

September 1989
Volume 31 Number 1
ISSN 0381-6028

BCTLA

THE BOOKMARK



HUMOUR ME!

VICTORIA!

Now, Vancouver Island Teacher Librarians don't have to travel to the mainland to take advantage of Book Warehouse's IRRESISTIBLE prices and selection!

**OPENING
EARLY
OCTOBER
at
Government
and Yates.**



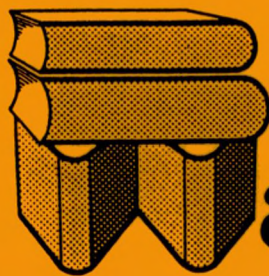
We're very proud of our newest Book Warehouse. An excellent selection of material chosen with school libraries in mind awaits you, and we've worked very hard to make sure that our prices and selection are IRRESISTIBLE.

There are great advantages to selecting library material as your users do - by browsing. A stimulating experience awaits the professional librarian taking advantage of Book Warehouse's hands-on selection and instant fulfillment. You will be able to build a more exciting, attractive and diverse collection which will gratify you with heightened user excitement and response.

You'll be excited, too, by how far your hard-pressed budget dollars go with Book Warehouse's IRRESISTIBLE prices.

Book Warehouse has thousands of titles (by far Western Canada's largest selection) in remainders, hurt books, reprints and publishers' overstocks. We have in our store a selection of books in every category that we think you'll find to be larger than you've ever seen in a commercial bookstore, and at IRRESISTIBLE prices that commonly range up to 50-70% off the publishers' original list. We also have a special additional discount for schools and libraries.

For price, selection, quality and value...



Book warehouse

BOOKS AT IRRESISTIBLE PRICES

BROADWAY
632 W. Broadway
Vancouver

ROBSON
1150 Robson
Vancouver

RICHMOND
6340 No. 3 Rd.
Richmond

VICTORIA
1301 Government St.
Victoria

OPEN 10 AM - 10 PM SEVEN DAYS A WEEK

... and the coffee's always on us!

TABLE OF CONTENTS

In Circulation.	5
A Tribute to Elsie.	8
Editor's Comments	9
Tribute to John Hardy.	12
THEME SECTION — HUMOUR ME!	13
Books to Make You Giggle and Grin.	15
A Laugh a Day Keeps Us All OK!	18
Humor and Fiction: A Unit for English 10	21
Humor: A Unit for Primary Children	26
A Literary Feast.	36
How to Make 'Stupid' Writing Creative and Make 'Stupid' Writers Motivated	43
Anecdotes: Humorous Incidents in the Library Resource Centre	44
Humor — Bibliographies.	45
Laws: Reveyard's Library Laws (With Apologies to Murphy)	48
Anecdotes.	51
Learning Through Laughter.	51
Development of a Sense of Humor.	52
Humor in the Classroom.	53
Favourite Humorous Books	56
"I've Got a Raisin Stuck in My Nose"	57
Professional Reading: Humor in Children's Literature and Education	60
FEATURED IN THIS ISSUE	62
BCTLA Annual Spring Conference: PACIFIC CONNECTIONS	
1989 April 8, Richmond, BC	64
Welcome to the Lieutenant Governor of BC	64
Pacific Connections: A Reaction to the Speeches presented by Dr. David Lam and Dr. Louise May at the BCTLA Conference.	65
Educational Options for Hong Kong Students	67
Foreign Language Literature Collection	67
Cinderella Around the World.	68
Changing China — Keeping Up to Date.	69
China Reading List	70
Chinese New Year.	72
Japan: A Theme for Cooperative Planning	73
Native Tales — the Natural Bridge	74
Whole Language Themes in the Intermediate Classroom.	80
Whole Language and Library Programs.	81
Film: A Whole Language Experience	82
Canadian Library Association Conference: CHOICE-MAKING: RISK TAKING	
1989 June 22-25, Edmonton, Alberta.	83
President's Program	83
Literacy in the 1990's — National Literacy Secretariat.	84
Hypertext: What Is It? What Will It Do?	85
Copyright — The New Environment.	86
Copyright — Survival Tactics for Libraries	86
Copyright: The Law and You.	89

FEATURED IN THIS ISSUE (continued)

Canadian Library Association Conference (continued)	
A Funny Thing Happened on the Way to the Conference	91
An Introduction to Canadian Adolescent Literature.	93
The Public Library and the School Library: New Strategies for Cooperation	95
Acceptance Speech, 1989 Canebsco School Library Media Periodical Award.	96
Canadian School Library Association Annual General Meeting	98
Guidelines for Effective School Library Programs: A Glossary of Terms	99
BCALMER Directory.	100
The Teacher As Partner in School Library Programs	103
Plan Ahead for School Library Education at the University of Alberta.	114
The School Library Program Must Advertise Its Success in Improving Academic Performance	115
The Children's Literature Roundtables of Canada "Information Award 1989"	118
Art Explorations: Research Skills for Art 11 and 12.	119
Weather: A Unit for Grades 2 and 3.	133
Thesaurus Fun.	135
School Volunteer In-Service Program	139
Bibliographie en Français.	141
New National Association for Teacher-Librarianship Formed	142
Photos from the BCTLA Conference	143
Index to Cooperative Units.	145

REGULAR FEATURES 155

Ask the Experts.	157
Notes and News.	158
Reading Checklist	166
The Portrait: Mary-Ellen Lang Collura.	169
Celluloid Spare.	170
BCTLA Reviews.	177
Membership Form.	188
INDEX TO VOLUME 30.	189
INDEX TO BCTLA REVIEWS.	195

ANNOUNCEMENTS

Celebrate School Library Week, November 12-19.	14
Focus on Fiction.	50
Canadian Library Association: CSLA Announces Award Winners.	97
BCTLA Annual General Meeting & Conference: Literacy — 1990.	156
Freedom to Read Week, February 16-24, 1990.	163
Update '89.	164
Serendipity '90, May 17-19, 1990.	165
Eastern Shores School Library Summer Institute	175
Vancouver Writers' Festival.	176

ADVERTISERS' DIRECTORY

Book Warehouse	2
Maclean Hunter Library Services.	17
Links to Literature.	63
Eloquent Systems, Inc.	138
Strachan Computers	148

IN CIRCULATION

by DIANA POOLE, BCTLA president.

It is late August as I write this column for the first issue of The Bookmark for the 1989-1990 school year. My slight feeling of depression must be because the holidays are just about over and I am still waiting for that spell of searingly hot weather to reassure me that indeed summer is really here. Or, on the other hand, it is probably because the jubilee year of the BCTLA is now officially over and I am not sure that I will be around to celebrate the centennial. Most likely, however, it is because I thought that as president of this illustrious organization for a second year I could really begin to take it easy knowing I had everything under control, but already my yearly calendar is filling up fast and my list of things to do is two pages long and should have been finished by yesterday at the latest. Anyway, on that cheerful note WELCOME to another great year as a member of the BCTLA!

I attended, on your behalf, the Canadian Library Association Conference in Edmonton, June 21st to 24th. How proud I felt at the Awards Banquet to be asked with Liz Austrom and Trish Maskell to receive the CANEBSCO award for The Bookmark. Each of us was presented with a very handsome plaque. Our thanks to CANEBSCO for providing this award, and to the CSLA executive for awarding it to The Book-mark. It was interesting to join the presidents of the provincial associations at the LOPAC meeting and make comparisons of membership and programs. Ontario has a slightly larger membership than BC, but the BCTLA is by far the largest organization per capita. A much greater percentage of our teacher-librarians have shown their professionalism by belonging to their provincial association. In discussing this phenomenon with the other presidents, I found a lot of credit was given to the quality of our professional journal.

A motion was brought forward at the CSLA Annual General Meeting to dissolve the association. The motion was presented by the outgoing president, Angela Thacker, with the idea that if it passed the executive and members would then look

at a new national organization, one that would be more viable and more representative of teacher-librarians across the country. I voted as the president of the BCTLA which is an institutional member of the CSLA. I voted for dissolution. The motion was defeated as it required a two-thirds majority, the final count being 21 opposed and 39 in favour of dissolution. The members in favour of restructuring met later and formed the Chancellor Group (named after the meeting room) which will be looking at options available for a different national organization. I will keep you informed as to further developments.

Much of my time at the CLA Conference was taken up with meetings, but I did manage to attend interesting and informative presentations on the best in Canadian children's and young adult literature by Ron Jobe of UBC and Dave Jenkinson from the University of Manitoba. An hilarious session was given by author Martyn Godfrey, who explained why he is a teacher-turned-author and why he writes high interest, low vocabulary books.

An exciting breakthrough that occurred just before the summer was a commitment from the Ministry to develop a document containing a Ministry policy statement on the role of library resource centres and teacher-librarians in education in British Columbia. A committee consisting of elementary, secondary and French Immersion teacher-librarians is being formed, a writer is being hired, and meeting dates have been set. It is planned that the document will be ready for release to schools in September of 1990. Thanks to Robin Syme, Cindy McArthur, and Janet McCutcheon of the Ministry, and to Anita Chapman of the BCTF for enabling this to happen, and to all the BCTLA members who continued to lobby the Ministry for such a document.

A highlight of my summer was teaching a class in Selection (383) at UBC. I found it a time of renewal and re-commitment, as well as personally rewarding to meet so many creative, talented, hard-working, special people. If any of them are reading this column — and they should be after the hard sell I gave them on joining the BCTLA — I would like to thank them for their energy and support, and especially wish them well in their careers.

The PSA presidents were invited to attend the Education Policy day of the BCTF Conference. We

were presented with drafts of the School Act, School Act Regulations and Year 2000: A Curriculum and Assessment Framework for the Future. We spent time in workshops looking at the implications of some of the clauses in the proposed School Act on schools, students and teaching staff. I also went to a plenary session dealing with the Curriculum Framework and the three education levels — primary, middle years, and graduation. By now you will all have had access to these documents in your schools and it is important to read and react to them. If we do not react, it will be assumed that we agree totally with what is in them.

All of you who were members in June will have received the publication Links to Literature which was sent out at the beginning of July. This is a collection of literature-based units and ideas for teacher-librarians and teachers, and should prove very useful, especially at the elementary level. Thanks to all those people involved: the teachers and teacher-librarians of northern Vancouver Island who compiled the document, Jim Crook and the students at Hillside Secondary School for the formatting and inputting, and to the editorial committee.

We have to thank the Prince George Committee who put together the package of material for School Library Week which is included as an article elsewhere in this issue of The Bookmark. I am sure we will find these "recipe cards" not only useful this year but in future years.

The year promises to be an exciting, busy and fulfilling one with many events to note on your calendars. Our first day-long conference, Update '89, will be held at the University of British Columbia on the traditional provincial professional day of Friday, October 20th. We have been known to grumble over the fact that there was never anything very much for teacher-librarians on that particular day and this is Ron Jobe's answer. It will be held at the Graduate Centre, and will deal with current educational issues such as the new School Act, Teacher Education and the Information Age. Ron has also promised us one of his famous "Gala" luncheons!

The Western Canada School Library Conference, which is a conference designed for people in leadership positions either in school districts, universities, provincial ministries, or

provincial associations, will be held at the Cedarvale Centre in West Vancouver, on October 12th, 13th, and 14th. Ken Haycock is giving the keynote address, the theme being the emerging roles for teacher-librarians and the advocacy required to attain them.

Heartfelt thanks to the few but very special members of the Port Alberni chapter under the leadership of Marta Williamson who have decided to take on the challenge of organizing the 1990 Annual Spring Conference and AGM with the assistance of Candice Morgan in Qualicum and Lynn Shoop in Nanaimo. The conference will be held at Island Hall in Parksville, on April 26th, 27th and 28th. Make sure you have put in your application for professional development funds early, and also register early as the Island Hall can only hold a limited number of delegates.

In September, I will be attending another meeting at UBC to continue to explore the possibilities of Library Education courses being offered outside the Lower Mainland through Distance Education. The University of Victoria is also involved in this search for options.

Bargaining issues will be in the forefront of our political action in the next few months. We have heard from teacher-librarians from many chapters who are concerned about being used to provide preparation time for teachers, are having problems coming to terms with a duty-free lunch hour when they want to provide library time for their students, and are concerned about being a special target or being totally ignored in contract negotiations. Although not having an answer to all the concerns, we have been attempting to find out what the real picture is out there, and will be working with the bargaining division of the BCTF to try and sort out for the local associations a consistent policy for teacher-librarians.

We were very sorry to hear of the resignation of Professor Mel Rainey as coordinator of Library Education in the Department of Language Education, Faculty of Education, UBC. Mel is now residing in Fiji and if any of you who have taken courses from him and have got to know him as a mentor and friend would like to write to him, his address is in Notes & News. I, personally, must thank Mel for his support and encouragement over the years.

With sadness we learned of the death of one-time president of the BCTLA and editor of The Bookmark, Alan Knight. As you will read in the editorial dedication of this issue to his memory, our organization owes him a great deal and he will be sorely missed in the field of teacher-librarianship in Canada. Our deepest sympathy is extended to his wife, Linda.

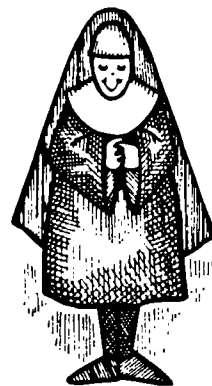
It is because of people such as Alan that this organization has the power to act on your behalf and to provide you with the necessary professional support. As you read through another issue of The Bookmark, I would like you to remember the editorial staff who have put so much effort into producing this journal, and the members of the executive who have put in innumerable volunteer hours to ensure that the BCTLA in speaking for you does so with a clear, precise and powerful voice.

Q:

What do you get
when you cross a

LIBRARY

with a
NUN?



A:

a good habit!

COME & GET IT.

*(insert library name
and info here)*

A TRIBUTE TO ELSIE
FROM THE BRITISH COLUMBIA TEACHER-
LIBRARIANS' ASSOCIATION

The president's annual report of the British Columbia Teacher-Librarians' Association for 1989 says, when referring to the teacher-librarians in British Columbia:

[They] are a very special group of educators. They are usually unique in a school. They are not only skilled teachers but also skilled administrators and communicators. They live in a world of cooperation and are masters at guiding, encouraging, assisting, participating and adjudicating. They serve on ministry curriculum committees, school and district committees, the executives of local associations. They even become presidents of the BCTF!

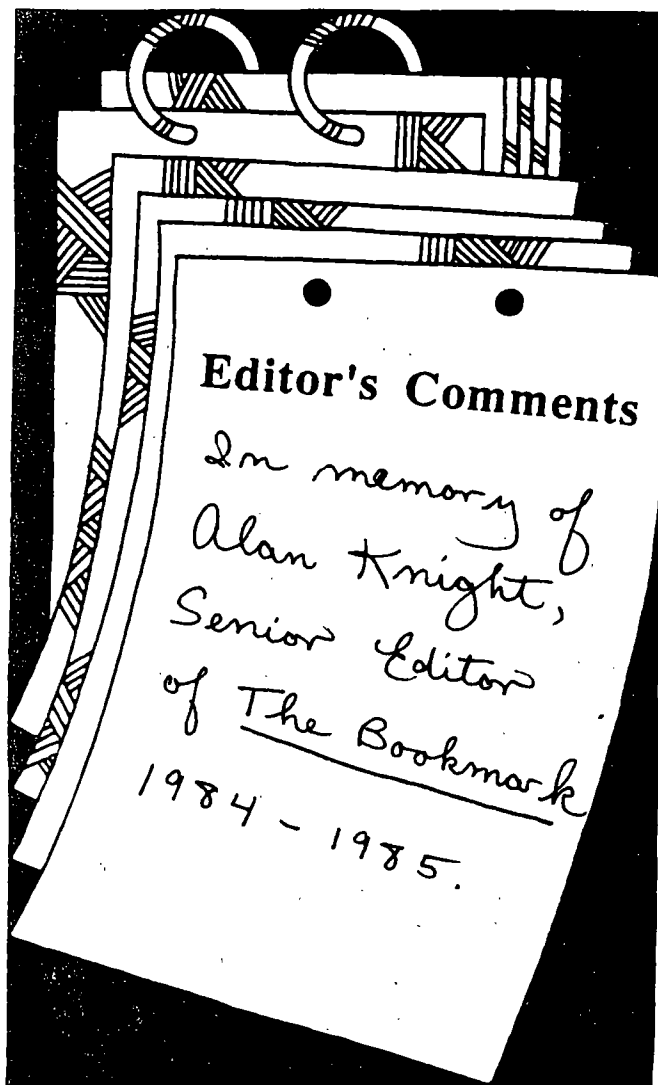
We, the executive and members of the BCTLA, pay homage to this teacher-librarian that did become the president of the BCTF and does, in all ways, fit into this portrait of the teacher-librarian.

We have admired Elsie as she has steered the BCTF through the changes that have taken place in the last three years in the structure and membership of the British Columbia Teachers' Federation. She has proven to be one of the most outstanding presidents of the BCTF in probably the most difficult time in the Federation's history. We wonder if it would have emerged stronger and more united than ever after its dissolution and reformation in 1987-1988, if it had not had the guidance and leadership of Elsie. She has demonstrated intelligent decision-making, strength, steadfastness, calm, and rationality in a time when these qualities were sometimes forgotten in the heat of the struggle.

We know that it has been an exceptionally busy and demanding time for Elsie, but even with the timetable of meetings and events that would have totally dismayed and overwhelmed a mere mortal, she has also found time to deal with the concerns of the Provincial Specialist Associations, such as the BCTLA, when needed. We have appreciated her time, her efforts and sensitivity to our concerns.

We are, of course, disappointed that now that her term is at an end she is not going to return to the ranks of teacher-librarians in the province of British Columbia. We know, however, as she continues to serve the teachers of the province in her new profession as Director of the British Columbia Teachers' Federation, she will continue to display those qualities which made her an outstanding president and teacher-librarian.

Diana M. Poole, President



This issue is dedicated to Alan Knight, our dear friend and colleague, who passed away 1989 August 12 in North York, Ontario. Alan was a tower of strength to those around him — both in terms of his physical presence and vigour, and his determination and will to do the best that he could do for better library programs and services for kids. As the only president of both the British Columbia School Librarians' Association (1982-83) and the British Columbia Teacher-Librarians' Association (1983-84), Alan was in the forefront of the drive to change people's perceptions about what a teacher-librarian's role really is. As senior editor of The Bookmark from September 1984 to June 1985, Alan had a major role in the establishment of the theme issue approach which has proven to be so successful. British Columbia teacher-librarians who never had the privilege of meeting him still admire his work and contributions to the school library field.

Those who knew Alan through working with him, sharing the trying times of the provincial restraint period, and participating in the excitement of building good professional development programs, will share the Editorial Board's deep sense of loss. Our sympathy and support are with Linda, Alan's wife, who was such a significant part of his life the past few years, and with his family.

At first it seemed inappropriate to consider dedicating an issue on wit and humour to Alan's memory, but then Dianne Driscoll and I talked about it. We decided that if there ever was a person who was witty, intelligent and living life to the full, it was Alan. I'm not going to dwell on the sorrow I know we all feel, but simply tell you about the good times, the funny things that happened — about Alan's joy in living.

Alan loved food! Aside from the political controversies of his presidency, the thing that I remember best is the search for a new restaurant to take the members of the Executive Board out to after an all day meeting. There was the time in the Greek restaurant on Fourth Avenue when Alan decided to teach the chef how to make calamari properly. Out he went to the kitchen where he shared ouzo and recipes. Then there was the singalong in the Italian restaurant where the singer could sing anything, in any vocal range. Alan helped him.

The best of all restaurant memories happened after the first Council meeting that Alan chaired. The men on the Executive Board had been in the habit of wearing somewhat more casual dress than the women did. Because he had been kidded about this, and because the meeting date was also his birthday, Alan splurged and bought a three-piece navy pinstripe suit. He looked splendid. By the end of the marathon 9 am. to 5 pm. meeting, Alan was a little wilted, and ready to relax!

We all trooped out to Jonathan's, a stylish seafood restaurant on Granville Island. Alan had a little wine to drink, which, coupled with the excitement and hyperactivity he always experienced when chairing meetings and drinking coffee were combined, produced a sense of euphoria. In a woman, one would call it "giddiness." When dessert came, Alan's portion had a candle stuck in it. Alan tried to blow it out, but it was one of those aggravating birthday candles which do not go out, but simply start up again.

Alan tried to extinguish it several times, until someone at the far end of the table — I suspect Tiu Noukas — cried "Stick it in your mouth, Alan!" Alan said later that he had enough sense left to know that was a silly idea, so he sat on the candle. The wool of the new suit smothered the flame momentarily, then Alan got a peculiar look on his face and leaped to his feet. The burning candle fell off the damask covered chair onto the carpet, where it proceeded to flame merrily. Alan grabbed the candle in a rush and shoved it into the spaghnum moss in a nearby potted plant. The moss began burning merrily as well. The situation was saved by one of the party using the tumblers of drinking water to put out the fires. The toll: three holes in Alan's new pants, a burn on the chair seat, one on the carpet, and a slightly toasted plant. It was like a Mack Sennett comedy. Alan's reaction to his suit's first night out was wonderful — he took it to mean that he was not destined to look splendid!

Alan was a fabulous host, specializing in dinner parties for eight to twelve people. His particular favourite was to present a Greek experience, complete with ethnic menu, table setting and music. He really was right about the calamari — his calamari were tastier, more tender than any Greek chef's. The company was always wonderful too, for Alan put together combinations of people you would never meet anywhere else. Sometimes the conversations were so lively, they verged on arguments.

Alan argued with everyone. It was the kind of argument that came out of excitement about ideas, and commitment to ideals. There was nothing low-key about Alan. When he argued, it was usually intellectually stimulating and sometimes frustrating for a less articulate opponent. Those who visited the BCTLA President's suite at a conference held during his tenure can attest to his willingness to stay up until all hours in the morning to discuss library programs, the provincial political scene, the activities of the British Columbia Teachers' Federation, and a thousand other interesting topics. Since the BCTLA has always been cost-conscious, the person sharing the room also had to endure these late night discussions.

Never one to shirk controversy, Alan was among the first teacher-librarians to advocate a name change for the BCSLA. As an advocate for teacher-librarians, his voice was a strong one at the Provincial Specialist Association Council, at the BCTF Annual General Meetings, and in his local teachers'

association. One of the negative results of the provincial restraint program was to persuade him to move on to greener pastures in Ontario, thus removing his persuasive voice and dedication from the British Columbia scene where they were so badly needed.

He enjoyed the challenges that he faced in Ontario: first setting up a new library in a new school that soon proved to be too small for the burgeoning suburbia which surrounded it, then serving a year as library consultant for the York Region Board of Education. He approached both tasks with the same incredible energy and vitality. When I last spoke to Alan, he was only sorry that he had not been able to complete all the work that he had set for himself, to implement all of the ideas that churned through his mind, or to offer all the support that he wanted to give to the teacher-librarians in his district.

Those individuals who spoke at the remembrance service for Alan stressed qualities which were so much a part of him — his energy, his intellect and his commitment. They also stressed his love of life, people and food, his appreciation of others' talents, his willingness to be involved, and his ability to laugh at himself and with others. One story told was of the time when he took on the part of the "partridge in a pear tree" in a skit the teachers were doing for the Christmas concert in his school. Dressed in partridge finery, Alan swung across the stage in a tire swing — to crash into the tree, providing a resounding climax to the skit. All of Alan's friends have this kind of happy memory of him doing something bizarre or unique.

There is so much more to tell of Alan: his generosity in sharing his ideas with others, his excitement when he was able to adapt someone else's idea to his school's need, and his pleasure at helping young people become independent, motivated learners. The remembrance service made it clear to all in the crowded chapel that Alan Knight was someone special, someone who had made a difference with his life, and someone who will be missed.

To you, Alan, we dedicate this issue of the journal you cared about so deeply. May this issue, and all subsequent issues, have some article or unit that you would approve of totally, an idea which would make you laugh, or an opinion which would cause you to pick up your pen to write yet another letter to the editor.

Liz



The following notice appeared in both the Vancouver and Toronto papers

KNIGHT – Alan Raymond. At North York General Hospital on Saturday, August 12, 1989 in his 43rd year. Alan Knight, beloved husband of Linda. Stepfather of Matthew and Kevin McLean. Dear son of Elmer Knight of Osoyoos, B.C. and Betty Knight of Vancouver. Brother of John, Bob, Richard and Betty-Ann, all of British Columbia.

The family will receive friends at the "HUMPHREY FUNERAL HOME – A. W. MILES CHAPEL," 1403 Bayview Avenue, Toronto, Ontario, for a service of remembrance in the chapel on Wednesday, August 30th, at 4 p.m. As an expression of sympathy, donations to one of Alan's special interests "The Bookmark," 3675 West 39th Avenue, Vancouver, British Columbia V6N 3A6

TRIBUTE TO JOHN HARDY
FROM THE BRITISH COLUMBIA TEACHER-
LIBRARIANS' ASSOCIATION

The British Columbia Teacher-Librarians' Association has a membership of over 900 active and associate members of the British Columbia Teachers' Federation, who are united in the goals of developing exemplary school library programs in the province. The membership is unanimous in its belief in resource-based learning, in cooperative planning and teaching of curriculum units with classroom teachers, and in literature-based learning and the promotion of recreational reading.

In its fifty years as a Provincial Specialist Association of the BCTF, the BCTLA has developed a reputation across Canada and North America as a leader in its field. Its publication, The Bookmark has twice won national awards for excellence as a professional journal. It exemplifies the principles of the members of the association, of sharing ideas and units of work so that together as a group of professional teachers, we can produce the best of learning experiences for our clients, the children of British Columbia.

Over the years, the links between the BCTLA and its parent organization, the BCTF, have been established and maintained by the members of the professional staff at the BCTF whose job it has been to provide liaison and support to the PSAs, and clarification of BCTF policy. When you get two organizations working together side by side but with one acting as the parent and governing body, misunderstandings and conflicts invariably occur.

John Hardy, as the liaison person for the PSAs, in a quiet, good humoured, diplomatic way, has kept the lines of communication between the BCTLA and BCTF open. I am sure it has not always been easy. As a rookie president of the BCTLA, I found it was definitely baptism by fire, as John protected me from the ravenous hordes as I attempted to sort out the membership of the BCTLA under the new guidelines of the BCTF. John was always at the other end of the telephone to provide advice and counselling which was ongoing as I continued to rush in where angels feared to tread in interpreting BCTF guidelines in dealing with the Ministry.

Once the presidents of the PSAs were linked by the modems, John's contributions to the chatter, discussions and machinations were informative, insightful and very welcome. We are going to miss his thoughtfulness, his wisdom and his counsel.

As president of the BCTLA, I bring my heartfelt thanks and that of the past presidents, of the executive and of the membership of our association. We wish you well in your retirement, John.

Diana M. Poole, President

THEME SECTION



CELEBRATE

SCHOOL LIBRARY WEEK NOVEMBER 12 - 19

The British Columbia Teacher-Librarians' Association wishes to create an awareness and an appreciation of the role of the teacher-librarian and the school library resource centre by the public, trustees and educational decision makers.

The Association wishes to emphasize the primary aim of the school library program to assist students to develop a commitment to informed decision-making and the skills for lifelong learning.

The BCTLA wishes to acquaint the public, trustees and education decision-makers with the essential role of the teacher-librarian in planning with fellow teachers for the integration of research and study skills with the classroom program and team teaching these skills in the context of subject areas.

It is the wish of the Association to encourage creative activities related to the development of information skills and the use of learning resources and libraries.

This week is also an opportunity to focus on local writers, artists, poets and story tellers and award winning books.

JOIN US IN THE CELEBRATION

School Library Week materials has been prepared by the Prince George Chapter and is included as an article in this issue of
THE BOOKMARK

BOOKS TO MAKE YOU GIGGLE AND GRIN

by **JERRY J. MALLETT**, Ed. D.,
Professor of Education, Findlay College,
Findlay Ohio.

Reprinted with permission from Professor Mallett.

The books in this list are guaranteed to make you GIGGLE or CHUCKLE or LAUGH or TITTER or SNICKER or SMILE or CHORTLE or CACKLE or ROAR WITH LAUGHTER. What they will not do is bore you! I dare you to try just one!!!

CAUTION: Books designated for the upper grades may deal with topics and language that would not be suitable for your local area. Please read and decide for yourself.

CODE: P = PRIMARY GRADES
I = INTERMEDIATE GRADES
U = UPPER GRADES

Allard, Harry. The Stupids Die. Houghton Mifflin, 1981 (P,I) The Stupid family think they are dead when the lights go out!

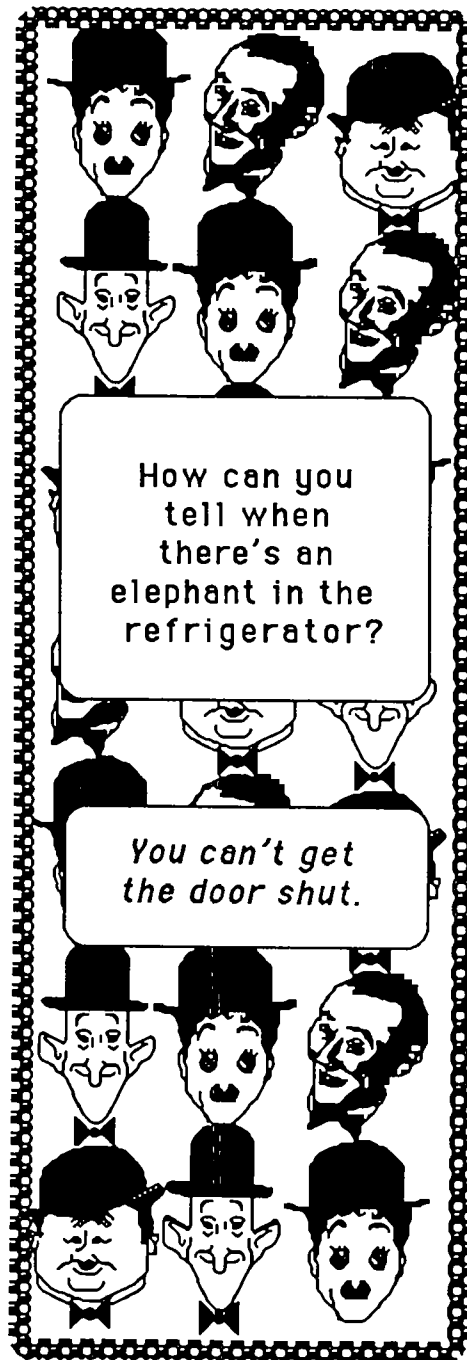
" " The Stupids Step Out. Houghton Mifflin, 1974 (P,I). You have never met a more ridiculous or "stupid" family in your life!

Blume, Judy. Are You There God? It's Me, Margaret. Bradbury, 1970. (I,U) A very funny story about a twelve-year-old girl growing up.

" " Super Fudge. Dutton, 1980. (I) More fun with Fudgie who now begins kindergarten, much to his older brother's chagrin.

" " Tales of a Fourth Grade Nothing. Dutton, 1972. (I) You will absolutely howl at Fudgie who makes life miserable for his older brother, Peter.

Christian, Mary. Nothing Much Happened Today. Addison-Wesley. 1973. (P,I) Three children try to explain to their mother the chain of events



that brought havoc to the household during her twenty-minute absence.

Cleary, Beverly. Ramona the Pest. Morrow, 1968. (P,I) Poor Ramona just simply tries too hard to please her teacher in kindergarten. She can't help it if she just "over-does" everything and sets the class "topsey-turvey!"

Dubanevich, Arlene. Pigs In Hiding. Four Winds, 1983. (P) Pigs in plants, pigs under pillows, pigs behind painting ... anything goes in this hilarious game of hide-and-seek!

Korman, Gordon. The War With Mr. Wizzle. Scholastic, 1982. (I,U) Walter C. Wizzle and his computer are trying to take over Macdonald Hall! If the headmaster won't do anything about it, Bruno and Boots will.

Mallett, Jerry J. and Marian Bartch. Good Old Ernie. Perma-Bound, 1978. (I,U) Nobody ... absolutely nobody has ever had a year like the one Ernestine Cecilia Tubb endures. When her parents exchange jobs her life becomes wild.

Mallett, Jerry J. and Marian Bartch, Poor Old Ernie. Perma-Bound, 1983. (I,U) The Tubb family goes on a long awaited vacation.

Mallett, Jerry J. Numerous titles

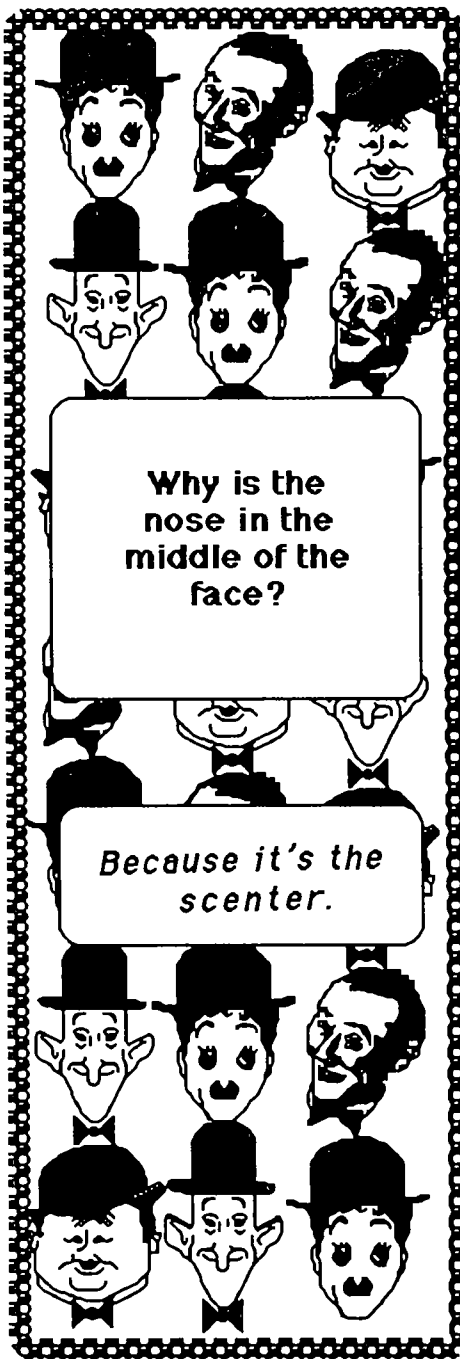
Peck, Robert. Soup and Me. Knopf, 1975. (I) Each chapter records the hilarious events in the lives of two fifth grade boys.

Raskin, Ellen. Nothing Ever Happens on My Block. Atheneum, 1971. (P) Chester Filbert complains bitterly that nothing ever happens on his block while all around him fascinating things are happening.

Sharmat, Marjorie. Goodnight Andrew, Goodnight Craig. Harper & Row, 1969. (P,I) Two brothers conceive of many excuses not to go to sleep.

Silverstein, Shel. Where the Sidewalk Ends. Harper & Row, 1969. (P,I) A book that is chucked full of hilarious poems! Don't miss this one!!!

Supraner, Robyn. It's Not Fair. Warne, 1976 (P)



With great energy and lots of noise, Andrew's big sister complains that he gets to do anything he wants and no one even bats an eyelash!

Tobias, Tobi. A Day Off. Putnam, 1973. (P.I)
Everybody wishes for a day off now and then.
The little boy wants to be sick, but not too sick,
so he can have a day off.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. Atheneum, 1972. (P.I)
It was a terrible day! Nothing at all was right.
This is a hilarious account of Alexander's terrible day.

White, Florence. How to Lose Your Lunch Money.
Ward Ritchie Press, 1970 (P.I)
The little boy displays many ways which are
guaranteed to lose your lunch money.

Zolotow, Charlotte. Someday. Harper & Row,
1965. (P.I) A girl day dreams of just the right
things happening to her. Unfortunately just the
opposite usually does!



WE'VE TURNED A NEW LEAF!

THE LEARNING TREE, since 1977, has provided a broad level of book selection and acquisition services to the educational and public library systems throughout Canada. Effective September 1, 1989, our commitment to excellence will continue and expand under the new name of:



**Maclean Hunter
Library Services**

3269 American Drive, Mississauga, Ontario L4V 1V4
(416) 673-2644

Head Office:

Toll Free 1-800-387-3178
Fax (416) 673-3365

B.C./Yukon Representative:

REN SPEER (604) 875-9141
P.O. Box 66019, Stn. F.
Vancouver, B.C. V5N 5L4

A LAUGH A DAY KEEPS US ALL OKAY!

by CHRIS MANN, Vice Principal,
Kingswood Elementary School, School
District #38 (Richmond).



This eloquent British road sign sums up how I often felt my first few days driving around England this summer. As if shifting gears on the left and driving on the wrong side of the road weren't enough of a challenge, seeing a sign like "Oncoming traffic in middle of road" really made things hair raising. It is less than reassuring when driving down a winding Cornish road, with tall hedges brushing either side of the car, to see a sign warning, "Road narrows". I also wondered what would become of me as I followed the directional sign "Town - 1 mile. Sea - 1/2 mile."

Then there are the other signs one sees in the quaint English villages... Would you be inclined to stay at the **Snooty Fox Hotel**? Or eat lunch at **The Slug and Lettuce Cafe**? Would you comply with a sign instructing you to "**Leave your dog on the hook provided**"? Just yesterday a grocery store was receiving an entire shipload of goods from a truck labelled **Roach Foods!** I also had to admire the enterprising gentleman who called himself **Funeral Director and Carpenter**.

For those of you who think of the British as a gentle, peace-loving people, imagine living in a town called **Upper Slaughter** and spending evenings in pubs such as **The Queen's Head**, **The King's Arms**, or **The Carvery**. Sounds scary! The problem of domestic violence is hinted at in signs advertising **Family Butcher**. I'm glad I'm not related to the proprietor! Would you spend your honeymoon at **Kilbride House** or **The Horse and Groom Inn**? And what does one make of a place called **The Oddfellows Arms**?

There's nothing particularly humorous about many of the towns I have been visiting, but all the same there's something immeasurably pleasing about rolling my tongue around Chipping Campden, Moreton-in-Marsh, Bourton-on-the-Water, Wootton Bassett, Stow-on-the-Wold, Minchinhampton, and Wotton-under-Edge! Somehow travelling in England makes language come alive in a new way. Even Moose Jaw and Spuzzum seem dull by comparison.

You see, I feel that humor is in the eye of the beholder. Anything can be funny if you can think creatively. Having a good laugh, particularly at your own expense, is a great way to keep humble and sane. When the woman I met yesterday said her husband was involved with cartooning, I replied that it must be interesting to be married to an artist. It didn't take her long to laugh and correct me. Her husband was a mechanic - doing "car tuning"!!

Every situation can be lightened with a laugh. I felt a little uncomfortable the other day when I was ravenous and the only place open in a little English town was a Chinese take out store. Armed with my container of chow mein, I could find no public green spaces to sit and eat dinner, except the local churchyard. This was fine I suppose, except the entire churchyard was rather occupied... with wall to wall gravestones. I had to laugh however, when I heard what might have been a small voice from below saying, "Go ahead. Sit down. Dinner's on me tonight!"

Whether I'm travelling or teaching or giving workshops, I find that laughter is healthy and a good sense of humor makes life more fun. I feel that if we haven't had at least one good belly laugh every day in my class, then something is not quite right. Most of us need to learn how to appreciate humor, and how to develop a sense for it. It's a skill which we can teach students which will be beneficial for their whole lives. Some people I know are naturals in the humor department. I'm like most people and have to work at it. We can all learn to laugh more, and in the long run laughter will help us in all kinds of trying situations in the crazy world we live in.

In my class, I try to include humor wherever possible. Every unit we do has a humor component. The students spend lots of time through the year learning to play with language. Idiomatic expressions are taken literally and illustrated, like "The cat's got your tongue", "You make my blood boil",

“She spilled the beans”, and “He’s over the hill”, to mention just a few of the hundreds of such fun expressions. Whether we’re writing stories, or doing an in-depth Socials unit, or a Science project, or a fun theme like Pizzas, Pancakes, Popcorn or Ice Cream, there is always room for laughter.

When we brought in hundreds of shoes to do a fun unit, the class wrote stories, poems, Math problems, logic challenges, research reports, news articles, and of course, jokes. Every unit, theme or project includes at least those components. To get the students going on the shoe theme, we put chart paper all over the board and made lists which the students could add to, whenever they had a brain wave. The chart for “Famous People” included Brian Mulrunner, Queen Elizaboot, R-Shoe D-Shoe, and Frank Shoenatra. The chart for “Songs and Records” included Yellow Shoebmarine, With a Thong in my Heart, and Santa Clogs is Coming to Town. The charts included categories such as Books, Authors, and a Miscellaneous list which mentioned Bootiful B. C., Shoecago, and Dic-shoe-nary.

