pig ABC, by Kate Duke. Dutton, 1986. ISBN: 0-525-44274-X.

The Ultimate Alphabet, by Mike Wilks. Henry Holt, 1986. ISBN: 0-8050-0076-3.

## MANAGEMENT

One column that is consistently worthwhile reading is "One Minute Management" by Kenneth Blanchard. A regular feature of Emergency Librarian, this one page look at effective management theory and techniques is usually applicable even in the smallest library resource centre. Even if you have no support staff to manage, the suggested ideas can be applied with volunteers, with other staff and with students. As I read these columns I am often struck by what the scientist calls the "Aha!" experience, or what the younger generation recognizes as being "Right on!"

For example, the column in the November/December 1988 issue looked at stress and its relationship to productivity. It examined stress as a motivator to performance and concluded that it is only effective up to a certain level, after which it has a negative effect on performance. Blanchard emphasizes that the best motivation is matched to an individual's own goals and job requirements. He sees "a productive, happy and stimulating environment" as the result of effective stress management by an organization.

In the January/February 1989 issue of Emergency Librarian, Blanchard's topic is "Achievement Doesn't Depend on Talent." Blanchard says that high achievers set goals for themselves. According to him, less than 5% of students do this (what percentage of teacher-librarians set goals?). High achievers also show up, on time, and they're prepared for their task, they have a commitment to finish a task, and they learn from failure. As educators, we need to assist our students to develop these attitudes, as well as being aware of their impact on our own working lives.

Blanchard's SMART goals are included in this article and in several others, and they make an easily remembered sensible concept that has application in a thousand different settings. The elements are:

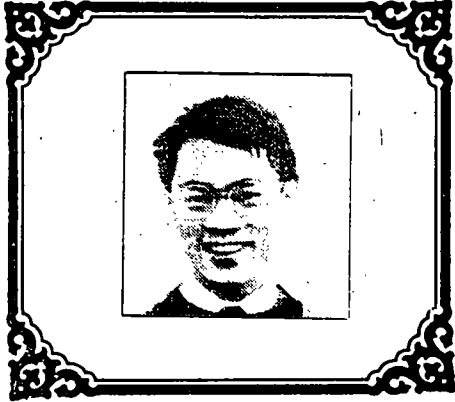
- S = SPECIFIC, not general, but specific.
- M = MEASURABLE, you can tell when it's done.
- A = ATTAINABLE, you can do it.
- R = RELEVANT, it is appropriate to the situation.
- T = TRACKABLE, you have evidence along the way.

## STUDENT LEARNING

In "Meeting the Information Needs of Children and Young Adults: Basing Library Media Programs on Developmental States" (Youth Services In Libraries (Fall 1988), pp. 51-57), Carol Collier Kuhlthau matches the findings on children's development to a developmental library program. This article is worth reading in conjunction with one written by Sharon Walisser in the September/October 1985 issue of Emergency Librarian, titled "Developing a School-Based Research Strategy."

Kuhlthau connects the age of the child, Piaget's stages of cognitive development, Kohlberg's stages of moral development, as well as other research, with children's interests, to produce an outline of when particular concepts should be taught to children. In contrast, Walisser presents much the same sequence of concepts, but in much greater detail, and with a recognition that elements of the sequence occur at different times with different students. Walisser's article does not state the research base that is summarized so concisely by Kuhlthau, but her outline of an information skills program provides much needed specifics. Read together these articles illuminate one another.





## THE PORTRAIT: PAUL YEE

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

Although Paul Yee was not born in British Columbia, he grew up and worked in this province, so it is fitting that we feature him in "The Portrait" of this Pacific Rim issue.

The Yee family operated a cafe in the small prairie town of Spalding, Saskatchewan, and it was there, in 1956, that Paul was born. At the age of about three years, following the death of his parents, he was sent to live with his Aunt Lillian in the Strathcona Chinese community of Vancouver. He attended Strathcona Elementary School and Britannia Secondary. He was graduated from UBC with a Bachelor of Arts in Canadian history in 1978 and completed his Master of Arts degree in 1983.

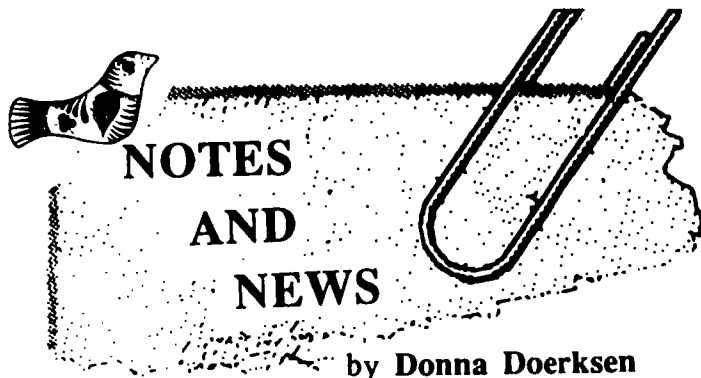
Shortly after graduation Yee began work as an archivist for the City of Vancouver. He has lectured on Chinese Canadian history, led tours through China town and was involved in various Chinatown organizations. He had written and published poetry, short stories and articles for adults before he began to write books for children.

In 1983, according to an article in Books in Canada, James Lorimer & Company "were looking for someone to write a children's book about Strathcona for a series about ethnic communities in Canadian cities". Paul was recommended and the result was Teach me to fly, skyfighter! and other stories, a collection of four short stories that deal with contemporary Chinese children growing up in Vancouver. This was followed in 1986 by The curses of third uncle, an historical novel set in British Columbia in 1909. The main character, Lillian Ho, is based on Yee's memories of the stories told by his own Aunt Lillian about growing up in turn-of-the-century Vancouver. The conflict between those seeking to overthrow the Chinese emperor and those seeking to prevent a revolution provides the background for Lillian's search for her missing father and exposing her "evil third uncle's schemes for sending them back to China". This second book, written on Yee's own initiative, is dedicated to his aunt. In Canadian Books for Children, Jon Stott quotes Yee as saying it was written "to immortalize and thank those who raised me and to celebrate the strengths that enable common people to overcome adversities". It received honorable mention for the Canada Council Literature Prize for 1986.

In 1986, as part of Vancouver's centennial celebrations, Paul was involved in a Chinese Cultural Centre project portraying the history of the Chinese in Vancouver. It was so well received that a video about it called Saltwater City was produced. The project was also the subject of a CBC television special. In 1988 Paul's book, Saltwater city - a pictorial history of the Chinese in Vancouver, was published by Douglas and MacIntyre.

Paul Yee left Vancouver last year and lives in Toronto where he is the multi-cultural coordinator for the Archives of Ontario. He is working on a collection of Chinese Canadian folk tales and is contracted with Lorimer to produce two more novels so, although we can no longer truly call him "one of ours", it is very likely that we will see his name on our bookshelves for years to come.





by Donna Doerksen

## FRENCH FICTION

Modern Languages and Multicultural Branch of the Ministry of Education wants to encourage the creation/production of fiction material for French Immersion students. Suggestions which appear feasible from a funding perspective will be followed up. Send your suggestions to: Jean Anne Lewis, Learning Resources Coordinator, Modern Languages Services Branch, Ministry of Education, Victoria, B.C.

## ENGLISH PROPOSALS

The Canadian Council of Teachers of English will be held at Hotel Vancouver, May 18 - 21, 1989. A call is out for proposals addressing the theme: Mosaic '89: the multi-faceted responsibilities of the English teacher in a world of shifting values.

## SCIENCE FICTION/FANTASY

BCTLA is in the process of producing an annotated bibliography on science fiction and fantasy books for school readers. Look for it later on this spring.

## EGOFF'S FANTASY

Hot off the press is Sheila Egoff's latest work - World's Within: Children's Fantasy from the Middle Ages to Today. It extends to the literature of many countries and eras. Canadian and B.C. authors are represented (Ruth Nichols, Kit Pearson and Catherine Anthony Clark).

## SHORT STORY AWARD

Claire Mackay has won the Vicky Metcalf Short Story Award for "Marrun and me and the Flies". This story was published in The Canadian Children's Annual No. 12. A \$500.00 cash prize.

## VICKY METCALF AWARD

Barbara Smucker has won the Vicky Metcalf award, presented each year to a children's writer who has written a significant body of work. A \$1000.00 cash prize.

## GROWING WITH BOOKS

A resource guide for elementary teachers and teacher-librarians was developed by the Ontario Ministry of Education - Growing with Books: Children's Literature in the Formative Years and Beyond. It consists of 5 theme books: Literature and Education, Who is Children's Literature For?, About Poetry, Reading, Talking and Writing, and Books to Grow With. Available for \$15.00 from: Government of Ontario Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8.

## 1988 CANADIAN TITLES

The Canadian Book Information Centre has published 1988 Canadian Books for Children and Young Adults. This catalogue is an annotated list of more than 200 titles, arranged in alphabetical order, with an author index. It is intended for teacher-librarians seeking trade titles for library use. Copies should be available at all elementary and junior high schools across Canada. Additional copies available at no charge. To order: CBIC, 260 King St. E., Toronto, Ont. M5A 1K3.

## AUTHOR BIOGRAPHIES

The Canadian Children's Book Centre has produced 16 new biographies of leading Canadian illustrators and authors. A photograph, a biography and a list of titles is included in each one. A set of 16 sells for \$10.00. For \$38.50 a set of 69 author/illustrator biographies is available. Contact: The Canadian Children's Book Centre, 229 College Street, 5th floor, Toronto, Ontario, M5T 1R4.

## 10TH ANNIVERSARY

Groundwood Books celebrated its tenth birthday. Groundwood has produced more prize winning books than any other publisher of children's books in the last 10 years.

## STORYMAKERS

A summer conference designed for aspiring and practising children's authors will be held July 12 to 14th in Toronto. Registration: \$195.00. Contact: Tina Kirby, 258 Adelaide Street E., Toronto M9A 1N1 or Peter Carver at CCBC, (416) 597-1331.

## NEW ROUNDTABLES

Welcome to two new children's Roundtables established in B.C. - Kelowna and Prince George. Kelowna: Linda Baker (604) 762-2800 and Prince George: Carrie Yuen-Lo (604) 564-8817.

## BOOK TOKENS

Watch for details from your bookstore about book tokens, resembling a gift certificate, along with greeting cards which can be sent anywhere in Canada and redeemed at participating stores.

## PRIME AREAS

The B.C. Primary Teachers' Assoc.'s Fall 1988 publication, Prime Areas is dedicated to Whole Language. A good read for teacher-librarians.

## GOOD NEWS

The school resource centre and the role of the teacher-librarian are included in New York's Chancellor's Middle School task force report. It states schools should have a good resource centre with adequate staffing and resources as well as an efficient and pleasant physical plant. Flexible scheduling and planning between teacher and teacher-librarian are insisted upon. Let's make it happen here!

## FIVE REVIEWS

In the November/December 1988 issue of the Emergency Librarian, five reviews of the book, Information Power: Guidelines for School Library Media Programs (ISBN: 0-8389-3352-1) are published. Look for it.

## FREE LIST

For a free list called "Jewish Children's Books Too Good to Miss - 1987", of the books considered for the Sydney Taylor Book Awards, send a stamped, self-addressed envelope to Ralph Simon, STL Pub. Coordinator, 220 Southgreen Road, University Heights, OH44121. The two winners of the award are: The number on my grandfather's arm by David Adler (0-8074-0328-8) for best picture book and The Return by Sonia Levitin (0-689-31309-8) for older children.

## CALENDAR

To Celebrate The Year of the Young Reader, a 1989 Caldecott calendar featuring special events and people in Children's literature is available from ALA Graphics, American Library Association, 50 E. Huron St., Chicago, IL 60611 for \$8.95. Include the payment with orders of less than \$20.00.

## POSTER

Chris Van Allsburg produced the art for ALA's poster commemorating "1988 - Year of the Young Reader". \$6.00 available from ALA Graphics (address above), prepay orders under \$20.00.

## NEW FOR BCTLA

B.C. Teacher-Librarians' Association now has a group membership to Canadian School Library Association.

## NEW KIT

The young adult and children's Library Sections of the Saskatchewan Library Association have produced a new author kit on Diana J. Wieler who wrote Last Chance Summer. The kit contains a photograph and biography of the author as well as a list of reviews and a critical evaluation of her work. Also available, kits on Alison Piro and Luis Simmie. \$4.00 each or all 3 kits for \$10.00. Contact: Andre Gagnon, Children's Library Services, SLA, Box 3388, Regina, Sask., S4P 3H1.

## DATABASE

Database Canada, a newsletter for database users features articles on on-line systems and services and reviews of hardware and software. The editors request information about upcoming workshops/conferences as well as suggestions for articles. Contact: Mary Wilson-Smith, Varsity Corp., 595 Bay Street, Toronto, M5G 2C3.

## MAKE CONTACT

BCTLA Executive encourages teacher-librarians to contact the members of the Language Arts Curriculum Committee in your district to press for the inclusion of the Library Resource Centre within the Language Arts program. This is an opportunity to encourage teachers to include resource based learning in the curriculum. Curriculum Development Branch Staff with responsibility for Language Arts - English are Robin Syme, Manager and Berenice Wood, Curriculum Coordinator. Individuals now serving on the Language Arts - English Review Committee are: Bob Argall, Courtenay; Maureen Attwell, Delta; Doreen Biener, Surrey; Susan Close, Langley; Bob Cook, Nanaimo; Cathy Crook, Maple Ridge; Terry Dodds, Saanich; Pat Dooley, Nelson; Dr. Victor Froese, UBC; Andrea Lebowitz, SFU; Eileen LeGal-lais, Vancouver; Nancy Levesque, Cariboo College; June McClure, Nechako; Sylvia McGregor, Trail; Barbara Naef, Surrey; Stephen Naylor, Shuswap; Rick Shave, Central Okanagan; and Patricia Shields, Vancouver. The following individuals were appointed to the Working Committee in December, 1987: Corinne Calder, Kimberly; Marilyn Chapman, Delta; Catherine Crest, Central Okanagan; Marion de Wit, Abbotsford; Lois Eaton, Coquitlam; James Field, UVic; Linda Giles, Saanich; Jean Jordan, Saanich; Michael Josiah, Maple Ridge; Duncan Lowe,

Shuswap; Hanne MacKay, Shuswap; John McGlad-dery, Prince George; Ian McKay, Vancouver; Warren Manuel, Abbotsford; Jim Moore, Cowichan; Margaret Noonan, Summerland; Marlene Recchi, Victoria; Louise Rolston, Langley; Phyllis Schwartz, Vancouver; Jo-Anne Simmie, Maple Ridge; Judy Six, Nechako; Lesley Spry, West Vancouver; John Terpening, Burnaby; Marion Turner, Alberni; Judy Wigmore, Nechako; Warren Wilson, Terrace.

## LOOK FOR IT

The Ministry will soon be sending a circular advertising for teacher-librarian applicants for the Library Book Purchase Plan Selection Committee. The term is for 3 years, commencing January, 1990.

## YEAH!!!!

The Bookmark has won the CANEBSCO School Library Media Periodical Award for the second time. Congratulations to the Editorial Board and to all of you who have contributed to past issues! The Award will be presented at the CSLA Conference in Edmon-ton this June.

## ANNOUNCEMENT

CORE COLLECTION BIBLIOGRAPHY (Elementary). North Vancouver School District has organized a committee to prepare a bibliography containing titles considered essential to a core collection in school library resource centres in this province. The list will be published by the ministry in conjunction with the new Language Arts curriculum, available in 1990. However the list is available in draft form from the address below. Cost is \$42.00 per school for the list containing over 1400 titles, some with annotations, all with ISBN for library editions where available. Price for District reproduction rights available on request. You can help us to fund the completion of the annotations and refinement of the list. The collection includes fiction, easy/picture books, folk and fairy tales and poetry. Contact: Curriculum Services Centre, 810 W. 21st., North Vancouver, B.C., V7P 2C1.

## CHILDREN'S EDITOR

Oxford University Press has newly appointed a children's book editor who will be looking for new material. Kathryn Cole has 19 years of publishing experience. 70 Wynford Drive, Don Mills, Ontario, M3C 1J9.

## NEW CONFERENCE

SFU \*forum on-line communication system has opened up a new conference called Teacher - Librarians. Join the conference and discuss concerns, ideas, and needs with teacher-librarians from all parts of BC.

## LIVE A BOOK

The National Book Festival 1989 is April 15 - 22. Become involved by promoting and developing a school-based celebration.

## STUDENT WRITING

Two new magazines are inviting material from student writers for publication: Chalktalk accepts material from 5 - 14 yr. olds. 1550 Mills Road, RR2, Sidney, B.C., V8L 3S1. Subscriptions \$6.00 per year. Kid Proof invites articles, book reviews, jokes, poems and stories: Box 234, Radville, Sask., S0C 2G0. \$6.00/year.

## INDIAN/NATIVE NEWS

Abenaki News and Information Service provides Indian/Native news and issues for natives and non-natives as compiled by the Globe and Mail since 1987. Topics include: health, education, land claims, hunting/fishing etc. Contact: Abenaki News & Information Service, Suite 1400, One Nicholas St., Ottawa, Ontario. K1N 7B7.

## SCHOOL GARDEN

Copies of School Garden Guidelines: How to Teach Children About Nutrition and the Environment should now be available in all elementary schools in B.C. The booklet outlines the garden pioneering project at Lord Roberts School in Vancouver.

## BILSON AWARD

Carol Matas has won the Geoffrey Bilson Award (\$1000.00 cash prize) for Historical Fiction for Young People.

## DOUBLE \$

The Governor-General's Literacy awards will now have their cash value doubled.

## KIDS' BOOKSTORES

Coles the Book People has begun to open children's bookstores around the country. 80 - 120 stores are slated to open in the next five years.

## FALSE FACE

Welwyn Katz's novel False Face has won the 1988 Max and Greta Ebel Memorial Award for Children's Writing. It is given to a Canadian author whose work contributes to a better understanding amongst people of different backgrounds, cultures or generations. Let's Celebrate by Caroline Parry and A Handful of Time by Kit Pearson were runners up.

## HANDICAPPED

Karen Melberg Schwier has written a book, Keith Edward's Different Day which provides a child's view of the role of mentally handicapped people in our society. Available from: The A. Allan Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downsview, Ontario, M3J 1P3.

## SEEKING MANUSCRIPTS

Nelson Canada is looking for manuscripts designed for readers in gr. 7 - 9, 20,000 - 25,000 words in length. Submit to : Sharon Siamon, 18 Baldwin St., Brighton, Ontario, K0K 1H0. Details: Mary Beth Leatherdale (416) 752-9100.