Students are very inventive and can create or adapt lots of jokes if they are encouraged to do so. Some of the shoe jokes they came up with were:

Q: Why did the little shoe leave home?

A: His mother was a loafer and his father was a sneaker!

Q: What’s long and green and grows in the garden?

A: A shoecumber!

Q: What do you do with a blue sneaker?

A: Cheer it up!

Q: Where did Christopher Columbus stand when he landed in America?

A: In his shoes!

Sometimes we have JOKES DAYS, where every so often we interrupt what’s going on and tell jokes. Students prepare for this for weeks and practice being expressive joke tellers, getting the punchline timed perfectly.

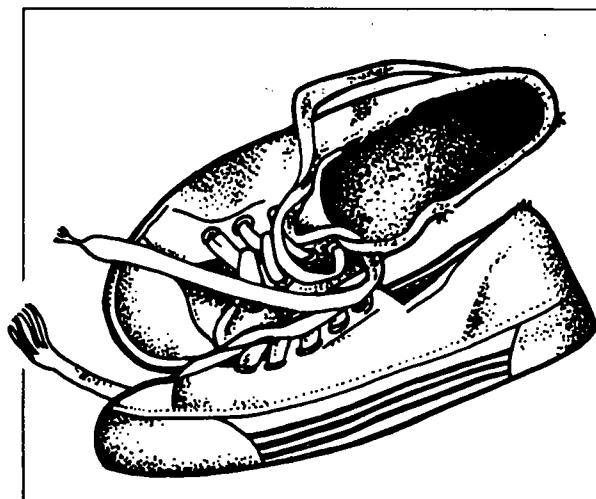
I also try to encourage the art of storytelling, and once a week everyone has a chance to share something with the class. Whether it’s a question they had which they have researched or a memory from the past, everyone learns how to relay information or a

story in an interesting and, where possible, amusing fashion. I try to tell as many anecdotes to my students as possible, particularly humorous ones where the joke is on me. As I go through life and wind up in interesting, embarrassing or unusual situations, or hear the experiences of others, I’m always thinking of ways in which I can relate these things to my students. Every day they ask for a story, and they usually get one. This sets the tone for appreciating the funny side of life, it is a model for storytelling, and it provides an irreplaceable personal link with the students.

Humorous literature is also a great catalyst for laughter. Every Christmas I read aloud to my students Barbara Robinson’s The Best Christmas Pageant Ever. Roald Dahl’s Revolting Rhymes are great fun too. In fact, most good literature has funny moments. Helping students recognize how authors make us laugh is one part of literature appreciation and can, like many of the other ways in which we use literature in the classroom, help make better readers, writers, and thinkers of our students.

As I wind up my journey in England, and think about heading back into a busy autumn at school, I’m remembering how teaching is full of surprises and hard work. I guess it’s like the muffler business - shocking and exhausting! We might as well laugh our way through it.

Author Note: Chris Mann has taught for 14 years and is currently Vice Principal at Mitchell Elementary School in Richmond, B. C. She has been the chairperson for the district language arts committee, and presents workshops on a wide variety of topics for teachers, parents and administrators in Canada and the USA.



Find Your Funny Bone

1. humor is _____.
2. On a 1 to 10 scale my sense of humor is _____.
(rate 10 as excellent and 1 as nonexistent).
3. My favourite comedian/comedienne is _____.
4. _____ is funny to me.
5. A funny thing that happened to me was _____.
6. I laughed until I cried when _____.
7. My laugh could be described as _____.
8. _____ has a memorable laugh.
9. _____ snorts when he or she laughs.
10. My favourite joke is _____.
11. I hate it when someone laughs when _____.
12. People are funny who _____.
13. Babies are funny when _____.
14. A funny thing I heard a child say was _____.
15. I am ticklish when _____.
16. The last time I blooped was _____.
17. I had to laugh at myself when _____.
18. _____ makes me laugh.

HUMOR AND FICTION

A UNIT FOR ENGLISH 10

by MARILYN SWETLIKOE, teacher-librarian, and DON WILD, English teacher, Rossland Secondary School, SD #11 (Trail).

A. Topic:

humor and Satire in the Novel

B. Objective:

The students will acquaint themselves with material that is of a lighter context than the current realistic, often melancholy, or horrific and violent books available for recreational reading.

C. Classroom:

1. The students will read recreational books that are humorous.
2. The students will be able to explain why the books fit into the humorous genre.
3. The students will independently choose books that are humorous.
4. The students will write an essay explaining how humorous techniques are used in their book.

D. Library:

1. The students will become aware of the many humorous books available in the library resource centre.
2. The students will be able to use the bibliography as a starting point in locating humorous books.
3. The students will be able to locate information on techniques of humorous style in order to better understand how it is used in their particular book.

E. Materials:

Bibliography of humorous Books

Background notes on humor

Collier's Encyclopedia

Encyclopedia Britannica (older version) - Leacock describes American, Irish, and British humor as well as theories re humor

The Oxford Companion to Canadian Literature p. 368-372

Canadian Treasury of humour - intro. to book includes a description of Canadian humor

Subject Headings used:

WIT AND HUMOR
CANADIAN WIT AND HUMOR
AMERICAN WIT AND HUMOR

F. Development:

The students will be given the Durrell book, Rosy is My Relative, as an example of a humor-

ous book. The students will be expected to read the book and then explain how humor is used as a vehicle in building of the literary quality of the material.

To accomplish this, the students will apply some generalizations about humor to actual examples in the book. This may be done by finding out what makes a book funny and how we as individuals perceive the material contained in them.

1. Block 1

The students will be prepped on various aspects of humor and will come to the Library Resource Centre having read the Durrell book. Those students who have not read the book will have the opportunity to select an alternate choice. Encyclopedias and source books to consider will be discussed in preparation for writing the essay.

2. Block 2 and Block 3

The students will continue working on reading and applying the humorous generalizations to the development of their essays.

BIBLIOGRAPHY

HUMOR AND FICTION English 10

Amis, Kingsley	<u>Lucky Jim, A Novel</u>
Birney, Earle	<u>Down the Long Table</u>
Black, Arthur	<u>Basic Black: The wit and Whimsey of Arthur Black</u>
Bombeck, Erma	<u>At Wit's End</u> <u>The Grass is Always Greener Over the Septic Tank</u> <u>If Life is a Bowl of Cherries, What Am I Doing in the Pits</u>
Braithwaite, Max	<u>Never Sleep Three in a Bed</u> <u>The Night We Stole the Mountie's Car</u> <u>Why Shoot the Teacher</u>
Carr, Emily	<u>The Book of Small</u> <u>House of All Sorts</u>
Carroll, Lewis	<u>Complete Works of Lewis Carroll</u> <u>The Annotated Alice: Alice's Adventure in Wonderland and Through the Looking Glass</u>
Danziger, Paula	<u>The Cat Ate My Gymsuit</u> <u>There is a Bat in Bunk Five</u>
Douglas, Jack	<u>My Brother Was an Only Child</u>
Fitzhugh, Louise	<u>Sport</u>
Harron, Don	<u>Charlie Farquharson's Histry of Canada</u>

Heller, Joseph	<u>Catch 22</u>
Herriot, James	<u>All Creatures Great and Small</u> <u>All Things Bright and Beautiful</u> <u>All Things Wise and Wonderful</u>
Kinsella, W.P.	<u>The Moccasin Telegraph and Other Stories</u> <u>Shoeless Joe</u>
Kipling, Rudyard	<u>Just So Stories</u>
Korman, Gordon	<u>Our Man Weston (plus others)</u>
Leacock, Stephen	<u>The Leacock Roundabout</u> <u>Literary Lapses</u> <u>Nonsense Novels</u> <u>Stephen Leacock's Laugh Parade</u> <u>Sunshine Sketches of a Little Town</u> <u>Winnowed Wisdom</u>
Lipsyte, Robert	<u>Summer Rules</u>
Mowat, Farley	<u>My Discovery of America</u> <u>Boat That Wouldn't Float</u> (A number of his books are available)
Myers, Walter Dean	<u>Hoops</u> <u>It Ain't All for Nothing</u> <u>Mojo and the Russians</u> <u>The Young Landlords</u>
Montgomery, Lucy Maude	<u>Anne of Green Gables</u> <u>Anne of Avonlea</u> <u>Anne of the Island</u> <u>Anne of Windy Poplars</u> <u>Anne's House of Dreams</u>
Pascal, Francine	<u>My First Love and Other Disasters</u>
Peck, Richard	<u>The Dreadful Future of Blossom Culp</u> <u>Representing Superdoll</u>
Tolkien, J.R.R.	<u>The Hobbit</u> <u>Lord of the Rings</u> <u>The Fellowship of the Rings</u>
Twain, Mark	<u>The Adventures of Huckleberry Finn</u>
White, T. H.	<u>The Once and Future King</u> <u>Sword and the Stone</u>
Wodehouse, P.G.	<u>The Mulliers (Family Series)</u>
Zindel, Paul	<u>The Confessions of a Teenage Baboon</u>

Pardon Me, You Are Stepping on My Eyeball
The Undertaker's Gone Bananas

ADDITIONAL TITLES UNDER 'WIT AND HUMOR'

Baker, Stephen	<u>How to Live with a Neurotic Dog</u>
Bloch, Arthur	<u>Murphy's Law and Other Reasons Why Things Go Wrong</u>
Chadwick, Viv.	<u>Dogs in My Life</u>
Collier, James	<u>Rich and Famous</u>
Colombo, John	<u>Colombo's Little Book of Canadian Proverbs</u>
Ephron, Delia	<u>Teenage Romance</u>
Felton, Harold	<u>Legends of Paul Bunyan</u>
Fotheringham, A	<u>Look Ma...No Hands</u>
Lize, Diana	<u>Dear Teacher</u>
McCormick, De	<u>Tall Timber Tales</u>
Nash, Ogden	<u>Pocket Book of Ogden Nash</u>
Nicol, Eric	<u>Uninhibited History of Canada</u>
Orkin, Mark	<u>Conserve Tuvs, Eh?</u>
Shephard, Est	<u>Paul Bunyan</u>
Tarkington, B.	<u>Seventeen</u>
Thurber, James	<u>My Life and Hard Times</u>
Wilde, Larry	<u>Last Official Smart Kids Joke Book</u>

ESSAY OUTLINE: WIT AND HUMOR

I. Introduction

- A. Intro and Definition
- B. Literature Search
- C. Examples and Comparison

II. Definition

- A. Something funny
- B. Makes you Laugh
- C. A comic quality caused by amusement
- D. Appeals to the ludicrous and absurd

III. Literature Search

- A. Card catalogue

1. Jokes (see WIT AND humor)
2. Riddles
3. humor

B. Encyclopedias

1. Use index
2. Collier's, Merit, Britannica
- 3.

C. Specialized Sources

1. Oxford Companion to Canadian Literature
2. Literary History of the United States
3. Collections of humor

IV. Examples and Comparisons

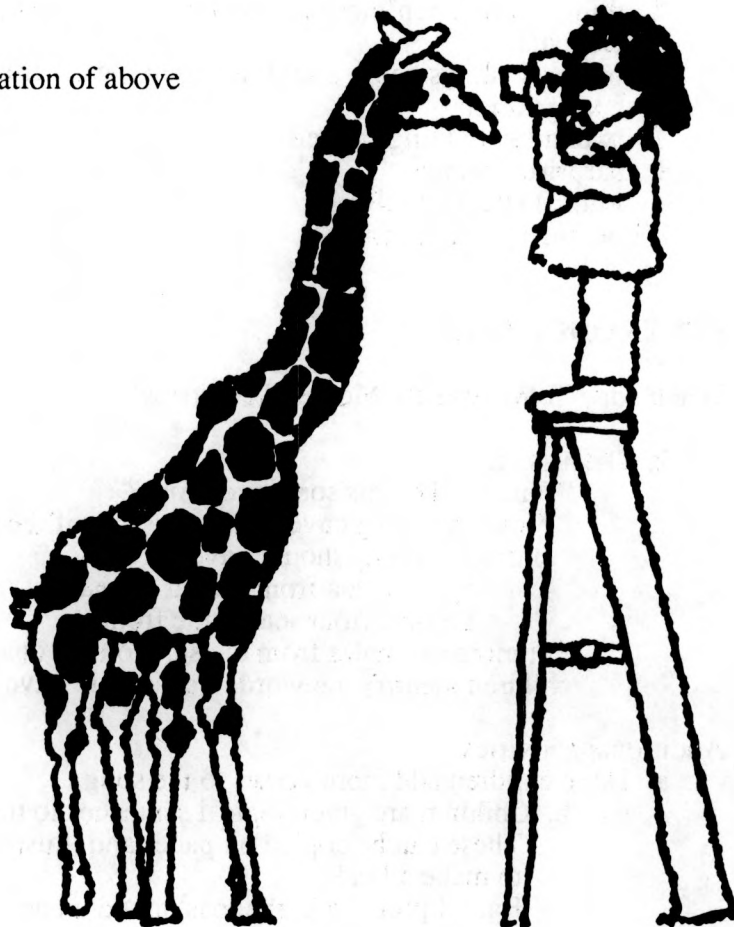
A. Theories of humor

- 1.
- 2.
- 3.
- 4.

B. Examples - Application of above

- 1.
- 2.

V. Conclusion



HUMOR

A UNIT FOR PRIMARY CHILDREN

by **ROBIN BLACKLOCK**, Primary teacher, Parkview Elementary School, SD #89
(Shuswap).

OBJECTIVES

1. Children will recognize in self-read and in material read to them, the different ways that an author makes literature humorous.
2. The children will be able to use the above methods to create humor in their own written work.
3. Vocabulary development.

TYPES OF HUMOR TO BE EXPLORED

1. limerick
2. jokes
3. riddles
4. things which aren't as they should be, eg. head of a lion on body of an elephant
5. ordinary things being used for something other than the normal purpose
6. exaggeration
7. two unlikely things paired
8. surprise endings
9. idioms taken literally
10. odd idea treated seriously

POSSIBLE INTRODUCTION

1. Teach song "I Went to the Movies Tomorrow".
2. Discussion
 - "What makes this song humorous?"
 - "Would the song have been humorous if the items in it had been phrased as they should have been?"
 - eg. I took a front seat at the back.
 - I took a front seat at the front.
 - Put more examples from the song on the chalkboard and have the children identify the word to change to have it make sense.
3. Additional activities
 - a. Have children add more verses to the song.
 - b. Children are given logical sentences to turn into ridiculous ones. These can be copied on paper and illustrated, then stapled together to make a book.
 - Eg. I plugged in the toaster and made toast. ...I plugged in the toast and made a toaster.

4. Follow-up
 - a. Teach additional songs that illustrate this type of humor
 - eg. Oh Susanna
 - b. Poems and stories that illustrate this type of humor can be read to the children.
 - c. Some children may enjoy composing entire poems in this style.

Second activity

“What a Mix-up!”. Heads and Tails. Nelson Reader. Act 1 and 2

Type of humor: **Pairing of two things that don't belong together**

- play on words
- the impossible
- phrases that are not usually taken literally are given literal meaning
- the problems created by the situation are serious to the characters, but humorous to us

1. Read “What a Mix-Up!”, Act 1, orally.
2. Discussion
 - a. Is this a serious or a humorous story?
 - b. Brainstorm what makes it humorous
 - animal names
 - problem
 - phrases that are taken literally - eg. “I feel all mixed-up today.”
 - the things the animals say and do because of their problem
3. Additional activities
 - a. Make stick puppets. Act out Act 1
 - b. Write a play to explain how this happened and what they do about their problem. Act out using stick puppets.
4. Read Act 2
5. Discussion
 - a. What is the problem for the animals?
 - b. What makes this story humorous?
 - c. Is the problem humorous to the animals?
 - d. Does the play tell us how the animals solved their problem?
 - e. How do you think they solved it?
 - f. What part do you think is the funniest?
6. Additional activities
 - a. Pretend that you were asleep. When you woke up you were all mixed up. What would you look like? What would you be called? How would it change your life? Your voice? food choice? friends? way you move?
 - b. Read the book Animals Should Definitely Not Wear Clothing, by Judith Barrett.

Third Activity

Type of humor: - **pairing of two things that aren't usually together.** These things could be done, but would have ridiculous results. The humor lies in speculating about the results.

1. Read: Rowe, Sallie Ann. "An ABC of Don't". **Splendid Journey.** (Open Highway Series).
2. Discussion
 - a. Have pictures and facts about any unfamiliar animals available.
 - b. What did this poem make you do?
 - c. What do we call something that makes us laugh? (humorous)
 - d. What makes this poem humorous for you? List ideas on board.
Lead children to define types of humor used in the poem.
 - e. Have children read their favourite parts aloud and speculate on what might happen if it really happened.
 - f. Note pattern in poem's format.
3. Additional activities
 - a. Choose 4 or more letters. Following the pattern in the poem, make up a sentence for each letter. As a class, or in pairs, as the need arises, brainstorm for verbs and nouns beginning with each letter. (These can be printed on cards, then categorized as "doing" or "naming" words.)
Encourage children to use dictionaries if they cannot find suitable words.
(The finished products can be displayed under the caption:
"Some good advice from Grade _____.")
 - b. Choose one of the sentences in the poem and write a story telling what might happen if you really did it.
 - c. Choose one or more of the sentences from the poem and draw a picture showing the results.
 - d. Pretend you are the poet. Write a letter explaining why you wrote this poem.

Follow-up: Teach song "Old Dan Tucker"

Type of humor: - **ordinary things being used for things other than the normal purpose.**

1. Teach song "Old Dan Tucker"
2. Discussion:
 - a. What did this song make you want to do?
 - b. Is it a serious or humorous song?
 - c. What makes it humorous?
 - d. Can you think how this song is like a poem we read? How is it different?
 - e. What is your favourite part?
 - f. What is the pattern? (rhyme)

3. Additional Activities

- a. As a class write a poem/song following the same pattern and style as "Old Dan Tucker".
 - Brainstorm for rhyming words
 - Perform using actions and props

Fourth Activity

Type of humor: - **jokes and riddles** (The children will compare jokes and riddles in order to define each.)

1. Read - "The Riddles" from the book. As the book is read, children try to answer the riddles along with Morris.
2. Discussion
 - a. What made this humorous?
 - b. Were Morris's answers correct?
3. Additional Activities
 - a. Have children make up some riddles. "Can a riddle have more than one answer?"
 - b. Lead the children to examine the parts of a riddle (question, funny answer) and define it.
 - c. Note other types of humor in this story.
 - a character who keeps getting mixed up
 - ending unexpected
 - frustrated character
 - d. Read some jokes, then riddles. What is the same? Different? Define each.
 - e. Read a number of jokes and riddles. After the children have had a chance to enjoy each, classify them as jokes and riddles.
 - f. A matter of opinion - does everyone find the same thing humorous?

Follow-up Activities

1. Children can either copy from the books displayed or write their own jokes and riddles.
 - everyone does 5 of each, then makes a Just For Fun Book.
 - share with each other

Fifth Activity

Type of humor: - **Limerick** - a light, humorous or nonsensical verse having 5 lines, an AABBA or AABBC rhyme pattern, and often beginning with "There once was a ..."

1. Read 4 or 5 limericks
Read for a second time, but have children close their eyes and visualize the action. "Share what you saw or felt."
2. To help children define a limerick:
 - a) ask - "do you notice anything that is the same about all the limericks?"
 - b) If necessary, direct attention to:
 - is it serious or humorous?

- rhyme pattern
- number of lines
- often begins with words _____

3. Additional Activities

- a) Write limerick as a class
- b) Write individual limericks and illustrate
- c) Some children may wish to work in pairs - one reads limerick while other uses stick puppets to dramatize it.

Sixth Activity

Type of humor: **Tongue Twisters**

1. Read "The Tongue Twister" from Three Stories about Morris and Boris
2. Discussion:
 - a) What was Boris trying to teach Morris?
 - b) Why was Boris angry?
 - c) What was the tongue twister in the story? (Print on chalkboard)
 - d) What other tongue twisters do you know? (Print on Chalkboard)
 - e) Why do you suppose they are called "TONGUE TWISTERS"?
What makes them so difficult to say? (Note how they are constructed)
3. Put several more examples of tongue twisters on board and practise saying them.
(The Ballad of Lucy Lum Song Book p.27 has some examples.)
4. Additional Activities
 - a) Children compose own tongue twisters. Try them out on each other.

Seventh Activity

Type of humor: **Idioms that are taken literally**

1. Read: Parish, Peggy. Amelia Bedelia. Harper & Row, 1963.
2. Discussion
 - a) What made this story funny?
 - b) Introduce term "Idiom".
 - c) Have children find examples of idioms in the story.
What was Amelia supposed to do?
What did she do?
3. Additional Activities
 - a) Make a list of idioms by brainstorming. Children can add more as they find them. Discuss the intended meaning of each. What do you think Amelia might think they meant?
 - b) Illustrate the literal meaning of one or more of the idioms. Display, then compile into a booklet.
 - c) Write further adventures of Amelia Bedelia by having her take other idioms literally.

Eighth Activity

Type of humor: **Unexpected conclusion**

Part One

1. Read first verse of "Adventures of Isabel" up to, but not including the last line.
2. As each line is read again, plot it on a scale from "very frightening" to "not frightening".
3. Ask: "What would you expect the last line to be?" "Where would you plot it on the scale?" "Is this a frightening or funny poem?"
4. Read the last line. Ask: "Was it what you expected?"
"How does the last line change the mood of the poem?"
"What made this poem funny?"
5. Vocabulary
enormous straightened scurry
ravenous cruel cavernous
(Have children use context to determine meaning.)

Part Two

1. Read the second verse up to, but not including the last four lines. Again plot each line from "very frightening" to "not frightening".
2. "What do you expect the outcome to be? Plot it on the scale." (As the children begin to see the pattern of the poem's actions, they will rank the lines differently on the scale.)

Part Three

1. Use same pattern as before
2. Vocabulary
Hideous horrid continued self-reliant zwieback

Part Four

1. Use same pattern as before
2. Vocabulary
troublesome satchel concocter cured swallow
calmly coughs bulged

Note: Is there a consistent rhyme pattern?

Additional Activities

1. Read other Ogden Nash poems
2. Compose a class poem or story with an unexpected conclusion.

Humor: Vocabulary Development

- Objectives**
- to increase comprehension of written and spoken language
 - to increase clarity of written work
 - to develop awareness of shades of meaning

First activity

1. Listen to, and sing with the song: "I Love to Laugh" - Mary Poppins.
2. List as many ways of "laughing" as the children can remember. Listen to the song again. Each time a new word is added, everyone should try to laugh that way.
3. Brainstorm for additional ways. Add to list.
4. Check thesaurus for more ways. Again, act each out and discuss the most likely situations where it might be used.
5. Sort into "NAME WORDS" and "SOUND WORDS".
6. Write a poem following this pattern:

When I _____ I (laughter word) _____

7. Discuss why we have so many words to express laughter.

Second activity

1. Brainstorm: "If you wanted to say something was "funny", how many different words can we use to mean that?" Check the thesaurus.
2. Discuss each word and illustrate meaning with examples.
3. Print words on cards. Order from "a little funny" to "extremely funny".
4. Make a collage of funny pictures with appropriate captions.

Third Activity

1. Brainstorm: Things that make us laugh.
2. Print words/phrases on cards and categorize.
3. Discuss whether all people find the same things funny and if there are some things that we should not find funny.

Words that mean "LAUGH"

titter	giggle	snort	tee-tee
chuckle	chortle	ha-ha	yuk-yuk
cackle	crow	hee-haw	guffaw
snicker	snigger	ho-ho	beam
grin	smile	smirk	

Words that mean "FUNNY"

humorous	ludicrous	amusing	ridiculous
hilarious	absurd	bizarre	comical
sarcastic	witty	crazy	silly
laughable			

Humor Unit - Conclusion

- Objectives:
- expand knowledge of position words
 - categorization
 - flexibility
 - expressions of speech
 - conclude "humor unit"

1. Introduction: - Mary, Mary, Quite Contrary

- Read orally to class
- Discuss whether this was a humorous or a serious poem and what made it humorous.
- Read Poem as a group
- Examine the print and picture. List all the things that are wrong. Put on cards. Distribute cards and have children categorize them.
- Find the rhyme pattern in poem.
- Using the same rhyme pattern and type of humor, have class make additional verses and illustrate. (May be done individually or as a group.)
- Create a poem using the same rhyme pattern and type of humor about another subject. eg. supermarket, circus, school, etc.
- Discuss the possible consequences if the things in the poem were really true. eg. blue leaves - photosynthesis
- Vocabulary - discuss:

contrary
made

Navy blue
different vegetables

2. Position Words

- Use The Words Book pp. 24-28 to introduce and clarify the meaning of position words.
 - Brainstorm position words. List these on a chart or place on cards. (Give hints to extend list.)
 - Discuss each word - meaning
 - opposite
 - synonym
 - what you could do in each position
- Group these words in multiple ways:
- I could do...
 - I couldn't do ...
 - I could dress this way...
 - words that mean the same
 - compound words
- If possible, act out the words. (This is your chance to really "ham it up"!)
 - Divide the class into groups and make a large picture (as on pp. 27 - 28 in The Words Book) using as many of the words as possible.

Position Words

on	upside-down
onto	up
in	upper
into	upright
wrong side up	upstairs
right side up	upstream
at	upward
behind	across
over	above
beside	lower
under	down
underneath	downstairs
underside	left
underfoot	right
downward	bottom
inside	top
beneath	
outside	

3. Animals that spend part of their life upside-down

a) The Sloth

- Read the poem - "The Sloth", by T. Roethke
- Discuss
 - what the poem tells about the sloth
 - everything in the poem that tells that he/she is slow
 - expressions of speech
 - techniques to show slowness of sloths
- Facts about sloths
 - home - relate to body temperature variations
 - body temperature - relate to speed of movement
 - actual speed of movement
 - measure the distance it covers in one minute and practise walking this at the same speed
 - have children record the above distance by cutting a piece of string the same size. Put in an envelope for future measuring practice.
 - time spent hanging upside down in trees
 - appearance - relate to need to be camouflaged
 - special dangers/enemies - relate to speed
 - expressions of speech - eg. What does it mean to call someone slothful?

b) Discuss what other animals spend a portion of their time upside-down.

4. Cooking - Upside-down Cake (pineapple)

- a) emphasize - metric measurements
 - predicting changes in batter before each addition
- b) brainstorm - reason for being called "Pineapple Upside-down Cake"

c) vocabulary
preheat
method
mix
dry ingredients

ingredients
stir
liquid

blend
thoroughly
level
invert

5. **Discuss** - what would the world look like if we spent our lives upside-down?
- what things do we do upside-down? (eg. dive, headstands etc.)

Additional Ideas

1. Measure, using a piece of string, my biggest grin. Graph.
2. Calendar - the dates are printed on cards that have either a joke, riddle, or fascinating fact on them. They are arranged in an ABBC pattern.



A LITERARY FEAST

submitted by Debbie Hartley on behalf of the teacher-librarians of S.D. #43
(Prince George)

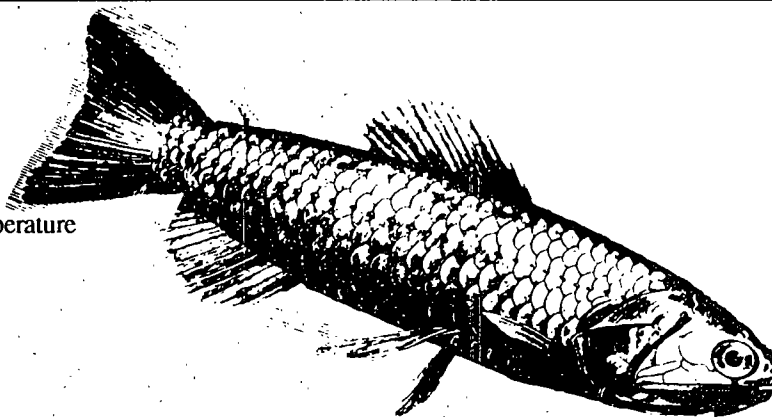
Once upon a time, somewhere in the far north, a group of teacher-librarians gathered to celebrate the culmination of yet another successful year of literary experiences.

Of course what celebration would be complete without a repast of fine gourmet cuisine? Once the appetizers of "A Salmon for Simon", "Cloudy with a Chance of Meatballs", "The Celery Stalks at Midnight", and "The Thrill of the Grass" were devoured, the group enjoyed an elaborate array of fine desserts. They were "Cricket in Rhubarb Square", "Custard and Company", "Strawberry Girl", "How To Eat Fried Worms", "Chocolate Moose", "The Pistachio Prescription", and "Charlie and the Chocolate Factory Chewy Nutty Cake".

After all these culinary delights, their plans for the summer are to explore the revised edition of Weight Watchers' Cookbook!

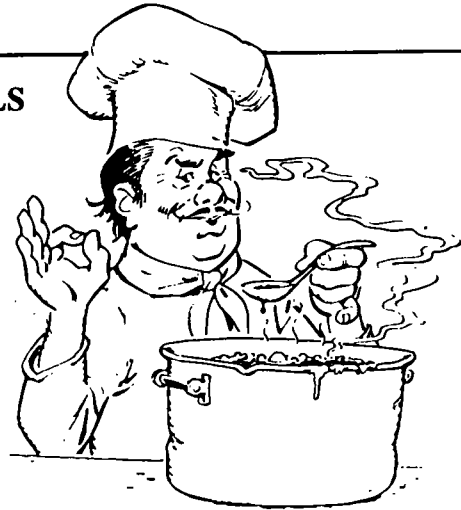
A SALMON FOR SIMON

4 oz.	cream cheese, room temperature
2 tsp	grated onion
1 tsp	lemon juice
1/2-1 tsp	horseradish
1/8 tsp.	salt
1/2 tsp.	liquid smoke
7 1/2 oz.	sockeye salmon, canned



Blend cream cheese, onion and lemon juice. Add lesser amount of horseradish, adding more at the last, if desired. Mix in salt and liquid smoke. Drain salmon. Add and mix well. Chill several hours. Serve with assorted crackers. Makes 1 1/2 cups.

CLOUDY WITH A CHANCE OF MEATBALLS



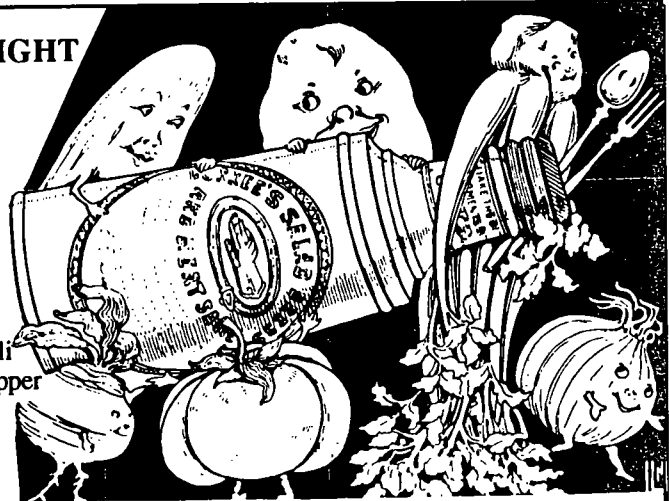
Make a basic recipe of meatballs, adding a touch of curry and some coconut. Stir fry until cooked thoroughly.

Put in a casserole and drizzle with honey. Bake in oven until glazed.

THE CELERY STALKS AT MIDNIGHT

2 cups	bisquick
1/2 cup	cold water
8 oz pkg	cream cheese
1/2 cup	mayonnaise
1/2 cup	green onion
1 tsp.	horseradish
1/8 tsp.	Tabasco sauce
	celery cut into 1" slices
	small bits of cauliflower and broccoli
	sliced mushrooms, carrots, green pepper
	shredded cheese

Preheat oven to 450 degrees.



Mix bisquick and water. Beat 20 strokes. Put dough in ungreased pizza pan, making a 1/2 inch rim. Bake 10 minutes. Cool. Mix next five ingredients and spread over crust. Top with veggies and cheese. Cover and refrigerate 1 hour. Slice into wedges.

THE THRILL OF THE GRASS



Make a great big green salad!

CRICKET IN RHUBARB SQUARE

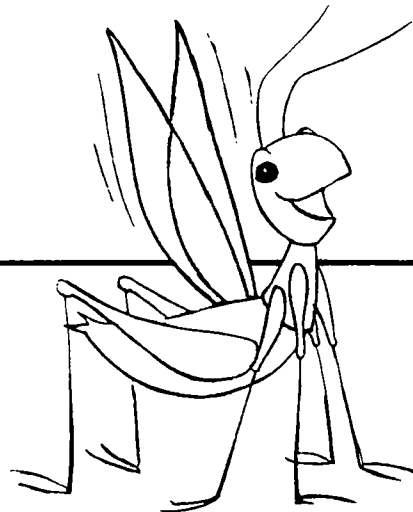
1/2 cup shortening
1 1/2 cups flour
1 1/2 tsp. baking powder
1/8 tsp. salt
7/8 cup milk

Mix first four ingredients until crumbly. Add milk quickly. Spread on a jelly roll pan (or 9" x 13" pan). Add at least 2 cups of fresh fruit (rhubarb, sliced apples, grapes, peaches, pears, berries all work well) and sprinkle 1/2 cup sugar over top.

Make crumbs to sprinkle over top of base and fruit:

1/2 cup butter
1 cup sugar
1 1/4 cups flour
1/2 tsp. vanilla

Bake at 375 degrees for 30-40 minutes.



CUSTARD AND COMPANY, or FRESH FRUIT CUP TOPPING

4 oz. light cream cheese
1/2 cup yogurt
1/4 tsp. vanilla
1/2 tbsp. fresh lime juice (optional)
artificial sweetener to equal 3 tbsp. sugar



Whip cream cheese, add remaining ingredients. Mix with an electric mixer until light and fluffy. Store in refrigerator.

STRAWBERRY GIRL CHEESE CAKES

Base: 6 small angel cake gem shells

Filling: 125 g pkg cream cheese
113 g pkg instant vanilla pudding
125 ml milk

Topping: 500 ml strawberries, washed and sliced
125 ml strawberry jelly



Mix the Filling ingredients for 2 minutes on low speed. Let stand 5 minutes and divide evenly among gem shells.

Press sliced strawberries slightly into filling. Melt jelly and pour by teaspoonfuls evenly over berries until they are glazed. Cover with waxed paper and store up to 1 hour at room temperature.

HOW TO EAT FRIED WORMS

1 cup spaghetti, broken into one inch pieces and boiled
2 eggs
1/4 cup lemon juice
1 cup icing sugar
1 carton whipping cream
3 cups diced apples
1 can crushed pineapple
maraschino cherries



Boil last three ingredients in double boiler until thickened. Mix into spaghetti. Refrigerate overnight.

Beat whipping cream; add diced apples and crushed pineapple. Decorate with maraschino cherries.

CHOCOLATE (RUM-EXPRESSO) MOOSE

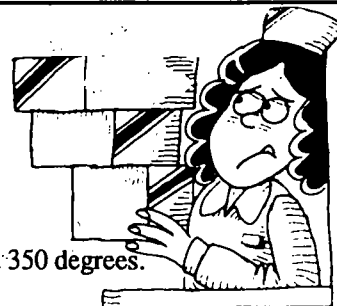
6 oz. semi-sweet chocolate, squares
1/4 cup very strong coffee
4 eggs
1/2 cup granulated sugar
2 tbsp. rum
1/2 pint whipping cream



Place chocolate in small heavy saucepan with the coffee. Cook over medium-low heat until melted, stirring occasionally. Meanwhile separate the eggs, placing whites in a large bowl. Add sugar and rum to the yolks and beat until light and lemon-coloured. Very gradually, in a thin stream, add chocolate mixture to the yolks, beating constantly.

Clean beaters, then beat whites until they hold stiff peaks. Without cleaning beaters, whip cream until it will hold soft peaks. Gently stir about one-third of the cream into the chocolate mixture. Fold in the rest. Turn upside down into whites and fold together. Pour into dishes and refrigerate.

THE PISTACHIO PRESCRIPTION



First layer: 2 cups flour
1 cup melted margarine
Mix together and press into 9" x 13" pan. Bake 25 minutes at 350 degrees.

Second layer: 1 cup icing sugar
8 oz .pkg. cream cheese, softened
1/2 litre Cool Whip (1/2 large container)
Mix and spread over first layer.

Third layer: 2 lge. pkgs pistachio instant pudding mix
2 1/2 cups milk
Blend, then cool slightly in refrigerator. Spread over second layer.

Fourth layer: Spread remaining 1/2 litre of Cool Whip and sprinkle with nuts.

CHARLIE AND THE CHOCOLATE FACTORY NUTTY CHEWY CAKE

125 g. butter
1/2 tsp. almond essence
1/2 cup white sugar
3 egg yolks
1 cup flour
1/3 cup cocoa
1/2 cup buttermilk
1/2 cup sour cream
2 tbsp. flaked almonds
1/2 tsp double acting baking powder
1 tsp. baking soda



Preheat oven to 350 degrees.

Combine butter, almond essence, sugar, egg yolks and beat until fluffy. Stir in sifted flour with cocoa, and add buttermilk and sour cream in 2 batches. Place in 2 deep 20 cm. round cake pans which are greased.

CHARLIE AND THE CHOCOLATE FACTORY NUTTY CHEWY CAKE, continued

Make meringue:

3 egg whites, beaten
2/3 cup white sugar

Spread on top of one layer cake, sprinkle with almonds. Bake 25 minutes. Cover top loosely with foil and bake another 15 minutes. Let stand 5 minutes before turning onto a wire rack.

Make almond cream:

300 ml whipped cream
1 tbsp. Amaretto liqueur
2 tbsp. icing sugar
30 g. white chocolate, grated

Beat cream, liqueur and sifted icing sugar together in a small bowl with electric mixer until firm peaks form; stir in chocolate. Put mixture between layers.

EDIBLE BOOKS

- The Celery Stalks at Midnight by James Howe. Atheneum, 1983.
Charlie and the Chocolate Factory by Roald Dahl. Bantam, 1977.
Chocolate Moose, by Gwendolyn MacEwen. N.C. Press, 1986.
Cloudy with a Chance of Meatballs by Judi Barrett. Atheneum, 1978.
Cricket in Times Square, by George Selden. Farrar, 1960.
Custard and Company by Ogden Nash. Little, 1980.
How To Eat Fried Worms by Thomas Rockwell. Watts, 1973.
The Pistachio Prescription by Paula Danziger. Dell, 1978.
A Salmon for Simon, by Betty Waterton. Douglas & McIntyre, 1978.
Strawberry Girl by Lois Lenski. Dell, 1987.
The Thrill of the Grass by W.P. Kinsella. Penguin, 1984.

HOW TO MAKE 'STUPID' WRITING CREATIVE AND MAKE 'STUPID' WRITERS MOTIVATED

by HAROLD BERSON, teacher-librarian, Champlain Heights Community School, S.D. #39 (Vancouver).

No secret, of course, but student motivation is probably what we all strive to obtain when reading and writing 'tasks' have to be done. Also no secret is that exaggeration ("Ooooo, how *gross*!") certain gets a point across and many times is successful in our attempts to get students to write well.

Harry Allard and James Marshall have collaborated on a series of books that use this 'stupid' theme; and they don't make any bones about this because the name of the family in these books are "The Stupids".

This theme, using Allard and Marshall's books, was started this year at our school with grades one to four.

THE PROCESS

- The Stupid stories read to the children
- class/group eliciting of other idiotic events that could happen to the Stupid Family.
- oral sharing of examples followed by a variety of art work with captions either written by the children or teacher, depending on the grade level and the time of the year.
- creative writing about events in the Stupid Family's life.
- a theme for computer word processing such as this, worked extremely well for the grade two, three and fours.
- using a simple desk top publishing program, a group of from four to six grade one's would dictate to the teacher or the teacher-librarian, newspaper-type articles with appropriate headlines. (Headlines are a good way to get the students to summarize the main point of their stories.)

-the newspapers were distributed and shared with other primary classes in the school.

The children immensely enjoyed the whole process. The end product indicated that motivation through humour inspires children to to produce quality writing.