## T-L TIPS!

Tip:



To help manage the circulation of audio-visual equipment, place a large laminated chart on the wall or door of the equipment storage room with a week's timetable on it. Teachers can come and book out equipment for the week using overhead pens. Student library assistants can come in before school, at recess and at lunch time and distribute the equipment according to the bookings for the day on the chart. The chart can be erased at the end of the week and used again and again for each new week. (Patricia Findlay, teacher-librarian, Forest Grove Elementary, Burnaby School District.)

Tip:



At Valentine's attach a candy heart to the overdue list sent to the teachers. With a heart attached teachers will read the notice. When the new principal in the school wondered why overdue were so low, teachers said "Its the candy!" (Yoskyl Webb, teacher-librarian, Sutherland Secondary, North Vancouver School District)

Tip:



**SPACE SAVERS:** ( a refinement of a previous tip) Laminated manila tag strips about 30 x 12 cm. with some kind of "space" sticker or graphic to brighten & marked "SPACE SAVER". **USES:** a. to help K's get books they are NOT taking out back on the shelf in the right spot; b. older students can use them to mark the spot for a file they are using from the vertical file. They are left in a pile at the circulation desk. Students pick them up and return them there. (Linda Rehlinger, teacher-librarian, Parksville Elementary, Qualicum School District)

Tip:



**RESERVES** on popular books that are out: Have a pile of photocopied reserve slips on the card catalogue. (should be the same size as borrower's cards) When a student can't get a book because it is out, a reserve slip is filled out - title of book,

call#, name and division - and left at the circulation desk. It is then paper clipped to the back of the appropriate borrower's card and numbered if there are several other reserves there. When the book comes in and is carded, the person is notified. \*\*Good incentive for students to use card catalogue to find exact title and call#. \*\*Keeps students from despairing that they'll never get a particular book. This is a popular service at my school. (Linda Rehlinger, teacher-librarian, Parksville Elementary School, Qualicum School District)

A variation from CANDICE MORGAN: We have a similarly popular service at our Middle School. We have a special box labelled STUDENT REQUEST/RESERVE FORMS; it is divided into 2 sections labelled BLANK and COMPLETED. Library club helps paper clip the reserve slips to borrower's cards for us, and direct the request slips to our suggestion's file. (Candace Morgan, teacher-librarian, Parksville Elementary School, Qualicum School District.)

Tip:



I threw out all the (13 year old) catalogue cards from drawers that had never been weeded and then got volunteers to create new cards from the up-to-date shelf list cards, using quick card. It took two years of volunteer time just to weed to update the subject cards and the title and author cards would have been just as time consuming. Redoing the cards took 6 months. All this time spent sure makes me wish for an on-line catalogue system! (D. Turner, teacher-librarian, Chilliwack Junior Secondary, Chilliwack School District)

Tip:



**MAIL:** Principals get intimidating piles of mail from many sources every day. Many of those items of mail would be of interest or use to the teacher-librarian were she/he only to have an opportunity to see them. All too often things are lost or filed away. My solution has been to (after talking to my principal) request that office staff forward to the LRC any mail not specifically targeted to the administrator, dealing with courses, conferences, subscriptions, teacher resources, media events, inservice opportunities etc.

Frequently such things arrive at the school in multiple copies. We then have the opportunity to select what we need, and can either alert or forward the item itself to the school administration or individual teachers if required. This simple step has improved awareness and facilitated communication. (Candice Morgan/Ken Ryan teacher-librarians, Parksville Middle School, Qualicum School District)

Tip:

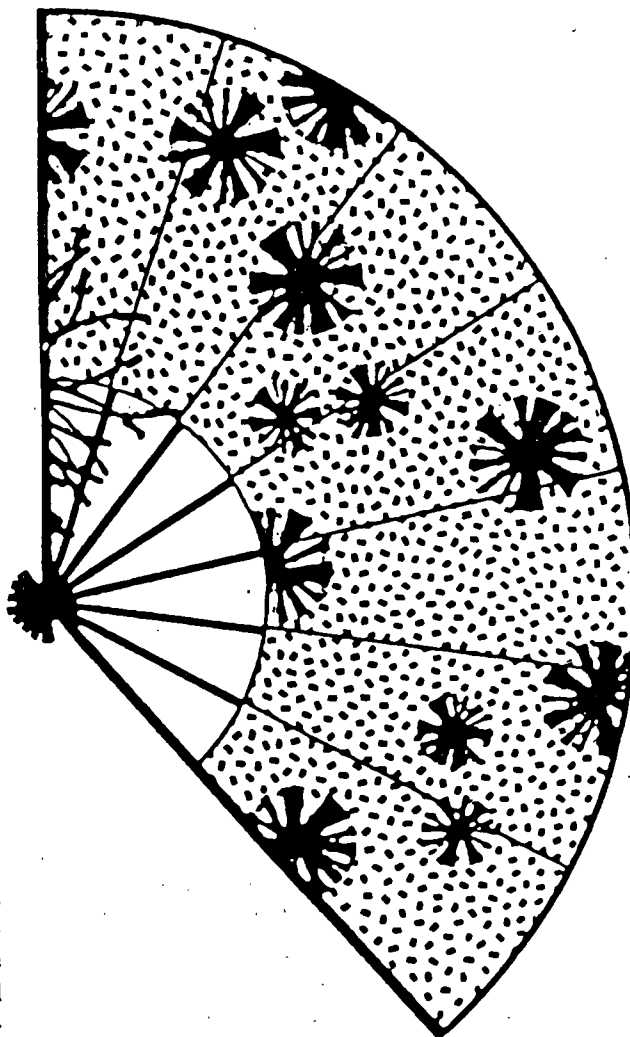


**LRC SCHEDULING FORMS:** Over the past several years, we have moved away from a simple "sign-in" schedule in our school library resource centre. Day-to-day scheduling is done in a modified day-book. We use a 2 page layout. Page 1 has columns for LRC administration activities - where we keep track of the many "librarian" items we are involved in each day - and a column for recording/booking book exchanges. (usually limited to 5 per class at any one time.) Page 2 has columns for scheduling co-op planning units, and another one labelled "teacher projects" to accommodate all of those spontaneous mini-projects that come up. In order for teachers to have an "overview" of our schedule we post an "LRC MONTH-AT-GLANCE" form by the front door; and we have a school year calendar occupying a 4 x 8' bulletin board marked: "LRC 1988-89 PLANNING". In October we enter tentative dates for cooperative projects based on previews supplied either by subject teachers or our principal. This really gives staff a quick graphic overview of the work we do and with whom. It encourages pre-planning. In future we intend to improve the system by colour coding projects by grade and subject area. (Candice Morgan/Ken Ryan, teacher-librarians, Parksville Middle School, Qualicum School District)

Tip:



Put the stamp with your library's name on the page in the book corresponding with the School District # so that you will always know where to look if other identification signs have been removed. (Hilary Smith, library assistant, McNair Senior Secondary, Richmond School District)



# PROFESSIONAL READING

compiled by **LINDA DUNBAR**,  
Teachers' Professional Library, S.D.# 39 (Vancouver)

## PACIFIC RIM

Asia Pacific Foundation of Canada. Asia Pacific Fact and Activity Sheet.  
Vancouver: B.C. Teachers' Federation Lesson Aids Service, 1984.  
1 brochure (LA 9289) (intermediate).

Australia "The Land Down Under." Oshawa, ON: S & S Learning Materials,  
1988. (grades 5-8) † Australia picture collection.

Benegar, John and others. Changing Images of China: grades 5-12. Rev.ed.  
Denver, CO: Center for Teaching International Relations, 1983. 271p.

Cogan, John J. and Schneider, Donald O., editors. Perspectives on Japan:  
a guide for teachers. Washington, DC: National Council for the  
Social Studies, 1983. 132p. (NCSS Bulletin No. 69).

Davies, Sandra and Jang, Sandra. The Chinese People: music instruments,  
folklore. Vancouver: B.C. Teachers' Federation Lesson Aids Service,  
1982. 1 kit. (LA 9283) (intermediate).

Davies, Sandra and others. The Japanese People: music, instruments, arts,  
crafts. Vancouver: B.C. Teachers' Federation, 1986. 1 kit. (LA 9298)  
(grades 4-7).

Focus on Asian Studies. New York: Asia Society. previously published  
3 times a year - now available as individual issues only. (teacher  
reference).

Gunn, Angus M. Asia Pacific Mini Atlas. Vancouver: B.C. Teacher'  
Federation Lesson Aids Service, 1985. 2p. (LA 9296) (intermediate,  
secondary).

----- . Our Asia Pacific Heritage. Vancouver: B.C. Teachers' Federation  
Lesson Aids Service, 1984. 22p. (LA 9288) (grades 5-7).

Harris, Heather. China Around the Corner. Vancouver: WEDGE/B.C. Teachers'  
Federation Lesson Aids Service, 1978. 39p. (LA 9244) (intermediate).

----- . Japan Around the Corner. Vancouver: B.C. Teachers' Federation  
Lesson Aids Service, 1981. 20p. (LA 9280) (intermediate).

Japan "Land of the Rising Sun." Oshawa, ON: S & S Learning Materials, 1988.  
(grades 5-8) † Japan picture collection.

Korea: a teacher's guide . Focus on Asian Studies, Special Issue, No. 1  
(Fall 1986) 84p.

- Lee, Yon-sook and others. Teaching About Korea: elementary and secondary activities. Boulder, CO: Social Science Education Consortium, Inc., 1988.
- Martin, Roberta, ed. China: a teaching workbook. 2nd Rev.ed. New York: East Asian Curriculum Project, 1983. 410p. (grade 7 up).
- Martin, Roberta and Heinrich, Amy V. Contemporary Japan: a teaching workbook. 3rd ed. New York: East Asian Curriculum Project, 1988. 650p. (grades 7-12).
- Ogilvie, Barretto A. and Magnusson, Elaine. Pacific Rim Cultures in the Classroom. Seattle, WA, 1985. 240p. (Multicultural Education Resource Series) ED 278-766. EDRS: MF \$0.82/PC \$19.40 plus postage. (middle/junior, high school).
- Shear, Sally. The People's Republic of China: a teaching packet for the primary grades. Washington, DC: Center for Teaching About China, 1981. 72p. (grades 2-4).
- Shedlock, Robert W. Lessons on Asia. 1984. 1 volume. Distributed by Social Studies School Service. (upper elementary, secondary).
- Shoresman, Nichele and Gumport, Roberta. A Children's Palace: ideas for teaching about China. Champaign, IL: University of Illinois, 1979. 145p. (grades 1-6).
- Sive, Mary Robinson. China: a multimedia guide. New York: Neal-Schuman, 1982. 245p. (teacher reference).
- Smith, Gary R. and Otero, George G., Jr. Images of China: grades 5-12. Denver, CO: Center for Teaching International Relations, 1977. 167p.
- Songe, Alice H. and Mangin, Pauline B. Educator's Source Book on China: a selected list of information resources. New York: K.G. Saur, 1981. 80p.
- Stanford Program on International and Cross-cultural Education. China Resources: a guide for the classroom. Stanford, CA: Stanford University, 1986. 100p. (teacher reference).
- Teaching About China: cultural expressions. 1983. 29p. (teacher reference).
- Teaching About China: people and daily life. 1982. 16p. (teacher reference).
- Steele, Louise. Japan: a resource guide. Toronto: Doubleday Canada, 1985. 118p. (elementary).

Victoria International Development Education Association. China.  
Vancouver: B.C. Teachers' Federation Lesson Aids Service, 1985.  
1 kit. (LA 9297) (intermediate).

----- Fiji and Pacific Islands. Vancouver: B.C. Teachers'  
Federation Lesson Aids Service, 1985. 42p. (LA 9295) (intermediate).

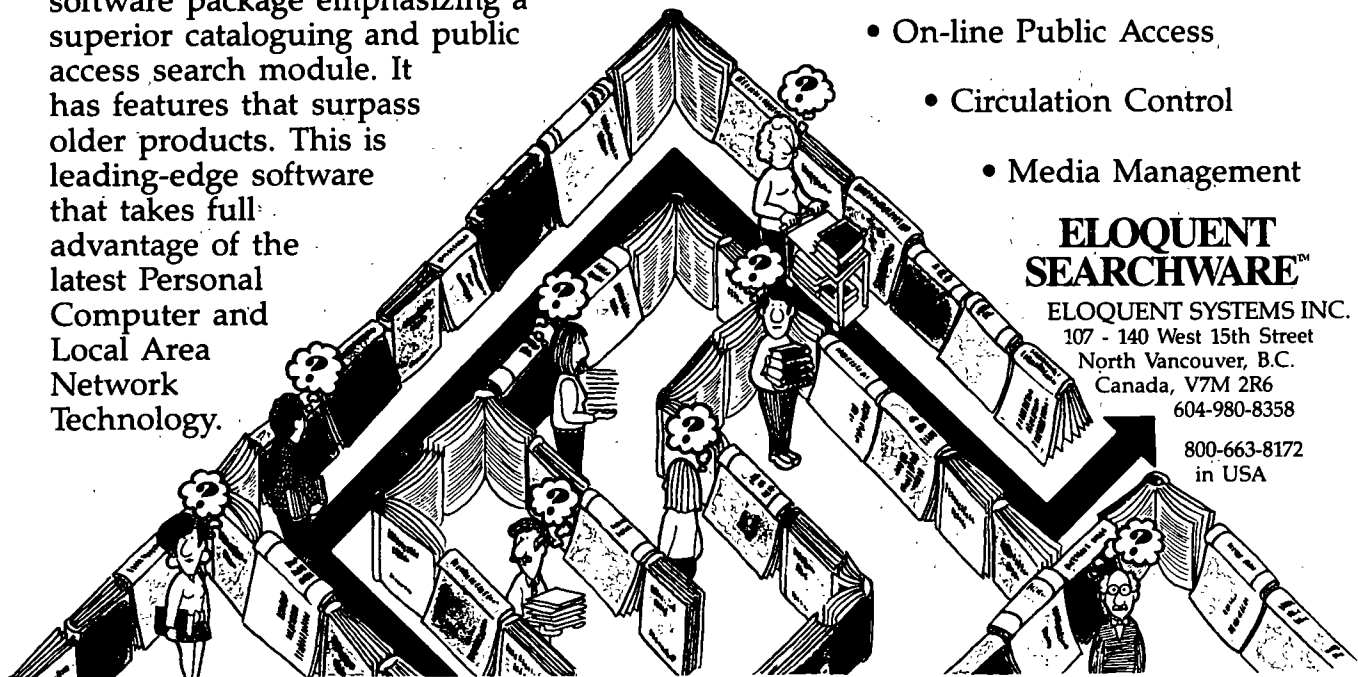
Vietnam: a teacher's guide. Focus on Asian Studies. Special Issue, No. 1  
(Fall 1983) 27p.

Wojtan, Linda S. Teaching About Japan. Bloomington, IN., 1987. 4p.  
(ERIC Digest No. 38) ED 282-796 EDRS: MF \$0.82/PC \$1.94 plus postage.  
(teacher reference).

## THE ELOQUENT LIBRARIAN leads the way!

A fully integrated library software package emphasizing a superior cataloguing and public access search module. It has features that surpass older products. This is leading-edge software that takes full advantage of the latest Personal Computer and Local Area Network Technology.

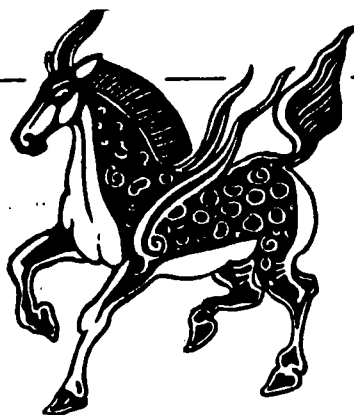
- Import MARC Records
- On-line Public Access
- Circulation Control
- Media Management



**ELOQUENT  
SEARCHWARE™**

ELOQUENT SYSTEMS INC.  
107 - 140 West 15th Street  
North Vancouver, B.C.  
Canada, V7M 2R6  
604-980-8358

800-663-8172  
in USA



Issue available for \$5.00 from  
B.C. Social Studies Teachers' Assoc  
B.C. Teachers' Federation  
2235 Burrard St.  
Vancouver, B.C. V6J 3H9

# IN THIS ISSUE

## The Pacific Rim

### FROM THE EDITOR

4 ..... Paul F. Thomas

### PRESIDENT'S MESSAGE

4 ..... Sean McKierahan

### THE BIG PICTURE AND FUTURE INTERESTS

5 Social Studies for the 21st Century ..... Jan L. Tucker  
13 Culture and Communication  
—A Perspective on Asian Studies for Tomorrow's Students ..... Jan W. Walls  
19 Canada's Interests in the Asia-Pacific Region ..... External Affairs, Canada  
27 The Pacific Rim—Gateway to the Future ..... Gordon Jones

### CASE STUDIES

32 Teaching About Thailand ..... Geoff Potter  
Insert The Cultural Context of Doing Business in Thailand ..... Peter Richards and  
the Asia Pacific Foundation of Canada  
37 The Societal Values of British Columbia and China: A Comparison ..... Graham Dickson  
45 China's Decade of Economic Reforms ..... Gordon F. Boreham  
49 Taming the Yangtze ..... Céline Williams  
52 Environment and Culture at the Crossroads  
—Distance Education in Australia's Rural Queensland ..... William K. Cross

### TEACHING IN THE PACIFIC RIM

56 Teaching Geography/Social Studies in China—  
The Educational Adventures of a Canadian in Shanghai ..... Andrew Marton  
Teaching in Australia  
64 A. Teaching in Western Australia ..... John Fitzgibbon  
66 B. Teaching in Canberra ..... John Wright  
69 Teacher Exchange in the Pacific Rim ..... John Wright  
70 Social Studies Education in Victoria, Australia ..... Robert Goddard

### BOOK REVIEWS

74 The American Occupation of Japan ..... reviewed by Lawrence Aronsen  
75 Economic Security and the  
Origins of the Cold War, 1945-1950 ..... reviewed by Lawrence Aronsen

### LESSON AIDS

77 BCTF Lesson Aids Service ..... Sandy Godard



F Bowers, Elizabeth.  
Ladies' night. -- Seal Press, 1988. -- 238 p. -- ISBN 0-931188-65-2. -- \$12.95.

Mystery and detective stories // Vancouver - Fiction.

I am of two minds about this novel for a high school library. In one way, the subject matter may well appeal to teenagers - street kids, child pornography, drugs and murder. But the story is told from the viewpoint of a middle-aged divorcee with a son and daughter in their teens - perhaps not an appealing narrator.