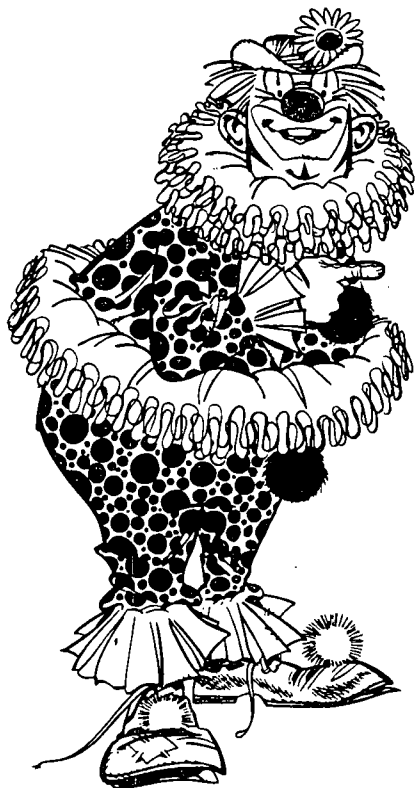
We had attempted earlier to use Peggy Parish's "Amelia Bedelia" series but many of the children missed the double entendres in these stories; either due to subtleties of the English language that are considered to be culturally missing from day-to-day communication and/or a high percentage of ESL students in the classes.

But do try the "Amelia Bedelia" stories. They are "funny" and within a different context, they will work.

BIBLIOGRAPHY

- Allard, Harry and Marshall, James.
Stupids step out. Houghton Mifflin.
Stupids have a ball. Houghton Mifflin
Stupids die. Houghton Mifflin
- Parish, Peggy
Amelia Bedelia. Harper and Row.
Amelia Bedelia and the surprise shower. Harper and Row.
Amelia Bedelia goes camping. Greenwillow
Good work, Amelia Bedelia. Greenwillow.
Play ball, Amelia Bedelia. Harper and Row.
Teach us Amelia Bedelia. Greenwillow





QUESTIONS ??????????????????

- Where are the GOOD books?
- Do you have any GOOD books to read?
- Where is the HORROR Section? (Grade 1, New Canadian)
- Is the school tarantula "Tina" in the library? Its loose!
- Why don't you put the books on the shelf according to colour?
- How did you get to own so many books?

THE PERFECT EXCUSE! or Why my book has not been returned to the library!

- ... because I left it in my truck and my truck was in an accident and got towed to the garage and I won't be able to get to the garage in Abbotsford until this weekend.
- ... my mother took it camping and she lost it.
- ... I didn't take it out!
- ... because my cat peed on it and it smells too bad.
- ... it flew out the car window on the 401 Freeway and was devoured by an 18 wheeler!

ANECDOTES: HUMOROUS INCIDENTS IN THE LIBRARY RESOURCE CENTRE

Thoughts to chew on . . .

While carding books being returned by the kindergarten class, I noticed that the soft cover copy of Eric Carle's Very Hungry Caterpillar looked as though someone had been chewing on the top edges of the book. I asked the student how the book had become damaged in this manner. He looked at me without answering. I then asked what animal might have been chewing on the pages. He looked at me and immediately answered. "It was the caterpillar!"

- HELEN MALCOLM, Teacher-Librarian, Parkcrest Elementary, Burnaby, BC

In the spring, a young man's fancy ...

Early this past spring, while assisting a class of grade one students in making their book selection, I noticed a group of boys gathered around the large dictionary stand. As it was unusual to find grade ones using that reference tool, I walked over to offer assistance. When I asked what it was they were looking up, one bright-eyed boy looked at me with a mischievous grin and said, "SEX!"

- HELEN MALCOLM, Teacher-Librarian, Parkcrest Elementary, Burnaby, BC

In the first year that I was Teacher-Librarian at Clearwater Secondary School I decided that the collection needed to be re-catalogued. As we checked existing card sets against the books we found some bizarre cataloguing. Fatigue probably did set in as the weeks turned into months. This could explain why after doing the non-fiction and getting to FIC/WIN I went into hysterics discovering that the author on this card set was recorded as "WINNER, PULITZER PRIZE under FIC/WIN.

- LESLIE ROSS, Teacher-Librarian, Clearwater Secondary School, Clearwater, BC.

HUMOR - BIBLIOGRAPHIES

PRIMARY FAVOURITES

Adler, David	Cam Jansen and the Mystery of the U.F.O.
Ahlberg	Funny Bones
Anderson, H.C.	The Emperor's New Clothes
Blume, Judy	Freckle Juice
Cole, Joanna	Bony Legs
Hargraves	Mr. Men etc.
Kerr, Judith	The Tiger Who Came to Tea
Meyer, M.	Just Me and My Dad
Munsch, Robert	David's Father
Munsch, Robert	I Have to Go
Munsch, Robert	Love You Forever
Munsch, Robert	Mortimer
Munsch, Robert	Princess Frownaloo
Munsch, Robert	Thomas' Snowsuit
Parish, Peggy	Amelia Bedelia books
Rey, H. A.	Curious George
Seuss	Cat in the Hat
Staunton,	Puddleman
Stinson, Kathy	Red Is Best
Wood, Audrey & Don	Elbert's Bad Word
Wood, Audrey & Don	King Bidgoods in the Bathtub

INTERMEDIATE FAVOURITES

Avi,	Romeo & Juliet Together At Last
Blume, Judy	Blubber
Blume, Judy	Superfudge
Cleary, Beverly	Henry & Ribsy
Cleary, Beverly	Henry and the Clubhouse
Cleary, Beverly	Ramona
Dahl, Roald	George's Marvellous Medicine
Dahl, Roald	Revolting Rhymes
Dahl, Roald	The Twits
Gipe	Indiana Jones
Hicks,	Peter Potts
Hurwitz, Joanna	Teacher's Pet
Klein, Norma	Cheerleader
Korman, Gordon	Go Jump in the Pool
Korman, Gordon	I Want to go Home
Korman, Gordon	This Can't Be Happening at Macdonald Hall
Pascal	Sweet Valley High series
Peck, Robert	Soup (also <u>Soup and Me</u>)
Rockwell, Thomas	How to Eat Fried Worms
Schultz	Charlie Brown
Stine	Spaceballs
Townsend,	The Secret Diary of Adrian Mole

Secondary Favourites

Adams, R.	Hitchhiker's Guide to the Galaxy
-----------	----------------------------------

Teacher's Favourites

Amory, Cleveland
Bombeck, Erma
Briggs, R.
Durrell, Gerald
Mowat, Farley
Munsch, Robert
Rey, H. A.
Rockwell, Thomas
Townsend,
Wood, Audrey & Don

The Cat Who Came for Christmas
Series of books
Jim and the Beanstalk
My Family and Other Animals
Owls in the Family
Thomas' Snowsuit
Curious George
How to Eat Fried Worms
The Secret Diary of Adrian Mole
Elbert's Bad Word

Humor - Funniest Authors (As Suggested by the Children)

Judy Blume
Beverly Cleary
Roald Dahl
Jim Davis
Patricia Giff
Betsy Haynes
Joanna Hurwitz
Norma Klein
Gordon Korman
Robert Munsch
Tomie de Paola
Francine Pascal
Bill Peet
Daniel Pinkwater
H. A. Rey
Dr. Seuss

HUMOUR - FUNNIEST JOKE BOOKS

Larsen
Leeming, J.

For the Birds
Garfield / For Better or Worse
The Far Side
Riddles, Riddles, Riddles
101 Dinosaur Jokes
International Joke Book
101 School Jokes
Gigantic Joke Book
Garfield's Big Fat Book of Jokes and Riddles
100 Pet Jokes
101 Fast Food Jokes
The Carsick Zebra and Other Animal Jokes
Heathcliff
Calvin and Hobbs
Family Circus
101 Hamburger Jokes
Ghostly Ghastly Riddles

THE LAST LAUGH...

I had HUMOR/HUMOUR MONTH in the library. A big hit with the kids was my getting them to print their favourite jokes and illustrators on recipe cards to put in our own joke book. (An adhesive -paged photo album.) They could check the book out!

Teacher/Librarian,
Ranchero Elementary, Salmon Arm, BC

We keep The Far Side Calendar on the counter in the Resource Centre and give away each day when finished with it. It is our most popular "book"!

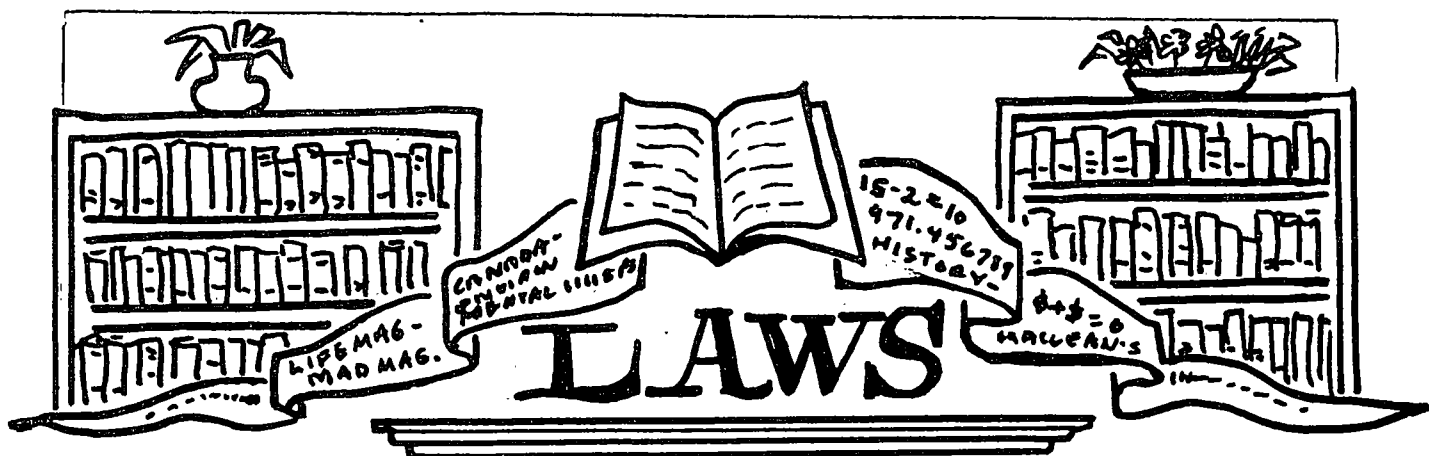
- YOSKYL WEBB, Teacher-Librarian,
North Vancouver, BC

IT'S NO LAUGHING MATTER!!!

Our Special "Thanks" go to the following people who contributed their time and thoughts to this section on "Anecdotes and Bibliographies of HUMOUR":

- HELEN MALCOLM, Teacher-Librarian, Parkcrest Elem. Burnaby, BC
- LESLIE ROSS, Teacher-Librarian, Clearwater Secondary School, Clearwater, BC
- CRAIG STEWART, Teacher-Librarian, North Vancouver, BC
- DOROTHY WATTERS, Teacher-Librarian, North Vancouver, BC
- YOSKYL WEBB, Teacher-Librarian, North Vancouver, BC





REVEYRAND'S LIBRARY LAWS (WITH APOLOGIES TO MURPHY)

by M.L. REVEYRAND, teacher-librarian, KLO Secondary School, SD #23 (Central Okanagan).

Equation:

- A. 6 books on a topic + 5 classes = odds are 2-to-1 on teachers assigning the same topic at the same time.
- B. 200 books + 2 classes = odds are 1,000-to-1 on teachers assigning the same topic the same day.

Budget statements from the District Office are always inversely proportional to your budget.

If you made the system foolproof you discover that everybody has suddenly become geniuses.

When 60% of your book order is back-ordered you can safely bet that 90% of the back-orders are out-of-print.

A "missing" encyclopedia will remain missing until the replacement you ordered is placed on the shelf.

Books will remain upright on the shelf until you go to place another book beside them.

Not until the entire school has read the book do you discover it's about homosexuality, atheism and drugs.

You finally revise your card catalogue after putting it off for a year only to discover a week later that a complete revision is coming out in a month.

You can be sure the student who has the most overdue books reads the least.

When a teacher recommends a library book to a student you can be certain that the teacher has checked out the only copy and has lent it to a friend in Peru.

Students always require a 400 word article for a 500 word essay.

Change libraries frequently. It allows you to place the blame on your predecessor for anything that is wrong.

Make 17 subject headings for a book and you will find that you should have made 18.

If a teacher discusses a unit with you well in advance it is a certainty that she will be absent on the days scheduled, the substitute cannot administer the unit, and when the teacher returns she cannot do the unit because she has to make up for lost time.

The one time of the month that you take 5 minutes to read MAD magazine is when your superintendent walks in.

Prepare your year-end report in September before you have screwed everything up.

If it's a good book, it's out of stock. If it's an excellent book it's out of print.

No matter how many books you have on a subject the student always thinks they're all "too big".

The "super" syndrome: Libraries are always empty when the principal or superintendent comes to visit.

If you fail to read one book out of 300 it will be the one with all the four letter words.

The volunteer aide who files the worst is the one who volunteers the most.

If you have a system that works you must be doing everything wrong.

When you spend half your library budget on a teacher's request for a course the odds are that the teacher will quit or be transferred and the course will be dropped or changed.

No matter how long you keep an article or piece of information you will never need it till you throw it away.

If you have lost one issue of a magazine there will be 35 students who will require that issue.

No books are lost except those that are most needed and hardest to replace.

The books you need the most always must come from your worst supplier or jobber.

Every librarian should have a full-time aide. It allows you to put the blame on someone.

If everything's going fine you're probably in the wrong library.

When you re-catalogue a book to correct an error, you automatically create seven new problems.

If you close the library only 3 days before year end for inventory and administration it is a fact that 2 teachers will ask you to do a library lesson on those days. These are teachers who you couldn't get into the library before but now need marking time.

The thinnest books have the longest catalogue numbers.

FOCUS ON FICTION

Here is the chance to submit an article for **BOOKMARK** publication! We are looking for articles on:

- ~ reading across the grades
- ~ whole language and fiction reading
- ~ Genres
- ~ Bibliographies
- ~ favourite Read-Alouds
- ~ Fiction Promotion ideas and activities
- ~ Units focusing on fiction
- ~ display ideas, etc., etc.

Get involved and delight our editors and readers with a barrage of submissions!

Please send your materials to:

Willa Walsh
3800 Raymond Avenue
Richmond, B. C. V7E 1B1

- phone 274-9705 after 6 pm. if you have any questions



REMEMBER DEADLINE

FOR THIS ISSUE IS:

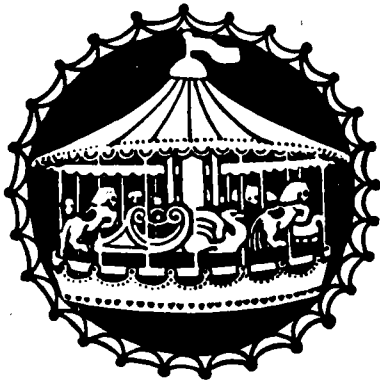
October 14th, 1989

TIP

Real Librarians have recipes on little cards with holes in the center bottom and printing on the back.

OR

Real Librarians have shopping lists on little cards ...



LEARNING THROUGH LAUGHTER

The following two articles, taken from Learning Through Laughter: humor in the Classroom have been reprinted with permission from Phi Delta Kappa Educational Foundation.

At the time these articles were written CLAUDIA CORNETT was an associate professor in the Education Department at Wittenberg University in Springfield, Ohio, teaching courses in reading, language arts,

and children's literature. She regularly conducted workshops and inservice sessions, making presentations on aspects of the learning process, motivation, empathy, and the use of humor in the classroom. She also had a weekly television program for children broadcast on PBS, "Sounds Abound!"

Cornett, Claudia E. Learning Through Laughter: Humor in the Classroom. Bloomington, Indiana : Phi Delta Kappa Educational Foundation, 1986. (Fastback #241).

Learning Through Laughter: Humor in the Classroom, is #241 of Phi Delta Kappa's Fastback Series. Through its seven short chapters the book deals with such topics as why it is important to use humor, the history of humor, the development of sense of humor, the nature of humor, and humor in the classroom. The book attempts to show how we can learn through laughter.

In "Why Get Serious About Humor!" the author presents thirteen reasons why teachers should incorporate humor in their lessons. She elaborates on humor as a method to:

1. attract attention and provoke thought
2. liberate creative capacities
3. help gain friends
4. improve communication
5. help deal with difficult moments
6. enter into the study of other cultures
7. help maintain good health
8. develop a positive attitude and self-image
9. motivate and energize
10. solve problems
11. increase quality and quantity of students' reading
12. reinforce desired behaviors
13. provide cheap entertainment!

In her chapter "A Laugh a Day" Cornett looks at the health benefits to be gained through humor, she discusses the stress-relieving properties of laughter and offers eleven ideas of things to do to improve health through humor. Her ideas include

adopting a playful frame of mind and not taking oneself too seriously, looking at the brighter side of things, and the ability to laugh at oneself and to laugh with others. Most importantly, Cornett states that we need *at least* 5 full minutes of hearty laughter each day!

DEVELOPMENT OF A SENSE OF HUMOR

By CLAUDIA E. CORNETT

Wrinkles merely indicate where smiles have been.

- Mark Twain

You grow up the day you have your first real laugh - at yourself.

- Ethel Barrymore

Each person's sense of humor is unique, but it changes as one matures. In one study involving students aged 7 to 13 and teachers, they were asked to do a variety of activities that would reflect their sense of humor, such as draw a funny picture. While nearly every child found the drawing activity hilarious and went to work with great enthusiasm, 80% of the teachers ignored the drawing assignment (Brumbaugh and Wilson 1940).

Formation of a sense of humor seems to follow a developmental pattern that parallels the child's intellectual and emotional development. Influencing this developmental progression are personality variables; cultural and educational background; fantasy and play opportunities; intelligence, which is positively correlated with preference for certain types of humor; and sex, which accounts for the single largest source of individual differences in sense of humor (Kappas 1967; McGhee 1979).

The significance of sex differences in sense of humor warrants a short discussion. As early as age six, differences between male and female humor become obvious: boys initiate more humor, tell more jokes, do more silly rhyming, use more "naughty words," and clown around and make faces more frequently. McGhee speculates that the factors leading to humor sex typing may be operating even by age

three (McGhee 1979). By the first grade there is a tendency for boys to laugh more, while girls smile more. Eventually girls come to laugh more, but mostly when others are laughing. In addition to sex differences, left-right brain differences in humor have been found. The right hemisphere is thought to be the locus of "Harpo" or slapstick-type humor, while the left hemisphere is the locus of "Groucho" humor such as puns and satire (Gardner 1981).

Development of a sense of humor moves from a visual to a verbal focus. In general, the progression is toward more objectivity, manifested by being able to laugh at oneself and at life's predicaments. Familiarity with these developmental stages enables teachers to select books that children find humorous as well as to understand why children see humor in situations that are not funny to their teachers. The following developmental sequence of humor is derived from the cognitive stage theories of Jean Piaget, Lawrence Kohlberg, and Jane Loevinger and the work of Paul McGhee.

Developmental Sequence of humor

Age	Humor Behavior
1 week	- Smiles during sleep and in response to tactile stimulation.
2 months	- Grins in response to configuration of human face.
4 months	- Laughs when presented such stimuli as tickling, body contact, large toys, rhythmic or unexpected movements, teasing, and peek-a-boo games.
2 to 4 years	- Responds to perceptual incongruities such as distortions of objects and words; rhyming nonsense words are funny ("daddy addy" or "maddy saddy").
4 to 6 years	- Body functions, body noises, taboo words, clowning, silly rhyming, slapstick, chanting, and misnaming are funny. Enjoys simple riddles and

- word play with own name (Sticky Micky or Silly Sally). Responds to the social smile but has little capacity for sympathetic humor. Exaggerations of size and shape are funny, as is any form of surprise.
- 7 to 8 years - Becomes aware of linguistic ambiguity and realizes that words and phrases cannot always be taken literally. This is the height of the practical joke period; other's discomfort is perceived as funny. Riddles and jokes are repeated incessantly. Enjoys stories in which animals behave like humans.
- 9 to 12 years - At the beginning of this stage, concrete puns, conventional jokes, word plays and moron and knock-knock jokes are popular. Gradually sympathetic humor emerges, but there is still perseveration of things that strike them as funny: retelling jokes and doing stunts. Delights in anything that deviates from the norm, taboo subjects or things adults disapprove of. Begins to accept some jokes about self, can be teased. Marked increase in verbal humor over the previous stage. Toward the end of this stage, begins to learn to use humor for personal ends, including channeling negative feelings into positive humorous situations.
- 13 years + - Begins to reflect on "why" someone laughs and deprecates laughter that is unfeeling. Original good-natured humor, including sarcasm and self-ridicule, are appreciated. Tongue-in-cheek humor, social satire,

and irony become preferred humor modes. Kidding, joking insults, loud laughter in public places may be observed. Forbidden topics are not laughed at in mixed company. Verbal wit is increasingly dominant over visual. Noticeable tendency to use humor to save face. Ability to parody may appear.

Once individuals reach a certain level of cognitive and emotional maturity, an interesting shift in perception occurs: when we become capable of empathy, jokes at the expense of other people are funny only when we perceive them as not being harmful to these people. This cognitive shift toward sympathetic humor occurs as early as third or fourth grade when, for example, taunting that formerly produced hilarious laughter is now seen as hurtful, because children begin to think about how they would feel if they were on the receiving end. Of course, not all individuals grow out of the egocentric stage. We all know adults that laugh boisterously at incidents we perceive as embarrassing for someone else.

HUMOR IN THE CLASSROOM

By CLAUDIA E. CORNETT

*Among those whom I like,
I can find no common denominator;
but among those whom I love, I can:
all of them make me laugh.*

- W.H. Auden

If teachers are exempt from what Max Eastman called the "handicap of being grown up," then they will be able to see the funny side of life and use humor to solve discipline problems and to enrich the curriculum. Following is a list of 49 activities teachers currently are using to get humor on their side in the classroom. Try one or try them all.

Practical Teaching Ideas

1. Read aloud something humorous each day. See

the bibliography for lists of humorous books. Shel Silverstein, Jack Prelutsky, and William Coles have delightful poetry books. Robert Newton Peck's Soup books are great read-alouds for intermediate students. Nothing can beat Beverly Cleary for grades 2 to 4.

2. Start a humorous quotations collection to which students can add. They could be on a bulletin board or in a file box. Bartlett's Familiar Quotations and other collections can be found in most libraries; many are organized by subject areas.
3. Organize a joke festival or marathon as a culmination of a language arts unit. Build up to it with a joke-of-the-week on the board or have a joke drop-box that students can read from when other work is complete.
4. Hold a best-joke contest. Have students rate submitted jokes or read them aloud to determine funniness rating.
5. Collect spoonerisms (for example, It's kisstumary to cuss the bride) and other humorous language forms: puns, pleonasms, conundrums, mixed idioms, palindromes, epitaphs, tall tales, tangletalk, chants, limericks, riddles, etc.
6. Do an art project with pictures of animal or body parts combined to create incongruous images. Have students name their creations.
7. Collect and then alphabetize into a class book all the words students can think of that describe ways to laugh and smile.
8. Do group creative writing using the word "laugh" as many times as possible. Student teams can compete, but their stories must make sense.
9. Share personal humorous anecdotes and allow students to do the same.
10. Compile a school "humor directory" that includes people's names and something humorous they can do or tell about to a class.
11. Analyze humorous literature for types of humor (for example, Amelia Bedelia taking things too literally).
12. For vocabulary development ask half the class to pantomime different smiles, while the other half guesses (for example, polite smile, grimace, grin, beam.)
13. Put different laughs on cards, distribute them, and have students demonstrate (for example, guffaw, snicker, giggle, chortle, snort, cackle, chuckle).
14. Draw or pantomime non-literal expressions (for example, shoplifting, cooking up a storm).
15. Parody television program titles or product names (for example, Crappy Days, Crust Toothpaste, Axwell House Coffee).
16. Make a chart of what makes people laugh: words, people, objects, events.
17. Create a funny "word wall" where students can tape up words such as zoot suit, bubble, burp.
18. Build a humorous learning center. See "Joke Center" in Teacher (March 1979) and "Limerick Center" in Language Arts (September 1976).
19. Have students keep a log of when and why they laugh.
20. Play tickle tag. Elementary students will enjoy tickling instead of tagging.
21. Do humor collages, for example, words, smiles, faces.
22. Collect humorous songs or songs that have something to do with humor and sing one a day, for example, "I Love to Laugh," "The Shadow of Your Smile," "When Irish Eyes Are Smiling," "When You're Smiling," and "Smile Awhile." Don't forget favorite camp songs like "The Ole Gray Mare," "On Top of Old Smokey," "Mares Eat Oats," and "Bill Grogan's Goat."
23. Give each student a humor-related word to look up in a large dictionary to determine its etymology (for example, laugh, chortle, giggle, smirk).
24. Study the history and science of humor. Every encyclopedia has a section on humor.
25. Investigate the possibility of having a physician speak on the physical changes laughter produces.

(More and more doctors are becoming interested in humor's healing powers.)

26. Put a humorous item on each test.
27. Find humorous art (for example, Mona Lisa parodies). Explain/discuss parody.
28. Collect laughs on a tape recorder. Label and try to match to owners.
29. Collect humorous quotations and photos from newspapers.
30. Listen to humorous records (for example, Bill Cosby).
31. Set up a tongue-twister station for students to use when work is complete. Have students practice and record times on a graph. See Alvin Schwartz in bibliography.
32. Start every Monday with something fun so students will look forward to coming to school, that is, BGIM (Be Glad It's Monday) instead of TGIF.
33. Use humorous sentences during spelling tests.
34. Practice punctuation by using unpunctuated jokes and limericks.
35. Have a backwards day. Run your schedule backwards, put some clothes on backwards, do last items on worksheets first, etc.
36. Have students research and then write biographies of comedians and authors of humorous works.
37. Take candid school shots with a camera and let students caption them.
38. Re-write fairy tales, myths, etc., in updated form.
39. Find humorous (safe) stunts that students can learn to do (for example, push potato across room with nose, roll eyes, wiggle ears, hambone rhythms).
40. Do creative writing or original riddles, jokes, tall tales, etc. (See Journal of Reading March 1981 and October 1982 and Reading Teacher 1982 for bibliographies.)
41. Learn signing of humor words as used by deaf people (for example, smile, laugh, etc.).
42. Study humor of different cultures and collect jokes and humorous stories from different countries.
43. Do a unit on humor using art, music, creative writing, speaking, listening, humorous literature.
44. Play a trick on the class each day by making something incongruous in the classroom that they must find.
45. Set up a display on humorous literature and authors in the library.
46. Have students collect and write "books" of Funny Family Folklore. Begin by having them ask parents, grandparents, and siblings to tell stories of funny things that happened to them.
47. Watch sit-coms and other television programs and list types and examples of humor used.
48. Invite a comedian to speak to the class about how he or she prepares material. Perhaps this could be coordinated with a career day.
49. Give the humor questionnaire on the next page and share the results with the class.



FAVOURITE HUMOROUS BOOKS

compiled by PATRICIA FINLAY,
teacher-librarian, Forest Grove
Elementary, School District # 41
(Burnaby)

From titles suggested by teachers, teacher-librarians and students in Burnaby.

Picture Books

Allard, Harry.	<u>Miss Nelson Is Missing</u> <u>The Stupids</u>
Bianchi, John	<u>Princess Frownsalot</u> <u>The Swine Snafu</u>
Browne, Anthony	<u>Willy the Champ</u> <u>Willy the Wimp</u>
Hoban, Russell	<u>Dinner At Alberta's</u> "Frances" series
Kahl, Virginia	<u>Duchess Bakes a Cake</u> <u>Plum Pudding For</u> <u>Christmas</u>
McAfee, Annalena	<u>The Visitors Who Came</u> <u>To Stay</u>
Morgan, Nicola	<u>Temper, Temper!</u>
Munsch, Robert	<u>50 Below Zero</u> <u>The Paper Bag Princess</u>
Steig, William	<u>Farmer Palmer's Wagon</u> <u>Ride</u>

Novels

Blume, Judy	<u>Superfudge</u>
Cleary, Beverly	"Henry Huggins" series "Ramona" series
Conford, Ellen	<u>A Job For Jenny Arcner</u> <u>A Royal Pain</u>
Dauer, Rosamond	<u>The Three Hundred</u> <u>Pound Cat</u>
Gilson, Jamie	<u>Thirteen Ways To Sink a</u> <u>Sub</u>
Godfrey, Martyn	<u>Plan B Is Total Panic</u> "Ms. Teeny Wonderful" series
Gormley, Beatrice	<u>Mail Order Wings</u>
Howe, James	<u>Bunnacula</u> <u>Nighty-Nightmare</u> <u>The Celery Stalks at</u> <u>Midnight</u>
Korman, Gordon	<u>Who Is Bugs Potter?</u>
Peck, Robert N.	"Soup" series

Poetry

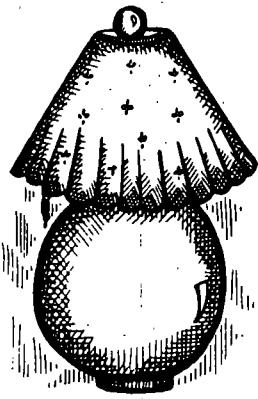
Lee, Dennis
Lobel, Arnold

Alligator Pie
The Book of Pigericks

...
And, of course.....

Garfield, Family Circus, The Far Side, Tintin, and
joke books!

Q:
What do you get
when you cross a
LIBRARY
with a
LAMP?



A:
light reading!

COME & GET IT.

“I’VE GOT A RAISIN STUCK IN MY NOSE,”

OR USING HUMOR TO GET KIDS HOOKED ON READING

A CLA conference session with **MARTYN
GODFREY**

reported by **LIZ AUSTROM**, senior editor

Martyn Godfrey, author of nineteen novels for young adults, informed a packed conference hall that the Globe & Mail calls his work “lite lit.” If the term is accurate, then there are a lot of adults who are fans of “lite lit.” This session was obviously a highlight of the CLA conference for many of those attending the presentation. Martyn Godfrey is as funny in person as his writing is and the reception for both his anecdotes and serious comments was enthusiastic.

Martyn, a teacher, got started writing because of a boy in his class. He made a practice of trying to scare his grade seven students on the first day of school. Martyn would smile at them like Long John Silver, then tell them to “Come in, sit down, and be quiet!” This procedure scared most students, but not Tom. He only said, “Huh.”

Tom turned out to be a reluctant learner. By November, Martyn figured that Tom would fail. Then Tom went to three movies: *The Empire Strikes Back*, *Close Encounters of the Third Kind*, and *Alien*. In January, he asked for “a book like *Star Wars* with rocket ships and laser guns.” Ten years ago there were no appropriate books in their school library. Later that day Tom said, “I bin thinkin’ that every Thursday we write stories and I noticed that you don’t do nothin’.” Martyn said, “I’m marking Math.” Tom said, “I don’t think it’s fair, you should be writin’ a space story.”

Tom and Martyn made a deal. Tom and Martyn would both write, which they did for three weeks — Martyn writing seven pages about a boy named Tom who lived in an alien world. When the Scholastic Book Club forms came the next week, Tom suggested that he send it in to them to be published. Martyn agreed, provided that Tom would write a letter to Scholastic saying why they should publish it. Martyn’s intent was simply to get Tom to write more — he had no idea of ever publishing a book.

The upshot was that Scholastic sent a letter back to Martyn asking him for the rest of the story, and commenting on the misspelling in the first chapter. Needless to say, the class was amused by this criticism. Later, Martyn asked his students to make suggestions on how to expand the story. One girl suggested that he add a girl. This was a good idea because eighty percent of kids (age 10-17) who walk into bookstores are girls. Another student suggested blowing up the school. This book was published as *The Vandarian Incident*.

The title was not one of the titles that Martyn or his students suggested; it was decided by the publisher, Scholastic-TAB. Tom commented that it sounded like a disease. In the Danish version, the title translates as “Attack from up there.” One of the students said, “Oh yeah, kind of like what birds do to your car.”

This initial writing success bolstered Martyn’s spirits and he wrote another book, *Alien War Games*. When he submitted it for publication, he got two outright rejections — “Stupid!” and “Worse than your first!” — plus one qualified acceptance — “We don’t like it, but if you are willing to make revisions, we’ll publish it.” After three years of effort and 2000 pages of writing to produce a 140 page book, it was finally published. [It is one of the books included in the BCTLA’s latest collection of book talks, *Imagination or Reality? Science Fiction and Fantasy Booktalks for Children and Young Adults*.]

Discouraged, Martyn stopped writing; but in 1984 his students were writing their stories about New York and Los Angeles, places none of them knew anything about, and he told them to write about Edson, Alberta, and other places where they had been. The kids responded that he had only written about outer space. It was true.

That insight got him going again. That year, the kids in grade seven in Edson were into BMX bikes. For weeks they held informal competitions to see who could jump their bike over the greatest number of garbage cans. They would come into class bragging, “I’m a two canner.” The first four canner was a girl and she proved to be the inspiration for *Here She is, Ms. Teeny Wonderful*. The heroine not only jumps over garbage cans, but also is the kind of girl who hates beauty contests.

Martyn knew he had made the transition from

teacher to author on the day they had the fluoride rinse. Each Tuesday, all of the students had to rinse for one timed minute, under teacher supervision, then they spit out the rinse into paper cups. A student would collect the cups into a green garbage bag.

It was a good grade seven class, so Martyn didn't hesitate to leave the class one day when a long distance telephone call came during "Swish and Spit" time. He chose a student to time the rinse and be in charge of the remaining *ten seconds*. As soon as Martyn left the room, Kevin said to the class, "OK, ten seconds left and what I'll want you to do is spit it all out, then we'll pass the cups forward and we'll try it again." Green stuff got spit out all over the class as students exploded into laughter and/or disgust. Martyn's sole thought was of using the incident, which he did in *It Isn't Easy Being Ms. Teeny Wonderful*. He knew he had become an author.

The next inspiration came as a result of another humorous incident. In Martyn's opinion, girls lose the ability to go to the bathroom alone in grade eight, cluster together at lunch, and generally seem to do everything as a group. Kevin approached one such group, intending to "gross them out." He stuck a raisin in his nose, then went up to talk to the girls, having planned to pull out the raisin at an appropriate point in the conversation, then offer it to the girls to eat. Unfortunately, raisins rehydrate in moist places and he couldn't get it out. However, one of the most important things for grade eight boys is to stay cool, so he didn't say anything to anyone. Twenty minutes into the afternoon class, Martyn noticed Kevin with a hand over his eye and nose, and breathing through his mouth. A doctor had to remove the raisin, then Kevin asked to keep it, and showed it to the class. The result — *Send In Miss Teeny Wonderful*.

Sometimes inspiration comes from other sources, like the chance to make money. Collier Macmillan has a good High/Low series called Series Canada. After Martyn agreed to do a book for the series the editor made a few little specifications: write about a girl... there should be a boy helping out... he can't be the main character... make it in the Northwest Territories... we need a monster story... remember it has to be exactly 1000 words long... or 96 pages... ten chapters... no more than two 2 syllable words in a sentence. From such strictures, *The Beast* was born. Several other titles in the series followed.

The Beast incorporates an experience that

Martyn had when he was teaching on a Dené reserve at Assumption in Northwest Alberta. It happened when he went for a walk with his dog. He met an old man on the trail who mistook him for an evil spirit and started running. The dog chased the old man and knocked him down. When Martyn went to pick him up the old man thought the spirit had him.

Godfrey has incorporated many experiences into novels. A potentially tragic confrontation occurred during a hunting trip in Assumption, just after he moved there from Toronto. He and his buddy came across some bear tracks, but his friend had a gun so they kept on walking. Then they came across the bear, and Martyn remembers thinking, "There's a bear without bars in front of it!" The guy with the gun froze. Martyn thought, "I should have read that pamphlet in Banff." Even experiences like this trigger the ironic or humorous aspect of his imagination. In every case, the writer in Martyn takes an incident from life and twists it and stretches it out for the story.

Before attending the session, I had not read any of Martyn Godfrey's books. I went because there were no competing sessions that attracted me and because *Bookmark* was doing an issue on humor. After attending the session, I picked up several of his books and found them really engaging. I recommend his work highly. Better yet, so do the young teens with whom I have shared the novels.

Martyn Godfrey would not be surprised. He says that kids are all interested in funny stuff. They all pick up books like *Teach Me How to Pick My Nose*, his recent book about a skateboarder and a trick called "nosepicker." What is more, kids not only pick these books up, they actually read them and share the fun with other young people! Humor is a great motivator for developing interest in reading.

As a final note of interest, Martin's novel *Mystery in the Frozen Lands* was runner-up for the 1989 Young Adult Canadian Book Award that is sponsored by the YA Services Interest Group of the Canadian Library Association.

BIBLIOGRAPHY:

[The following information is taken from *Canadian Books in Print*, 1989 edition.

Alien Wargames. Scholastic-TAB, 1984.

Pap. \$3.95. ISBN: 0-590-71224-1

Bats Go Here! Hotdogs There! Lorimer, 1987. Cloth \$14.95. ISBN: 1-55028-023-61; pap. \$4.95. ISBN: 1-55028-021-X

The Beast. Collier Macmillan, 1984. Pap. \$5.50. ISBN: 0-02-947160-5

Break Out. Collier Macmillan, 1988. Pap. \$5.50. ISBN: 0-02-953543-3

Fire! Fire! Collier Macmillan, 1985. Pap. \$5.50. ISBN: 0-02-947300-4

Here She Is, Ms. Teeny Wonderful. Scholastic-TAB, 1984. Pap. \$3.50. ISBN: 0-590-71482-1

Ice Hawk. Collier Macmillan, 1985. Pap. \$5.50. ISBN: 0-02-947310-1

It Isn't Easy Being Ms. Teeny-Wonderful. Scholastic-TAB, 1987. Pap. \$3.50. ISBN: 0-590-71674-3

It Seemed Like a Good Idea at the Time. Tree Frog, 1987. Pap. \$6.95. ISBN: 0-88967-060-9

The Last War. Collier Macmillan, 1986. Pap. \$5.50. ISBN: 0-02-947380-2

More Than Weird. Collier Macmillan, 1987. Pap. \$5.50. ISBN: 0-02-953499-2

Plan B is Total Panic. Lorimer, 1986. Cloth \$12.95. ISBN: 0-88862-851-X; pap. \$6.95. ISBN: 0-88862-850-1

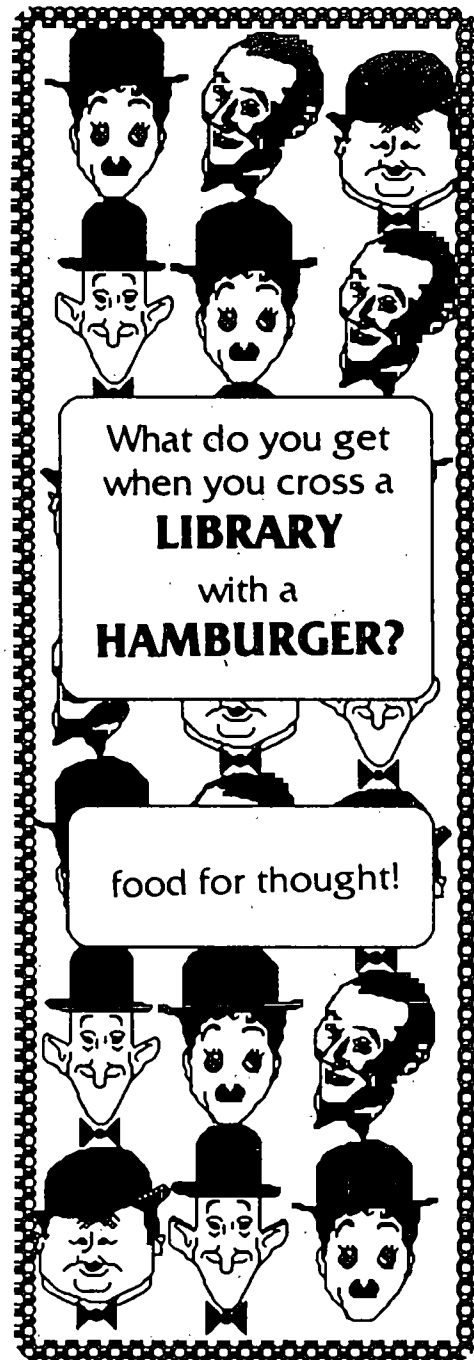
Rebel Yell. Collier Macmillan, 1987. Pap. \$5.50. ISBN: 0-02-947410-8

Send in Ms. Teeny-Wonderful. Scholastic-TAB, 1988. Pap. \$3.95. ISBN: 0-590-71954-8

Spin Out. Collier Macmillan, 1984. Pap. \$5.50. ISBN: 0-02-947170-2

The Vandarian Incident. Scholastic-TAB, 1981. Pap. \$3.95. ISBN: 0-590-71080-X

Wild Night. Collier Macmillan, 1987. Pap. \$5.50. ISBN: 0-02-947420-5



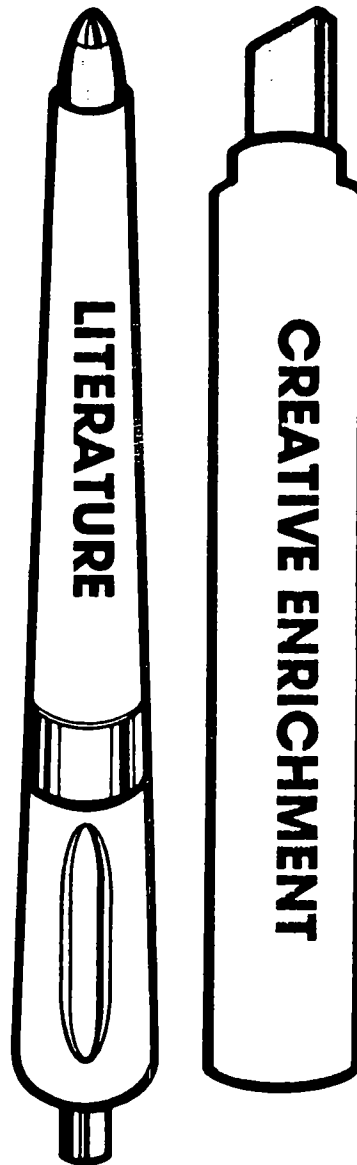
PROFESSIONAL READING

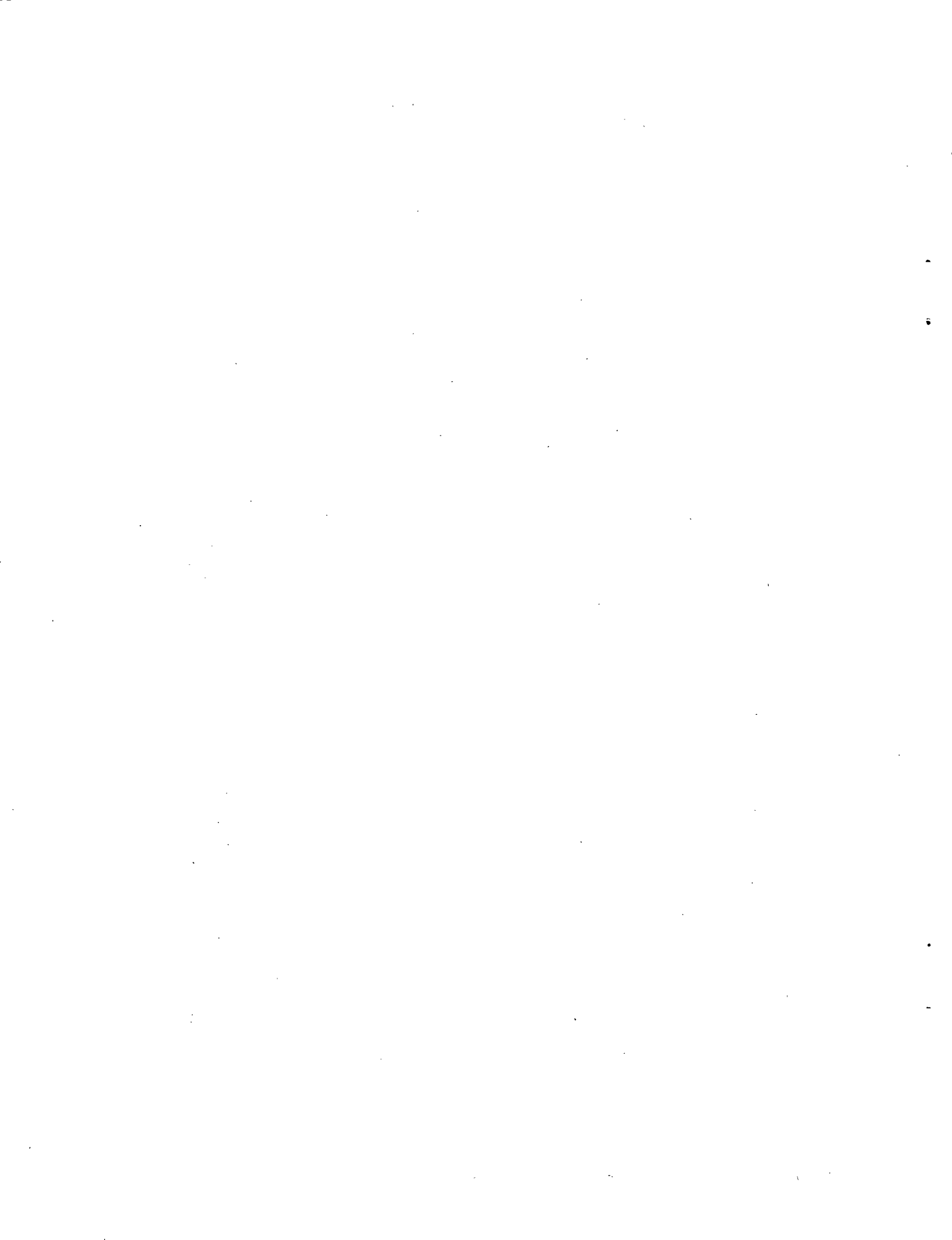
HUMOUR IN CHILDREN'S LITERATURE AND EDUCATION

compiled by **LINDA DUNBAR,**
**Teachers' Professional Library, School
District #39 (Vancouver)**

- Alfonso, Regina. "Modules for teaching about young people's literature-module 4: humor." Journal of Reading, Volume 30, Number 5 (February 1987) pp. 399-401.
- Arizzi, Mavis. Thinking About Funny Books. O'Fallon, MO: Book Lures, Inc., 1986. 30p.
- Baughman, M.D. "Humor and the child." Contemporary Education, Volume 53, Number 2 (Spring 1982) pp. 128-131. (reprinted from Creative Child and Adult Quarterly, Spring 1978.
- Bennett, J.E. and Bennett, P. "What's so funny? action research and bibliography of humorous children's books - 1975-80." Reading Teacher, Volume 35, Number 8 (May 1982) pp. 924-927.
- Blos, J.W. "Getting it: the first notch on the funny bone; children's books." School Library Journal, Volume 33, Number 8 (April 1987) pp. 48-49.
- Cart, M. "A light in the darkness: humor returns to children's fantasy." School Library Journal Volume 33, Number 8 (April 1987) pp. 48-49.
- Colwell, C.G. "Humor as a motivational and remedial technique." Journal of Reading, Volume 24, Number 6 (March 1981) pp. 484-486.
- Cornett, Claudia E. Learning Through Laughter: humor in the classroom. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1986. 43p. (Phi Delta Kappa Fastback No. 241).
- Honig, Alice Sterling. "Humor development in children." Young Children, Volume 43, Number 4 (May 1988) pp. 60-73.
- "Humor" in High Interest Easy Reading for Junior and Senior High School Students. 5th ed. Urbana, IL: National Council of Teachers of English, 1988. pp 40-44.
- "Humor and satire" in Books for You: a booklist for senior high students. 10th ed. Urbana, IL: National Council of Teachers of English, 1988. pp. 267-274.
- "Humor and satire" in Your Reading: a booklist for junior high and middle school students. 7th ed. Urbana, IL: National Council of Teachers of English, 1988. pp. 153-157.
- "Ideas that work with young children: laughing all the way." Young Children, Volume 43, Number 2 (January 1988) pp. 39-41.
- Jalongo, M.R. "Children's literature: there's some sense to its humor." Childhood Education, Volume 62, Number 2 (November/December) pp. 109-114.
- Kehl, D.G. "The two most powerful weapons against doublespeak." English Journal, Volume 77, Number 3 (March 1988) pp. 57-65.
- Klause, A.C. "So what's so funny, anyway?" School Library Journal, Volume 33, Number 6 (February 1987) pp. 34-35.
- Krogh, S.L. "Should school be a laughing matter? humor - it's good for growth." Early Years, Volume 15, Number 8 (April 1985) pp. 29+.
- Landsberg, Michele. "Liberating laughter" Chapter 4 in Michele Landsberg's Guide to Children's Books: with a treasury of more than 350 children's books. Markham, ON: Penguin, 1985. pp 55-72.
- Lyngheim, L., comp. "Taking laughter seriously." School Library Journal, Volume 27, Number 7 (March 1981) pp. 108-109.
- Mallett, Jerry J. Books To Make You Giggle and Grin. Findlay College. n.d. 15p.
- Nelson, Robert L. "50 funny books." Learning 87, Volume 16, Number 4 (November/December 1987) pp. 51-52; 54-55.

- Nilsen, A.P. "We should laugh so long?" (Jewish humor in YA books). School Library Journal, Volume 33, Number 3 (November 1986) pp. 30-34.
- Nilsen, D.L.F. and Nilsen, A.P. "Exploration and defense of the humor in young adult literature." Journal of Reading, Volume 26, Number 1 (October 1982) pp 58-65.
- Orme, Michael J. "Uses of humor in instruction." Orbit, Volume 17, Number 3 (October 1986) pp. 6-8.
- Peterson, I. "Humor in the physics classroom." Physics Teacher, Volume 18, Number 9 (December 1980) pp. 646-650.
- Ralston, Marian. "Humor in literature for the young - an annotated bibliography." Prime Areas, Volume 28, Number 1 (Fall 1985) pp. 101-103.
- Reed, Arthea J.S. "The emotional emphasis of young adult literature" in her Reading Adolescents: the young adult book and the school. New York: Holt, 1985. pp. 113-141.
- Roger, V.R. "Laughing with children." Educational Leadership, Volume 41, Number 7 (April 1984) pp. 46-50.
- Shaeffer, M.B. and Hopkins, D.I. "Miss Nelson, knock-knocks and nonsense: connecting through humor." Childhood Education, Volume 65, Number 2 (Winter 1988) pp. 88-93.
- Shapiro, Lillian L. Fiction for Youth: a guide to recommend books. New York: Neal-Schuman Publishers, 1980. pp. 230-231.
- Sluder, Alice Wilde. "Children and laughter: the elementary school counselor's role." Elementary School Guidance & Counseling, Volume 21, Number 2 (December 1986) pp. 120-127.
- Sopher, H. "Laugh and learn." English Language Teaching Journal, Volume 35, Number 4 (July 1981) pp. 431-436.
- Wandersee, J.H. "Humor as a teaching strategy." American Biology Teacher, Volume 44, Number 4 (April 1982) pp. 212-218.
- Weaver, Richard L II and Cotrell, Howard W. "Ten specific techniques for developing humor in the classroom." Education, Volume 108, Number 2 (Winter 1987) pp. 167-179.
- Westcott, Laurel. Humorous Fiction. Coordinator of Children's Services, Vancouver Public Library, 1981. 7p. (book evaluation list).
- Whitmer, Jean E. "Pickles will kill you: use humorous literature to teach critical reading." The Reading Teacher, Volume 39, Number 6 (February 1986) pp. 530-534.
- Willoughby, Bebe. "Humor tells the truth in children's books." Journal of Youth Services in Libraries, Volume 1, Number 1 (Fall 1987) pp. 57-64.





FEATURED IN THIS ISSUE



LINKS TO LITERATURE

Sales for Links to Literature:

Dianne Rabel
1501 — 2nd Avenue
Prince Rupert, BC
V8J 1J5
H: 627-7132
S: 624-6361



**LITERATURE-BASED UNITS & IDEAS FOR
TEACHER-LIBRARIANS & TEACHERS**

**\$10.00 prepaid
\$12.00 invoiced**

**BCTLA ANNUAL SPRING
CONFERENCE
APRIL 8, 1989
RICHMOND INN,
RICHMOND, B.C.**

**WELCOME TO THE
LIEUTENANT
GOVERNOR OF B.C.**

by **DIANA POOLE**, President, BCTLA.

I am extremely pleased to be the president of the British Columbia Teacher-Librarians' Association today, because it is my privilege to welcome and introduce to you their Honours, the Lieutenant Governor of B.C., Mr. David C. Lam and Mrs. Lam. They are accompanied by aide-de-camp Colonel Bob Stanley.

The last time I was in the presence of His Honour was in a high school gym, and I was strategically placed at the back near the bleachers, the more easily to engage in crowd control. A totally unnecessary move, I might add, as His Honour proceeded to address 1200 15 to 19 year-olds on his role as the new lieutenant governor of British Columbia. The students received quite an education that day on this representative of the crown. He came across as a man with a vision and a mission—and they were impressed.

The conference committee could not have chosen a more appropriate person to be guest speaker at a conference entitled "The Pacific Rim". Mr. Lam is a distinguished scholar, businessman and community leader. His education includes studies from the universities in Canton, Philadelphia, and New York's Harvard University and UBC. He has held senior business positions with the Ka Wah Bank Ltd. of Hong Kong, Canadian International Properties Ltd. in Vancouver, and as a Director of the Bank of B.C. His Honour's work with educational institutions spans the Pacific. He has been Vice-Chairman and a member of the Board of Governors of the Hong Kong Baptist College and a member of the Advisory Board

of the Asia Pacific Initiative, a joint project of the Federal and Provincial Governments to promote trade and commerce, and tourism between B.C. and the Asia Pacific countries.

Mr. Lam is also renowned for his imaginative and generous contributions to the B.C. community. These contributions are a major factor in the creation of: the David Lam Management Research Library at UBC, the University of Victoria's Asian Pacific Initiative Centre, Regent College Theological Seminary in Vancouver, the Dr. Sun Yat-Sen Classical Chinese Garden in Vancouver's Chinatown, and the David Lam Asian garden and UBC.

This Lieutenant Governor has demonstrated to all of us what a dedicated individual can achieve in British Columbia through his concern and generosity.

May I introduce to you His Honour, Mr. David C. Lam.



PACIFIC CONNECTIONS

A REACTION TO THE SPEECHES PRESENTED BY DR. DAVID LAM AND DR. LOUISE MAY AT THE BCTLA CONFERENCE

Reported by **WILLA WALSH**, Teacher-Librarian, McNair Senior Secondary, S.D. # 38 (Richmond).

Dr. May's dinner speech offered listeners a vision of the future. A thoughtful and thorough person, she had arrived early at the Conference to share lunch with the lieutenant-governor, Dr. David Lam, and his wife, in order to compare notes and be sure that their two speeches were not repetitive. As a result, each speaker took a slightly different emphasis — Dr. May stressing the challenge for Canadians to meet the new "Pacific Century" and Dr. Lam emphasizing the responsibilities and challenges for the peoples of the Asian Pacific in adapting to Canada and Canadians. Both presented positive and deeply felt convictions about the traumas and opportunities of change as we experience a major shift in world emphasis.

According to Dr. May, the "Far East" is soon to become the focal point of a new age — the 21st Century or the Pacific Century. BC, as the Canadian province which has most responded to this new world development, will find itself at the very heart of the Pacific Community. Her outlook was immensely optimistic as she described a rosy economic future with our links with the Asian Pacific bringing increased trade and prosperity to Canada. BC, having already made progress in embracing Eastern influences and culture, will continue this trend.

Her views were echoed in recent statements in the latest issue of *Au Courant* magazine which reflects on current economic trends in Canada. According to views expressed in this journal "The Pacific Rim countries offer great possibilities for Canada in its effort to increase its share of global world trade." This shift in our trade liaisons will be due to the fact that the Pacific Rim "... is the area where the future growth will take place. Investment is growing in this region and, on the other side of the

coin, the flow of investment from this area to other countries is also increasing." These statements certainly add credence to Dr. May's assertion that the Asian countries will soon surpass the United States and Europe as the major producers of goods, and exporters of products. (*Au Courant*, Vol. 9, No. 3, 1989)

Dr. May mentioned that the shift in world emphasis will be hard for many to accept, but she did not dwell on the problems that might be encountered along the way. In the face of recent immigration and investment in the Vancouver real estate market and our expanding business connections with the East, it would appear that there will be a great influx of Asians to BC and a rapidly growing business liaison. No doubt this will continue throughout the next decade as Hong Kong moves towards integration with Mainland China. All of this is not taking place without trauma. Anthropologists emphasize that economic influences between cultures can lead to changes in all aspects of the cultures involved — even to the most cherished value systems. If change occurs too quickly, conflict can arise and defense mechanisms come into play. We have seen this happen in regards to the recent real estate boom in the Lower Mainland. A great deal of hostility has arisen due to the Hong Kong investments. The two cultures met head on, and not only economics was the issue. It might well be that BC's "lotus-land" attitudes and appreciation of nature will come into serious conflict with an Eastern entrepreneurial model and work ethic that is not the norm for many Canadians at this time. Hopefully, the two rich cultures will exchange their good aspects and enrich each other. As educators our choice is going to be how to best familiarize ourselves with this dynamic Pacific area, how to educate our students to be prepared for these changes, and, as teacher-librarians, how to provide accurate information and resources that will allow informed access to the diverse cultures, customs, language and literature of the Pacific Rim countries.

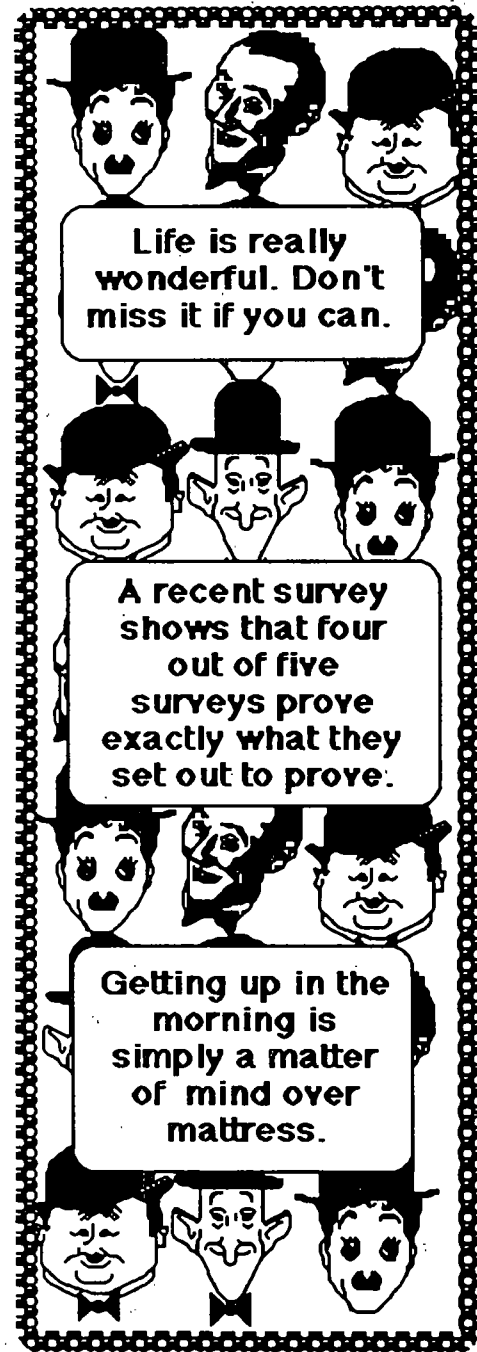
Dr. Lam, in his luncheon speech, addressed the topic of Asian immigrants to B.C. and the climate of Asian business investments in Canada. As Dr. May pointed out, Canada is coping with an influx of Asian immigrants — fifty percent of all immigrants fall into this category, meaning that 150,000 Asians arrive each year on our shores. Should this trend continue, there will be one million new Asians in Canada by the year 2001! Dr. Lam explained what new Asian immigrants could do to become truly "Canadian". He presented the win/win situation of cultural

accommodation that, hopefully, will be the pattern of BC's future in the Pacific Century. He advocated mutual respect and told the audience of his and his staff's pledge to work in a dedicated fashion towards seeing this goal achieved. He has demonstrated his commitment on many occasions and has proven to be the highest profile lieutenant-governor B. C. has ever had.

In a recent article by Peter C. Newman in Maclean's magazine (April 24, 1989), it was reported that Dr. Lam is bridging the gap between the two cultures and providing a model, in his own life, for others to follow. In a recent speech, Dr. Lam stated that "Integration is what we're all striving for in this country; that's what multiculturalism is all about. The Chinese who come here should not give up their language or culture, but they must try hard to become more and more Canadian." He went on to describe his own children as being "somewhere between assimilation and integration".

Dr. Lam presented a metaphor to some 800 leaders in the B.C. Chinese community recently. He said that coming to Canada is like being invited to a potluck dinner. "If everyone who comes brings his favorite dish using the best of recipes, we have a feast. . . . It 's most important not to come and just say 'I'm here because I can make more money'." He went on to explain his mission — "I carry this burden: I want Canadians to recognize that the Chinese in this country are not a liability." He has well exemplified this conviction by donating approximately \$5 million a year to philanthropic causes. Recently he was instrumental in helping with the fund drive for an Asian Garden at U.B.C. (Maclean's, April 24, 1989, page 35)

As Dr. Lam spoke to the 400 participants at Saturday's Conference luncheon, he brought tears to some eyes in the rapt audience. He had no difficulty in reaching the hearts of his listeners. His personal warmth and good will enabled one to feel that mutual respect and understanding will prevail throughout the changes that lie ahead.



EDUCATIONAL OPTIONS FOR HONG KONG STUDENTS

SPEAKERS: CELINA MAU, teacher-librarian, Ecole Bilingue, S.D. #39 (Vancouver), and EILEEN LEGALLAIS, teacher, Point Grey Secondary, S.D. #39 (Vancouver).

REPORTER: PAT WALLACH, teacher-librarian, Walter Lee Elementary, S.D. #38 (Richmond).

The speakers began with a slide presentation of their seventeen day tour of Hong Kong and their brief visit to mainland China. Their Pacific Rim Initiative experience was a comprehensive look at the education system of the city. Their objective was to find out how the educational programs of Hong Kong compare to those of B.C.

Participants in this session saw video presentations of classes in two prestigious schools. Celina and Eileen found that of the three types of schools in Hong Kong — government, government-aided and private — the government-aided is the most popular as it offers the best quality of education. The quality of private schools varies greatly. As a result parents are confused when they come to Vancouver and look at the options for their children.

Much attention is given to choosing the proper school for early childhood education because, according to the oriental philosophy, without a good education the child can't go anywhere. In a society where many parents didn't have any educational opportunities children are expected to apply themselves and fulfill their parents' dreams. All aspects of the curriculum are exam oriented as marks limit career possibilities. This overcrowded society is, therefore, very competitive.

In conclusion the speakers touched on the importance of school libraries in Hong Kong. As of 1979 all secondary schools of 18 or more classes were given a school librarian and a start-up budget of \$2,000. In 1986 all secondary schools under 18 classes got a .5 school librarian. From that time on all elementary schools were allowed the equivalence of \$1 to \$2 per year per child to purchase classroom reading collections. The hiring of a clerk for administration is at the discretion of the principal. Schooling is regularly punctuated with streaming examina-

tions and, as a result, leisure reading is not promoted: virtually all reading is exam oriented. For further information on the experiences of Celina Mau and Eileen Le Gallais, please see their article in the Pacific Rim Edition of The Bookmark, March 1989.

FOREIGN LANGUAGE LITERATURE COLLECTION

Speaker: KEN WALTERS, teacher-librarian, Strathcona Elementary, S.D. #39 (Vancouver).

Reporter: ADRIENNE MOORE, teacher-librarian, Woodward Elementary, S.D. #37 (Richmond).

Mr. Walters, librarian at Strathcona Elementary School, in the heart of Vancouver's Chinatown, reported on his Masters thesis paper findings that "Reading in the first language did not have a detrimental effect on reading in the second language." This was an important factor influencing the Vancouver School Board and the Vancouver Public Library to purchase the Foreign Language Collections for use in the public schools where the school population was 95% ESL.

Mr. Walters found that when parent volunteers came into the schools to read to the students in Cantonese, their native tongue, the results were noticeably better. Consequently, the program has been implemented to become an important part of the curriculum for ESL students.

Kits in foreign languages such as Spanish, Polish, Cantonese, French, etc. may be signed out from the district Resource Centre to be used by teachers and parent volunteers for recreational reading.

The session by Mr. Walters concluded with a short discussion on whether the Literature Collections could possibly contain religious or political bias. It was felt that the material should be screened by the school board in addition to the publishers' screening it.

CINDERELLA AROUND THE WORLD

Speaker: **RUSS MACMATH**, teacher, Bridge Elementary, S.D. #38 (Richmond).

Reporter: **YOLANDE NEALE**, Hamilton/Sidaway Elementary, and **JANET KAY**, R. J. Taid Elementary, S.D. #38 (Richmond).

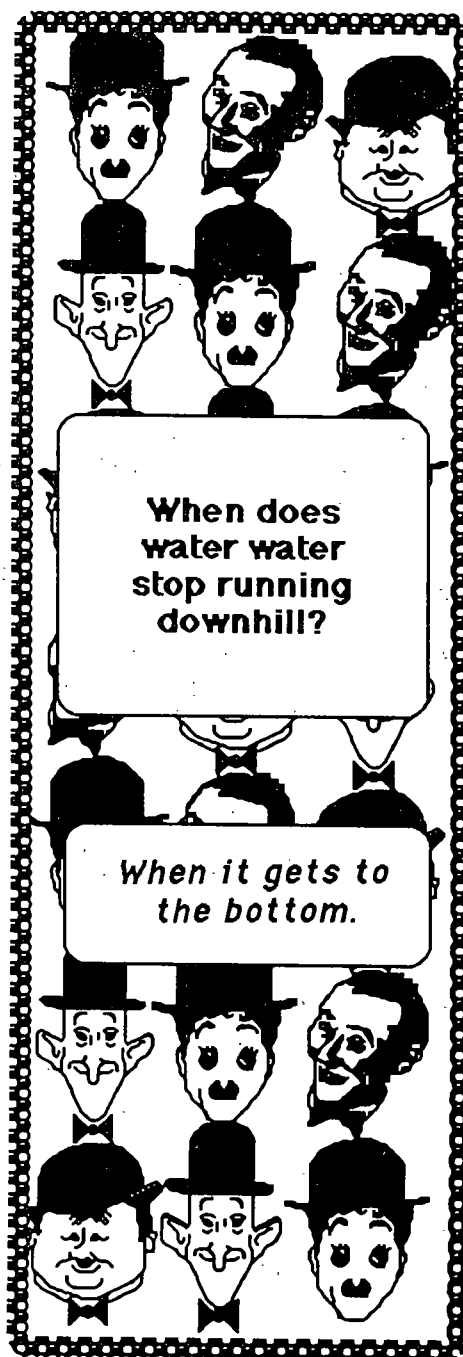
Russ began his presentation by explaining that this topic is his hobby-horse. He handed out a series of reference sheets as well as a format for classroom use and a bibliography which included the ISBN numbers as well as where the books are available.

Russ prepares his class by reading the novel, Silver Woven in my Hair. It is a story about a girl named Thursey who is forced by her wicked step-mother to live in a wardrobe. Russ brings a wardrobe to class filled with as many versions of the Cinderella story as he has been able to borrow and collect, usually fourteen or fifteen. The children are able to unlock the magic of the wardrobe using a big, old-fashioned, grass key. The unit introduces children to comparative literature. It also allows the children to compare the cultures from which the stories are derived. By analyzing each version of the Cinderella tale, using Russ' well laid-out draft sheets, the students are encouraged to develop their own version, verbally and artistically. He has found that the unit works well for about one month.

His slides showed the impact the various illustrators have on the different versions. His narrative manner was entertaining and brought forth his love of the subject matter, which would certainly carry through to his students.

The teacher-librarian would be invaluable in arranging inter-school library loans to supplement such a unit. The teacher-librarian could also approach public libraries to see if loans could be arranged. Because the teacher-librarian works with the whole school, he/she could approach the entire school population for books dealing with the specific subject area, thereby taking some of the pressure off the classroom teacher.

Russ concluded by stressing that this was his approach to a theme that he has found highly successful in the classroom.



CHANGING CHINA – Keeping Up to Date

Speakers: **BILL AND MARION
TOPPING**

Reporter: **KATHERINE PICHA**, teacher-librarian, Cliff Drive Elementary School, S.D. #37 (Delta).

Veterans of eleven trips to China since 1980, and experienced travel guides themselves, Bill and Marion Topping presented a personal and perceptive view of China and its citizens through a selection of their own slides. Bill divided the workshop into three sections – the tourist's China (consisting of the Great Wall, the Ming tombs, Beijing, the summer palace, Xian, and Waylin), Shanghai, and a fairly close look at how people live in the Xin Hua neighborhood, an upper middle class area.

In all their commentary, the Toppings stressed how much more prosperous the Chinese have become in the last few years, stating as evidence of this the growth of Chinese tourism within their own country, and the abundance of consumer goods in the stores and in Chinese homes. Although money seems to be plentiful, space is not—slides of urban Shanghai and of the interiors of Xin Hua apartments show small, crowded units, and streets which are both congested and used as extensions of living accommodation. Cars are also still scarce, although bicycles abound.

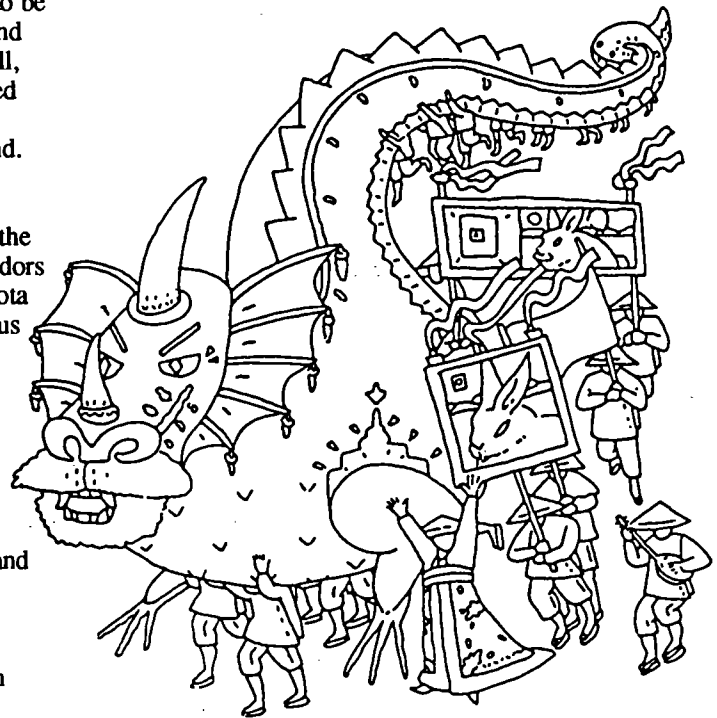
While nominally communist, the economic system appears to the Toppings to be tolerant of the entrepreneur—family businesses remain, street vendors hawk their colourful wares to tourists, and the quota system of factory labor allows a reasonably zealous worker surplus goods to sell on the free market. Such a system works against people employed in occupations where goods are not produced. For example, teachers, already poorly paid, have no similar prospect of augmenting their income.

The medical and child care systems are decentralized—day care is supplied in each factory and nearly every building has its own clinic, which probably offers a blend of traditional and western medicine. Social policy includes an approach to divorce which urges the re-education of couples in troubled marriages.

Education is still somewhat denigrated as a result of Mao's influence, and the closing of many schools during the cultural revolution. To us, the system seems backward, having large classes, around 50, and

favouring memorization as a method of learning. Gifted children are removed from the regular stream into special schools where they concentrate on their particular talent.

Some concerns were evident in the Toppings' remarks—among them the feeling that tourism is becoming slicker in China, with the result that the tourist's experience is less authentic than it was. Also, because the Chinese are unwilling to show outsiders anything of which they might appear critical, it may be difficult to receive an accurate view of China, either from within or without. Photographs are often posed; and show schools are opened to tourists, where children are trained to perform for visitors, and even wear special clothes owned by the school when on show. The Toppings advised caution in accepting much of what has been printed about China. They have prepared a bibliography of materials suitable for the secondary school, and recommend China Books and Periodicals, Inc., (2929 24th Street, San Francisco, CA, 94110) as a good North American source of Chinese materials.



CHINA READING LIST

by BILL AND MARION TOPPING

This reading list has been compiled over the past 8 years during our many trips to China and included titles from our own personal collection as well as some from the Steveston Senior Secondary School library. Most of the titles should still be available, but, those that are out of print can often be found either in libraries or in second hand book stores. Readers should, however, note carefully the date and place of publication of any older book on China to be aware of any possible biases and differing points of view. It is very interesting to read these older titles to see the change in how the west perceives China.

We have not included guide books on the list. There are now many to choose from, all equally good. For the most part they are not extensively revised from one edition to the next and now seem to be written for the business traveller or the tourist travelling on their own.

The list has been divided into those items published in the west and those published in China. It is not possible to obtain many of the Chinese published books and periodicals through North American sources such as China Books & Periodicals, Inc., 2929 Twenty-fourth Street, San Francisco, CA, 98110.

Bon Bernard, Trudy. Life in changing China. Edmonton: Arnold, 1987.

Blunden, Caroline. Cultural atlas of China. New York: Facts on File, 1983.

Carney, Dora Sanders. Foreign devils had light eyes: a memoir of Shanghai 1933-1939. Toronto: Virgo Press, 1980.

Cotterell, Arthur. The first Emperor of China: the greatest archeological find of our time. New York: Holt, Rinehart & Winston, 1981.

Contemporary atlas of China. London: Weidenfeld and Nicholson, 1988.

Clayre, Alasdair. The heart of the dragon. Boston, Houghton Mifflin Co., 1985.

Deh-Ta Hsuing. Chinese regional cooking. London: Quarto Publishing, 1979.

Han Suyin. Destination Chungking. London: Granada, 1973.

Han Suyin. A many splendoured thing. London: Granada, n.d.

Han Suyin. The crippled tree. London: Granada, 1982.

Han Suyin. A mortal flower. London: Granada, 1978.

Han Suyin. Birdless summer. London: Granada, 1972.

Han Suyin. My house has two doors. London: Granada, 1982.

Han Suyin. Phoenix harvest. London: Granada, 1982.

Nen Cheng. Life and Death in Shanghai. Harmondsworth: Penguin, 1988.

Journey into China. Washington, D.C.: National Geographic Society, 1982.

Salisbury, Harrison. The long march. New York: Harper and Row, 1985.

Seagrave, Sterling. The Soong dynasty. New York: Harper & Row, 1985. China: a history in art. New York: Doubleday, 1979.

Spence, Jonathan. Gate of heavenly peace: the Chinese and their revolution 1895-1980. Harmondsworth: Penguin, 1981.

Zheng Shifeng. China: all provinces & autonomous regions. New York: McGraw-Hill, 1980.

PUBLISHED IN CHINA

Books

Alley, Rewi. At 90: Memoirs of my China years. Beijing: New World Press, 1986.

Cai Xiqin. A visit to Confucius' home town. Beijing: New World Press, 1986.

China's minority nationalities. Beijing: China Reconstructs. 1984.

Culture. Beijing: Foreign Languages Press, 1987.

Encyclopedia of New China. Beijing: Foreign Languages Press, 1987.

Fei Hsiao Tung. Small towns in China— Functions, problems and prospects. Beijing: New World Press, 1986.

Geography. Beijing: Foreign Languages Press, 1983.

Literature and the arts. Beijing: Foreign Languages Press, 1983.

Pu Yi. From Emperor to citizen: the autobiography of Aisin-Gioro Pu Yi. Beijing: Foreign Languages Press, 1964.

60 scenic wonders in China. Beijing: New World Press, 1980.

Su Kaiming. Modern China: a topical history. Beijing: New World Press, 1986.

Yuan Zhongyi. Terra-cotta warriors and horses at the tomb of Qing Shi Huang. Beijing: Foreign Languages Press, 1983.

Zhong Junhua. Sights and scenes of Suzhou. Beijing: Zhaohua Publishing House, 1983.

Zhong Xiu. Yunnan travelogue: 100 days in Southwest China. Beijing: New World Press, 1983.

Zhou Shachen. Beijing old and new: a historical guide to places of interest. Beijing: New World Press, 1984.

Periodicals

Beijing Review – A magazine of news and views. Emphasis on political, economic and social developments in China today. Weekly.

China Daily – China's only English-language newspaper. Daily except Sunday.

China Pictorial – Popular large format with colour photographs and short articles. Monthly.

China Reconstructs – China's most popular feature magazine. Contains excellent articles on a variety of topics with good colour photographs. Monthly.

Chinese Literature – New short stories by China's most popular contemporary authors. Includes selections from classical literature. Quarterly.

CHINESE NEW YEAR

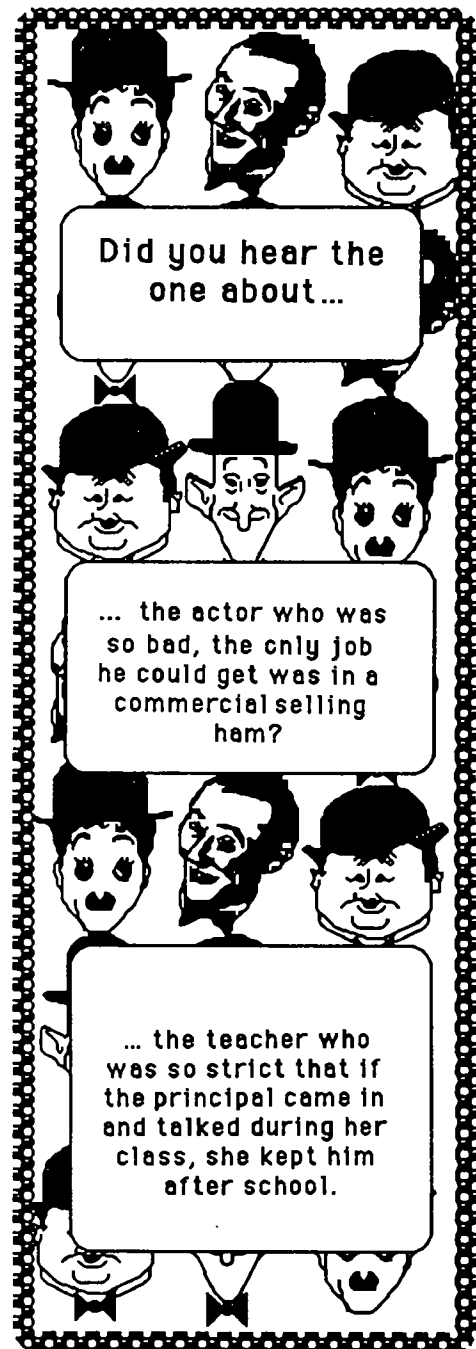
Speakers: **CELINA MAU**, teacher-librarian, and **CAROLINE WILSON**, teacher, L'Ecole Bilingue, SD # 39 (Vancouver).

Reporter: **PAT WALACH**, teacher-librarian, Walter Lee Elementary, SD #38 (Richmond).

This teacher/teacher-librarian team presented a cooperatively planned unit which they teach to grade one French Immersion classes. While showing slides on what Chinese New Year is all about, they encouraged those present to "think about it as Christmas." The slide set, which included the dragon dance and the many steps taken in preparation for the holiday, will soon be available with a French commentary.

Following this visual presentation, Caroline Wilson described the many activities undertaken by her class as part of the unit. These included a variety of experiences such as food preparation and sampling, field excursions, practicing Chinese writing with a brush, and other art activities, all culminating in a dragon dance.

A package in French which includes these and many other useful ideas was made available for those attending the session. Written primarily for grade one, it would also be adaptable for any primary class and invaluable for Late Immersion grade six where the oriental culture is studied. Participants were assured that this handout would soon be made available in English.



JAPAN: A THEME FOR COOPERATIVE PLANNING

Speaker: **SANDI OLDFIELD**, teacher and vice-principal, Lord Byng Elementary, S.D. #38 (Richmond).

Reporter: **BRUNI GOODSON**, teacher-librarian, Rideau Park Elementary, S.D. #38 (Richmond).

The presentation was primarily about teaching curriculum content to children in an effective way. Examples from a unit on Japan were used.

Sandi began by explaining her background as a curriculum coordinator helping teachers with their planning. When planning, we must deal with two important factors:

1. the mandated provincial curriculum,
2. the children and all their idiosyncrasies, and

then determine how to put the two together. The art of being a teacher lies in taking the curriculum and adjusting it to the world of children. Therefore when planning how to teach something, we must look at it from the child's point of view.

Children love to build, to construct, to shape, to use their hands. They must build and make things when they are young or they cannot when they are older. The end-product of their learning must be exciting. It can be a book, a model of a Japanese town, a relief map of Japan, a Samurai doll, a novel based on the Samurai study, or a poem. By allowing students to make things that are interesting to them, they are building meaning.

In order to learn, children need richness, stimulation, and open-endedness, but they must be given a structure with which to contain it all, something that will help them to make sense of the content. Structure actually frees the children to learn and to move forward. It helps them to understand content by providing them with a framework from which to work. There are two structures that are useful and universal to all learning. They are:

1. The structure of a story: everything we learn can be told as a story.
2. The structure of information-collecting where the student collects data (facts), sorts and sequences them; this becomes a plan for writing. The physical acts of cutting and moving the fact strips helps the student with his thinking - he is building ideas.