Mag Lacey has inherited a one person detective agency from the boss she went to work for as he was dying of cancer. Her mentor has taught her all she knows about detecting, and most of her few and far between jobs concern divorce or missing children. In searching for a missing daughter, she finds herself in a pornography movie studio in downtown Vancouver, and is led to discover more than she wants to about the drug and prostitute scene in the city. When the police raid that she helped organize results in a murder, she has to face both the police and her own self-doubt.

The book has a strong binding and readable print, but there are some annoying typographical errors. The cover is a rather muted painting of the city at night.

The pluses: an engaging narrator who really makes you care what happens to her, a convincing picture of some of the social problems of a big city, and the interest of a novel set in Vancouver. Two questions: will your students read an adult murder mystery whose detective hero is a middle-aged Mum?, and should they have yet another "seamy side of life" novel in the school library?

Recommended with some reservations.

BETTY ERRINGTON, teacher-librarian (retired).

F     Weir, Ian.  
      The video kid. -- Scholastic-TAB, 1988. -- 181 p. -- ISBN 0-590-71837-1(pbk.). -- \$3.95(pbk.).

Football - Fiction // School stories.

B.J. seems to have a talent for getting into dumb messes, like spilling his soup all over the gorgeous Madeleine Sparks; like getting caught with cigarettes which belong to Bimbo McKellen who holds the school record for demerit points; like throwing his football through the neighbor's window; like owning Luke, a coonhound who h-o-w-l-s so that the distant neighbors want to shoot him.

B.J. (Bradley) Noakes is a scrawny 14 year old goof who lives out his fantasies on the videoscreen -- he is the Video Kid and, accompanied by Luke the Wonder Dog, he can rescue babies from collapsing buildings and dare the Kronon deathships to do their worst.

B.J., his mother and his 12 year old sister Jodi have just moved to Mother's new job 500 kilometers away from Dad. Mother is reportedly a high-powered career woman but we do not really see that part of her character. Jodi is smart; but a bit of a pain, of course.

Weir's style is adequate, with some humor. B.J. and a couple of the boys at school are believable characters, but the rest of the cast are cardboard cut-outs with entirely predictable roles and lines. We are asked to believe that B.J., the goof who spends his spare time day-dreaming, "finds" himself enough so that he ends up as the football quarterback who manages to befriend and reform the loutish class zero, plus get a job on the school newspaper, plus help solve the mystery of the jealous vandal who tries to ruin everything, plus catch the eye of one of the girls at school, plus become a hero of sorts to his little sister, plus win his Dad's coveted approval.

Lightweight fiction such as this may appeal to some students in Grades 5 and up if they enjoy fiction about sports.

MARGARET MONTGOMERY, teacher-librarian, West Vernon Elementary School, School District #22 (Vernon).

031    Almanac/calendar 1989. -- Owl Energy, [1988]. -- 1 v. (unp.) : ill. -- ISSN 0829-5336. -- \$13.00.

Calendars // Almanacs.

Those who are interested in astronomy and astrology would find this calendar very interesting and useful. Phases of the moon are defined for each date. For example, the moon will be in Gemini on February 14, 1989. Defined also are the ideal dates to start a savings account, buy clothes, and break habits.

Astronomical information such as sunrise/sunset times, lunar cycles and eclipse information, planetary distance from the sun, rotation, and density are clearly presented in tables. Astrological information such as symbols, numbers, and colors for each planet, Mercury retrograde, and information for each horoscope sign is given.

Menu suggestions and recipes such as Sourdough, sauces, red beet borscht, spinach pie and "a simply good beer" are presented, some at the top of each month's calendar. Following the calendar section are several charts such as Universal Conversions and World Time Zones.

Some curricular information is presented in this calendar and the index is adequate, however, curriculum support is not its focus. Better sources for recipes, astronomical information and charts can be found by looking through the library catalog. This almanac/calendar provides excellent information specific to 1989 that might be otherwise difficult to locate. For example, 1989 dates of visibility of planets. It assumes that the user has a basic knowledge of moon phases and the importance of times that the moon moves into a sign. This almanac/calendar would appeal to those who have a basic knowledge as astrology.

I would not recommend it for school library purchase.

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

*The address of Owl Energy Publications is RR #1 S8C5, Gibsons, BC, V0N 1V0.*

306.6 Wassermann, Selma.

The long distance grandmother : how to stay close to distant grandchildren. -- Hartley & Marks, 1988. -- 237 p. : ill. -- ISBN 0-88179-020-6(pbk.). -- \$12.95(pbk.).

Grandparent and child.

This interesting and unique book addresses the problem of building relationships between grandparents and grandchildren over a long distance. It deals with what may first appear to be a narrow and esoteric topic; yet, it is handled in such a creative and innovative way, the reader is soon convinced that its publication aptly fills an important gap in the ever popular how-to books for families.

It is full of tips and ideas for letters, tapes, telephone conversations and gifts; and is put together with a care and fresh simplicity that keeps it from appearing trite or gimmicky.

However, because of its intended audience, I cannot justify its purchase for a school library.

FRANCES WITT, teacher-librarian, Campus View Elementary, School District #61 (Victoria).

333.7 Sweet, Arthur Fielding.

Island in trust / author/editor, Arthur Fielding Sweet. -- Oolican, 1988. -- 204 p. : ill., maps. -- ISBN 0-88982-083-X. -- \$9.95.

British Columbia Islands Trust // Environmental protection - Gulf Islands (B.C.) // Gulf Islands (B.C.) - Description and travel.

Island in Trust is a timely book which takes a look at the islands situated in the Strait of Georgia between Vancouver Island and the Mainland and the Islands Trust which is the political body responsible for them. The first part of the book is a general overview of the geography, history, and ecology of these islands, ending with a description of the creation of the Islands Trust and its mandate. Part two of the book is composed of twelve articles, each written by an island resident describing his or her island, its history and its present situation. Interesting glimpses into island life and anecdotes about local personalities abound along with insights into the political pressures and development needs that must be addressed by the Islands Trust Committee. Sweet has chosen his contributors carefully as each section is well-written in a lively and interesting style. Separating the two parts of the book is a series of beautiful black and white photographs depicting typical scenes from the islands.

The contributors obviously support the mandate of the Islands Trust to "preserve and protect". Their bias is in support of ecological protection, and as an island resident myself, I cannot fault this. I would unhesitatingly recommend this book for all BC high school libraries as an illuminating insight into the working of political bodies, and also as an important source of information about a part of our province about which not enough has been written and that has often come under threat due to ignorance.

CAROLE EYLES, teacher-librarian, Fernwood Elementary School, School District #64 (Gulf Islands).

- 344.71 The Supreme Court of Canada decision on abortion / edited by Shelagh Day & Stan Persky. -- New Star, 1988. -- 225 p. -- ISBN 0-919573-85-1(pbk.). -- \$5.95(pbk.).

Abortion - Law and legislation.

This book presents the Supreme Court decision in the case which struck down Section 251 of the Criminal Code of Canada dealing with abortion on January 28, 1988. Stan Persky, who teaches philosophy and political studies at Capilano College in North Vancouver, introduces the book. Shelagh Day, former director of the Saskatchewan Human Rights Commission and the first president of the Women's Legal Education and Action Fund, analyse the decision's implications for Canadians.

Persky's introduction includes a brief summary of Dr. Henry Morgentaler's fight to obtain access to abortion for all women. Persky also puts Morgentaler's most recent appeal into the context of the '80's, and discusses the immediate aftermath of the decision. The decision includes four "Reasons for Judgement" written by Supreme Court justices. The essays of the justices are very readable, and while they are concerned with the same subject matter, they address it from four different perspectives. The information presented in the judgements is extremely interesting and often shocking. The point that Section 251 of the Criminal Code was unfair and discriminatory towards women is made many times.

The commentary by Day is primarily concerned with the rights of Canadian women. She examines the justices' judgements, the Charter of Rights, and considers what type of law will replace Section 251. Will it be one that provides fair access to abortion for all Canadian women? Day sees the decision of January 28, 1988 as a significant victory for women, but only a partial one. The struggle for fair access to abortion will go on.

This book is recommended for senior secondary schools. It would be particularly helpful in preparing for a debate on the abortion issue.

Grade 10 - Adult.

BRENDA WATSON, teacher-librarian, Dunsmuir Junior Secondary School, School District #61 (Victoria).

- 387.7 White, Howard.  
The accidental airline : Spilsbury's OCA / Howard White, Jim Spilsbury. -- Harbour, 1988. -- 246 p. : ill., maps. -- ISBN 0-920080-97-9. -- \$24.95.

Queen Charlotte Airlines - History // Airlines - British Columbia - History // Spilsbury, Jim.

Jim Spilsbury is an original BC entrepreneur who always seemed to be in (or near) the right place at the right time. He began selling marine radio equipment in the 1930's and business boomed after the start of World War 11. In order to reach his customers up and down the West Coast, Spilsbury's expanding company bought an old airplane, and he and his technicians began flying to remote places that had previously taken days to reach by boat.

Many radio customers were more interested in the plane than the radios, and soon it was being utilized for chartered flights. Realizing that there was a real demand for scheduled air service along the coast, Spilsbury and his partner incorporated Queen Charlotte Airlines in 1946. By the mid 1950's it had grown to be Canada's third largest airline and was providing regular flights to the isolated communities of Vancouver Island and the Mainland Coast as far north as Stewart.