Teacher-Librarians should not let the content of the curriculum overwhelm them when planning units with the classroom teacher. Read Macdonald Starters and an encyclopedia article for background information before you begin. The teacher-librarian can make sure the skills appropriate to the grade are incorporated into the teaching of the unit; the classroom teacher can be responsible primarily for the content to be included.

Sandi believes that subject-area integration is important but that themes should not be forced or artificial. They should have integrity and richness, and should come from the curriculum, for example, "Feudal Japan". From that rich content will radiate the skills of reading, writing, drawing, painting, modelling, singing, listening, speaking, and so on. Using content with integrity creates a scholarliness in students, and providing them the opportunity to build something meaningful makes them proud of their learning.



NATIVE TALES - THE NATURAL BRIDGE

Speaker: Paula Hart, Extra-sessional Lecturer, U.B.C.

Reporter: Benita Lorenz, R.C. Palmer Junior Secondary, SD#38 (Richmond).

Paula began her presentation by giving everyone a 6-page handout listing a very useful bibliography and suggestions on how to help children discover the bridge which stretches across seas, connecting cultures and which stretches across years, connecting ancient wisdom with modern conservationist thinking. She then walked us through two stories which pointed out the universality and common characteristics of myths or legends. Most folktales of any culture follow the pattern of hero, objective, obstacle, preparation, test, assistance, task(s) and reward. Some good follow-up activities were also suggested. As with other folktales, Paula concluded that the native tales encompass universal themes, deal with natural imagery, and touch on sensitive modern cultural and conservationist issues, but their impact is negligible unless we first see them as good stories.

Some of the handout is reproduced for your convenience.

1. "Mousewoman and the Vanished Princes" from Christie Harris' Mousewoman and the Mischief Makers McClelland & Stewart, 1977), pp. 21-38.

Make a quick sketch of the Wasco without looking at your paper and without lifting your pencil from the paper (suggested post-viewing activity from UBC Museum of Anthropology project ideas - objective of this process-oriented exercise is to have you explore the details which you found most important and interesting and to capture a feeling of the object). It would be interesting to compare your illustration with the touchable sculpture of the Wasco in the great hall of the Museum.

(Leave space for sketch)

2. "How the Human People Got the First Fire" from George Clutesi's Son of Raven, Son of Deer. Sidney, BC: Gray's Publishing, 1967), pp. 17-28.

Young Ah-tush-mit, Son of Deer, is able to bring fire to the people when his elders and betters fail.

3. The Mountain Goats of Temlaham pictures by Elizabeth Cleaver and retelling by William Toye (New York: Henry Z. Walck, 1969).

Young Raven Feather is the only visitor from Temlaham to return after a feast given on the mountain Stekyaw-den by the goat people.

4. Sauk-Ai NFB video. Raven is given a wealth of salmon by the spirit woman but loses it all when he forgets it is a gift.

What similarities and differences do you find in the following stories?

How turtle set the animals free: an Okanagan Legend (Penticton: Theytus, 1984).

Eagle was Chief of all the animals, except for Turtle who lived with his partner Muskrat. They were free because they were the only ones who did not race Eagle. They knew they could not run very fast, but one night Turtle had a dream. He was told, "You must race Eagle tomorrow to free the Animal People. They must be free when the People-To-Be come."

As the story progresses, Eagle accepts Turtle's challenge, agreeing to set the animals free if he loses but insisting on taking Turtle captive if he wins. He offers Turtle the choice of distance to be raced. Turtle chooses a point in the air, from which Eagle is to drop him. Whoever reaches the ground first is the winner. Turtle, of course, wins, and he sets all the animals free to go wherever they please.

Turtle spoke to Eagle, "You know, I can not always beat you, Eagle, but I had a dream and I learned how to beat you. I will never overtake your speed. You will always be the fastest one. You will always catch what you want to eat. When the People-To-Be come, they will dream too, the they will learn from their dreams. Just as I did."

"The Tortoise and the Hare" from Aesop's Fables, illus. by Bernadette and retold by Patricia Crampton (London: J.M. Dent, 1980).

Oh, what a lovely day for a tortoise, browsing in his favourite meadow! But the hare thought the tortoise looked silly.

"You're such a lumbering old slowcoach," he said. "How can you bear to be so slow!"

The tortoise was surprised. "What do you want me to do?" he said.

"Run!" said the hare. "But of course, you can't, can you?"

"I will race you," said the tortoise calmly. "But you're making a mistake."

The hare began to laugh. He jumped high in the air. He turned somersaults. He fell down in a heap, laughing.

The tortoise was already on his way.

The hare ran halfway to the finishing post and then ran back again to see how the tortoise was getting on. He started laughing again. He lay down on the ground, weak with laughter, and as he lay there, he fell asleep.

The tortoise went on walking.

As he came up to the finishing post, the hare woke up. He saw what was happening and made a last, desperate dash. But the tortoise had already won.

Some stories useful for comparison

Hero Wonder Tales "Mousewoman and the vanished princes"

The fool of the world and the flying ship. Ransome and Shulevitz

"The Magic Mango" (Vietnam) in The elephant's bathtub, Carpenter

Loss from Breaking Taboo :

"The Princess and the Sea-Bear" in collection of same name, Skogan.

"Cupid and Psyche"

"East of the Sun and West of the Moon" in Twelve Dancing Princesses and other fairy tales, David.

Pourquoi (birds get colour)

"The Raven Paints the Birds for War" in Sketco the Raven, Ayre.

How the birds got their colors, Johnston.

Pourquoi (getting fire)

"How the Human People Got the First Fire" in Tales of Nanabozho, Reid.

Little Badger and the fire spirit.

Some stories useful for drama

How the birds got their colors

"How the Human People Got the First Fire"

Mountain goats of Temlaham

"Mousewoman and the Porcupine Hunter" in Mousewoman and the mischief makers

Murdo's story

Some stories dealing with artifacts found in UBC Museum of Anthropology:

Artifact	Title
wolf and eagle headdress	<u>Eagle mask</u> , Houston
drums	"How the human people got the first fire"
herring rake	"Ko-ishin-mit Goes Fishing" in <u>Son of raven, son of deer</u> , Clutesi
wasco carving	"Mousewoman and the vanished princes"
wild woman masks	"The wild woman of the woods" in <u>Once upon a totem</u> , Harris "Mousewoman and the Snee-nee-iq" in <u>Mousewoman and the Mischief Makers</u> .

Some native tale videos - check your media centre - available from PEMC

The legend of the Raven, 15 mins. Inuit carvings used to tell how Raven lost the ability to speak.

Pitchi the robin. Live action shows how young boy whose vision is different from that of his father is transformed in spirit into a robin. (Eastern)

The Windigo 25 mins. Live action shows how Windigo deals with greedy hunter (Eastern)

SOURCES

Egoff, Sheila. The republic of childhood 2nd ed. Oxford, 1975, pp. 20-55.

Egoff provides a very useful introduction to Native tales, showing challenges presented to the reteller for children and surveying editions.

Levi-Strauss, Claude. The way of the masks. transl. by Sylvia Modelski. Douglas and McIntyre, 1982.

The author facilitates a greater understanding of the spirit of the tales through examination and comparison of artistic representation in masks.

Saltman, Judith. Modern Canadian children's books, Oxford, 1987, pp. 98-104.

This source surveys trends and editions since Egoff's work.

Wood, Susan. "Stories and Stalakums: Christie Harris and the Supernatural World," Canadian children's Literature (Nos. 15 and 16) 1980, 47-56.

Wood traces Harris's "growing sensitivity to the tales' spiritual element" in her collections and identifies her contribution to creating a uniquely Canadian fantasy experience in fiction.

COLLECTIONS

Native retellings

Ahenakew, Beth and Sam Hardlotte, comp. Cree legends vol. 1. Saskatchewan Indian Cultural College, 1973.

These six tales follow the wanderings of culture hero Wesakaychak as he both helps and tricks all living things. Matter-of-fact violence is part of these tales which allow for comparison with Nanabozho stories of the Ojibway.

Bouchard, Randy and Dorothy Kennedy, eds. Shuswap stories, CommCept. 1979.

These 36 stories recounted by elderly Shuswap tellers include tales of the trickster Coyote. These oral tales are examples of stories that have not been edited for reading by non-Native children.

Clutesi, George. Son of raven son of deer. Gray's Publishing, 1967.

Twelve fables teach lessons with gentle humour and authentic language and cadence as they tell the adventures of greedy raven and gullible deer.

Coatsworth, Emerson and David, comps. The adventures of Nanabush: Ojibway Indian Stories, 1979. Illustrated by Francis Kagige.

Sixteen stories about the adventures of Nanabush are told by various Native tellers. The individual stories are linked together by making them parts of the storytellers' repertoire. "Nanabush and the Birch Tree" makes a good comparison with Reid's "Nanabozho and the Birches" (see below).

Johnston, Basil. Tales the elders told: Ojibway Legends Royal Ontario Museum, 1981. Paintings and drawings by Shirley Ceechoo.

Nine animal pourquoi tales are told which appealing simplicity and good humour.

Metayer, Maurice. Tales from the Igloo. Hurtig. 1972. Illustrated by Agnes Nanogak.

Father Metayer translated and edited these stark Inuit tales of life and survival.

Tales from the longhouse by Indian children of British Columbia. Gray's Publishing, 1973.

This is a varied collection of tales under ten categories, such as "Origins", "Power", "Sea Creatures", reported by Native children of Vancouver Island as collected from their elders. Though uneven in the smoothness of their telling, the tales underline universal concerns.

Non-Native retellings

Ayre, Robert. Sketco the raven, Macmillan, 1961. Illustrated by Philip Surrey.

These 14 tales of Raven's wanderings are filled with action and given shape through chronology and Raven's reflections in conclusion.

Harris, Christie. Once upon a totem. McClelland and Stewart, 1978 (first publ 1963). Woodcuts by John Frazer Mills.

Mousewoman and the mischief-makers. McClelland & Stewart, 1977. Drawings by Douglas Tait.

The trouble with princesses. McClelland & Stewart, 1980. Drawings by Douglas Tait.

Harris is considered by many to be the foremost non-Native reteller of Northwest tales. The above titles and many more collections illustrate her knowledge and respect for the people, the land, and the source material. (See Susan Wood's article for a discussion for the development of Harris's style.)

Hill, Kay. Glooskap and his magic: Legends of the Wabenaki Indians. McClelland and Stewart, 1963. Illustrated by Robert Frankenberg.

This first of Hill's collections shows clear voice of the storyteller and provides many points of comparison with European folktales.

Johnson, Pauline. Legends of Vancouver. McClelland and Stewart, 1961 (first pub. 1911). Illustrated by Ben Lim.

Though characterized by florid prose, these 14 tales, most told to her by Chief Joe Capilano, provide rich mythic background for Vancouver area landmarks.

Melzack, Ronald. Raven, creator of the world; Eskimo legends. McClelland and Stewart, 1970. Illustrated by Laszlo Gal.

Ten stories dealing chronologically with Raven's adventures and eventual departure from the world are infused with strong Inuit images.

Nowlan, Alden. Nine Micmac legends. Lancelot Press, 1983. Illustrated by Shirley Bear.

With simple dignity, Nowlan retells stories collected by Rev. Silas T. Rand in Nova Scotia during the 1800's. As Nowlan points out, many of the stories are touched by European flavour, for the Micmacs had contact with settlers for over 200 years.

Reid, Dorothy. Tales of Nanabozho. Oxford, 1964. Illustrated by Donald Grant.

These 21 tales give a lively, hearty picture of the misadventures of the Ojibway culture hero.

Skogan, Joan. The princess and the sea-bear and other Tsimshian Stories. Metlakatla Band Council, 1983.

Eight stories which were first broadcast in Prince Rupert tell of power and struggle, always showing "the cycle of spiritual and earthly dependance that links humanity with all forms of life."

Weatherby, Hugh. Tales the totems tell, Macmillan, 1944.

Though dated, this collection of ten stories has the advantage of making strong links between tale events and symbolic representation on totem poles.

Picture books

Campbell, Maria. Little Badger and the Fire Spirit. Mc Clelland and Stewart, 1977. Illustrated by David Maclagan.

Campbell brings myth and modern realism together by having young Ahsinee's grandfather relate the story during a visit. Striking colour and design define the two different settings and assist in making the transition.

Cleaver, Elizabeth. The enchanted Caribou. Oxford, 1985.

This Inuit tale of transformation deals with powerful universal motifs and is enhanced by Cleaver's stark shadow puppets.

Corbiere, Howard. Ko-Ko-Ko the Owl: an Ojibwa-Odawa Legend. Ojibwe Cultural Foundation, 1977. Illustrated by Martin Panamick.

This simple story of how the angry Nannebush made owl's head turn backwards starts with a natural observation of a child. Stylized illustrations underline cultural authenticity.

Hewitt, Garnet. Ytek and the arctic orchid. Douglas & McIntyre, 1981. Illustrations by Heather Woodall.

This Inuit legend deals with a young shaman's search for power. Striking use of colour, design, and perspective earned illustrator's award for Woodall.

Johnston, Basil. How the birds Got Their Colours. Kids Can Press, 1978. Illustrated by Del Ashkewe.

This version of an appealing pourquoi tale is told in both English and Ojibway. Stylized illustrations with repeated visual motifs help blend myth and humour.

Scribe, Murdo. Murdo's story a legend from Northern Manitoba. Pemmican, 1985. Illustrated by Terry Gallagher.

This legend tells how the animals from the cold land capture the bag containing summer from the animals who try to keep it to themselves.

Toye, William, and Elizabeth Cleaver, illus. How summer came to Canada. Oxford, 1969.

Micmac

The loon's necklace. Oxford, 1977. Tsimshian

The fire stealer. Oxford, 1979. Ojibwa

The mountain goats of Temlaham. Oxford, 1969. Tsimshian.

Additions

Robinson, Gail. Raven the trickster. Chatto and Windus, 1981.

Nine Raven tales which provide an in-depth look at the character and human nature.

Beyond Hiawatha: a bibliography of Juvenile Literature with Native Themes and Content (K-12), Peg Klesner, comp. Reprinted in The Bookmark, September 1988.

WHOLE LANGUAGE THEMES IN THE INTER- MEDIATE CLASSROOM

Speaker: **CHRIS MANN**, teacher and vice-principal, Kingswood Elementary, S.D. #38 (Richmond).

Reporter: **BRUNI GOODSON**, teacher-librarian, Rideau Park Elementary, S.D. #38 (Richmond).

Chris Mann's dynamic presentation was packed from beginning to end with dozens of ideas for meaningful language and literature-based programs in the classroom. The objectives of such programs are:

1. to help children learn to communicate effectively;
2. to inspire in children a love for literature;
3. to assist in children's understanding of language and how it is used;
4. to make sure children are active learners.

Units and themes begin and revolve around the content areas through reading, writing, thinking, speaking, and listening. Whether the theme be "Japan" or "Apples", the students will write poems, stories, jokes, math problems, letters, do research, read stories and legends, critique books, share ideas, express themselves artistically, create visuals, do presentations, and participate in cooperative learning groups. Students are actively involved in their learning and produce products they are proud of.

The use of literature in the classroom leads to students becoming better writers and users of more effective language in all forms of writing. Students are never too old to be read to. By reading to them, we share who we are and what we care about. We help guide children into making excellent book selections for themselves, and help them to recognize good books. Besides reading aloud "chapter by chapter" books, we should read poetry, picture books, songs, and student writing. Chris believes that a program rich in literature will lead to a love of reading in children.

Writing is featured prominently in Chris' classroom. She maintains that if you can read a book, you can write a book. Every year she publishes

an anthology containing students' writing and art from across the curriculum: reports, reviews, news articles, letters, stories, jokes, poems, projects, journal entries, personal writing, art, diagrams, charts, and others. In addition, each student produces many (21 in the last school year) individual books. These included stories made into little books, research projects, integrated theme work, Social Studies themes, Science units, book review collections, newspapers, "All About Me" books, and so on. In addition, they published several class books: "lunch bag" books, idiomatic expressions, poetry collections, word pictures, pattern writing, etc. The books are bound at the board office with inexpensive spiral bindings and often feature novel covers to correspond to the themes, such as popcorn boxes, pancake bags, or pizza boxes. The school year ends with a "Book Launching" evening for parents and friends.

Some themes based on curriculum content which Chris has used are: Africa, China, Chinatown, Japan, Fort Langley, Gold Rush, Building of the Railway, Beavers, Voyage of the Mimi, Vertebrates, and many more. Several "fun" themes are incorporated into each school year. All the skills and strategies used with content themes are used with these. Some examples: Halley's Comet, bicycles, shoes, popcorn, pancakes, pizza, ice cream, apples, etc.

There are many other publishing ideas for theme work in addition to book-writing. Some of these are: wall displays, big books, art and writing, travel brochures, research, posters, shape books, magazines, letters (including replies), reports, recipe booklets, flip charts, pop-up books, advertisements, cards, questionnaires, book reviews, movie and video reviews, and newspapers. Publish a student's work instead of putting it into a duo-tang to be tossed out at year's end.

Chris concluded with some philosophical points related to student learning:

1. Children understand many things about language before they enter school.
2. The mastery of language is a natural process.
3. Learning about literacy and language occurs best when children are self-motivated.
4. It is important to reach children at their own interest and ability levels.

5. We can help children grow by building on what they value.

6. We can provide a rich and stimulating environment where learning is a pleasure.

Programs which are literature and language based help to meet the criteria mentioned above. Through them we are empowering children to become better learners.



WHOLE LANGUAGE AND LIBRARY PROGRAMS

Speaker: **JULIE CORDAY**, teacher-librarian, S.D. #38 (Delta).

Reporter: **MONIQUE KLIMAN**, teacher-librarian, William Bridge Elementary, S.D.#37 (Richmond).

Julie began her presentation with her interpretation of whole language. She stressed that whole language is not a program. It is a set of beliefs - a way of looking at the acquisition of language development.

Julie reminded us that whole language is not really a new approach and that primary teachers in particular have been using this language-based focus for years. Using a language and literature based program helps teachers and ultimately us as teacher librarians in providing a print-rich environment for children.

Julie brought many actual whole language products of student learning and had them on display so that before and after the presentation we all had an opportunity to study some of her examples. She also prepared a terrific handout — enrich a Whole Language Environment and talked us through her handout using her numerous student samples as well as some well-known and well-loved book titles.

Julie Corday's workshop was an information-packed presentation and she left us with many ideas and above all enthusiasm on how we as teacher librarians can become involved in enriching a whole language environment.



FILM: A WHOLE LANGUAGE EXPERIENCE

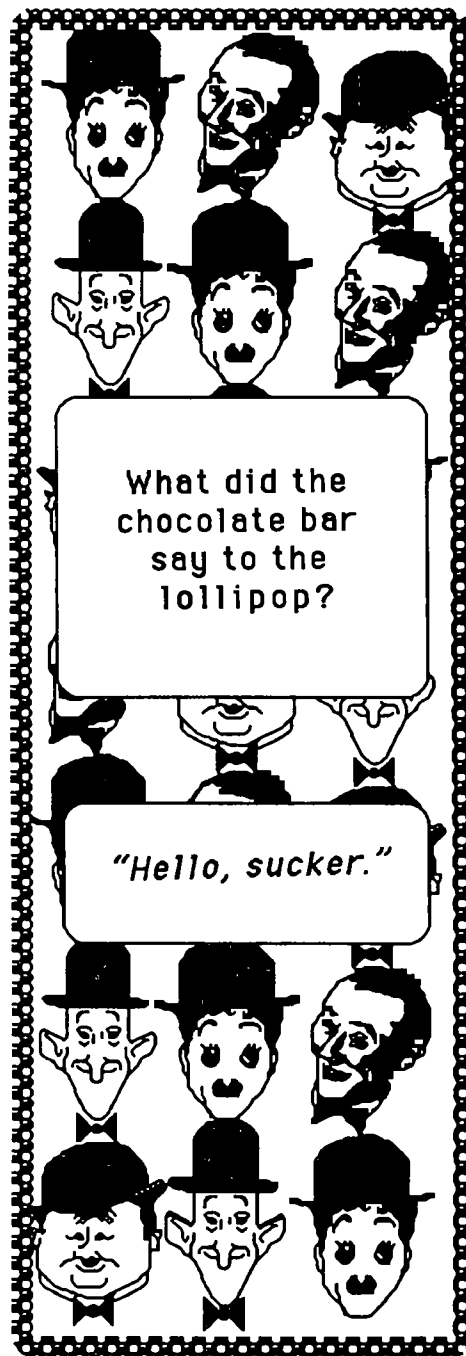
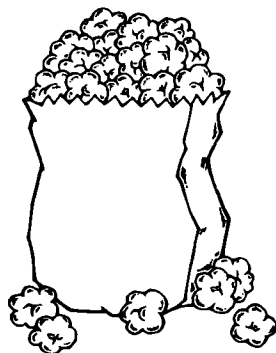
Speaker: **CHUCK HEATH**, teacher librarian, Ridgeway Elementary, S.D. #44 (North Vancouver), editor, Blinkity Blank: the National Film Board Newsletter.

Reporter: **MUREN SCHACHTER**, teacher-librarian, Whiteside Elementary, S.D. #38 (Richmond).

Chuck began his presentation with an animated film called Getting Started, by the well-know animator, Richard Condi (National Film Board). The discussion that followed dealt with how to build up another resource base through the use of film. Chuck quoted the visual domain ideas of Bob Samples to talk about visual learning. Chuck suggested total darkness for a film presentation - to simulate entering a dream, to heighten the visual experience.

The second film, Body talking (NFB) was viewed with the idea of finding feeling words and action words. Through brainstorming these words, a word bank was developed to show how students could be helped to talk about emotions. Body talking is one of a series of six films from the Pacific Regional Center called Visually Speaking. Next came two films dealing with sound - A Sufi Tale and The sound collectors - with suggestions for storyboarding to aid students' discussion of the films.

Two issues of Blinkity Blank were given to the participants because they featured lesson aids on the effective use of Pies (NFB) at almost any grade level. The workshop concluded dramatically with the showing of Zea!



CANADIAN LIBRARY ASSOCIATION CONFERENCE:

**CHOICE-MAKING:
RISK-TAKING
1989 June 22-25,
Edmonton, Alberta**

This was an important conference for members of the Canadian School Library Association and it was unfortunate that so few BCTLA members were able to attend. Looking around the meetings rooms, it was clear that teacher-librarians find the timing of the June conference a very real problem, conflicting as it does with year-end responsibilities.

With so few BCTLA teacher-librarians in attendance, we have only a few reports from sessions in this issue of The Bookmark. They follow this brief introductory note, except for one article on Martyn Godfrey, which appears in the "Humour Me!" theme section. If there are readers who attended other good sessions and are willing to report, we will publish any articles sent to us by October 30 in the December issue.

The theme of the conference, "Choice-Making: Risk-Taking," was particularly appropriate for the Canadian School Library Association, which considered the question of whether or not the association should leave CLA. Although the resolution for disassociation was defeated by a one vote margin, it is likely that another national association will be formed that is designed to attract practicing teacher-librarians as well as district and university level personnel. We will report on developments in future issues.



PRESIDENT'S PROGRAM— SPEAKER: ALAN SIMMONS

reported by LIZ AUSTROM, senior editor

A leading Canadian professional speaker, Alan Simmons believes in the power of humor. Putting his belief into practice, he frequently travel with a purple stuffed animal. He comments that Canadians don't talk to each other in public, but they do talk to stuffed animals. He uses his as a mascot, calling it "Figment," as in "figment of your imagination."

Alan Simmons' talk abounded with humorous anecdotes, including a description of an encounter on an airplane which involved Figment. There he was in a three piece business suit, carrying his briefcase and purple stuffed animal. Saying that his purple dragon wanted to ride first class, he was able to initiate a conversation with the stewardess, who later accommodated his request for a better seat. He says that businessmen never smile or talk to each other, but that people should take risks and communicate. One never knows what might happen by doing so.

Risk-taking depends on getting outside our own comfort zones. There is a spirit of creativity and innocence within each of us that enables us to take risks. The characteristics of a risk-taker include:

1. They see life as a challenge, not a burden, and are willing to step outside their comfort zone, to reach out to other people.
2. They know where they are going and why they are going there, frequently operating from a clearly articulated mission statement.
3. They constantly learn and look for new ways to do things. Alan's question for everyone is: "If we don't keep up, who will?"
4. They look for solutions, not problems. (Almost directing his comments to dissident CLA/CSLA members, Simmons asked whether we make a contribution to the Association by working within it.) "Life gives to the giver."
5. They take full and complete responsibility for themselves. Nothing is ever someone else's fault; instead, one focuses on the solution. "If

negativity comes out of us, that's because that's what is inside." Individuals can control, can choose their own attitudes.

6. They persist in working for those things in which they believe. A failure is only temporary unless we see it as permanent. The best approach is to take the small risks and build toward the large one. We must all find something to believe in that is significant to us, then everything in life will come together.
7. They know the benefits of risk-taking. Simmons comments: "The greatest hazard in life is to risk nothing." and "Only a person who risks is free."

In concluding his remarks, Alan Simmons stressed that one person can make a difference in another person's life. Each person has a choice to make — whether or not they will make a positive or negative difference on their own and others' lives. This choice involves taking risks, but these risks are worth taking.

LITERACY IN THE 1990's — NATIONAL LITERACY SECRETARIAT

reported by LIZ AUSTROM, senior editor

I begin this report by apologizing for the fact that I arrived late to the session and had to depart quickly to get to the CSLA Awards Luncheon, and thus was unable to identify the replacement speaker for Richard Nolan, who was unable to attend the conference.

The National Literacy Secretariat was established by the federal government in 1987, at a time when the personal and economic impact of illiteracy was becoming a national issue. The political impetus for action against illiteracy was reinforced by the Southam articles which, although not research-based, indicated that there are one million illiterates in Canada.

Although education is a provincial responsibility,

the federal government has taken a role in literacy education through the Secretariat. A one million dollar budget was established for 1987-88, to be used for jointly funded federal and provincial government projects. In 1988 September, a budget of \$110 million over five years was announced, and a discussion paper developed which forms the foundation of the program.

The basic principles on which the Secretariat's literacy program is founded include:

1. The federal government is a partner with business, other levels of government, educational institutions and voluntary organizations.
2. A two-pronged approach which addresses adult literacy problems and assists young people to develop literacy skills is needed.
3. There should be cost-sharing with the provinces for programs offered by institutions.
4. Flexibility is a key concept, because what works in one province may not work in another.
5. A multi-faceted approach is required to encourage and support the many types of programs that exist.

The National Literacy Secretariat emphasizes its interest in working with all partners to develop significant programs and projects that will foster literacy. Activity types specifically mentioned by the speaker as deserving of support and funding, and some examples of each type which have already received funding, are:

1. Information Sharing and Coordination:
 - literacy coalitions
 - databases of literacy programs
 - networks
 - literacy contact centres
2. Public Awareness Programs:
 - World Literacy of Canada's student play
 - Frontier College's Read Canada program (reading circles)
 - Regina Public Library's program to encourage adult readers to use libraries
3. Research:
 - National Association of Friendship Centres'

- needs assessment to plan literacy programs
- definition of literacy
- Canadian Teachers' Federation's campaign to look at how school literacy programs could be improved.
- connections between poverty and literacy — which is the cause and which the effect
- development of learning materials for women and native peoples

4. Demonstration Programs

- Salvation Army's computer-supported literacy program
- sole-support parents and their children.

It was very clearly stated that the Secretariat does not support core functions of organizations, so that funding for library materials is not provided.

A wide range of eligible applicants are possible, coming from both federal and provincial government organizations, as well as non-government, non-profit groups. Businesses can be involved in a coalition with non-profit organizations, but cannot sponsor a funded literacy program on their own.

Those attending the session were asked to contribute ideas about the type of literacy programs which might be undertaken by libraries. Largely a public and college library audience, the discussion groups made many suggestions, a few of which are:

- compiling lists of literacy materials;
- acting as advocates for funding for collection development in this area;
- developing better liaison with the immigrant community;
- developing training programs for staff members;
- offering programs for parents to help their children to read;
- establishing reading "hot-lines;" and
- developing special print and non-print materials for literacy programs.

The teacher-librarians in the group left the session a little dissatisfied, feeling that the emphasis appeared to lean too heavily toward the short-term adult literacy "fix" and not heavily enough toward ensuring that the young people of our nation become adults with well-honed literacy skills which they want to use.

HYPertext: WHAT IS IT? WHAT WILL IT DO?

SPEAKER: KEN GERKE, Academic Computing Services, University of Calgary

reported by **LIZ AUSTROM**, senior editor

This was an incredibly complicated session, held in a very large convention room, and using a projection screen which it was impossible to read from ten feet back without 20/20 vision. For hypertext aficionados it was undoubtedly more meaningful than it was for me, a mere beginner in the area. In a warm, stuffy room at 3:45 in the afternoon, after a busy day of attending sessions and a wonderful luncheon, the mere mention of an "alternate paradigm of knowledge" set my mind on cruise control.

The key idea presented was that hypertext is a revolutionary development in the history of information retrieval. Unlike the print information we are so familiar with, it is not linear or hierarchical in structure, but rather, the facts or knowledge contained in hypertext format is accessible through the same type of relational structures that typify normal thought processes. Put simply, hypertext technology depends upon the following concepts:

- Knowledge is made up of facts.
- There are relationships between facts.
- There is a wholeness in the inter-relationship of facts and concepts.

As thinking beings, we constantly try to connect these to our personal experience. Hypertext is not foreign to the way we think, and consequently has some advantages over traditional formats for information retrieval.

Ken Gerke went on to contrast the storage, retrieval and flexibility of hypertext with other media, including paper, lecture, computer-assisted learning, video and database media.

He ended his presentation with a demonstration of the National Art Gallery videodisc and accompanying HyperCard Stack to be used with a Macintosh computer. This is a wonderful resource, giving high

quality video images of 54,000 artworks from the American National Gallery of Art, and making them accessible from a wide range of approaches. If only public school systems could afford the technology that is required, what a rich educational experience could be provided!

COPYRIGHT — THE NEW ENVIRONMENT

SPEAKER: PETER LOWN

Director, Institute of Law Research and Reform, University of Alberta

Reported by **LIZ AUSTROM**, senior editor.

Peter Lown was a very entertaining and informed speaker who crammed an enormous amount of detail into an hour and fifteen minutes. The following points are excerpts from ten pages of notes.

- Marcel Masse may be even more pro-creator than was Flora Macdonald.
- The current timetable indicates that phase 2 of the Copyright Act will not be passed before November. It will probably be later in order to complete the consultative process.
- Computer programs have been categorized as "literary works" and will have the same protection as do books.
- Unless the provisions are changed, it looks like it will not be legal for libraries to replace damaged or deteriorating works, rare works, or out-of-print works by copying. The U.S. copyright law permits all of these.
- It appears that it will be legal for a teacher-librarian to provide a single copy of an article upon written request. It would not be legal for the teacher-librarian to supply unsolicited copies of articles to teachers.
- Sanity has prevailed, and it will likely be possible to "perform" a work (e.g. read a poem or a story aloud) without being arrested, as long as you don't make money from the performance.
- Phase 2 will contain a list of exempted activities and we will have to wait until that appears before we can be absolutely certain of what is legal and what is not. Creators are continuing to lobby on behalf of their viewpoint.

COPYRIGHT — SUR- VIVAL TACTICS FOR LIBRARIES

SPEAKER: MARTIN KRATZ
Cruickshank Phillips Law Firm

Reported by **LIZ AUSTROM**, senior editor

Martin Kratz was involved in the consultative process established after passage of Phase 1 of the Copyright Act and is very familiar with all of the players. He believes that the driving forces behind Canadian copyright changes are the changes occurring in U.S. laws and economic pressures on Canada caused by the free trade agreement.

Kratz notes that as recently as early June a coalition of copyright owners met and formulated plans to push for limitations to educational exemptions. He says that the lobbying process is important. As an example he cites the fact that the original draft of the act stated that "a reasonable number of backup copies" of computer programs could be made by a purchaser. After IBM lobbying, the wording was changed to "one backup copy."

In Canada, copyright infringement is very controversial. Copyright holders believe that infringement is institutionalized in Canada and that users want changes in the proposed law in order to legalize their thefts. Libraries and educational institutions voice their concerns over free access to information and intellectual freedom. Phase 1 of the revisions had to be done before the last federal election because of the free trade agreement. An attempt was made to include only non-controversial items in the first phase, but that did not work. Phase 2 will be even more controversial.

The basic principle being followed is "Let the market decide." Make it easy to get permission to copy, establish an agency to regulate the process, and provide strong criminal remedies for infringements. A penalty of a one million dollar maximum fine and five years in jail has been softened by the removal of the provision of hard labour.

Concerns focus around the fact that increased rights for creators are established by Phase 1, but that the balance of copyright exemptions are not in place. If Phase 2 is delayed, we may be left with no exemp-

tions. Other concerns are the fee rates that will be negotiated, how the process will be monitored and policed, and the validity of the statistical base upon which decisions are being made.

Kratz believes that the library community has learned a lesson and will never again assume that the community values services the way we think they should.

COPYRIGHT INFRINGEMENT

Copyright holders are likely to target vulnerable agencies and go after test cases, particularly with government agencies, educational institutions and hospitals. An additional hazard is that some legal actions may be instituted not by the copyright holder, but by a disgruntled employee of the institution. Kratz offers the following recommendations as providing some protection to library staff against legal action:

- Make notices that are appropriate to the situation. Shift responsibility to the user. (e.g. to the teacher). Tell users what they can and cannot do.
- Supervise copy machines. Give patrons warnings if they are doing a lot of copying, and keep a record log of when copying warnings are given.
- Have users fill out a form if they ask you to make a copy for them. It should state that they have permission to make a copy and they are responsible, not you.
- Civil cases will likely be settled out of court, but criminal cases cannot be settled by agreement, instead proceeding through the justice system under their own steam.

AVOID COPYRIGHT INFRINGEMENT BY:

1. Securing the permission of copyright holders. If a standard form doesn't get results, then telephone for permission, following it with a letter saying, "This confirms our agreement of _____ that this is how I will use the material." Keep a copy for yourself. This will form a defense against a possible lawsuit.
2. For works for which you are unable to locate the copyright holder, go to the Copyright Board for

permission.

3. Make certain that you obtain permission from someone who has the authority to give it.
4. When buying rights, insist on a guarantee that the seller has the right to sell you those rights.
5. Look at a work carefully and decide whether it is covered by the law. For example, the work of an older author like Shakespeare is not covered, but additional commentary is.
6. The Universal Copyright Convention and the Berne Artistic Union are the two international agreements. A major question is whether the work is able to claim protection. One example is afforded by China. Since it has no copyright law, Chinese citizens copy without problems; China has not entered into any international agreements, so their authors are not protected in Canada. The United States previously claimed protection in Canada through use of a copyright notice, but now has joined the Berne Artistic Union so now *all* U.S. materials are under protection without copyright notice. Making this determination is sometimes very difficult.
7. A key thing to do is to copy only a portion or insubstantial amount of a work; for example, less than a chapter, or less than an article. If the work can stand on its own, likely too much of it has been copied. Note that the American fair use exemption is wider than ours.
8. Copyright law does not protect ideas, but only the content or expression of that idea. Teach students to use ideas, not the words of others.

PHASE 2:

Kratz made some other interesting observations about what has transpired so far. Fair dealing reforms that were suggested included a suggestion that Canada's legislation include the American concept of "fair use." Unfortunately for educational purposes, this argument was not accepted.

Expected developments in Phase 2 include:

1. Crown copyright will continue to exist, but direction will be provided on what one is permitted to do with government works. Since

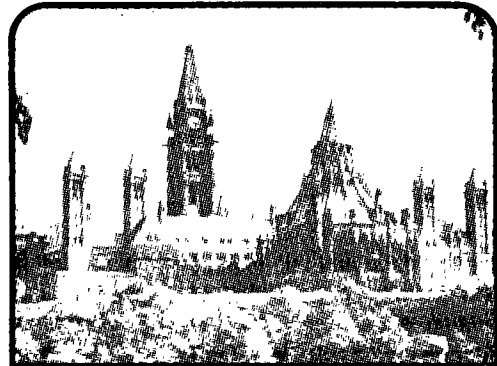
the population has already paid for their publication through taxes, it may well be that a fee is waived, but that the government retains its copyright for the purpose of preventing misuse of the material.

2. There will be no broad educational exemptions.
3. Marcel Masse has stated that there will be special exemptions for special needs groups. An example is for Braille or large print books, but it now appears that there will be a fee added.

WHAT TO DO RIGHT NOW:

1. SHIFT THE RESPONSIBILITY TO USERS.
2. Have a copying policy in place that makes sense, then follow it. There has to be evidence that you have exercised reasonable control. The log of warnings to users about infringement is part of this evidence.
3. When you are doing copying for a patron:
 - ask them for their authority to copy; and
 - have them fill out a form taking their own responsibility for the copying.
4. Join a collective. One problem may be that popular authors will not join the collectives. Phase 2 may offer some protection to users in regard to authors who refuse to participate in copyright collectives.

Martin Kratz ended his session by advising the audience that Alberta has the first formal draft agreement with a collective to cover educational institutions. He remained for a lively question period, advising participants that there is much that is very uncertain at this stage, and there will be a shake-down period when many issues will be settled.



Join Us
for
CLA 1990
in
Ottawa

Libraries: Exploring the Myths.

Rediscovering the Magic

June 14-17, 1990

cla



COPYRIGHT, THE LAW AND YOU

by **DIANA POOLE**, President, BCTLA.

There have been requests made of the BCTLA executive to formulate a copyright policy for teacher-librarians and school library resource centers and distribute it to schools and school districts. As the new copyright legislation has not been totally enacted it would be presumptuous of us to believe that we had enough information at this time to formulate policy. In this attempt to update you on the provisions of the copyright law to date, I will also indicate what we as teacher-librarians in schools should or should not be doing. The information for this article was taken from two information fact sheets distributed at the CLA Conference in June and from a copyright session that I attended.

One of the requirements of the new copyright legislation was that it:

"... must reflect the balance between the legitimate interests of the creators to be paid for the use of their works and the needs of users to have access to their works."

Bill C-60, amending the Copyright Act, was passed on June 8, 1988 and is now in force. It allowed for:

1. The formation of copyright collectives. CANCOPY is the photocopy collective which is now seeking photocopy license arrangements.
2. A newly constituted Copyright Board to arbitrate disputes over photocopying licences.

Phase one dealt with the interests of the creators. Phase two of the copyright legislation, which will probably be introduced this Fall, is expected to introduce amendments which will cover exemptions for libraries similar to exemptions in other countries which have photocopy collectives. There is no guarantee of this, however. CANCOPY has already announced its intention to negotiate fees with government, education and libraries.

In the meantime, this is what you should do regarding photocopies.

1. Continue as you have in the past to deal fairly with copyright works and make sure that library and school staff are aware of the law and your library's copy and photocopy policies.

2. Libraries may make a copy of a work in certain circumstances. Briefly these are:

- A. to replace a damaged or deteriorating work
- B. to preserve a work
- C. to provide an out-of-print work for a library

In addition, in certain circumstances:

- D. a library is not responsible for copies made by a patron on a self-service machine
- E. a library may make a copy upon request by a person provided that the copy would have constituted fair dealing (for purposes of private study or research) had it been made by the requester
- F. a librarian may make a single copy of a periodical article for a library user provided that the copy will be used in private study or research of a scientific, technical or scholarly nature
- G. an individual may make a single copy of a periodical article for purposes of private study or research of a scientific, technical or scholarly nature
- H. rights holders who have instituted proceedings against a library for infringement and whose works are not included in the repertoire of a collective are entitled to the remedy to which they would be entitled if their works were included in the repertoire

3. To reinforce your intent to comply with the law, you may now wish to post signs near your self-service copying machines to remind users of their obligations. The following wording is suggested by the CLA:

"The copyright law of Canada governs the making of photocopies or other reproductions of copyrighted material.

Certain copying may be an infringement of the copyright law. This library is not responsible for infringing copies made by users of this machine."

4. Do not under any circumstances do other forms of copying such as videotaping, without the written permission of the creator, the owner of the copyright, or under the new regulations of the copyright collective. **DO NOT** copy off tele-vision or radio for classroom purposes, make copies of purchased videos or show commercially rented videos which are for private viewing only. If a staff member asks for this service, indicate that as the teacher-librarian using school equipment you cannot do this. If they choose to do it themselves at home, warn them of the copyright infringement of using the material in school.
5. Observe the copyright regulation of computer software that you use at school, avoiding the use or distribution of illegally copied ("pirated") material.

One message that came through very clearly in the copyright session that I attended is that institutions are going to be prosecuted for copyright infringement. Test law suits will be targeted at government funded institutions such as public libraries, schools and hospitals, as these are particularly vulnerable and will be quickly settled because of the implication of tax dollars being involved in copyright infringement.

As mentioned earlier, the above is not the stated policy of the BCTLA. Perhaps before the end of this school year we will be able to establish a written policy. In the meantime, be careful and heed the advice given.

FACTS: Copyright and Canadian Libraries.
Ottawa, CLA, June 1989.

LEGISLATIVE UPDATE: Copyright and Canadian Libraries. Ottawa, CLA, June 1989.



A FUNNY THING HAPPENED ON THE WAY TO THE... CONFERENCE!

by DIANA POOLE, President, BCTLA.

It had not been a good start to the day. At 5:30 in the morning I was pressing suits and shirts and silently sending up imprecations to the poor long-dead mother-in-law who had failed to train her son adequately, quite positive that I had done a better job with my own sons.

I had arrived home at 1:30 a.m. that morning from a meeting in Port Alberni. I had slept fitfully as I had tried not to think of the ensuing one and a half weeks of school, five days of which were to be taken out to attend the CLA Conference in Edmonton, then graduation, then the sorting and packing of files in preparation to move to a new school and school district, while all the time wondering what I was going to teach in that first three weeks of July in summer school at UBC. I felt woefully inadequate and unprepared with less than two weeks to go and WHEN was I going to find the time?

Somehow I managed to get packed and to school on time. The day went by in a blur as did the drive to the airport and the flight to Edmonton. The one and a half hour wait at the Edmonton airport as I fought to get on an airporter with some of the other 4000 delegates to the conference (I was saving the BCTLA an extra \$13.00 it would have cost for a taxi), was somehow bearable because of an exhausted, numb state and the thought that at the other end of this final journey was a comfortable hotel bed in downtown Edmonton only 5 minutes from the conference centre.

It was 10:30 p.m. on the wall clock when I gave my name to the desk clerk at the Edmonton Hilton for the reservation I had made more than a month previously. I was not too tired to notice the strange look on her face as she found my reservation, placed it on the counter and disappeared into the back room. I was feeling definitely irritated when, after what seemed a very long time, a very official young man emerged from the back

room. He picked up my reservation and in a solemn and sorrowful voice told me how it was really too bad that the hotel had overbooked and, as I was late in arriving, they did not have a room for me but not to worry there would be a room available the next day.

Now I was angry and the pent-up emotion of the last 24 to 48 hours was beginning to definitely show. He beat a hasty retreat to telephone around to try and find me a room, while I found a comfortable couch on which to sit upright, arms folded across my chest and a fierce look on my face. He emerged once to tell me that because of a library conference there were no rooms available in downtown Edmonton, took one look at the expression on my face and dived to the safety of the back room.

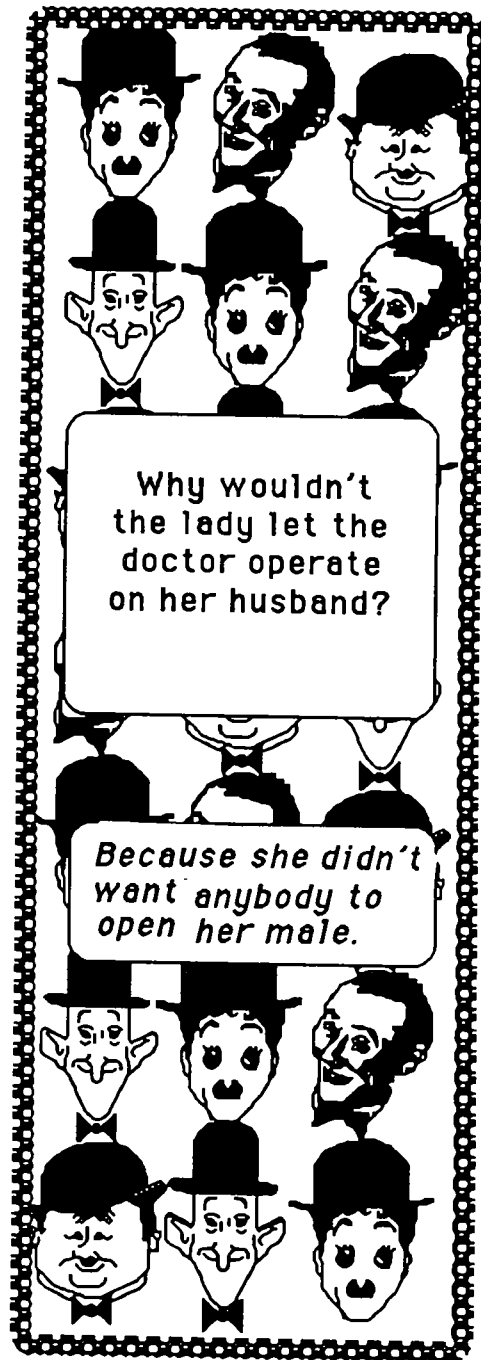
Eventually he emerged, wreathed in smiles, to say that he had indeed found me a room, that it would involve a little drive but, as he hastily assured me, the Hilton would pay for the taxi ride both ways. He wished me a pleasant evening. It was now 11:30 pm. on the wall clock!

Twenty minutes later the taxi deposited me at the door of the Fantasyland Hotel at the West Edmonton Mall, all brass, glass and loud music. The two young men in the teal blue outfits with, could it be duck-tail haircuts (!!??), asked me a number of rather strange questions to which I generally nodded my head, past caring whether it was a bedroom or a closet they put me in as long as there was a mattress. The fierce look had long ago dissolved into a vacant stare. I did remember the final reassurance made to my departing back: "If you need anything at all, don't hesitate to call the desk."

The porter paid, I sat on a chair in the middle of the room and by now very much wide awake, surveyed the room. I was on a Polynesian island dominated by an enormous outrigger canoe with massive carved figures soaring almost to the ceiling in the four corners, and the centre a king-size water bed. In one corner of the room a waterfall tumbled down from near the ceiling to fill the spa which would hold about ten people not touching! A mirrored wall had in its centre a very large-screen TV with those pay-for movies that the desk staff will know you watched when you come to pay your bill the next day! I found, when I crawled across the edges of the canoe and lay on

my back on the water bed in the centre, that (you've guessed it) the ceiling was also mirrored. There were palm trees and clouds and, oh yes, a bar.

My watch read 1:30 am. as I floated in the bubbles of the spa, occasionally turning to swim the couple of strokes to take me from one side to the other. My second gin and tonic was within arm's reach on the side of the grotto. It had taken me one drink to fill the spa. I had phoned my husband and described the room. He was green with envy, but I had not forgiven him yet for the ironing so there was no sympathy! As I finally lay in my outrigger canoe, drifting, one thought did linger at the back of my mind. I wondered what would happen if I phoned the desk, and said: "Oh yes, there is something I need. Send up a ... " And then I must have fallen asleep!



TIP

When starting a new roll of tape (any non-cloth adhesive tape) that isn't going to be used with a dispenser keep the little tab and attach to the 'new' end between uses - or - fold over the end to make a tab. This is especially useful with the wider tapes that tear lengthwise!

AN INTRODUCTION TO CANADIAN ADOLESCENT LITERATURE

Speaker: **DAVE JENKINSON**, Associate
Dean, Undergraduate Program, Faculty of
Education, University of Manitoba

Reporter: **TRISH MASKELL**, teacher-
librarian, Crofton House School, Vancouver

This session was a slide presentation meant to introduce school and public librarians to Canadian authored young adult literature. It proved to be entertaining and very worthwhile. The focus was on the early (Gr. 5-8) and middle (Gr. 9-10) years, often the age for which it is most difficult to find appropriate books. The slides showed the book covers of the various works, providing a focus for the discussion and comparisons of the effectiveness of different types of covers for teens. Permission was granted for The Bookmark to reprint the bibliography that was handed out at the session. It has been reproduced below.

AN INTRODUCTION TO CANADIAN ADOLESCENT LITERATURE

D. Jenkinson
June, 1989

What follows is simply an author/title listing of the books to which I will make reference during the slide presentation. Canadian Books in Print and in some instances, Books in Print will supply you with the necessary ordering information.

[Editor's note: This list has been reorganized into alphabetical order, although the original followed the order of the slides used in the presentation.]

GENERAL:

Doyle, Brian. EASY AVENUE.
Ellis, Sarah. THE BABY PROJECT.

Godfrey, Martyn. (Various, including the MS.
TEENY WONDERFUL TRILOGY).
Kaplan, Bess. THE EMPTY CHAIR.
Kropp, Paul. (SERIES CANADA/SERIES 2000).
Little, Jean. MAMA'S GOING TO BUY YOU A
MOCKING BIRD.
MacKay, Claire. (MINI BIKE SERIES).
Wilson, Eric. (TOM AUSTEN SERIES).

SCIENCE FICTION:

Hill, Douglas. (LAST LEGIONARY QUINTET;
WARRIORS OF THE WASTELAND
TRILOGY;
COLSEC TRILOGY).
Hughes, Monica. (Various, but especially
THE ISIS TRILOGY).
Martel, Suzanne. THE CITY UNDERGROUND.
Pausewang, Gudrun. THE LAST CHILDREN OF
SCHEVENBORN.

FANTASY:

Buffie, Margaret. WHO IS FRANCES RAIN?
Katz, Welwyn Wilton. WITCHERY HILL;
SUN GOD, MOON WITCH;
FALSE FACE;
THE THIRD MAGIC.
Lunn, Janet. THE ROOT CELLAR;
SHADOW ON HAWTHORN BAY.
Melling, O.R. THE SINGING STONE;
THE DRUID'S TUNE.
Pearson, Kit. A HANDFUL OF TIME;
THE SKY IS FALLING.
Taylor, Cora. JULIE.
Walsh, Ann. YOUR TIME, MY TIME.

HISTORICAL FICTION:

Bellingham, Brenda. STORM CHILD.
Clark, Joan. THE HAND OF ROBIN SQUIRES.
Craig, John. AIN'T LOOKIN'.
German, Tony. A BREED APART.
Hudson, Jan. SWEETGRASS.
Hunter, Bernice Thurman. (THE BOOKY SERIES;
THE MARGARET SERIES).
Martel, Suzanne. THE KING'S DAUGHTER.
Matas, Carol. LISA.
Scanlan, W.J. REBELLION.
Smith, T.H. CRY TO THE NIGHT WIND.
Smucker, Barbara. UNDERGROUND TO CANADA;

DAYS OF TERROR.
Sutherland, Robert. SON OF HOUNDS.

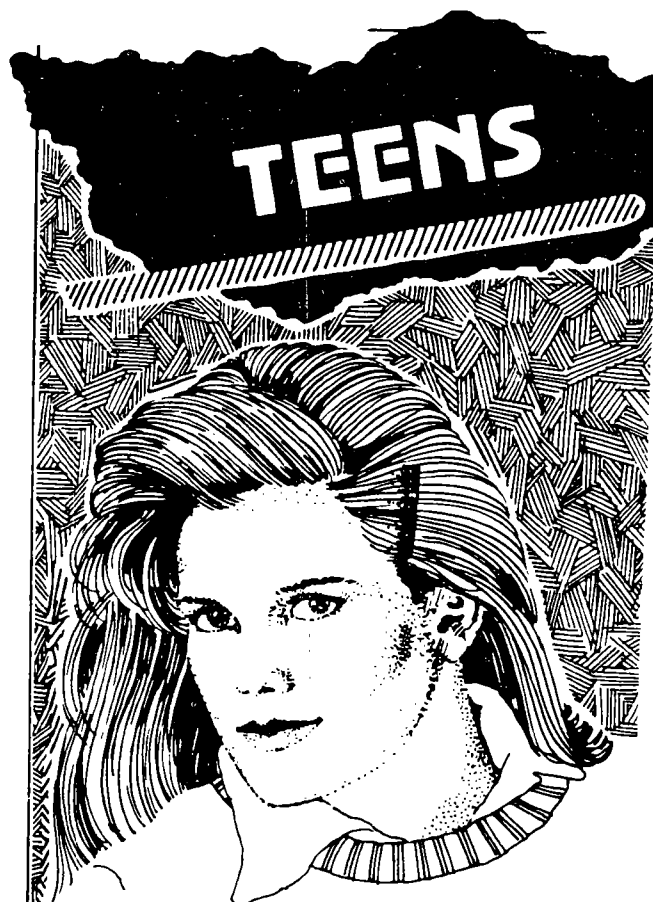
**CONTEMPORARY/REALISTIC FICTION
ETC.**

Batten, Jack. TIE-BREAKER.
Bell, William. CRABBE;
THE CRIPPLES' CLUB;
FIVE DAYS OF THE GHOST.
Blakeslee, Mary.
HALFBACKS DON'T WEAR PEARLS?;
WILL TO WIN.
Brown, Jamie. SUPER BIKE!
Collura, Mary-Ellen Lang. WINNERS;
SUNNY.
Culleton, Beatrice. IN SEARCH OF APRIL
RAINTREE.
Dale, Mitzi. ROUND THE BEND.
Degrassi Junior High titles. SPIKE;
STEPHANIE KAYE;
Etcetera.
Duncan, Frances. FINDING HOME.
Gunnery, Sylvia. WE'RE STILL FRIENDS AREN'T
WE?
Halvorson, Marilyn. COWBOYS DON'T CRY;
LET IT GO;
NOBODY SAID IT WOULD BE EASY;
DARE.
Harris, Dorothy. EVEN IF IT KILLS ME.
Heneghan, Jim. PROMISES TO COME.
Houston, James. WHITEOUT;
FROZEN FIRE;
BLACK DIAMONDS;
ICE SWORDS.
Hughes, Monica. HUNTER IN THE DARK;
BLAINE'S WAY;
LOG JAM.
Korman, Gordon. DON'T CARE HIGH;
A SEMESTER IN THE LIFE OF
GARBAGE BAG.
Kropp, Paul. GETTING EVEN;
MOONKID & LIBERTY.
McRae, Russell. GOING TO THE DOGS.
Major, Kevin. BLOOD RED OCHRE;
HOLD FAST;
FAR FROM SHORE;
THIRTY-SIX EXPOSURES;
DEAR BRUCE SPRINGSTEEN.
Morck, Irene. A QUESTION OF COURAGE.
O'Hearn, Audrey. ME AND LUKE.
Philip, Marlene Nourbese. HARRIET'S
DAUGHTER.

Pirot, Alison Lohans. CAN YOU PROMISE ME
SPRING?
Razzell, Mary. SNOW APPLES;
SALMONBERRY WINE.
Richmond, Sandra. WHEELS FOR WALKING.
Sadiq, Nazneen. HEARTBREAK HIGH.
Truss, Jan. BIRD AT THE WINDOW.
Truss, Jan. SUMMER GOES RIDING;
RED.
Weir, Joan. SIXTEEN IS SPELLED O-U-C-H.
Wieler, Diana. LAST CHANCE SUMMER;
BAD BOY.

**YOUNG ADULT CANADIAN BOOK
AWARD 1989**

Brooks, Martha. PARADISE CAFE & OTHER
STORIES.
Godfrey, Martyn. MYSTERY IN THE FROZEN
LANDS.
Luiken, Nicole. UNLOCKING THE DOOR;
ESCAPE TO THE OVERWORLD.
Porter, Helen Fogwell. JANUARY, FEBRUARY,
JUNE OR JULY.



THE PUBLIC LIBRARY AND THE SCHOOL LIBRARY: NEW STRATEGIES FOR COOPERATION

Speakers: **NICK SPILLIOS**, vice-chairman, Edmonton Public Library Board; **J. IAN MACDONALD**, New Brunswick Library Trustees Association; **JOSEPHINE STROH**, North York Public Library; and **PATTY LAWLOR**, consultant, Ontario Ministry of Culture and Communications

Reporter: **TRISH MASKELL**, teacher-librarian, Crofton House School, Vancouver.

This session was intended to examine how both public and school libraries can work cooperatively to realize the many goals that they share in common. A panel spoke about their experiences in working on various types of cooperative projects between school and public libraries. Mr. Macdonald, a library trustee from New Brunswick, spoke about a joint school and public library project. He felt that it was working well. Some of the positives were more funding, a better collection and the opportunity to meet joint educational objectives. Some of the negatives were the difficulties experienced when different age groups with different needs tried to operate in the same physical space, the fact that the library was not open to the public after school hours and the need to house some of the collection where it is not available to children.

The speaker on behalf of the North York Public Library, Josephine Stroh, described her experience of working on a joint library board and school board committee. The committee was established to determine whether both types of libraries serviced the same needs in common areas and where the gaps and overlaps were. Two focus areas which had possibilities for collaboration, were agreed on: adult literacy and continuing education. Further suggestions included the linking of technical services, implementing the same online access system, scheduling joint inservice sessions — for example, on copyright and censorship — and establishing

guidelines for the funding of school libraries to match public libraries' funding.

The next speaker, Patti Lawlor, a consultant for the Ontario Ministry of Culture and Communications, discussed their establishment of a Provincial Public Library/School Library Liaison Committee. The committee arose out of the need to communicate when the new Ontario curriculum, which has an emphasis on resource-based learning and the development of life long learning skills, was introduced. There was a need for awareness by the public library of the new teaching and learning strategies, a need for a broader range of resources and for public awareness of the complementary roles of the two libraries in supporting this approach. There was also a need to lobby for increased space and funding in both libraries. The committee that was formed took the theme "Closer Encounters" or "Rapprochements". It focused on:

1. publicity and promotions, e.g. brochures, conferences on topic, awards for exemplary cooperation etc.;
2. training, e.g. one day conferences for teachers and administrators, a training workshop to move around the province with one teacher-librarian and one public librarian;
3. funding, e.g. development of a resources grant project available to public and school libraries who jointly submit an application showing cooperation; and
4. a document and video similar to Partners in Action.

Finally Nick Spillios, vice-chairperson of the Edmonton Public Library Board (who was left with very little time coming *last* on the panel!) spoke on the topic of public and school library cooperation in general. He felt that it is important for all libraries to adapt to change and that this type of cooperation can be vital to both types of libraries and an excellent public relations tool. An advisory group established by the Alberta public library board has commenced many joint support services such as shared author visits and shared cataloguing.



ACCEPTANCE SPEECH, 1989 CANEBSCO SCHOOL LIBRARY MEDIA PERIODICAL AWARD

CSLA AWARDS LUNCHEON,
1989 June 22

by TRISH MASKELL and LIZ
AUSTROM, editors, The Bookmark.

We would like to thank the Canadian School Library Association and CANEBSCO for providing an award to recognize excellence in school library periodicals. We are honoured to receive the 1989 CANEBSCO School Library Media Periodical Award.

We feel it is very appropriate that there are two of us accepting this award today because we do so on behalf of a group of people who work together as the Editorial Board of The Bookmark. The Bookmark is not a solo achievement. Even writing this acceptance speech was a group effort!

The Bookmark is produced by a group of twelve hard-working, dedicated people who are strongly supported by the British Columbia Teacher-Librarians' Association's Executive Board and the entire membership. The editors fluctuate from year to year, and sometimes from issue to issue, but those who participated in the issues being honoured today are Harold Berson, Jim Crook, Donna Doerksen, Dianne Driscoll, Lee Inkster, John Pope, Barbara Smith, Mercedes Smith, Hazel Starling, Carl Stymiest, and Yoskyl Webb. You are honouring them as well.

We are fortunate in being supported by our BCTLA Executive Board, not only with funds and equipment, but also appreciation, information and written contributions to the journal. BCTLA's Chapter Councilors and members offer practical support through contribution of articles, cooperative units, chapter news, and a variety of ideas.

Together, all of these people form the professional network that is the British Columbia Teacher-

Librarians' Association. The Bookmark is a communication vehicle for that network. As such, The Bookmark's role is multi-purpose. It provides information that assists teacher-librarians in their own professional development. As part of the wider BCTLA network, it fosters the type of professional dialogue and interchange that is a vital component of implementing change in library resource centre programs. It also provides a means of publicly communicating many of the concerns of teacher-librarians.

As well as serving the needs of teacher-librarians, the thematic approach used in recent years has provided a focus that has proven attractive to a variety of classroom teachers. This development has allowed individual teacher-librarians to extend their personal networks beyond the resource centre walls, and has raised awareness of other specialist associations about the value of resource-based learning through cooperative program planning and teaching.

We are proud to report that we have subscribers as far away as Germany and Australia. We should note for you, however, that our "German" subscriber is Gerald Soon, former senior editor of The Bookmark and recipient of a previous CANEBSCO School Library Media Periodical Award.

Receiving recognition from one's peers is always a thrilling event, and we thank you once again for giving us this honour. In closing, we would really like to thank the person — whoever it was — who scheduled the awards *and* speeches *before* the luncheon. Now we can relax and enjoy a social hour without worrying about the butterflies in our stomachs.



CANADIAN LIBRARY ASSOCIATION

CSLA ANNOUNCES AWARD WINNERS

The following awards were presented Thursday, June 22, 1989, CSLA Awards Luncheon at the CSLA/CLA Conference in Edmonton

Haycock Wins Distinguished Service Award

The Canadian School Library Association has awarded the 1989 Distinguished Service Award for School Administrators to Ken Haycock, Director of Program Services for the Vancouver School Board.

Haycock, a leading educator, writer and administrator, is being recognized for the leadership and professional vision which he has tirelessly provided in the school library field.

Award of Merit goes to Burdenuk

The Canadian School Library Association is pleased to announce that the Margaret B. Scott Award of Merit for 1989 has been awarded to Professor Eugene Burdenuk, of the University of Western Ontario.

The award is given to honour an individual who has made an outstanding contribution to Canadian school librarianship at the national level. Burdenuk, who is the Director of the Educational Leadership Centre, has given distinguished service to CSLA, and has served as the president of the organization; he has been deeply involved with professional development programs, scholarly publishing and leadership training throughout Canada.

Teacher-Librarian of the Year Named

Canada's top teacher-librarian has been named. Duncan Anderson, teacher-librarian at Central Junior High School in Red Deer, Alberta, has won the Canadian School Library Association - Learning Tree Teacher-Librarian of the Year Award.

Anderson took the award for an ambitious and innovative cooperative planning and teaching school-wide program.

CANADIAN SCHOOL LIBRARY ASSOCIATION ANNUAL GENERAL MEETING

VOTE ON DISSOLUTION

FROM: ADRIENNE BETTY
President, Canadian School
Library Association

[Editor's note: This 1989 July 10 memo was sent to all members of CSLA as well as to members of CSLA's Executive Council. It is included here for the information of those BCTLA members who were formerly CSLA members and who still retain an interest in the affairs of the association.]

The motion "That the Canadian School Library Association, a division of the Canadian Library Association be dissolved" which was presented at the Annual General Meeting of the Canadian School Library Association, in Edmonton on Friday, June 23, 1989, did not receive the necessary two-thirds majority vote and was, therefore, defeated.

The Executive Council, at its Executive Council meeting held on June 24, accepted the resignation from the Council of Angela Thacker, Past President. Bruce Lane, Councillor-at-Large, announced his intention not to renew his membership in CLA/CSLA, therefore becoming ineligible to be a member of the Executive Council. Subsequently, the Executive Council accepted the offer of Dianne Oberg to remain on the Executive as Past President and, in accordance with constitutional By-Law 3.4, appointed Doreen Bertrand (CSLA Councillor 1983-1986) as Councillor-at-Large.

The Executive Council reaffirmed the goal of CSLA as stated in our Constitution: To support and to promote the objectives of the Canadian Library Association, to unite Library Media personnel and other interested parties in furthering and improving School Library Media programs (services) throughout Canada, to provide for the exchange of ideas and

experiences among members and to cooperate with internal and external groups and organizations in the advancement of education and (school librarianship and library information and Media (programs) services.

To work toward achievement of this goal, the Executive Council also reaffirmed the following objectives:

1. To provide teacher-librarians in Canada with a voice at the national level.
2. To manage the affairs of the CSLA in an efficient and cost effective manner.
3. To provide for the exchange of ideas and information among CSLA members
4. To cooperate with other groups and organizations to further the improvement of school library services throughout Canada.
5. To promote high standards of school library service.

THE MEMBERS OF THE 1989-90 CSLA EXECUTIVE COUNCIL ARE:

PRESIDENT:	Adrienne Betty (Calgary Board of Education)
PAST PRESIDENT:	Dianne Oberg (Faculty of Education, University of Alberta)
VICE PRESIDENT/ PRESIDENT ELECT:	Joan Harper (Vancouver School Board)
SECRETARY/ TREASURER:	Dalelene Yelland (Saskatchewan Valley School Division # 49)
COUNCILORS-AT- LARGE:	Larry Amey (School of Library & Information Studies, Dalhousie U.) Doreen Bertrand (Sudbury Board of Education)
EDITOR OF <u>School Libraries in Canada</u> :	Marilyn Ming (Southern Alberta Institute of Technology)

GUIDELINES FOR EFFECTIVE SCHOOL LIBRARY PROGRAMS: A GLOSSARY OF TERMS

published by the Canadian School Library Association, 1989

Teacher-librarian: An experienced certified teacher, with additional qualifications in the selection, management and utilization of learning resources, who has responsibility for administering the school library and for working with classroom teachers to design and implement instructional programs.

School library: The facility in a school which provides resources, services and programs that enhance and support the implementation of the curriculum and that contribute to the development of independent learners and decision makers.

School library program: The planned learning activities which support the implementation of the curriculum and which contribute to the development of independent learners and decision makers. The program is based on the principles of resource-based learning and is designed to achieve the educational goals of the school.

Cooperative program planning and teaching: The design and implementation of curriculum-related units of study, accomplished through the shared expertise and equal partnership of classroom teachers and teacher-librarians.

Board or District level library resource centre: The professionally organized and administered facility that provides educational, consultative and technical support services to teachers and students, under the direction of a teacher-librarian.

Library technician: A graduate of a library technician program who organizes and maintains the school library's resources and equipment and provides technical support services to teachers and students, under the direction of the teacher-librarian.

Library clerk: A person with clerical training who provides support services in the school library in areas such as circulation of resources, shelving and filing of materials, and typing or word processing, under the direction of a teacher-librarian.

Resource-based learning: The learning experiences, designed and developed cooperatively by teachers and teacher-librarians, that actively involve students in the effective use of a wide range of print, non-print and human resources. Resource-based learning programs are based on a continuum of information skills and are integrated with the curriculum.

Information skills: Those processes in research, thinking and communicating which form the foundation for critical thinking and problem solving. These processes include the skills and strategies needed to retrieve, evaluate, organize, share and apply information effectively and independently.

School library policy: A statement which relates the school library to the educational goals of the school and the school district, and which describes the program which will be implemented in order to achieve these goals.

The copyright on this statement has been released by the Canadian Library Association and the Canadian School Library Association for non-profit educational use. Please acknowledge the source: Canadian School Library Association, February 1989.



BCALMER DIRECTORY

B.C. ASSOCIATION OF LEARNING MATERIALS AND EDUCATIONAL REPRESENTATIVES.

Editor's note: The following information has been furnished by The Association. Inquiries regarding its accuracy should be directed to BCALMER, 1622 West 7th Avenue, Vancouver, BC, V6J 1S5. Tel: (604) 987-4197.

- Abbotsford School Supply Store, 106 - 2485 W. Railway St., Abbotsford, BC, V2S 2E5, Jack Stewart, 859-3601.
- Addison-Wesley Publishers, 114 B 255 West 1st St., North Vancouver, BC, V7M 3G8, John Doherty/Susan Larlee, 988-2699.
- British Columbia. Ministry of Education. Director, Publication Services, 878 Viewfield Place, Victoria, BC, V9A 4V1, 387-5331.
- British Columbia. Ministry of Education. Director, Curriculum Development Branch, Parliament Buildings, Victoria, BC, V8V 2M4, Dr. Brian Frankcombe, 356-2317.
- B.C. Teachers' Federation, 2235 Burrard St., Vancouver, BC, V6J 3H9, Debbie Stagg, 731-8121.
- The Canadian Book Information Centre, 1622 West 7th Ave., Vancouver, BC, V6J 1S5, N. Chapman/L. van Soest, 734-2011.
- CANEBSO Subscription Services, B5 - 4255 Arbutus St., Vancouver, BC, V6J 4R1, Jeff Stone, 734-1370.
- Centre Educatif et Culturel, 8101 Metropolitan Boul. E., Montreal, P.Q., H1J 1J9, Leena M. Sandblom, (514) 351-6010.
- Clare Educational Development, 4188 Virginia Cres., North Vancouver, BC, V7R 3Z6, Bill Clare, 980-2598.
- Collier Macmillan Canada (TexWest), 900 Spruce Ave., Victoria, BC, V8T 2S1, Melanie Myers, 381-4140.
- Compatible Leisure Time Prom., PO Box 65982, Station K, Vancouver, BC, V5K 4W7, Jollean Fairchels, 874-8942.
- Copp Clark Pitman, Main P.O., Box 2010, Vancouver, BC, V6B 3P8, Hank Luck, 525-2389.
- Coronet Instructional Media, 6087 Boundry Drive West, Surrey, BC, V3W 9Z6, Grieta Alberings, 596-9020.
- Creative Curriculum, 5210 Malaspina Place, North Vancouver, BC, V7R 4M1, Louise Steele, 988-9341.
- D.C. Heath Canada, 4949 52A St., Delta, BC, V4K 4K1, Brain Sims, 946-6715.
- D.L.M. Educational Materials, 2372 Jefferson Ave., West Vancouver, BC, V7V 2B2, Diana Miller.
- Dominie Press, 419 Cambridge Way, Port Moody, BC, V3H 3V1, Howard Greaves, 939-4564.
- Douglas & McIntyre Educational Division, 1615 Venables St., Vancouver, BC, V5L 2H1, Linda Moran, 255-7701.
- E.F. Williams (Nystrom), 4032 Ripple Rd, West Vancouver, BC, V7V 3K9, Ken Williams, 922-8409, FAX 926-3727.
- Education Unlimited, 10289 - 128 St., Surrey, BC, V3T 2Z2, Barbara Feuring, 583-1662.
- Educational Publishing Agent, P.O. Box 66019, Station F., Vancouver, BC, V5N 5L4, Ren Speer, 872-3042.
- Educational Resources, #109 - 8475 Ontario St., Vancouver, BC, V5X 3E8, Eleanor Celli, 324-9717; Don Greenwood, 985-7680.
- Expanducators Publishing, 135 North Howard, Burnaby, BC, V5B 1J6, Mrs. Fraser, 294-3395.
- Fitzhenry and Whiteside, 33464 Conway Place, Abbotsford, BC, V2S 2R6, Marian Marsh, 854-1235.
- French Language Resources, Box 2340 - 184 West 2nd Ave., Qualicum Beach, BC, V0R 2T0, David Walsh, 752-5355.
- Gage Educational Publishing, #303 - 1000 Bowron Court, North Vancouver, BC, V7H 2V8, Midge Doidge, 929-7678.
- Gage Educational Publishing, 425 Tempe Cres., North Vancouver, BC, V7N 1E7, Colin Hester, 987-4197.
- Ginn and Company, 11100 72A Ave., North Delta, BC, V4C 1A1, Karen Gerber, 596-6164.
- Ginn and Company, 2871 Mara Drive, Coquitlam, BC, V3C 5L6, Lorna Temlett, 942-5055.
- Globe Modern Curriculum Press, 3771 Victoria Park Ave., Scarboro, ON, M1W 2P9, Paul Lockwood, (416) 497-4913.
- Globe Modern Curriculum Press, 5390 The Terrace, West Vancouver, BC, V7W 1M8, Dave Durbin, 921-6476.
- HBJ/Holt Secondary, #1804 - 6595 Willingdon Ave., Burnaby, BC, V5H 4E5, Nicola Albon, 432-6623.
- HBJ/Holt Elementary, 7851 Afton Drive, Vancouver, BC, V7A 1A2, Bill Hue/Lawrie Johns, 271-8981.
- Houghton Mifflin Canada, 2095 West 45th Ave., Vancouver, BC, V6M 2H8, Geoff Williams; Barbara Fowler, 263-1613.
- Howard Greaves, 419 Cambridge Way, Port Moody, BC, V3H 3V1, 939-4564.
- Insight Media, 10501 125B St., Surrey, BC, V3V 5A8, Ted Goudsward, 525-2482/581-8101.
- Irwin Publishing, Box 4005, Station C, Calgary, AB, T2T 5M9, Coral Sayce, (403) 251-2700.
- Jim Elder Publishing Services, #5 - 11720 Voyageur Way, Richmond, BC, V6X 3G9, Jim Elder, 273-0801.

- John Wiley and Sons, 10543 - 125 St., Edmonton, AB, T5N 1T4, Janet Mayfield, (403) 482-1557.
- Kahl's, P.O. Box 126, Kitchener, ON, N2G 3W9, Bob Kahl, (519) 744-8953.
- The Learning Tree, #1 - 2336 South Grandview Hwy., P.O. Box 66019, Station F, Vancouver, BC, V5N 5L4, 875-9141.
- Louise Kool and Galt, 13442 - 71st Ave., Surrey, BC, V3W 2K5, Morris Kool, 591-9945.
- Lynnmour Alphagraphics, 1001 Heritage Blvd., North Vancouver, BC, V7J 3G7, Gerry Addy, 988-4410.
- M.D. Angus & Associates, 2639 Kingsway Ave., Port Coquitlam, BC, V3C 1T5, Bill Angus, 464-7919.
- MacDougall Marketing, P.O. Box 46289, Station G, Vancouver, BC, V6R 4G9, Debbie MacDougall, 733-8547.
- McGraw-Hill Ryerson, 3954 S.W. Marine Drive, Vancouver, BC, V6N 4A3, Verlee Whitehead, 266-0201.
- McGraw-Hill Ryerson, 1107 Heritage Blvd., North Vancouver, BC, V7J 3G6, Russ Breakey, 984-3119.
- McIntyre Educational Media, 30 Kelfield St., Rexdale, ON, M9W 4A2, Tom Whyte, (416) 245-7800.
- Merrill Publishing, 1726 - 25th Ave. N.E., Calgary, AB, T2E 7K1, Cam McDonald, (403) 291-2602.
- Muffy Two, 33779 Essendene Ave., Abbotsford, BC, V2S 2H1, Marilyn McClinton, 859-1103.
- National Geographic Society, #210 - 211 Watline, Mississauga, ON, L4Z 1P3, Albert Meyer, (416) 890-1111.
- Nelson Canada, 5 - 11720 Voyageur West, Richmond, BC, V6X 3G9, Janice Bobroske; Peter Donkers, 273-6856
- Oxford University Press, 70 Wynford Drive, Don Mills, ON, M3C 1J9, George Moschuk, (416)-441-2941.
- Perma-Bound Books, 9026 Collings Way, Delta, BC, V4C 7E9, Babs Thomas, 588-4657.
- Play and Learn, 1505 West 15th Ave., Vancouver, BC, V6J 2K5, Jocelyn Alexander, 732-4117.
- Prentice Hall Canada, #5 - 1075 Gilford St., Vancouver, BC, V6G 2P3, Diane Wyman, 683-7372.
- The Resource Centre, P.O. Box 190, Waterloo, ON, N2V 3Z9, Neal Gridgeman, 885-0826.
- The Rubber Stamp Farm, Box 390, Errington, BC, V0R 1V0, Louise MacDougall, 248-6774.
- Scholastic Publications, 8675 - 12th Ave., Burnaby, BC, V3N 2M1, Conrad Noll, 524-4243.
- Science Research Associates (Canada), 707 Gordon Baker Road, Willowdale, ON, M2H 2S6, Peter Harris, (416) 497-7707.
- Spectrum Educational Supplies, 2102 Elspeth Place, Port Coquitlam, BC, V3C 1G3, John Morrow, 942-5835.
- Trinity Educational Resources, B5 - 4255 Arbutus St., Vancouver, BC, V6J 4R1, Howard Greaves, 736-0200.
- University of Victoria, Education Extension, MacLaurin Building, Room 343A, Victoria, BC, V8W 2Y2, Pat Zelinsky, 721-7874.
- Western Educational Activities, 10929 - 101 St., Edmonton, AB, T5H 2S7, Tony Wacowceto, (403) 429-1086.
- Academic Therapy Publications, see Educational Resources.
- Alemany Press, see Dominie Press.
- American Tech, see Copp Clark Pitman.
- Ann Arbor Publications, see Educational Resources.
- Apple Press, see Kahl's.
- Arnold Publishing, see Educational Publishing Agent.
- Audio Language Studies, see Kahl's.
- Autonomous Learner Publications, see Kahl's.
- AV Concepts, see Kahl's.
- Barnell Lofts, see Dominie Press.
- Bearly Ltd., see Kahl's.
- Book Mates, see Kahl's.
- Boyd & Fraser, see Nelson Canada.
- Breakwater Books, see Kahl's.
- CD-ROM Hardware and Software, see CANEBSCO Subscription Services.
- Cambridge University Press, see Dominie Press.
- Capabilities Unlimited, see Kahl's.
- Chelsea House, see McGraw-Hill.
- Children's Hospital of San Francisco, see Educational Resources.
- Coronet Film & Video, see Globe Modern.
- Cort Thinking Programs, see Dominie Press.
- Cover Craft, see Kahl's.
- Creative Learning Press, see Kahl's.
- Creative Publications, see Addison-Wesley.
- Creative Publications, see Spectrum Educational Supplies.
- Curriculum Associates, see Educational Publishing Agent.
- Cusinere Corporation, see Spectrum Educational Supplies.
- D.O.K., see Kahl's.
- D.O.K., see Educational Resources.
- Dale Seymour, see Spectrum Educational Supplies.
- Dandy Lion Publications, see Kahl's.
- Dandy Lion Publications, see Educational Resources.
- Delmor, see Nelson Canada.
- Detselig Enterprises, see Kahl's.
- Dictation Disc Corporation, see Copp Clark Pitman.
- Dormac, see Dominie Press.
- Douglas & McIntyre, see Educational Publishing Agent.

Educational Activities, see Dominie Press.
 Educational Design, see Educational Resources.
 Educational Impressions, see Educational Resources.
 Educational Impressions, see Kahl's.
 Educational Insights, see Kahl's.
 ESP, see Kahl's.
 Eye-Gate Media, see E.F. Williams.
 F.A. Davis, see Copp Clark Pitman.
 Fearon Education, see Educational Publishing Agent.
 Fearon, see Education Unlimited.
 Follett Library Software, see Trinity Educational Resources.
 GLC/Sliver Burdett, see Educational Publishing Agent.
 Good Apple, see Kahl's.
 Grumpy Bear Books, see Educational Publishing Agent.
 Hap Palmer Records, see Dominie Press.
 Hap Palmer Records, see Education Unlimited.
 Harper, Row, see Fitzhenry & Whiteside.
 Heinle & Heinle, see Nelson Canada.
 High Noon Books, see Educational Resources.
 Houghton-Mifflin (College & Testing), see Nelson Canada.
 Howard Sams, see Copp Clark Pitman.
 Hutchinson, see Copp Clark Pitman.
 Interstate Printers & Publishers, see Educational Resources.
 Irwin, see Education Unlimited.
 J. Weston Walch, see Kahl's.
 January Productions, see Kahl's.
 Janus, see Dominie Press.
 KGR, see Education Unlimited.
 Kids Can Press, see Kahl's.
 Kids Stuff, see Kahl's.
 Kolbe Concepts, see Kahl's.
 Lawrence Erlbaum, see Copp Clark Pitman.
 Lawrencville Press, see Nelson Canada.
 Leadership Publishers, see Kahl's.
 Learning Factory, see Kahl's.
 Learning Links, see Kahl's.
 The Learning Works, see Kahl's.
 Lee Cantor and Associates, see Kahl's.
 Listening Library, see Trinity Educational Resources.
 Longman (UK), see Copp Clark Pitman.
 Longman, see Copp Clark Pitman.
 MacDonald Publishing, see Kahl's.
 Magnetic Way, see Educational Publishing Agent.
 Mayfield, see Nelson Canada.
 Methuen, see Nelson Canada.
 Midwest Publications, see Educational Resources.
 Midwest Publications, see Kahl's.
 Milikin Computer Software, see Trinity Educational Resources.
 Mondia, see Educational Publishing Agent.
 National Textbook, see Copp Clark Pitman.
 Newbury House, see Fitzhenry & Whiteside.
 Nystrom, see E.F. Williams.
 Opportunities for Learning, see Educational Resources.
 Opportunities for Learning, see Kahl's.
 Pembroke Publishers, see Kahl's.
 Penumbra Press, see Kahl's.
 Perfection Form Company, see Kahl's.
 Pergammon Press, see Prentice-Hall Canada.
 Periodicals (all publishers), see CANEBSCO Subscription Services.
 Phoenix Learning Resources, see McGraw-Hill.
 Pitman (UK), see Copp Clark Pitman.
 Plains Publications, see Copp Clark Pitman.
 Portal Press, see Howard Greaves.
 Primary People, see Educational Publishing Agent.
 Pro Ed, see Educational Resources.
 Pro-Ed, see Kahl's.
 PWS Kent, see Nelson Canada.
 Regents, see Prentice-Hall Canada.
 Reidmore Books, see Educational Publishing Agent.
 S & S, see Education Unlimited.
 Schaum Series, see McGraw-Hill.
 Scholastic, see Education Unlimited.
 See Hear Now Media, see Globe Modern.
 South-Western, see Nelson Canada.
 St. Martins Press, see Nelson Canada.
 Steck-Vaughn Company, see Educational Resources.
 Subscriptions (all publishers), see CANEBSCO Subscription Services.
 Trillium Press, see Howard Greaves.
 Turman, see Kahl's.
 United Educational Services, see Kahl's.
 United Educational, see Educational Resources.
 Van Nostrand Reinhold (UK), see Nelson Canada.
 Wadsworth, see Nelson Canada.
 Watch Me Blossom Puppet Theatre, see Trinity Educational Resources.
 Zephyr Press, see Kahl's.