The trials and tribulations of this fledgling venture are recounted at length - including mercy flights, incredibly close calls, terrible crashes, bureaucratic red tape and fierce competition from Russ Baker, the founder of Pacific Western Airlines. (Spilsbury is not afraid to give his opinion of anyone he has ever met - living or dead - but he really hated Baker!)

By 1955 QCA was history - bought out by PWA and now just an aviation footnote. What makes the story worth reading is Spilsbury's very unique style. He either has a fantastic memory or kept a lot of notes over the years. He and his co-writer, Howard White can make a meeting between government officials and airline industry executives read like high drama. (In 1987 White and Spilsbury co-authored the bestseller Spilsbury's Coast.) There are many black and white photos of people and planes of the day to add flavor to the story.

In spite of the captivating nature of the book, the subject matter will likely make it more popular in public and college libraries than in school libraries except for those areas that were once served by QCA.

Fry readability - Grade 8.

GARTH HARKESS, teacher-librarian, Laurie Junior Secondary School, School District #2 (Cranbrook).

616.89 Shrink resistant: the struggle against psychiatry in Canada / Bonnie Burstow & Don Weitz, editors. -- New Star, 1988. -- 360 p. : ill. -- ISBN 0-919573-84-3. ISBN 0-919573-83-5(pbk.). -- \$19.95; \$11.95(pbk.).

Psychiatry // Psychotherapy // Mentally ill - Institutional care // Psychiatry in literature.

Shrink Resistant is a book which shocks, deprograms and adjusts one's preconceptions about psychiatry, mental hospitals and mental illness itself. Editors Burstow and Weitz, present articles, journals, poems and statements of former patients or "inmates" of mental institutions. Growing anti-psychiatry movements such as protest, patient rights and self-help groups are decrying a system which denies patient rights and choices in treatment and hospitalization. Burstow and Weitz, intimately involved advocates, present personal accounts of cruel incarceration and treatments which not only frighten the ill, but also erase their memories and creative spirits. One of the most horrific cases documented is the Allan Memorial Experiments (1965) in which 100 patients were submitted to techniques causing permanent debilitating effects. Those "patients" are still seeking damages even though their lives have been ruined in the experimental "therapy".

Because of its brutally honest language, and the scenario it presents, and in the face of a medicine which is usually couched in professionalese, the book stands as the saner view. The organized "survivors" of mental health treatment admit that their lives are unlike ours, but that they have the right to choice and compassion within our society. They ask for full rights of denial, that shock treatments be stopped and that there be funding to form self-help homes for "survivors".

I highly recommend that this book be a first purchase for the senior library shelf. Students about to enter a world "so various, so beautiful, so new", ought to know that the Snake Pit still exists.

MURRIE REDMAN, teacher, West Sechelt School, School District #46 (Sunshine Coast).

705 Gallerie : women's art -- Gallerie Publications, 1988- . -- v. :ill. --  
ISSN 0838-1658. \$20.00/year.

Women artists - Periodicals // Art, Canadian - Periodicals // Art,  
American - Periodicals.

Gallerie , published by Gallerie Publications, Box 2901 Panorama Drive, North Vancouver, BC, V7G 2A4, is a quarterly publication comprised of three magazines a year and one book-length annual. Dedicated entirely to North American female artists, this publication features articles written by the artists themselves about their art and their lives. Through these articles and accompanying photographs, the reader comes to know and perhaps understand some of the artist's philosophy and life experience: her joys, her sorrows, her struggles, her triumphs, her feelings. Some of the artists are new, some established. The 1988 Annual includes Judy Chicago and the Fall issue Emily Carr. A wide variety of art work is displayed: poetry, photography, sculpture, painting. And a variety of statements are being made. The Fall issue features an essay on two native women and the issues they deal with through their art. In the 1988 Annual Josie Kane explores society's taboo on speaking about incest and the Guerilla Girls expose discrimination against women and non-white artists.

It is not easy to locate biographical information on women - women artists are no exception. Neither, apparently, is it easy for women artists to display their work. This magazine works to solving both problems. Well-illustrated, unfortunately in black and white only with the exception of the cover, this publication is a welcome and important addition to that gap found in all libraries.

JANET MCKINLAY, teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

745.5 Trivett, Daphne.  
Imagibook : an Imagination Market construction and ideas guide / created through  
the imaginations of Daphne Trivett, Roberta Meilleur and Janet Lee. -- Imagination  
Market, 1988. -- 79 p. : ill. -- ISBN 0-9693436-0-4. -- \$9.95.

Handicraft // Found objects (Art) // Creation (Literary, artistic, etc.) // Imagination Market.

This small, coil-bound book is a product of the Imagination Market, a non-profit arts and recycling association located at 1435 Granville Street, Vancouver, BC, V6Z 1N1. It is dedicated to the concept that we have an environmental "garbage crisis", and that children's attitudes toward recycling can be influenced by empowering them to creatively use materials that are otherwise often discarded. They conduct sessions for children at their Vancouver location and elsewhere, and "junque" packages can be purchased from them for home or school use. Though not stated, I assume that the authors have written this book from their experiences working with children at Imagination Market sessions.

The book is intended to be used by teachers and other adults working with children as an idea generating jumping off point rather than as a cookbook of lesson plans. Chapter 2 gives lists of "beginnings" (to be mixed, matched, or whatever) under the heading of Themes, Materials, Design Elements, Items, Properties, and Actions. Chapter 3 gives examples of some possible uses of Chapter 2's lists. Chapters 4 and 5 cover recommendations for creating a physical and mental environment that will encourage creativity, and a philosophical rationale for using recycled materials. The focus of the book is on three-dimensional construction, and the practical how-to-get-the-thing-to-stay-together information is in Chapter 1 (Connections). It includes the techniques of slotting, tabs, wire lacing, and force fitting as well as more common techniques. Clear black and white line drawings illustrate the written explanations. The two appendices consist of a list of the characteristics of various types of adhesives and suggested readings.

If you have ever been to one of the Imagination Markets' sessions, watched the absorption and creativity shown by the children there, and left wanting to reproduce that in your classroom-- this book could be useful in

getting you started. The directions and illustrations in the "Connections" chapter are clear enough to be used independently by children from age 8 up.

This book would be useful both for the collections of individual teachers or for the teacher reference section of the elementary school resource center.

LINDA REHLINGER, teacher-librarian, Parksville Elementary School, School District #69 (Qualicum).

818.1 Jiles, Paulette.

The Jesse James poems. -- Polestar, 1988. -- 92 p. : ill. -- ISBN 0-919591-13-2.

James, Jesse - Poetry // Robbers and outlaws - Poetry // Canadian poetry.

Illustrated with original photographs, this small volume contains more than two dozen poems that are based on the career of Jesse James. Using stories that the author gathered from the Missouri Historical Archives, Paulette Jiles portrays the lives of Jesse James and his gang. She writes of the horrors Jesse encountered when he and his older brother Frank joined the Confederate guerrillas during the American Civil War. The poems reveal the lifestyle of Jesse James as he and his gang robbed banks and trains in Missouri and the nearby states. Included in the book are "Confessions of Gang Member Charlie Pitt", "Hiding out in Tennessee" and "Assassination" of Jesse James in 1881 by Robert Ford, a recent member to the gang. The poems also give insight into Jesse's personal life in "Jesse meets his future wife, Zee Mimms" and a depiction of the everyday lives of "Bandits' Wives". The poems are entertaining, enjoyable and well worth reading.

Jiles who was originally from Missouri, now resided in Nelson, BC. A Governor-General's Award winner she has published two other volumes of poetry, Celestial Navigation and Waterloo Express. Jiles has also written two fiction books, Sitting in the Club Car Drinking Rum and Kara-Kola and the Late Great Human Road Show.

LINA D'ONAFRIO, teacher-librarian, Robert Scott Elementary School, School District #85 (Vancouver Island North).

819.09 Twigg, Alan.

Strong voices : conversations with fifty Canadian authors. -- Harbour, 1988. -- 291 p. : ill. -- ISBN 0-92008-96-0. ISBN 0-920080-96-0(pbk.). -- \$29.95; \$16.95(pbk.).

Authors, Canadian - Interviews // Canadian literature - History and criticism.

When reviewers have already praised Alan Twigg's book of interviews, there is little I can add except to discuss it in terms of its use in school resource centers.

The volume consists of brief interviews with 50 English speaking Canadian authors. They include everyone you have ever heard of: Margaret Atwood, Pierre Berton, Bill Bissett, George Bowering, Anne Cameron, Leonard Cohen, Robertson Davies. (And that is only up to the letter E.) Twigg has chosen the internationally acclaimed like Ruby Wiebe and W.O. Mitchell and the locally acknowledged like Audrey Thomas and Guy Vanderhaeghe. The interviews are with well-established as well as lesser known authors and include poets, dramatists, novelists, journalists - generally, a cross-section of Canadian writing. If Twigg's selection is biased, it is in favor of western Canadians with a disproportionate amount of authors coming from British Columbia and very few representing Ontario and Quebec.

Reading the interviews was for me, reminiscent of listening to "As it Happens" when Barbara Frumm was asking the questions. Like Frumm, Twigg listens well, knows the subject and is frequently praised by answers that begin with affirmation of observations and comments like "That's dead right." To elicit serious answers from authors the stature and intellect of Timothy Findley and Margaret Laurence says as much about Alan Twigg's perceptions and preparations as it does about the author's insights. It becomes obvious that Twigg is truly interested in the subjects, and that interest infects the reader. W.P. Kinsella's religious beliefs, Farley Mowat's thoughts on creative writing and Eric Wilson's ability to see through the eyes of a twelve year-old become important and fascinating.