THE TEACHER AS PARTNER IN SCHOOL LIBRARY PROGRAMS

by DIANNE OBERG, Associate Professor,
University of Alberta.

[Editor's Note: This article was originally written for LIBE 527 Seminar: Research in School Librarianship at the University of British Columbia in August 1988.]

The attitudes and expectations of classroom teachers towards an educational program influence students' attitudes toward the program and the impact that it has on them. For this reason, classroom teachers have always had an important role in school library programs. For the success of the cooperatively developed, integrated school library program, however, the participation of classroom teachers is essential.

The cooperative, integrated school library model, as advocated in Canada and many other parts of the world, uses the process of cooperative planning and teaching to develop units of study that give students opportunities to learn research and study skills. Developing the ability and the desire of young people to be effective learners and decision makers throughout their lives is the major purpose of the program. In the cooperatively developed program, teachers and teacher-librarians work as partners to plan, implement, and evaluate learning activities for their students. Students' learning is most positively affected when the program is integrated with the curriculum and developed using the special knowledge and skills of both classroom teachers and teacher-librarians.

The implementation of the cooperative, integrated school library program cannot occur without the participation of classroom teachers. However, not all teachers will be ready or willing to accept the changes in their role that appear to be required by that participation. Teachers have traditionally viewed themselves as autonomous and omnipotent in selecting instructional approaches and in evaluating students (Lieberman & Miller, 1984; Lortie, 1975). The school library model advocates joint planning, teaching, and evaluating. Resource-based activities often require a new role for the teacher, one of

"facilitating, guiding, diagnosing, and helping" (Church, 1970: 23). The implementation of the cooperative school library program requires that classroom teachers must both change and share their role.

The literature of school librarianship includes a great deal of discussion about the role that the teacher-librarian should play in the change process. However, it includes little discussion or recognition of the changed role of the teachers who participate in the school library program. Teachers are being asked to play a role that is quite different from the traditional role of classroom teachers. If the cooperative, integrated school library program is to be incorporated into schools, teacher-librarians will need to be aware of what the research reveals about the process of change and about the conditions under which teachers will adopt and incorporate an innovation into their teaching practice. Researchers and theorists in the field of educational change have begun to reconsider the role of the teacher in the change process, to view the teacher as a powerful actor instead of a passive consumer. Teacher-librarians will need to examine their implementation and inservice practices in light of the research now available.

In this discussion, the following questions will be addressed:

1. What factors related to the teachers' role in the classroom and their response to change affect their involvement as partners in the school library program?
2. How might the teacher-librarian as change agent respond to these factors in order to implement more effectively the school library program?

This article presents an overview of what research indicates about the nature of classroom teaching; teachers' response to innovation; and teachers' perception of the school library. It concludes with a discussion of teachers' involvement in school library programs; implications for implementing the school library program; and recommendations for further study.

THE NATURE OF CLASSROOM TEACHING

The nature of the classroom teacher's work is not easily understood outside of the world of schools. Lieberman and Miller (1984), in their examination of elementary and secondary schools in the United States, conclude that teaching is an art, a craft learned on the job. Because the technology of teaching has not been explicitly codified, teachers learn their professional skills through the experience of their first years of teaching. This means that each teacher develops a unique and personal teaching style.

Teachers must each find a way to deal with a complex and demanding job and to cope with the essential dilemmas of classroom work. Each day teachers must balance the cognitive task of group instruction and the affective task of reaching students as individuals; each day choices must be made regarding such questions as mastery or coverage, control or curiosity, discipline or instruction.

The links between teaching and learning are not always clear and direct; careful planning does not always mean effective learning. The impact of teaching may not be apparent for many years.

Teaching is a lonely job. Teachers learn and practice their craft behind closed classroom doors and rarely get support or supervision. Researchers have discovered in this isolation a major reason why teachers find difficulty in assessing the effectiveness of their teaching and in maintaining their belief in their ability to affect student learning (Ashton, 1984; Tye & Tye, 1984). The rewards and feedback of classroom teachers come from the students, not from their peers. The nature of classroom teaching reinforces practicality and privacy. Teachers are interested in what works and they are accustomed to acting on their own, in planning and implementing the classroom program.

TEACHERS' RESPONSE TO INNOVATION

The process of change is generally not easy or simple. Some important findings from the research on change confirm this very strongly.

1. Change takes place over time;

2. The initial stages always involve anxiety and uncertainty;
3. Ongoing technical assistance and psychological support are crucial to success;
4. Change involves learning through practice and feedback;
5. The fundamental breakthrough comes when people understand why the new way works better than the old way;
6. Organizational climate and support affect success;
7. Pressure through interaction with leaders and peers affects success; and
8. Individuals vary in their openness to change (Fullan, 1985).

Another important consideration to bear in mind is that change involves costs, as well as benefits, to individuals and to organizations (Fullan, 1982).

Teachers appear to resist change. They develop systems for responding to the complexity of their work and are reluctant to relinquish them. The prevalence and persistence of teacher-centered approaches (Cuban, 1983) supports this contention. Olson (1985) argues, however, that teachers are not change resisters but skilled professionals who operate smoothly functioning routines which solve many difficult problems. Because teachers are not always conscious of how it is they do what they do, Olson suggests that teachers need to be encouraged to examine and analyze critically their practices and beliefs, to become what Schon (1983) calls reflective practitioners.

Common (1983) agrees with Olson that a basic misconception of the teacher's role is the reason for most failed innovations. Teachers are not powerless and passive consumers of innovation. They are in control in the classroom and accept innovations only because they willingly consent to accept them. Change can be implemented only if and when teachers are willing to consent, to give up or share some of their power.

Teachers, as a group, are skeptical of innovation and have good reason to be. Few educational innovations have been the panaceas that the promot-

ers have initially claimed. Teachers will accept innovation only if they can see good reason to do so. Leithwood (1981) discovered that 90% of the reasons teachers gave for making particular curriculum decisions had to do with maintaining student interest and obtaining student understanding. Teachers, in other words, will be readily attracted to changes they perceive likely to enhance student interest and learning.

Teachers will accept changes that are technically well-developed and for which the essential time and materials are available. Many innovation attempts have not taken into consideration the limited time available to the classroom teacher. The inflexible schedule and the large number of students that secondary teachers must cope with every day make these factors especially crucial for them.

The theoretical orientation of an innovation can be significant. Teachers prefer innovations that come from or appear to come from a pragmatic orientation (Witt, 1986). Practicality is judged by teachers on the basis of instrumentality, congruence, and cost (Mohlman, 1983). In other words, the innovation should be concretely and precisely described; it should fit the teacher's educational beliefs and practice; and it should benefit students to a degree sufficient to justify the time and effort required.

Teachers are concerned about the factor of ecological intrusiveness (Witt, 1986). They are very aware that changes can have unplanned consequences and are cautious about experimentation with an innovation that might disrupt the classroom program and routines. This concern is understandable in light of the difficulty of keeping the classroom operable while incorporating new ideas (Lieberman & Miller, 1984).

Personality factors do impinge on teachers' acceptance of change as well. The most powerful factor seems to be that of self-efficacy, the belief in one's ability to be effective as a teacher (Ashton, 1984; Guskey, 1987). Other factors related positively to the acceptance of change include inner-directedness (Donlan, 1982; Logan, 1982), positive attitudes toward one's job, accepting attitudes toward one's pupils, and openness to the ideas of others (Tye & Tye, 1984).

TEACHERS' PERCEPTIONS OF THE SCHOOL LIBRARY

Teachers respond positively to changes that they perceive to be useful. It should follow then that teachers will respond positively to the school library program if they perceive it to be useful.

There is no shortage of surveys asking classroom teachers (and other educators as well) to give their perceptions of the school library program and its place in the education of their students. Kissick (1987) identified 25 perception studies in addition to her own 1985 survey of elementary school teachers and principals. Earlier research reviews by Aaron (1983, 1984, 1986) and Didier (1984) cite additional surveys. Teacher perceptions have remained remarkably consistent over the past two decades. A number of these studies have also indicated that many teachers do not fully understand the role of the teacher-librarian in the school.

When teachers are asked about the role of the teacher-librarian, they have lower expectations for that role than do principals or teacher-librarians. Teachers tend to see the role as involving many clerical or technical tasks. They are less likely than other educators to see the teacher-librarians as educators involved in curriculum planning (see, for example, studies by Gast, 1984; Hambleton, 1980; Hortin, Kurtz & House, 1985; Johnson, 1975; Jones, 1977; Mohajerin & Smith, 1981; Rainforth, 1982; and Urbaniuk, 1985).

The teachers surveyed by McCoy (1979) did not perceive the teacher librarian as a team teacher; they, like the student teachers in Stevenson's 1987 study, had a narrow view of the teacher-librarian, that of resource organizer and provider. Teachers value the expertise of teacher-librarian in the selection of resources, but not in the utilization of those materials (Willis, 1981). Some teachers believe that the school library is not necessary to their teaching (Cantor, 1975; Johnson, 1975) and many are not aware of the library resources and services that are available in their own schools (Loertscher, 1973; Loertscher & Land, 1975; Urbaniuk, 1985).

Some positive changes in teacher attitudes and perceptions are evident in some of the studies done in the 1980's. The teachers in two 1982 studies (Bocachica-Mills; Stanwich) expected teacher-librarians to be involved in all levels of curriculum

planning. Kissick (1985), comparing four groups of elementary school educators in Kansas, rural teachers, rural principals, urban teachers, and urban principals, found no significant differences between the groups in their perceptions of the library program. Principals in other studies have generally agreed more with teacher-librarians than with teachers about the role of the school library program. These surveys done in the 1980's probably indicate an increased understanding of the school library program by teachers.

TEACHERS' INVOLVEMENT IN SCHOOL LIBRARY PROGRAMS

Classroom teachers play a critical role in the success of the school library program. On an ongoing daily basis, classroom teachers influence students' attitudes and beliefs about libraries and information. For example, teachers' reading habits and library backgrounds are good predictors of students' reading skills and library skills (el-Hagrasy, 1961). Elementary students' use of their school library correlates with their teachers' positive attitudes towards libraries (Wiedrick, 1973). When teachers recommend library materials in class or give library-related assignments, students' library use, for both informational and recreational purposes, increases (Blazek, 1971; Gifford & Gifford, 1984). Classroom teachers determine, to a large extent, if and when information skills are learned by students. Teachers' involvement in cooperative planning and teaching is essential if these skills are to be taught to students in an integrated and developmental way.

Because teachers have such an impact on the beliefs and behavior of students, teachers should be prepared in their pre-service training to assist in preparing their students to be effective users of information and lifelong learners. To do this well, they will need to use teaching strategies that give more responsibility to students and that encourage independent learning. Although teacher training institutions appear to include alternatives to the teacher-centered approach, pre-service teachers and experienced teachers do not frequently use a student-centered approach, nor do they easily adopt resource-based or other personalized or independent learning approaches. Teachers who use the school library in their student teaching have a more positive attitude toward the school library (Ishikawa, 1972), but few student teachers use the school library and even fewer see it as other than a storehouse of materials (Steven-

son, 1987).

Lucarelli (1982) suggests that teachers are unlikely to educate children for independence and lifelong learning unless they themselves have been taught in ways that have allowed them to become lifelong learners. The power of example and experience is very strong. For example, King (1967) found that teachers who had taken courses where the professor had used media were more likely to use media in their own teaching. This was a more powerful predictor of teacher use of media than was having taken a course on how to use media.

Kirk (1986) in his discussion of the relationships between teacher training and teacher use of school libraries also identifies the powerful influence of faculty teaching practices. Kirk suggests two other factors in teacher training that influence teacher use of school libraries:

1. a consistent model of teaching and learning that reinforces the use of a wide variety of resources, and
2. course assignments that develop resource-related understandings and skills.

These factors are important for any educational program but particularly crucial for the preparation of teachers.

Unfortunately teacher education institutions do not appear to prepare new teachers for working with a teacher-librarian, for teaching research skills to their students, or for doing their own research. Education faculty members believe that teachers should do research in their pre-service training and that teachers should be involved in teaching research skills to their students (O'Hanlon, 1987). However, only 66% of the faculty surveyed in O'Hanlon's study actually required independent research projects of any kind from their students and only 22% thought that graduates of their institutions were adequately prepared to teach research skills to their students.

In summary, it appears that a great many teachers leave university without having learned research skills and without having learned how to teach research skills to their students. It is not, therefore, surprising that many students leave secondary school unable to retrieve and use information effectively outside the context of the classroom. However, despite the bleak picture that is painted by

perception studies and by reviews of pre-service teacher education, there is no doubt that many teachers do work in partnership with teacher-librarians to develop powerful educational programs for their students.

A number of factors appear to encourage teacher involvement in school library programs. Teachers are more likely to use libraries that are well-stocked and easy to use (Crowther, 1977; McCoy, 1979). Teachers are more likely to use libraries if there is sufficient staffing, especially if there are full-time teacher-librarians (Jay, 1970; Loertscher & Land, 1975). Johnson (1975) found that use increases where teachers are involved in the selection of materials and where there is informal conversation with the teacher-librarian.

Liming (1981) found that high instructional use of library programs can be predicted from two factors: the teacher's belief in the teacher-librarian's competence and, most importantly, the teacher's own competence in the use of media and the library. This factor of teacher competence in library and media skills was also found to be significant by Rogers (1977). The response of the students and of the principal are also important in instructional use of the school library. Crowther (1977) found that teacher use increases when principals encourage use of the library and Jay (1970) found that teachers' use also increases when teachers perceive that students are interested by resource-based approaches. Curriculum requirements and models of teaching prevalent in the school also affect the level of teacher involvement in school library programs (Beilke, 1974).

A number of factors appear to have little or inconsistent effects on the involvement of teachers. For example, Hiland (1973) found that involvement is not directly related to teachers' level of education and experience, teachers' participation in professional development, teachers' preparation time, or the nearness of the library to the teachers' work area.

IMPLICATIONS FOR IMPLEMENTATION OF SCHOOL LIBRARY PROGRAMS

Increasing teacher participation in school library programs involves changing teacher behavior and beliefs and maintaining those changes until the innovation is incorporated into the teachers' practice

and into the school's model of teaching and learning. The school library program model being advocated in Canada is an educational innovation; its implementation is affected by the same factors that influence the implementation of other educational innovations. The research related to change and in particular that related to the role of the classroom teacher in change should provide teacher-librarians with increased understanding of the change processes in which they must be engaged.

Successful change involves initiators and facilitators who shape the process of change. The literature of school librarianship is increasingly asking school-based teacher-librarians to act in an indirect leadership role, in order to establish the instructional role of the school library. This role has been variously referred to as the change agent, the change facilitator, or the consigliere (Ainsley, 1984; C. Haycock, 1984; K. Haycock, 1985; Monkhouse, 1984; Shields, 1987; Wehmeyer, 1987).

Change agents must be perceived as credible. Teacher-librarians already involved in the instructional planning process are likely acting as change initiators and facilitators. These appear to be individuals who have higher levels of school library education, have diversified interests, and are more extroverted and risk-taking (Charter, 1982; Hambleton, 1980; Madaus, 1974). The actual involvement of teacher-librarians in cooperative program planning and teaching, unfortunately, is still lower than school library educators, principals, teachers, and teacher-librarians themselves view as desirable. This has been confirmed by numerous studies throughout the 1970's and 1980's, in Canada (Hambleton, 1980; McCoy, 1979) and in the United States (for research reviews, see Aaron, 1983, 1984, 1986; Kissick, 1987). Many teacher-librarians appear unready to take the leadership roles that the change process and the implementation of a program may entail.

There are a number of aspects of innovation that the teacher-librarian deciding to embark on a process of change with teachers should consider. The literature of change certainly indicates that there is more than one successful approach. Teacher-librarians must be prepared to apply the research findings to their particular and unique situation.

It is useful to plan for change using the developmental stages or levels of concern through which people move as they experience change: awareness; understanding; acceptance; commitment; and renewal

(C. Haycock, 1984). Parallel to these stages of concern are the stages of the innovation process: Showers and Joyce (1983) have found that most people require presentation, demonstration, practice, feedback, and coaching to learn a new skill.

Careful planning for change is essential because of the complexity of the change process. A planning partner, such as a teacher, a principal, or another teacher-librarian, will be an invaluable asset. The question of the size of innovation — 'grandeur or gradualism' — must be addressed. Most writers recommend starting small, rather than trying to implement cooperative planning and teaching with every staff member in one term. A precise, concrete change is easier than one that is global, abstract or complex; a continuum of study skills is better to begin with than resource-based learning, for example. A general rule to keep in mind is that small changes can be far reaching over time.

Whatever change is chosen, the nature of the process for implementing the change will affect the extent of change that is possible. If simple transmission of information is all that is desired, then a one-shot presentation by an outside expert to a passive audience will suffice. If, however, the innovation chosen involves skill acquisition or behavior change, the change plan should include multiple sessions, utilizing a wide variety of teaching and learning styles, and developed and led by school-based facilitators. Teachers, like students, have different learning preferences. The research about the teacher and the change process has some implications for each one of the five stages in the change process, identified earlier.

AWARENESS/READINESS STAGE

At the Readiness stage, the teacher-librarian builds the teachers' knowledge of the innovation. A short informational presentation at a staff meeting, an article in teachers' mailboxes, a brief article in the school newsletter, or a one or two page handout might be used to build teachers' awareness of the innovation. All teachers should be included in this information dissemination, even if the innovation activities will only involve a portion of the staff. Teachers often adopt new practices by emulating their peers (Lieberman & Miller, 1984). The most powerful medium of information at this stage is often the handout, consisting of a clear description of the innovation, how it works, and what effect it will have

on students. If the innovation could involve many variations, focus the handout on one version. One precise innovation is more likely to be tried successfully; teachers will quickly develop additional approaches (Van den Akker, 1988).

UNDERSTANDING/PREPARATION STAGE

At the Understanding and Preparation stage, the teacher-librarian clarifies the meaning and impact of the innovation. At this stage it is useful to assess the teachers' philosophical acceptance of the innovation and the teachers' level of efficacy (Sparks, 1988). The latter, teachers' belief in their ability to affect their students learning, is a valuable measure of willingness to experiment with a new strategy or technique. The first measure will indicate how important the teachers believe the practice being advocated to be and, used before training, it is a good indicator of openness or resistance to the innovation. The simplest way to assess these factors is a short opinionnaire using a Likert five point scale; open-ended questions or interviews may also be used.

Sparks (1988) suggests a number of approaches that might be used to increase resisters' receptivity to the innovation:

1. Discussions of how the new practice differs from the old;
2. Consideration of the expected effects on students;
3. Small group sharing of the positive and negative aspects of the innovation;
4. Presentation of research and theory related to the innovation; and
5. Testimonials from users of the innovation.

Some of these activities could be used in the Preparation stage; others might be incorporated into the Acceptance or Adoption stage.

ACCEPTANCE/ADOPTION STAGE

In the Acceptance stage, the teacher-librarian provides the opportunity for teachers to learn the elements of the innovation in enough thoroughness that implementation can occur. Bruce and Showers'

(1983) five step sequence has proved to be a very powerful model for training educators. With presentation, demonstration, practice, feedback, and coaching, 85% of the educators will implement the innovation. The trainers and coaches for the program should be school-based, if possible. Workshops followed by peer coaching are more effective than workshops only or workshops followed by coaching by outside experts (Sparks, 1988). Multiple workshops or other training activities, spaced at least a week apart, allow teachers to try the innovation and then to share problems and successes (Korinek, Schmid & McAdams, 1985). The factor of contact time may be as important as the actual nature of the coaching activity; one study showed high levels of implementation where minimal training was followed by 20 weekly post training observations (Mohlman, Coladarci & Gage, 1982). The importance of breaking down teacher isolation as a factor in improving instruction should not be underestimated (Costello, 1987; Tye & Tye, 1984).

The content and focus of the training sessions was examined by Broyles and Tillman (1985). A project overview distributed to teachers ahead of time reduces training time, especially for the first workshop. Teachers prefer that the first session emphasize the logistics of the innovation. When their concerns are at the management level, teachers are impatient with theory or with activities designed to increase social interaction unless the information that comes from lengthy introductions is necessary for the task at hand. If fidelity to the innovation's form or elements is important, demonstration, practice and feedback are important at the first training session. Later training sessions should include time for group interaction so that users can engage in sharing of experiences and in problem solving. The support and pressure for implementation that comes from peers is very strong.

COMMITMENT/IMPLEMENTATION STAGE

Many innovations have been adopted without being implemented. Effective training increases levels of implementation but this will be heavily influenced by the commitment at the school level. For implementation of school library programs, the provision of time for planning is probably the most crucial factor. The commitment of the teachers involved with the innovation will come with success (Gersten & Guskey, 1985). Throughout the Imple-

mentation stage the presence of a coach or of a support group is critical, because with any new skill or role there is an initial loss of control and skill, and a corresponding anxiety about loss of efficacy.

RENEWAL/INSTITUTIONALIZATION STAGE

Many innovations have been implemented without being incorporated into the practice of the school. The Renewal stage is a time for refining and refocussing the innovation. New groups within the school will need to be initiated into the practice; procedures for training new staff members are necessary. The experienced users cannot be forgotten either. This is the time for them to review the innovation critically and to engage in evaluation and reflection. This is the time to ensure that the innovation has been appropriately used and that it is meeting the objectives set for it. Some experienced users may find satisfaction in coaching new users, developing training materials, disseminating information about the innovation through articles or by acting as resource persons for other schools or districts considering the innovation. The teacher-librarian should be sure that the innovation supports are in place so that a change in the staff — classroom teachers, administrators or teacher-librarian — does not mean the demise of the program.

RECOMMENDED ACTION

Teacher-librarians will need to continue their active involvement in the change process as initiators and agents of change. The cooperative, integrated school library program model is an educational innovation that has yet to be institutionalized. Classroom teachers are the essential partners in the cooperative, integrated school library program. Their involvement in the program requires that they change their role in teaching. Because the teacher-centered approach is still very prevalent, these changes will continue to be difficult to achieve.

Teacher-librarians will achieve more success as educational change agents by:

1. clearly defining and communicating the nature of the school library program, the nature of the cooperative program planning and teaching process, and the benefits that will accrue to students involved in the program;

2. initiating and planning change in ways that recognize the nature of classroom teaching and teachers' response to change;
3. recognizing the most powerful motivation for change is teachers' belief in and desire for student learning, both in terms of student interest and student achievement; and
4. encouraging all educators to work as reflective practitioners, to engage in critical evaluation of their school programs, and to work for improvements of those programs.

RECOMMENDATIONS FOR FURTHER STUDY

1. Research is needed to determine more about the factors that affect teachers' involvement in school library programs.
2. Research is needed to determine the nature of the education of classroom teachers in the utilization of school library programs and services and to recommend means for improving this aspect of pre-service teacher education.
3. Programs for education for school librarianship should be reviewed to assess their content and methodologies related to leadership, advocacy and curriculum implementation.
4. More Canadian research is needed in the field of school librarianship.

REFERENCES:

- Aaron, S. L. (1983). "A review of selected research studies: January 1972-June 1981." In S. L. Aaron & P. R. Scales (Eds.), School library media annual (Vol. 1, pp. 303-385). Littleton, CO: Libraries Unlimited.
- Aaron, S. L. (1984). "Selected research studies about school library media programs, resources, and personnel." In S. L. Aaron & P. R. Scales (Eds.), School library media annual (Vol. 2, pp. 362-380). Littleton, CO: Libraries Unlimited.
- Aaron, S. L. (1986). "Selected research studies about school library media programs, resources, and personnel." In S. L. Aaron & P. R. Scales (Eds.), School library media annual (Vol. 4, pp. 409-417). Littleton, CO: Libraries Unlimited.
- Ainsley, L. E. (1984). "The changing role of the library media specialist." In S. L. Aaron & P. R. Scales (Eds.), School Library Media Annual (Vol. 2, pp. 205-251). Littleton, CO: Libraries Unlimited.
- Ashton, P. (1984). "Teacher efficacy: A motivational paradigm for effective teacher education." Journal of Teacher Education, 35(5), 28-32.
- Beilke, P. F. (1974). "A study of acquisition and usage of instructional media in selected Michigan public high schools." Dissertation Abstracts International, 35, 3782A.
- Blazek, R. D. (1971). "Teacher utilization of nonrequired library materials in mathematics and the effect on pupil use." Dissertation Abstracts International, 35, 994A.
- Bocachica-Mills, F. (1982). "An inquiry into the collaborative role of the media specialist in the United States Virgin Islands' secondary schools." Dissertation Abstracts International, 43, 961.
- Broyles, I., & Tillman, M. (1985). "Relationships of inservice training components and changes in teacher concerns regarding innovations." Journal of Educational Research, 78(6), 364-373.
- Burdenuk, G. (1984). "Who speaks for us? Power, advocacy and the teacher-librarian." Emergency Librarian, 11(3), 18-22.
- Cantor, P. F. (1975). "Role expectations for library media services held by library specialists, school administrators, and teachers." Dissertation Abstracts International, 36, 7707.
- Charter, J. B. (1982). "Case studies of six exemplary public high school library media programs." Dissertation Abstracts International, 43, 293A.
- Church, J. S. (1970). Personalizing learning: A study of school libraries and other educational resource centers in British Columbia. (Report No. 7). Educational Research Institute of British Columbia.

- Common, D. L. (1983). "Power: The missing concept in the dominant model of school change." Theory into Practice, 22(3), 203-210.
- Costello, R. W. (1987). "Improving student achievement by overcoming teacher isolation." Clearing House, 61, 91-94.
- Crowther, S. J. (1977). "A study of the media program of the Lawrence, Kansas public school system." Dissertation Abstracts International, 38, 7090.
- Cuban, L. (1983). "How did teachers teach, 1890-1980." Theory into Practice, 22(3), 159-65.
- Donlan, D. (1983). "The effects of two models of staff development and teacher locus of control." Journal of Experimental Education, 51, 109-113.
- el-Hagrasy, S. M. (1961). The teacher's role in library service: An investigation and its devices. Dissertation Abstracts International, 22, 2010A.
- Fitzgerald, R. F. C. (1985). Participation by the school library media specialist in curriculum development in selected Michigan high schools. Dissertation Abstracts International, 46, 3179.
- Fullan, M. (1985). "Change processes and strategies at the local level." Elementary School Journal, 85, 390-420.
- Fullan, M. (1982). The meaning of educational change. New York: Columbia University Teachers College Press.
- Gast, N. E. (1984). "The role of the high library media specialist as perceived by high school media specialists, principals, and teachers in the state of Oregon." Dissertation Abstracts International, 45, 1588.
- Gersten, R., & Guskey, T. R. (1985). Transforming teacher reluctance to teacher commitment. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. ERIC Document 260 068.
- Gifford, V., & Gifford, J. (1984). Effects of teaching a library usage unit to seventh graders. Paper presented at the annual conference of the Mid-South Educational Research Association, New Orleans, LA. ERIC Document 254 230.
- Guskey, T. R. (1987). Teacher efficacy, self concept, and attitudes toward the implementation of mastery learning. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. ERIC Document 281 838.
- Hambleton, A. (1980). "The elementary school librarian in Ontario: A study of role perception, role conflict and effectiveness." Dissertation Abstracts International, 41, 2338.
- Hauck, P., & Schieman, E. (1985). The role of the teacher-librarian in Alberta schools. Unpublished paper, University of Calgary. ERIC Document 262 788.
- Haycock, C. (1984). "Developing the school resource centre program — A systematic approach." Emergency Librarian, 12(1), 9-16.
- Haycock, K. (1985). "Teacher-librarians: continuing to build." Canadian Library Journal, 42(1), 27-33.
- Hiland, L. F. (1973). "Information needs and the use of information systems by social studies teachers in six secondary schools." Dissertation Abstracts International, 34, 4299A.
- Hortin, J. A., Kurtz, R., & Hause, R. (1985). "A survey on attitudes of principals and teachers toward rural and small school media centers." International Journal of Instructional Media, 12(4), 265-270.
- Ishikawa, K. (1972). "Teacher attitudes toward the school library: An investigation of library science levels related to teacher characteristics." Dissertation Abstracts International, 33, 1589A.
- Jay, H. L. (1970). "Increasing the use of the secondary school library as a teaching tool." Dissertation Abstracts International, 31, 2413A.
- Johnson, H. (1975). "Teacher utilization of instructional media centers in secondary schools." Clearing House, 51(3), 117-120.
- Jones, C. A. (1977). "The Georgia public school library media program, 1965-1975." Dissertation Abstracts International, 38, 3782.

- King, R. L. (1967). "A study of selected factors related to variability in the use of certain types of instructional media among teachers." Dissertation Abstracts International, 28, 3528A.
- Kirk, G. (1986). "Colleges of education and resource services in schools." Library Review, 35, 184-187.
- Kissick, B. (1986). "Perceptions of urban and rural public elementary principals and teachers toward the library/media center." Ohio Media Spectrum, 38, 5-11.
- Kissick, B. (1987). "Perception studies of school library media centers." International Journal of Instructional Media, 14(4), 314-319.
- Korinek, L., Schmid, R., & McAdams, M. (1985). "Inservice types and best practice." Journal of Research and Development in Education, 18(2), 33-38.
- Leithwood, K., & MacDonald, R. (1981). "Reasons given by teachers for their curriculum choices." Canadian Journal of Education, 6(2), 103-116.
- Lieberman, A., & Miller, L. (1984). Teachers, their world, their work: Implications for school improvement. Alexandria, VA: Association for Curriculum and Staff Development.
- Liming, J. E. P. (1981). "Competence of professional media staff as a predictor of instructional use of library media programs in selected public schools." Dissertation Abstracts International, 42, 3857.
- Loertscher, D. V. (1973). "Media center services to teachers in Indiana senior high schools, 1972-1973." Dissertation Abstracts International, 34, 4300A.
- Loertscher, D. V., & Land, P. (1975). "An empirical study of media services in Indiana elementary schools." School Media Quarterly, 4, 8-18.
- Logan, B. (1982). "Teacher self-perception and curricular innovation." Phi Delta Kappan, 63, 705-706.
- Lortie, D. (1975). Schoolteacher. Chicago: University of Chicago Press.
- Lucarelli, E. A. (1982). "Education of the teacher in the use of the school library." In S. K. Hannesdotir (Ed.), Education of school librarians: Some alternatives. (pp. 27-40). Munchen: K. G. Saur.
- Madaus, J. R. (1974). "Curriculum involvement, teaching structures, and personality factors of librarians in school media programs." Dissertation Abstracts International, L35, 5436.
- McAfee, Dianne Talmadge (1981). "A study to determine the presence of positive self-concept in elementary school media centers." Dissertation Abstracts International, 42, 4632.
- Mohajerin, K. S., & Smith, E. P. (1981). "Perceptions of the role of the school media specialist." School Media Quarterly, 9, 152-163.
- Mohlman, G. G., Coladarci, T., & Gage, N. L. (1982). "Comprehension and attitudes as predictors of implementation of teacher training." Journal of Teacher Education, 33(1), 31-36.
- Monkhouse, T. (1984). "Advocating change among colleagues: A role for the teacher-librarian or principal as change agent." School Libraries in Canada, 5(1), 12-15.
- O'Hanlon, N. (1987). "Library skills, critical thinking, and the teacher-training curriculum." College & Research Libraries, 48, 17-26.
- Olson, J. K. (1985). "Changing our ideas about change." Canadian Journal of Education, 10(3), 294-307.
- Rainforth, J. (1982). Perceptions of the high school librarian. Unpublished master's thesis, Dalhousie University, Halifax, NS.
- Schon, D. (1983). The reflective practitioner. New York: Basic Books.
- Shields, P. (1987). Teacher-librarians: Educational change agents. Unpublished master's major paper, University of British Columbia.
- Skelley, C. A. (1984). "Library in-service for K-12 teachers in Washington state: A description and analysis with a model workshop for training

school librarians." Dissertation Abstracts International, 45, 2495.

Southwick, N. S. (1984). "An examination of faculty support toward the Learning Resources Center at Ricks College." ERIC Document 247 928.

Sparks, G. M. (1988). "Teachers' attitudes toward change and subsequent improvements in classroom teaching." Journal of Educational Psychology, 80(1), 111-117.

Stanwich, E. E. (1982). "School library media specialists' involvement in curriculum planning." Dissertation Abstracts International, 142, 5016.

Stevenson, J. (1987). "How others see us: Student teachers' perceptions of school libraries." International Review of Children's Literature and Librarianship, 2(2), 10-21.

Tye, K. A., & Tye, B. B. (1984). "Teacher isolation and school reform." Phi Delta Kappan, 65, 319-322.

Urbaniuk, M. K. (1980). "Elementary teachers' perceptions and use of the school library media center as a tool in curriculum planning." Dissertation Abstracts International, 45, 2495.

Van Den Akker, J. J. (1988). "The teacher as learner in curriculum implementation." Journal of Curriculum Studies, 20(1), 47-55.

Wiedrick, L. G. (1973). "Student use of school libraries in Edmonton open area elementary schools." Dissertation Abstracts International, 34, 1070.

Willis, K. F. (1981). "Educational technology research: Teacher and library media specialist knowledge of instructional design and media selection and utilization." Educational Technology, 21(4), 47-51.

Witt, J. C. (1986). "Teachers' resistance to the use of school-based interventions." Journal of School Psychology, 24, 37-44.

BIBLIOGRAPHY

Blair, S. (1978). Teachers and the school resource centre. Canadian Library Association, 35(2), 93-100.

Hall, N. (1986). Teachers, information and school libraries. (PGI-86/WS/17). Paris: Unesco, General Information Programme and UNISIST.

Karr, A. (1987). Research backgrounder on planned change in education. Victoria, BC: Ministry of Education, Program Evaluation Branch.



PLAN AHEAD FOR SCHOOL LIBRARY EDUCATION AT THE UNIVERSITY OF ALBERTA

The University of Alberta will be offering the following courses in Library Education during the coming academic year. The Special Session courses for 1990 are tentative offerings at present; the official listing of these courses will be published in the Special Sessions calendar which will be available in February 1990.

For more information about these course offerings, contact John Wright, Department of Elementary Education, 551 Education South, University of Alberta, Edmonton, Alberta, T6G 2G5. Tel: (403) 492-3669.

FALL 1989

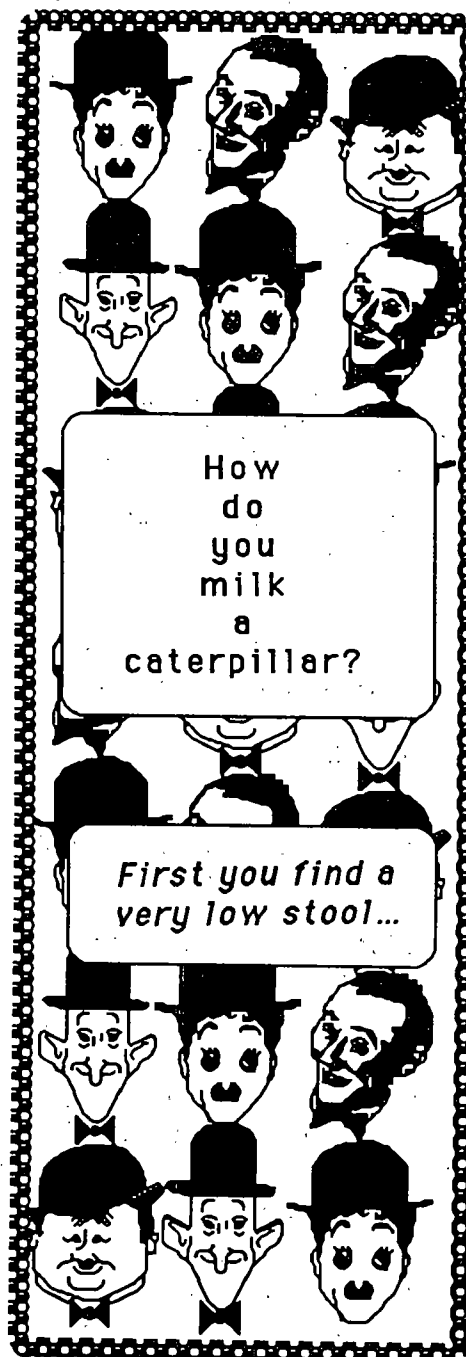
- ED CI 346 "The Teacher and the School Library Program". L. Voegtlin.
- ED CI 443 "School Librarianship". G. Maguire.
- ED CI 546 "School Library Information Materials". J. Wright.

WINTER 1990

- ED CI 346 "The Teacher and the School Library Program". G. Duncan.
- ED CI 541 "School Library Collection Development". J. Wright.
- ED CI 547 "Organization of School Library Materials". J. MacGregor.
- ED CI 546 "School Library Information Materials". L. Davis; L. Korsbrek.

SUMMER 1990

- ED CI 543 "School Library Programs". Instructor TBA.
- ED CI 541 "School Library Collection Development". Instructor TBA.



THE SCHOOL LIBRARY PROGRAM MUST ADVERTISE ITS SUCCESS IN IMPROVING ACADEMIC PERFORMANCE

by LLOYD BAILEY, teacher-librarian,
Robb Road Elementary, SD# 71 (Comox-
Courtenay).

When Ken Haycock (1981), as Vancouver's Coordinator of Library Services, asserted that school libraries substantially assist classroom teachers in cooperative teaching and research skills instruction, he was describing only "the tip of the iceberg."

As the collaborative partner of the classroom teacher, the teacher-librarian functions well beyond Haycock's assertion. Audio-visual usage, attitudinal influences, academic interest and reading skills, for example, are all found in the program planning of the innovative teacher-librarian.

Library literature bears out the positive effect of library usage in student academic success. If viewed as the effect of school libraries on pupil learning, the research data are very supportive. But teacher-librarians have to make their case known in this era of cutbacks and program accountability.

The 1988 Sullivan Royal Commission on Education in British Columbia earmarked some impressive priorities for the school system. Little mention was made of the school library. Should school library advocates be complacent about their program accomplishments? The Liesener Inventory of Library Services (1973) includes an admonition to publicize the "good news," the achievements of positive programs. Despite its broad mandate and the presentation of briefs, the Sullivan Report (1988) chronicled neither the choreographed chorus of change in school library programs nor their crucial impact on academic achievement.

An early study by Barkey (1965) indicated a strong correlation between grade point average and use of a college library. Kramer (1968) based his research on that presumption and gathered supportive data by tracking the persistence among college freshmen at a California State College in relation to their library usage. Since the Sullivan Report concerned itself with the 40 percent drop-out rate in

British Columbia schools, perhaps Kramer's conclusions are germane.

Of the freshman class of 1964, only 63 percent returned the following fall; but of those students who used the library, 73.7 percent returned. Of the non-users of the library, only 57 percent returned. Forty-three percent of non-users of the library dropped out in one year, only 26 percent of library users dropped out.

If the college-bound graduates of the school system are any indication, the most obvious aspect of library use and academic achievement relates to motivation. There is some evidence here to suggest that conversant library users have been exposed at some time to school library programs which have enhanced their academic motivation.

Campbell's Australian study (1974) attempted to substantiate that supposition in differentiating between motivational disposition and achievement-oriented values, and displayed motivation at the grade ten level. He scrutinized secondary schools with libraries and those without. He defined motivation as "achievement-oriented activity, indexed by the extent to which students, when given a free choice, chose tasks that were at their threshold levels of attainment, rather than tasks that were very easy or very difficult for them" (p. 113).

Campbell found that the two groups of students did not differ with respect to either motivational disposition or achievement-oriented values. When he examined displayed motivation, however, a statistically significant difference emerged. When students were given a free choice in the tasks that they would like to attempt, students from schools with a library were much less likely to select very easy or very difficult items. The threshold items attracted a significantly greater percentage of choices.