The book will find use in senior secondary schools. Because the interviews are short (five to eight pages), senior students will grumble less about reading them than longer ones. The interviews were conducted between 1978 and 1988 with many done in the last four years. The topics of conversation are current and relevant to students. The interviews broach subjects that are personal as well as professional and allows the reader to develop the feeling of getting "beneath the skin" of these authors and finding out what they are like.

The interviews can be used in a variety of ways in a wide range of courses at the senior secondary level. The interview technique is exemplary, the personalities are Canadian literary figures, the issues are contemporary Canadian. The book is worth purchasing if only to provide information and ideas for National Book Week. I am hoping the next edition includes William Gibson.

Recommended.

DEBRA SIMMONS, teacher-librarian, Templeton Secondary School, School District #39 (Vancouver).

819.1002 League of Canadian Poets.  
Who's who in the League of Canadian Poets / edited by Stephen Scobie. --  
3rd ed. -- The League, 1988. -- 227 p. : ill. -- ISBN 0-9690327-4-9. -- \$19.95.

League of Canadian Poets - Directories // Poets, Canadian - Directories //  
Canadian poetry - Bio-bibliography.

Who's Who in the League of Canadian Poets is essentially a directory of the members of the national organization of professionally published and performing poets in Canada, the League of Canadian Poets. Each entry comprises: 1) a black-and-white photograph; 2) an extremely brief biography, (in many instances, little more than a few sentences and certainly no more than a short paragraph); 3) a list of significant literary awards won by the poet; 4) the poet's major book publications; 5) a selected list, (to a maximum of five per poet), of anthologies in which the poet's work has appeared; and 6) a selection, (to a maximum of three per poet), of critical comments on the poet's work.

Also included is a list of Associate Members, (as of January 1988), of the the League, a selected list of currently publishing poetry magazines in Canada and a selected list of poetry published in Canada. In total, 215 poets are included.

Readers should be aware that all of the information in this directory was supplied by the poets themselves. Notwithstanding, this is a valuable "pocket-guide", and, as such, is highly recommended for high school library reference collections.

PATRICK DUNN, ILL Librarian, UBC.

909 The Canadian Jewish outlook anthology / edited by Henry M. Rosenthal and S. Cathy Berson. -- New Star, 1988. -- 381 p. : ill. -- ISBN 0-919573-68-1. \$24.95. -- ISBN 0-919573-67-3 (pbk.) \$14.95.

Jews // Jews - Canada.

This anthology of poetry, satire, debates, editorials and essays span a 25 year period in the history of a magazine which is as the editors state: "dedicated to provide an alternative voice for secular and progressive Jews." It has become all too convenient for government, the press and academia itself to label various ethnic groups or organizations, thereby conveniently categorizing them into little niches for the purposes of easy identification. This anthology stands as the antithesis to that kind of analysis and is by itself an important reason for sharing this collection with students. The writings are secular in nature and reflect a political perspective not often aired. The chapters on the occupied territories and the Palestinian question are examples of this. No matter how emotional or heart rending the issue, the editors of Outlook Magazine, from which the material is derived, have generally ensured that the guiding principles set out by the editorial board are adhered to by all contributors.

As educators we have a responsibility to our students to provide them with information to allow for analysis. All too often instead of having a democracy of intellect, we have been left with an aristocracy of intellect. This then denies many Canadians access to information about important issues. The material on the Middle East, Canada's unions, politics in Canada, religion in the schools, peace and disarmament and the Holocaust and anti-semitism warrant discussion and examination.

The writing style is varied because of the many contributors and subject matters. The illustrations whether reproductions of art or old photographs complement the text. The reading level according to Fry is Grade 9, but the interest level is much wider in scope.

There is much to digest, and the topics for discussion are many. Given that there is nothing comparable to this publication in Canada, I recommend its purchase for secondary and university libraries.

KEN KNUTSON, teacher-librarian, Dr. D.A. Perley Elementary School, School District #12 (Grand Forks).

917.11 The Fraser River, British Columbia, Canada. -- Beautiful British Columbia, [198-]. -- 96 p. : ill., map. -- ISBN 0-7718-8373-0.

Fraser River - Description and travel - Views // British Columbia - Description and travel - Views.

How do you review a coffee table book with coffee table photos of the Fraser River that: 1) has no title page; 2) no verso page; 3) no publication date; and 4) that you may also suspect is a remaindered book disguised as a recent publication?

The book is loaded with full color photos of the Fraser River and communities along or close to its banks. The accompanying writing, excerpted from other sources such as Bruce Hutchinson's The Fraser, Hugh MacLennan's Rivers of Canada, Walter B. Cheadle's Cheadle's Journal of Trip Across Canada 1862-1863, may or may not have anything to do with the photos.

If you have a coffee table in your library, you may want this book - but if you drink tea, you're out of luck!

HAROLD BERSON, teacher-librarian, Champlain Heights Community School, School District #39 (Vancouver).

917.11 Hadel, Hajo.  
Greater Vancouver from the air. -- Caraiga, 1987. -- 80 p. : chiefly ill. --  
ISBN 0-921136-00-5.

Vancouver - Description - Views // Lower Mainland region - Description  
and travel - Views // Photography, Aerial.

This is an enjoyable browsing item for "curious visitors and curious Vancouverites". particularly for those who read English and German. Following a short two page introduction and some geographical facts about Vancouver, there is a simple map of the Greater Vancouver area with 28 places. Each of the 70 colored aerial photographs have one or two sentence descriptions in English and German. The book concludes with one page of technical information regarding the pictures.

The book is mainly suitable for browsing in a school setting. For classes studying the Lower Mainland, pupils could be encouraged to locate familiar or outstanding features of a geographical or sociological nature. Students in ESL classes might find the short sentences easy to comprehend; German-reading students would enjoy reading the German translations. The interest level of the book is kindergarten to adult because of the topic and the photographs.

As the book is a paperback, it might not last too long after repeated circulations in a public or school library. The illustrations are the main focus of the book, and they are fairly easy to look at closely if the reader is searching to find local areas or buildings of interest. Some of the photographs are pre-Expo, some post-Expo; most seem to be taken in late summer or early fall.

I would recommend this book with reservations for a school or public library because of the limited curriculum use. For browsing purposes this is an interesting book. It seems to be most ideally suited for a German visitor.

DAVID BOETTCHER, teacher-librarian, Walter Moberly Elementary School, School District #39 (Vancouver).

921 Iglauer, Edith.  
Fishing with John. -- Harbour, 1988.-- 305 p., maps. -- ISBN 0-920080-93-6. --  
\$24.95.

Iglauer, Edith // Daly, John // Fisheries - British Columbia - Biography.

Fishing with John is a well-written book reporting the life of a commercial salmon fisherman off the West Coast of BC. A map of the BC coast is included at the front of the book.

Ms. Iglauer relates incidents taken from her four years with her husband John on his fishing boat, the Morre Kemp. The book is valuable because it accurately depicts a way of life which is disappearing. John fished with a 41 foot troller without the aid of modern navigational equipment. He knew the ocean and coast in a way that the modern fisherman does not need to know. As we move through the book we get to know the boat, the fishing equipment, the fish, the people along the coast, and the setting. Iglauer writes with enough detail that by the end of the book we feel as if we have been with her and John on the boat.

Although the book is suitable for young people, it has a relaxed, rambling style which would not likely hold their interest. Fishing with John is an excellent fireside book for adults.

RUBY MCBETH, lecturer, Norther Lights College.

- 952 Wakan, Naomi.  
Japan slide set [slide] / Naomi & Elias Wakan. -- Pacific-Rim, 1988. -- 100  
slides : col. + 1 student notes + 1 teachers' manual - \$175.00.

Japan - Social life and customs.

This is another of the slide sets from the same source as the set on Peru. Once again it fills a big need at the Grade 6 Social Studies level. Packaged in the same way, with slides, teachers' manual and student notes in separate plastic binders, all in a sturdy slip case, this set is a librarian's dream for retrieval. It is also a dream from the viewpoint of the teacher, or teacher-librarian, for the material is excellent.

Covering every aspect of Japan today, the 100 slides are appealing and right on target. The topics include Religion, Needs, Institutions and Leisure. The set on food shows traditional food prepared in modern ways with full explanation; attractive slide of daikon; and a slide of plastic food. As well, there are slides of the different types of restaurants. The full index in the teachers' manual has cross references to other slides

A trip to Japan would be best: this is almost as good.

Highly recommended for every school library in BC.

E. RITA OUROM, teacher-librarian, Waverly School, School District #39 (Vancouver).

- 985 Wakan, Naomi.  
Peru slide set [slide] / Naomi & Elias Wakan. -- Pacific-Rim, 1988. -- 100  
slides : col. + 1 student notes + 1 teachers' manual. -- \$174.00.

Peru - Description and travel // Indians of South America - Peru - Social  
life and customs // Incas.

Many teacher-librarians have had difficulty in obtaining current, readable materials to augment the new Grade 6 Social Studies curriculum. The excellent textbook, with a focus on activity learning, and such material as Eyes on Peru, Louise Steel, Curriculum Incorp, 1987, do much to fill this gap. The entire unit on Peru could be taught using this set of slides, which have been carefully selected under five headings: The Sierra, The Coast, The Selva, The Incas, and Crafts. The slides in each section are lettered and numbered for easy retrieval, and are good color reproductions. Personal touches, such as giving the name of the farmer in A-5, will add to the appeal. Negative, as well as positive aspects of Peruvian life, such as the big division between the rich and poor, B-16, and the fact that Peru has an average of only two telephones per 100 people, are given. A broad range of topics, from housing to products to lumber, will hold the attention of all students, even those having difficulty reading.

Packaged in sturdy, identifiable binders, these slides should be in every resource center. Accompanied by an excellent teachers' manual, in the same type binder, and student notes also in the same type binder, these 100 slides are well worth the price.

Highly recommended.

E. RITA OUROM, teacher-librarian, Waverly School, School District #39 (Vancouver).

"BCTLA Reviews" is co-ordinated by: Val Hamilton and Penny Haggarty,  
c/o Vancouver School Board Curriculum Resources,  
2530 East 43rd Avenue,  
Vancouver, BC V5R 2Y7,

who send materials and reviewing guidelines to reviewers. Reviewers send their completed review to the "BCTLA Reviews" editor:

Dianne Driscoll  
816 Alderside Road  
Port Moody, BC V3H 3A5

Reviews are edited by Dianne Driscoll.

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

District Principal: Liz Austrom      Manager: Penny Haggarty      Cataloguer: Pat Mi

The Canadian Education Index regularly scans and indexes "BCTLA Reviews" which is published in The Bookmark.

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

# SOFTWARE

To order your catalogue, please send \$2,  
or use your Visa or Mastercard.



\$2 refundable on your first purchase

Thousands of the best educational and home  
software programs for your  
Apple II, Macintosh, IBM, Commodore or Atari

GREAT VALUE IN COMPUTERS SINCE 1982

## STRACHAN COMPUTERS

1445 MAIN STREET, NORTH VANCOUVER, B.C. V7J 1C9  
MON-SAT 10 a.m.-6 p.m. 984-8500 FAX: 984-6486  
B.C. ORDERS 1-800-663-2503





# 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)

Total 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.



# 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	Non-BCTF Members	Non-BCTF Members
41 <input type="checkbox"/> \$37.00 Art (K-12)	50 <input type="checkbox"/> \$37.00 Mathematics (K-12)	60 <input type="checkbox"/> \$25.00 Special Ed (K-12)
42 <input type="checkbox"/> \$35.00 Business Education (8-12)	51 <input type="checkbox"/> \$25.00 Modern Languages (K-12)	<input type="checkbox"/> + \$5.00 School Psychologists Chapter
43 <input type="checkbox"/> \$15.00 Classics (8-12)	52 <input type="checkbox"/> \$32.00 Music (K-12)	<input type="checkbox"/> + \$5.00 Alternate Ed Chapter
44 <input type="checkbox"/> \$30.00 Counsellors (K-12)	53 <input type="checkbox"/> \$30.00 Learning Assistance (K-12)	62 <input type="checkbox"/> \$25.00 Drama (K-12)
45 <input type="checkbox"/> \$35.00 Immersion/Cadre (K-12)	54 <input type="checkbox"/> \$25.00 Physical Education (K-12)	63 <input type="checkbox"/> \$25.00 Gifted (K-12)
46 <input type="checkbox"/> \$35.00 English (8-12)	55 <input type="checkbox"/> \$40.00 Primary (K-3)	64 <input type="checkbox"/> \$15.00 Hospital/Homebound (K-12)
47 <input type="checkbox"/> \$45.00 Home Economics (8-12)	57 <input type="checkbox"/> \$30.00 Science (K-12)	65 <input type="checkbox"/> \$40.00 Computer (K-12)
48 <input type="checkbox"/> \$22.50 Intermediate (4-7)	58 <input type="checkbox"/> \$25.00 Technology (8-12)	66 <input type="checkbox"/> \$20.00 Environmental Ed (K-12)
49 <input type="checkbox"/> \$40.00 Teacher-Librarians (K-12)	59 <input type="checkbox"/> \$25.00 Social Studies (K-12)	67 <input type="checkbox"/> \$26.00 Rural (K-12)
		68 <input type="checkbox"/> \$12.00 Peace Education (K-12)

Total 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.

## BCTLA 1988-89 DIRECTORY

### **PRESIDENT**

Diana Poole  
46875 Eric Drive  
Chilliwack, BC  
V2P 3M5  
H: 792-2197  
S: 795-7295

### **CORRESPONDING SECRETARY**

Patricia Finlay  
5649 Carson Street  
Burnaby, BC V5J 2Z4  
H: 438-6269  
S: 420-3619

### **PUBLICATIONS COORDINATOR**

Donna Doerksen  
5638 MacKenzie Street  
Vancouver, B.C.  
V6N 1H2  
H: 261-0837  
S: 734-5101

### **CONTINUING EDUCATION PERSON**

Joanne Naslund  
C7—3545 East 43rd Avenue  
Vancouver, BC V5R 5X5  
H: 434-1081; W: 228-3767

### **ARCHIVES**

Gordon Stubbs  
4830 Osler Street  
Hamilton  
Vancouver, BC V6H 2Y7  
H: 738-0954

### **VICE-PRESIDENT & CHAPTER RELATIONS**

Ken Adsett  
789 St. Patrick Street  
Victoria, B.C. V8S 4X6  
H: 598-2730  
S: 598-3361

### **RECORDING SECRETARY**

Gail Schutz  
431-4th Street  
New Westminster, BC V3L 2V5  
H: (unlisted)  
S: 590-1311

### **BCTLA REVIEWS EDITOR**

Dianne Driscoll  
18 Dowding Road  
Port Moody, BC  
V3H 2Z6  
H: 469-1990  
S: 936-7205

### **BCTLA LIAISON TO BCLA**

Lynn Shoop  
3218 B Hammond Bay Road  
Nanaimo, BC  
V9T 1E5  
H: 758-9948  
S: 754-5521

### **TREASURER**

Robyn Smart  
2451 Huble Place  
Prince George, BC  
V2N 3C8  
H: 562-2711  
S: 562-5822

### **PAST PRESIDENT**

Barb Hall  
6405 Cornell Place  
Prince George, BC  
V2N 2N7  
H: 964-6810  
S: 563-7124

### **REVIEWING SERVICE COORDINATORS**

Penny Haggarty & Val Hamilton  
Vancouver School Board  
c/o Curriculum Resources  
Processing Centre  
2530 East 43rd Avenue  
Vancouver, BC V5R 2Y2

### **CSLA CONTACT**

Angela Thacker  
2561 Western Avenue  
North Vancouver, BC V7N 3L2  
H: 987-4734  
W: 922-9151

UBC CONTACT: Ron Jobe  
UVIC CONTACT: Don

## THE BOOKMARK EDITORIAL BOARD

### **Senior Editor**

Liz Austrom  
3675 West 39th Avenue  
Vancouver, BC V6N 3A6  
H: 263-3987  
S: 731-1131 (local 349)

Lee Inkster  
349 Hickey Street  
Coquitlam, BC V3K 5Z5  
H: 936-7972; S: 464-9422

Barb Smith  
2772 Crescentview Drive  
North Vancouver, BC V7R 2V1  
H: 987-3973; S: 929-2922

Willa Walsh  
3800 Raymond Avenue  
Richmond, BC V7E 1B1  
H: 274-9705; S: 274-7258

### **Production Manager**

Jim Crook  
4607 Cove Cliff Road  
North Vancouver, BC V7G 1H7  
H: 929-3901  
S: 926-7534

Trish Maskell  
395 West 20th Avenue  
Vancouver, BC V5Y 2C5  
H: 873-6639; S: 263-3255

Mercedes Smith  
7771 Wansford Drive  
Delta, BC V4C 7T1  
H: 594-4230; S: 596-3445

Yoskyl Webb  
3215 Connaught Avenue  
N. Vancouver, BC V7K 1Y3  
H: 980-4061; S: 985-5301

Harold Berson  
303-8695 S.W. Marine Drive  
Vancouver, BC V6P 6A2  
H: 266-7039  
S: 437-9751

John Pope  
866 Thermal Drive  
Coquitlam, BC V3J 6R6  
H: 461-7355; S: 936-1451

Carl Stymiest  
PH 1 — 2041 Bellwood Avenue  
Burnaby, BC V5B 4V5  
H: 299-8758; S: 980-2651

Donna Doerksen  
Dianne Driscoll  
(addresses above)

BCTLA members receive The Bookmark for twelve months from the date that their membership applications are processed by the BCTF. The Association may be joined at any time during the year for the following fees:

BCTF members....\$30.00

Non-BCTF members ....\$40.00

Undergraduate Students....\$15.00

## PACIFIC RIM

### ADVERTISING MANAGER

Audrey Campbell  
1054 Whitchurch Street  
North Vancouver, BC  
V7L 2A9

984-8227

SALES:  
Fuel For Change and  
French Subject Headings

Bill Scott  
Box 985  
Hope, BC  
V0X 1L0

869-5238

The BCTLA hereby grants copyright permission to individuals who wish to make a single copy of an entire article, unit or bibliography for their own use. Permission to make multiple copies must be obtained from the BCTLA's Publications Coordinator or from the Senior Editor of The Bookmark. Such requests should include pertinent information such as intended use, number of copies, pages required, and audience.