This finding is crucial for understanding the development of cognitive growth and the implications of academic satisfaction for the students. It is also a prima facie case for school libraries to publi-

cize. The Sullivan Report cherished an academic student model — a self-motivated researcher and a competent, inquiry-based, life-long learner. Campbell reports that secondary school library users exhibit a greater motivation to tackle academic challenges, the very basis of Sullivan's educational outlook.

A more recent attempt (Porter, 1985) to reinforce the motivational role of school library use occurred in a cooperative teaching unit in mathematics at the Belvedere Parkway Elementary School in Calgary, Alberta. Porter's evaluation instrument records student "enjoyment," "excitement," and "stimulation." Mathematics book circulation increased significantly and several other teachers seemed attracted to cooperatively plan and teach a similar library-based unit.

The research literature abounds with examples of the impact of school library programs on student academic achievement. Thirty-seven such studies were recently summarized around four positive poles (Mancall, 1985). The presence of programs alone contributes to library skill development, overall achievement, and specific subject achievement. Knowledge of library skills, the second echelon, correlates with student achievement, performance on standardized tests and grade point average. Levels three and four show that the quality of library service and the curriculum and instructional involvement of the teacher-librarian can be related to knowledge of library skills, overall educational achievement and success in specific subject areas, such as reading ability.

Other studies by Hastings (1963) and Pretlow (1987) clearly demonstrated that English language skills, reading, grammar and spelling, were substantially superior amongst students engaged in library programs in which the teacher-librarian played a significant role.

A measurable increase in overall academic achievement amongst high school students exposed to library resources with a qualified librarian has been documented by Macmillan (1965) in Ohio, Hall (1970) in Virginia, Greve (1974) in Iowa and Hiscock (1986) in Australia. Saterfiel (1974) concluded that the number of library books used per student positively affects achievement test scores in reading and mathematics.

The imparting of research or library skills can

have important consequences. If students go beyond their own school library in searching out information, and there is evidence that they generally do (Mancall, 1980), then they need library instruction which is not limited to a single, local resource. Mancall found that the average high school student uses three libraries for a research essay. Slightly more than a third use four or more libraries — school, public, regional, college, university or home. They must possess transferable or learned research skills to function in that process and beyond to post-secondary schooling.

Other studies reiterate the crucial role of the teacher-librarian in the cooperative teaching of research skills. Hutchinson (1982) and Anderson (1983) both stress great improvement in student skills, regardless of academic ability. Students of all attainment levels benefit from library exposure. There is further evidence that they increase their future library usage, an ongoing and academic pursuit which cannot do other than lead to improved performance.

The converse was manifested when the American Scholastic Aptitude Test verbal scores of high school students dropped dramatically during the 1970's. There was a coterminous decline in funding for school libraries. This prompted Marchant (1984) to oversee a comprehensive review of the research literature to determine the effects of library services on learning. His eventual plethora of reports confirmed the librarians' position that good school libraries enrich learning. The evidence is strongest in verbal skills, reading and thinking skills, and overall academic achievement.

Marchant illustrates four sample studies of improved academic achievement. Iowa elementary pupils (1973) enhanced their vocabulary, word study and arithmetic skills in a three year library-based program. Oregon elementary pupils (1965) scored higher in problem-solving ability with both the librarians and the teachers instructing. Other studies at the high school level supported improvement in overall academic achievement.

Marchant describes twelve reports where language, reading and library skills were improved by cooperative teaching situations. Six Detroit elementary schools (1965) with professionally administered and centralized school libraries were matched with six schools without libraries. The Iowa Tests of Basic Skills revealed higher achievement in the

former group in reading ability and library skills. Similar test results were documented for San Francisco, Lubbock, Texas, 94 school districts in Michigan and other projects done in Massachusetts, Ohio and Utah.

Marchant concludes with three theses supporting evidence of subject area improvement in mathematics, science and social studies. Team-teaching at the Fort Clark Middle School in Gainesville, Florida (1975) witnessed the library experimental group outperforming the control group in mathematics in eight of eleven sections of the Metropolitan Achievement Test by the end of the year.

Multiple library sources instead of textbooks were used by Iowa junior high school students at the grade eight level in a 1965 project. The textbook users displayed less understanding of science, poorer critical thinking and inferior factual retention when compared to the library-based pupils.

And finally, social studies achievement amongst fifth grade children with a library program proved superior in four areas to children without a school library in a 1970 Pennsylvania study. The experimental group scored more strongly in map skills, charts and graphs interpretation, information gathering and content knowledge according to the Iowa Tests of Basic Skills.

Marchant and other scholarly investigators have substantiated the teacher-librarians' advocacy of cooperative teaching and research skills instruction. Where in practice, comprehensive school library programs improve significantly both specific subject and overall student academic achievement. But will "the iceberg" melt before the collaborative teacher-librarian has established the credibility of his or her innovative practices? An unheralded school library program may go unappreciated and suffer accordingly in this period of educational financial restraint and program change. For a Royal Commission report to almost totally ignore school library programs is an ominous sign, indeed.

REFERENCES:

Anderson, Bev. "School Libraries — Definitely Worth Their Keep." Emergency Librarian, Volume 10, Number 5, (May-June, 1983), pp. 6-11.

Blazek, Ron. "Influencing Students To Use Media Center Materials: A Research Study." School Library Media Quarterly, Volume 10, Number 2, (Winter, 1982), pp. 147-151.

British Columbia Library Association. "The Importance of School Libraries/Resource Centres and Teacher-Librarians in British Columbia Schools." Emergency Librarian, Volume 10, Number 5, (May-June, 1983), pp.17-20.

British Columbia Royal Commission on Education. A Legacy for Learners: Summary of Findings. Victoria: Queen's Printer, 1988.

Campbell, W. J. "The Effect of Commonwealth Libraries Upon Academic Motivation." The Australian Journal of Education, Volume 18, Number 2, (June, 1974), pp. 113-123.

Hale, Irlene W. "October Inspiration: School Libraries Work!" Wilson Library Bulletin, Volume 45, Number 2, (October, 1970), p. 127.

Hastings, Dorothy M. H. "The Influence of Library Work in Improving English Language Skills at the High School Level." The Journal of Experimental Education, Volume 31, Number 4, (Summer, 1963), pp. 401-405.

Haycock, Ken. "The Role of the School Librarian as a Professional Teacher: A Position Paper." Emergency Librarian, Volume 8, Number 5 (May-June, 1981), pp. 4-11.

Hiscock, Jane E. "Does Library Usage Affect Academic Performance?" Australian Academic and Research Libraries, Volume 15, Number 4, (December, 1986), pp. 207-214.

Hutchison, Laveria F. "The Relationship between Library Use and Academic Category among Tenth Grade Students." The Clearing House, Volume 56, Number 1, (September, 1982), pp. 34-37.

Kramer, Lloyd A. "The College Library and the Drop-Out." College and Research Libraries, Volume 29, Number 4, (July, 1968), pp 310-312.

Liesener, James W. "The Development of a Planning Process for Media Programs." School Media Quarterly, Volume 1, Number 4, (Summer, 1973); pp. 278-287.

Mancall, Jacqueline C. "Current Research — An Overview of Research on the Impact of School Library Media Programs on Student Achievement." School Library Media Quarterly, Volume 14, Number 1, (Fall, 1985), pp. 33-36.

_____. "Tomorrow's Scholars: Patterns of Facilities Use." School Library Journal, Volume 26, Number 7, (March, 1980), pp. 99-103.

Marchant, Maurice P. "Research into Learning Resulting from Quality School Library Media Service." School Library Journal, Volume 30, Number 8, (April, 1984), pp. 20-22.

Porter, Carole. "Math in the Library — A Cooperative Teaching Unit for Grades 4-9." Alberta Learning Resources Journal, Volume 7, Number 3, (1985), pp. 10-15.

Pretlow, Delores Z. "The Library Media Specialist: Conduit for Academic Achievement." Catholic Library World, Volume 59, Number 4 (November/December, 1987), pp. 125-127.



THE CHILDREN'S LITERATURE ROUNDTABLES OF CANADA "INFORMATION AWARD 1989"

The purpose of this award is to recognize an outstanding information book for children and young people written by a Canadian. The types of books which are included are cultural, concept, life-style, science, biography, history and geography. The

winning book must have been published during the previous year by a Canadian citizen or landed immigrant. The following titles are being considered for this year, with each Roundtable nominating up to 5 titles from the list. A list of finalists will be published early in June, with voting in October. The winner will be announced during Children's Book Festival.

- All About Niagara Falls (Granfield, L.) Kids Can
- An Arctic Community (Kalman, B.) Crabtree
- Animals of the Dark (Roots, D.) Hyperion
- Arctic Animals (Kalman, B.) Crabtree
- Arctic Whales and Whaling (Kalman, B.) Crabtree
- Exploring the Sky by Day (Dickinson, T.) Camden House
- Fun with Sizes and Shapes (Buddle, J.) Hayes
- How Sport Works: An Ontario Science Centre Book. Kids Can
- Journey Through a Tropical Jungle (Forsyth, A.) Greey de Pencier
- Looking at Weather (Suzuki, D.) Stoddart
- Meet Edgar Degas (Degas, E.) Kids Can
- Number Mysteries (Hayes, C. & Hayes, D.) Hayes
- OO-Wan-Jee (Pachano, J.) Bay Cree Cultural Ed. Centre
- Pets (Wyatt, V.) Greey de Pencier
- Playing With Plasticine (Reid, B.) Kids Can
- Talk Sex (Johanson, S.) Markham Penguin Books
- Teenagers Talk About Suicide (Crook, M.) NC
- The Arctic Land (Kalman, B.) Crabtree
- The Lighthouse Nest (de Kiriline, L.) Natural Heritage
- The Story of Mary Ann Shadd (Breon & Cudjoe) Carib-Can
- Tropical Birds (Roots, C.) Hyperion
- Twins (Ingram, J.) Greey de Pencier
- Venomous Animals (Roots, C.) Hyperion
- Why Papa Went Away (Martens, P.) Kindred
- Wilderness Album Series (Roots, C.) Hyperion
- Wildlife ABC (Thornhill, J.) Greey de Pencier
- Wonderstruck (McDonald, B.) CBC

Also: Fitzhenry & Whiteside Biographies:
Geddes, Bruce. Brian Orser
Leyshon, Glynn. Swimmers
O'Hara, Jane. Bryan Adams
White, Marjorie. Robert Bateman
Wideman, Ron. David Suzuki
Livesey, Robert. The Vikings

ART EXPLORATIONS: RESEARCH SKILLS FOR ART 11 AND 12

by **LESLIE ROSS**, teacher-librarian, and **BEV SMITH**, art teacher, Clearwater Secondary School, SD #26 (North Thompson).

When the new art teacher began teaching at Clearwater Secondary School four years ago, she wanted her Grade 11 and 12 students to write a major essay. They were to compare several artists who had worked with the theme they had chosen to study and to examine one of these artists in detail prior to making a reproduction of one of their works. Their themes had been chosen at the beginning of the year and were used for their art projects throughout the year. Themes included topics such as portraits, flowers, rock music, animals, fantasy, cars, and landscapes.

Initially the teacher-librarian gave a brief orientation to the organization of the art collection, art reference materials, and art periodicals. After two years, the teacher-librarian realized that the students' background knowledge was limited and that some specific research skills needed to be taught or reinforced. The following Grade 11 unit was developed for use in the third year. Both Grade 11 and 12 art students were given it. In order to review, reinforce, and expand these skills, the Grade 12 unit was developed this year for students who had completed the first unit.

An added dividend occurred when students who were also taking Western Civilization 12 had to write a major research paper on an artist of the Renaissance period. The teacher noticed that the students already had ideas for their paper, and the teacher-librarian noticed that the students had indeed learned and were using the research skills included in the art unit.

OBJECTIVES FOR THE RESEARCH SKILLS ASSIGNMENT:

Students will:

- be exposed to the work of various artists and art periods
- explore a variety of art books
- become aware of articles concerning art found in weekly news magazines, monthly humanities periodicals, and art periodicals
- review the use of the subject catalogue and become familiar with the format of headings used for art subjects
- review the use of periodical indexes
- review the type of information found in general biographical dictionaries
- learn to use The Encyclopedia of Visual Art
- review the use of book indexes and learn to locate specific reproductions
- learn to examine reproductions used in art books and articles
- practice time management

FORMAT:

The Grade 11 unit consists of seven stations. Each student receives an answer booklet and works independently. The Grade 12 unit has two sections. In the first the student writes an annotated bibliography. The second section helps the student examine reproductions more critically.

RESPONSIBILITIES:

The art teacher introduces the entire unit to the class and explains its evaluation. The unit includes the research assignment, the major essay, and a reproduction. She teaches students the skills needed to create the reproduction and, when the entire class is in the library, assists students with their research. The art teacher evaluates the essay, the reproduction, and parts of the Grade 12 research assignment on evaluating reproductions.

The teacher-librarian prepares the research assignments and sets up the stations. She orients students to the research assignment and the organization of the art collection and assists students with their research. She evaluates the Grade 11 research assignment, the Grade 12 annotated bibliography, and the rest of the Grade 12 section on evaluating reproductions.

CONSTRAINTS:

There are two blocks of Art 11/12 classes. The first time the research assignment was used the classes were divided in two. Half the class worked on their reproduction while the other half worked in the library on the research assignment. Some students had not completed their work when the time came to switch. Also, some students had not yet chosen the work they would reproduce, so they spent their reproduction time in the library. Therefore, this year, the art teacher had the entire class in the library for three periods working on the research assignment. After that and the instruction for creating reproductions, students determined for themselves whether they needed to work in the art room or the library in order to meet the due dates.

The size of the art collection and the choice of students' themes make it difficult for some to achieve all the criteria for the essay and therefore individual adjustments must be made.

In order for Grade 11 students to learn some of the research skills, the teacher-librarian examined their answer booklets prior to accepting them for marking as there would not be a follow-up activity that would check to see if they had learned from the teacher-librarian's corrections.

GRADE 11 UNIT:

The stations are presented first. A bibliography of the books used in Stations 4 through 7 follows. The student answer booklet is then reproduced.

STATION 1 - SUBJECT CATALOGUE

1. Choose a card from the ones at this station.
The cards at this station included the following topics.
 - art during the Middle Ages
 - Glen Loates
 - Group of Seven
 - how to draw and paint animals and examples of art work portraying animals
 - Impressionism
 - Pablo Picasso
2. Record the topic on this card on your answer sheet. Return the card to the pile of cards at this station.
3. Use the subject catalogue and list, on your answer sheet, three possible subject headings that are in the card catalogue which you could use to find information on the topic you have chosen.

STATION 2 - PERIODICALS

1. Examine three of the periodicals at this station.

Periodicals at this station included issues of Art News, The Atlantic, Maclean's, Newsweek, Saturday Night, Time, U.S. News and World Report, and Vanguard.

2. Locate one article in each periodical that is about an aspect of the visual arts.
3. Fill in the chart on your answer sheet.

STATION 3 - PERIODICAL INDEXES

1. Use the periodical indexes at this station to locate an article on the artist who is recorded on your answer sheet. To speed the search only volumes 43 and 44 of Reader's Guide to Periodical Literature and the 1982, 1983 and 1986 editions of Canadian Periodical Index were used. Artists included at this station were Anthonie van Dyck, Paul Gauguin, Leonardo da Vinci, Edouard Manet, Henri Matisse, Michelangelo, Claude Monet, Rembrandt, Henri de Toulouse-Lautrec, and Vincent van Gogh.
2. Record the bibliographic information and write a three of four sentence summary of the article. In your summary, include information about the illustrative material accompanying the text.

STATION 4 - LOCATING REPRODUCTIONS

1. Choose a card from the ones at this station.
The cards at this station included the following art works.
 - At the Moulin Rouge by Henri de Toulouse-Lautrec
 - The Bar at the Folies-Bergere by Edouard Manet
 - la Orana Maria, Hail Mary by Paul Gauguin
 - Le Moulin de la Galette by Auguste Renoir
 - The Polar Sea by Caspar David Friedrich
 - The Potato Eaters by Vincent van Gogh
2. Record the title of the art work that is on this card on your answer sheet. Return the card to the pile of cards at this station.
3. Using the books at this station, locate two reproductions of this art work.
4. Fill in the chart on your answer sheet.



STATION 5 - LOCATING ARTISTS

1. Choose a card from the ones at this station.

The cards at this station included the following artists.

- Emily Carr
- A. Y. Jackson
- Edouard Manet
- Michelangelo
- Raphael
- Henri de Toulouse-Lautrec



2. Record the artist who is listed on this card on your answer sheet. Return the card to the pile of cards at this station.
3. Locate references on this artist in three of the books at this station.
4. Fill in the chart on your answer sheet.

STATION 6 - BIOGRAPHICAL DICTIONARIES

1. Information on artists can be found in general biographical dictionaries as well as specific art dictionaries. At this station, you will be examining general biographical dictionaries to determine what information you can expect to find in them.
2. Choose a card from the ones at this station.
The cards at this station included the following groups of artists.
 - Vincent van Gogh, Lawren Harris, John Millais
 - Emily Carr, Albrecht Durer, Robert Henri
 - A. Y. Jackson, Edouard Manet, Giovanni Tiepolo
 - Albrecht Altdorfer, Frank Carmichael, Henri Matisse
 - Jacques Callot, Michelangelo, Tom Thomson
 - Edgar Degas, James W. Macdonald, Henry Raeburn
3. Record the artists which are on the card on the appropriate line of the chart on your answer sheet. Return the card to the pile of cards at this station.
4. Locate articles on the artists in each of the dictionaries and fill in the rest of the chart by answering the following questions. If the artist is not included in a dictionary, record "not listed" for the first question.
 1. Record the page number(s) on which the article appears.
 2. Birth and death years are usually given after the entry's name. Are the actual dates given in the article?
 3. Is critical information on the artist's work given?
 4. Are names of the artist's works given?
 5. Are references to the sources of information for this article or sources for further information given?

STATION 7 - THE ENCYCLOPEDIA OF VISUAL ART

1. Choose a card from the ones at this station.

The cards at this station included the following artists.

- Paul Gauguin
- Francisco Goya
- Michelangelo
- Claude Monet
- Pablo Picasso
- Georges Seurat
- Vincent van Gogh

2. Record the artist which is on the card on your answer sheet. Return the card to the pile of cards at this station.

3. Use The Encyclopedia of Visual Art to answer the questions on your answer sheet.

BIBLIOGRAPHY

STATION 4

Bazarov, Konstantin. Landscape Painting. London: Octopus Books, c1981. ISBN 0-7064-1230-3.

Janson, H. W. History of Art. 2nd ed. New York: Abrams, c1977. ISBN 0-13-389296-4.

Rosenblum, Robert and H. W. Janson. 19th-Century Art. New York: Abrams, c1984. ISBN 0-13-622621-3.

Thomson, Belinda. The Post-Impressionists. Secaucus, N.J.: Chartwell Books, c1983. ISBN 0-89009-620-1.

STATIONS

Cooper, Douglas. Henri de Toulouse-Lautrec. New York: Abrams, 1982. ISBN 0-8109-1678-9

Freedberg, S.J. Painting in Italy 1500-1600. Harmondsworth: Penguin Books, c1979. ISBN 0-14-056135-8.

Godsell, Patricia. Enjoying Canadian Painting. Don Mills, Ont.: General Publishing, c1976. ISBN 0-7736-0053-1.

Hibbard, Howard. The Metropolitan Museum of Art. New York: Harper & Row, c1980. ISBN 0-06-011887-3.

Janson, H.W. and Dora Jane Janson. The Picture History of Painting. Concise ed. London: Thames and Hudson, 1968.

Murray, Joan. The Best of the Group of Seven. Edmonton: Hurtig, c1984. ISBN 0-88830-265-7.

Reid, Dennis. A Concise History of Canadian Painting. Toronto: Oxford University Press, 1973. ISBN 0-19-540206-5.

Ruskin, Ariane. Nineteenth Century Art. New York: McGraw-Hill Books, 1968.

Schneider, Pierre. The World of Manet 1832-1883. New York: Time-Life Books, 1975, c1968. ISBN 0-8094-0277-7.

Serullaz, Maurice. Phaidon Encyclopedia of Impressionism. Oxford: Phaidon, c1978. ISBN 0-7148-1897-6.

Shadbolt, Doris. The Art of Emily Carr. Toronto: Clarke, Irwin, c1979. ISBN 0-7720-1255-5.

Venturi, Lionello. Renaissance Painting from Leonardo to Durer. New York: Rizzoli, c1979. ISBN 0-8478-0205-1.

STATION6

Kronenberger, Louis (ed.). Atlantic Brief Lives: A Biographical Companion to the Arts. Boston: Little, Brown, c1971.

Thorne, J. O. (ed.). Chambers Biographical Dictionary. Rev. ed. Edinburgh: Chambers, c1969.

Wallace, W. Stewart (ed.). The Macmillan Dictionary of Canadian Biography. 4th ed. Toronto: Macmillan, c1978. ISBN 0-7705-1462-6.

Who Did What. New York: Crown, c1974. ISBN 0-517-50567-3.

STATION7

The Encyclopedia of Visual Art. Danbury, Conn.: Grolier Educational, c1983. ISBN 0-7172-7077-7.



ANSWER SHEETS

ART 11 RESEARCH

NAME _____

CLASS _____

STATION 1 - Subject Catalogue

Topic: _____

Subject Headings: _____

STATION 2 - Periodicals

Article title			
Periodical title			
Date of issue			
Pages			
Is the article on an individual artist or several artists?			
Is the article the result of a gallery showing, the anniversary of the artist's life, or some other reason (give the reason)?			
Are colour or black and white reproductions included?			
Are pictures of the artist included?			

STATION 3 - Periodical indexes

Artist:

Bibliographic Information:

Summary:

STATION 4 - Locating reproductions

Art work title:

Title of book

Page and/or plate number		
Is this a reproduction of the entire work or detail from the work?		
Colour or black and white reproduction		
Size of reproduction (in metric)		
Is the actual size of the work given? What are the dimensions?		
Is the media used given? What is it?		
Is the location of the original given? What is it?		
Check the major reason why this reproduction was included:		
a. sample of artist's work		
b. sample of specific media		
c. sample of art period		

STATION 5 - Locating artists

Artist: _____

Title of the book			
Is the book a general art book or is it primarily about one artist, one art period, one style of art, or one art medium?			
Check the major reason why this artist is included:			
a. book is entirely on the artist			
b. the art is an example of an artist			
1. using a particular medium			
2. from a specific country			
3. from a particular art period			
4. from a particular school of art			
5. using a particular theme			
Is general biographical information on the artist given?			
Is critical information on the artist given?			
Are reproductions of the artist's work included?			

STATION 6 - Biographical Dictionaries

Artist #1. _____

	Atlantic Brief Lives	Chambers Biographical Dictionary	The Macmillan Dictionary of Canadian Biography	Who Did What
1.				
2.				
3.				
4.				
5.				

(same format is repeated for Artist #2 and Artist #3)

STATION 7 - The Encyclopedia of Visual Art

Artist: _____

1. How are volume numbers identified in the index? _____

2. How are the titles of art works identified in the index? _____

3. How does the index indicate whether the citation for an art work refers to a reproduction of the work or information about it?

4. Locate the major biographical entry on your artist.
 - a. Record the volume and page numbers of this entry. _____
 - b. Does this article limit itself to information about the life of the artist or does it also include critical information about the artist's work?

 - c. Does this article include reproductions of the artist's work? _____
 - d. Is the author of the article given? _____

GRADE 12 UNIT: ART 12 RESEARCH

1. Write an annotated bibliography of materials found in the C.S.S. Library and/or Art Room on an artist of your choice. Your bibliography shall have eight sources and must include a source from each of the following categories:
 - a. a general art book
 - b. an art book concentrating on a specific art period or style
 - c. a general encyclopedia article
 - d. an article from an art encyclopedia or dictionary
 - e. an article from a general biographical dictionary
 - f. a periodical article.

Use correct format for the bibliographic information. The annotation should include information about the content concerning your artist, the source's usefulness for researching your artist, and any illustrative material accompanying the text. The annotation should be three to five sentences long.

SAMPLE ANNOTATED BIBLIOGRAPHY:

Edgar Degas: An Annotated Bibliography

Courthion, Pierre. "Degas Edgar." The Impressionists. New York: Galahad Books, 1985, c1982, pp. 42-54.

In this essay on Degas, Courthion emphasizes the character and personality of Degas rather than events of his life. An understanding of how his contemporaries viewed him is given by the inclusion of many quotes by other artists and critics of his time. The author's comments on the art work tend to describe the style and the impression the work gives rather than the technique. The eighteen colour reproductions represent his work as the included samples were produced between 1868 and 1903.

James, Geoffrey, "The Visual Obsessions of a Gifted Man." Macleans. June 27, 1988, pp. 58-59.

This article, written as a result of an exhibition of the works of Degas at Ottawa's new National Gallery, includes information describing his life and art work. Some description of his technique is included. Specific background information concerning the two colour reproductions included with the article is given in the text. His place in art history is indicated as the author mentions other artists who influenced him and comments on the development of his style.

2. Choose an art work for which you can find three reproductions, one being a detail or close-up of the work. Using the information found with each reproduction, record the general information and then complete the chart found on the next page. After the chart is completed, answer the questions in the "Evaluation of Reproductions" and "Information about Detail or Close-up Reproduction" sections.

GENERAL INFORMATION:

Art work title: _____

Artist: _____

Actual size: _____

Media used: _____

Location of original: _____

EVALUATION OF REPRODUCTIONS:

Write a brief comparison of the quality of the reproductions.

Consider the two reproductions of the entire work. Which gives you a better feeling for or understanding of the original? Why?

	Reproduction #1 (entire work)	Reproduction #2 (entire work)	Reproduction #3 (detail)
Title of book			
Call number			
Page and/or plate number			
Colour or black and whitereproduction			
Size of reproduction (in metric)			
Is the actual size of the work given?			
Is the medium used given?			
Is the location of the original given?			
Check the major reason why this reproduction was included:			
a. sample of artist's work			
b. sample of specific medium			
c. sample of art period			

INFORMATION ABOUT DETAIL OR CLOSE-UP REPRODUCTION:

- a. How much of the entire work has been reproduced as a detail?
- b. Does the detail reproduction represent the actual size of the original? If not, estimate how much the detail has been reduced or enlarged.
- c. Examine the detail reproduction and comment on the following:
 - blending of colors
 - classification of colors
 - thickness of paint
 - brush strokes
 - treatment of background
 - the artist's style
- d. Why do you think that the author or editor of the book chose to include this part of the work as the detail rather than any other part?
- e. Does examining the detail change your opinion of this artist's work? Explain why or why not.

WEATHER

(A Unit for Grades 2 and 3)

by **Elaine Chotowetz**, teacher and **Heather Dack**, teacher-librarian, Langham Elementary School, Saskatoon, SA.

EDITOR'S NOTE: The Editorial Board of The Bookmark wishes to take this opportunity to thank **JUDY DAVIES**, editor of the SSLA journal, The Medium for permission to reprint this article which appeared in the Winter Issue 1988/89: Vol.29, Number 4.

Objectives:

1. Observe weather and how it changes.
2. Realize that weather influences all living things.
3. Develop research skills: gathering information from filmstrips, charts, experiments.
4. Practise and discuss instruments used to measure weather.
5. Discuss and role play safety rules needed for "dangerous" weather.
6. Students will have an opportunity to listen to a meteorologist talk about his career.

DAY 1 - OBSERVING WEATHER

- * brainstorm for different types of weather.
- * view filmstrip "Observing Changes in Weather."
- * make a calendar to chart weather conditions- temperature, and conditions will be recorded daily for the duration of the unit.

DAY 2 - CLOUDS

- * Introduction- read "Clouds" by Thomas McGrath to students. Have children close their eyes and create in their minds, the various cloud formations.
- * view filmstrip 'All About Clouds.'
- * discuss three main types of clouds (Cirrus, Stratus, Cumulus) and the weather they indicate.
- * using fiberfill and blue construction paper, illustrate types of clouds and accompanying weather conditions.

DAY 3 - METEOROLOGIST

- * a meteorologist will discuss his/her job, the instruments and technology used in predicting and reporting weather conditions. Students will have an opportunity to ask questions.

DAY 4 - MEASURING AND FORECASTING WEATHER

- * view filmstrip 'Measuring and Forecasting Weather.'
- * discuss the role of a meteorologist and the tools he/she uses. Students examine instruments such as a barometer, thermometer, rain gauge, weather vane, etc.
- * students conduct simple experiments with thermometer - measuring hot and cold water.
- * students complete chart on instruments- name of instrument, picture and what it measures.

DAY 5 - WATER CYCLE

- * read Small Cloud by Araine to introduce the concept of the water cycle.

- * view filmstrip Water Cycle.
- * using a chart or the magnetic board, reinforce the cyclical nature of water.
- * students complete chart on water cycle.

DAY 6 - HOW WEATHER AFFECTS US

- * discuss activities we like to do in different weather.
- * students illustrate weather pictionary.

DAY 7 - WEATHER STORY

- * read Cloudy With a Chance of Meatballs by Judi Barrett. Discuss story elements and the effect of weather on the characters.
- * students write own weather story.

DAY 8 - SAFETY

- * brainstorm for safety tips for different types of weather.
discuss treatment of frostbite and sunstroke.

DAY 9 - POETRY

- * read water poems from Poems and Rhymes, Childcraft - "Winter", "Cloud", "Garment", "Rain", "Jack Frost", "Sleet Storm", "Ice", "Thaw", "Fog".
- * students write weather poems using shapes.
- * plan weather dinner menu (see Day 10).

DAY 10 - WEATHER DINNER

- * students create a menu, using foods that resemble a type of weather (e.g. snow- rice, carrot sticks - lightning, cheese - sunshine, cloud - pudding, mud puddle - stew, etc.)
- * each student brings one item for the weather dinner.

DAY 11 - QUIZ

RESOURCES:

- * An Introduction to Weather, (Filmstrip) National Geographic Society, c1982.
- * Watching the Weather, (Filmstrip) National Geographic Society, c1988.
- * Finding Out About The Clouds, (Filmstrip) Society for Visual Education.

Books:

Breiter, Herta S. Weather, Raintree, c1978.
 Kirkpatric, Rena K., Look At Weather, c1978.
 Branley, F.M., Snow Is Falling, Harper & Row, c1986.
 Branley, F.M., Flash, Crash, Rumble and Roll, Thomas Y. Crowell, c1985.
 Araine, Small Cloud, Dutton, c1984.
 Barrett, Judi, Cloudy With a Chance of Meatballs, Atheneum, c1978.

Pictures:

- * Air Air and Weather, Instructor Primary Science Discovery Series.
- * Weather Elements (kit), Trend Enterprises, c1977.*

THESAURUS FUN

by **BARBARA SMITH**, teacher-librarian, Burrard View Elementary School, S.D.#44 (North Vancouver).

This is not a complete unit, but a series of four lessons designed to introduce grade 4 and 5 students to thesaurus use, prior to assignments in the classroom, based on the language arts program. The classroom teacher felt his students needed to understand the purpose of a thesaurus as well as to acquire skill in using it. The teacher-librarian designed the lessons and prepared the material, but was assisted by the classroom teacher in presenting the lesson and in helping the students complete the assignments.

Objectives:

To understand the purpose of a thesaurus as distinct from a dictionary.

To understand the difference between a dictionary-type thesaurus, and one which is arranged by broad categories (such as the original Roget's Thesaurus).

To acquire skill through practice in using a thesaurus.

Time: four 40-minute periods

Materials: samples of various thesauruses; enough thesauruses in dictionary form for the class (often these can be borrowed from the neighboring secondary school); worksheets as outlined below; set of word cards for lesson #4.

Unit Outline:

Lesson #1 Show samples of various thesauruses, both dictionary form and category form. Describe various features and how they are used, using overhead projector or blackboard. Distribute worksheet to check on learning and provide a first experience at actually using the thesaurus.

Worksheet #1

Underline the best answer.

1. A thesaurus is
 - a) a kind of dinosaur
 - b) a book to find meanings of words
 - c) a book to find new words similar to a word you know.

2. A thesaurus which is not in alphabetical order
 - a) is no good
 - b) has an index at the back
 - c) is fatter than any other kind

3. A thesaurus which is in alphabetical order
 - a) is usually called a thesaurus dictionary
 - b) is harder to use

- c) is always just for kids
4. A thesaurus is helpful for
- a) creative writing
 - b) crossword puzzles
 - c) finding opposites as well as synonyms
 - d) all of the above
5. In a thesaurus find four other words for each of the following.
- a) nice
 - b) pretty
 - c) good
 - d) bad
 - e) say

Lesson #2

Explain that student writing sometimes could be improved by more imaginative use of words. They will be expected to use a thesaurus to find better words in future class assignments. Today they will have a chance to try this, by editing written compositions by other students. One problem is that if they substitute a word with which they are unfamiliar, they run the risk that it is not in fact appropriate, because the selections offered in the thesaurus are not exactly synonymous. They may have to check the definition in a dictionary. Also, just because a word is obscure or bizarre does not mean the writing is improved. Plain speech is of value in most cases, though boring prose is to be avoided.

The assignment is found on worksheet #2, which is made up of selections from student writing culled for the purpose. A sample follows.

Worksheet #2

Can you improve this paragraph? Find another word for the underlined ones.

I am a seal sitting on a rock. We are in the sea. The water is cold but I can't feel it. I can feel the water under my feet. I can see the people in the houses all nice and warm. One of my friends is in the water. The rocks are slimy. I like making funny noises.

Students should work in small groups of three or four. The altered paragraphs should be shared with the rest of the class at the end of the period.

Lesson #3

You can have fun with words, and with well-known stories. Here are two which students can use for thesaurus practice. Divide the class into small groups. Distribute thesauruses and worksheets. Students will find substitute words for the underlined ones, and read their updated version of the story to the class. For the sake of time, each group will only do half of a story.

Jack and the Beanstalk - Part 1

Once upon a time there was a poor boy named Jack. He wasn't very smart. He traded the family cow for some beans. His mother got mad and threw the beans out the window. In the night they grew into a beanstalk. Jack climbed the beanstalk and found a new country. There was a big house so he knocked at the door. A big woman opened the door. "My husband is a giant," said the woman, but he is out or he would eat you. But come in," she said, "and eat some food."

Jack and the Beanstalk - Part 2

So Jack went in the house, but soon the giant returned. The woman hid Jack in a cupboard. The giant said, "Fe fi fo fum, I smell the blook of an English man."

"Here is your food," said the woman.

So the giant ate it, and then said, "I want my magic hen." The hen laid golden eggs, and then the giant went to sleep. Jack came out, took the hen and went out. The hen made a noise and the giant ran after Jack. Jack went down the beanstalk and then cut it down. He lived happily ever after and got rich.

Little Red Riding Hood - Part 1

Once upon a time there was a little girl who wore a red hood. She was called Little Red Riding Hood. Her mother gave her a basket of food to take to her Grandmother. She walked through the woods and met a wolf. e said, "Where are you going?"

She said, "I'm going to my Grandma's house." The wolf ran away. He went into Grandma's house and scared the old lady away.

Little Red Riding Hood - Part 2

Then the wolf got into bed. Little Red Riding Hood came in. She said, "What big eyes you have, Grandma."

"The better to see you with," said the wolf.

"What big teeth you have," she said.

"The better to eat you," said the wolf.

He got out of bed and chased her but a woodcutter came by and killed the wolf. And they all lived happily ever after.

We allowed considerable literary license in these stories, and students found the results highly amusing.

Lesson #4

In this lesson students will practice using a thesaurus which is arranged by category, such as the original Roget's Thesaurus. These are much less common than the dictionary form, and may be difficult to obtain in sufficient numbers. The teacher librarian will wish to omit this lesson unless there will be immediate need for students to use such a thesaurus.

The teacher and teacher-librarian will prepare a set of word cards, each card containing one word from the previous day's exercise, or the words could be from whatever subject area is currently a focus for the class. Divide the class in small groups of three or four. The task is to sort the words into categories of meaning, and to print the words onto chart paper. The groups will explain their thinking to the rest of the class. The group will need to assign a keyword to each category.

The teacher or teacher-librarian will then show a regular, non-dictionary form thesaurus and explain its arrangement. The groups should take a thesaurus, find a similar category to the ones they used in the sorting activity, and choose as many more words as they can to expand their word collection in each category. The teacher and students should try to incorporate some of these new words in classroom discussions in the following days.

THE ELOQUENT LIBRARIAN leads the way!

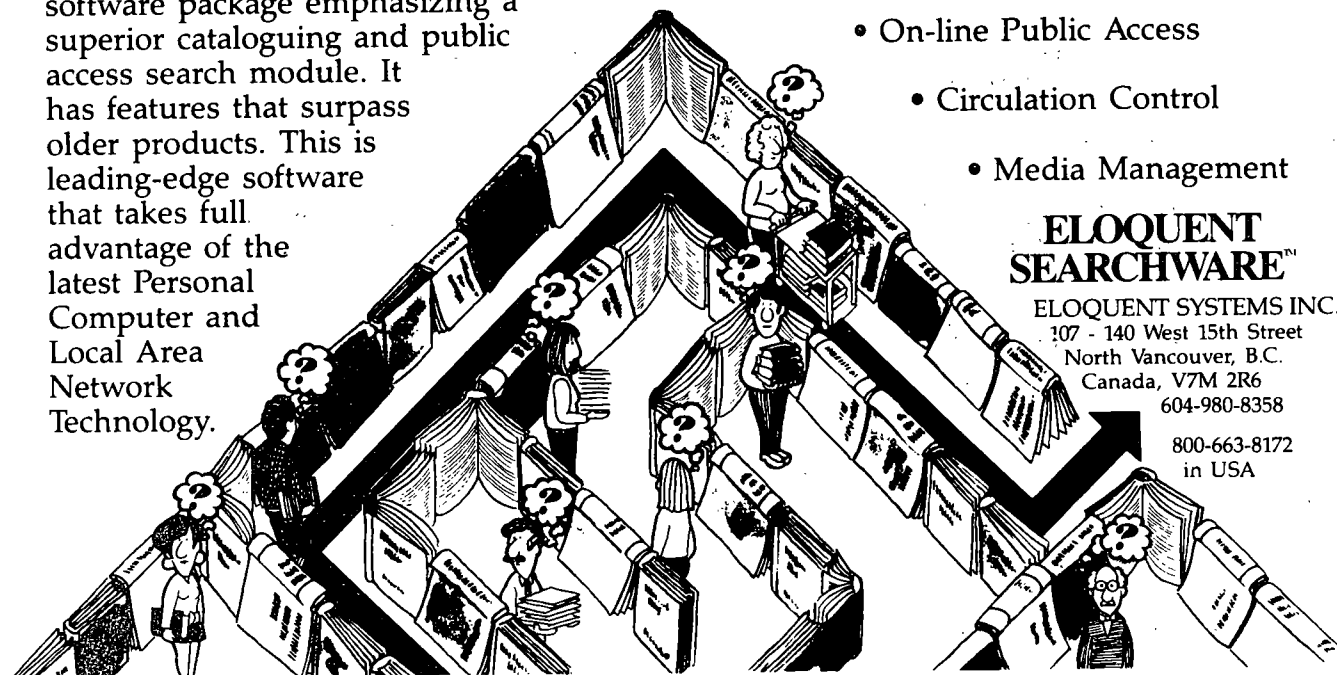
A fully integrated library software package emphasizing a superior cataloguing and public access search module. It has features that surpass older products. This is leading-edge software that takes full advantage of the latest Personal Computer and Local Area Network Technology.

- 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



SCHOOL VOLUNTEER IN-SERVICE PROGRAM

adapted from Vanscoy and Delisle Elementary School Volunteer In- service Programs.

EDITOR'S NOTE: Thanks to JUDY DAVIES, Editorial Board, The Medium, for permission to reprint this article (Volume 29 Number 4: Winter 1988-1989). The Editorial Board of The Bookmark would also like to thank BARB KRALEY, teacher and teacher-librarian at Vanscoy Elementary School and JANET MERKOSKY, former teacher-librarian at Delisle Elementary School, currently on sabbatical leave, for sharing this program with us.

The volunteer program has been in operation in Vanscoy and Delisle Elementary Schools for many years. The term "volunteer" is used, instead of "parent volunteer," because all adults in the community can be utilized not only the parents of our students.

Why use volunteers? Volunteers are used for a number of reasons:

1. Volunteers provide help after the need is fulfilled by the teacher.
2. The skills and talents of the community are used to further the educational program.
3. A major benefit of the program is improved communication between the school and the home.
4. Volunteers can appreciate, with more understanding, the problems both teachers and students have. They are like a two-way street that enables the school to become more responsive to the child, and the community more supportive of the school.
5. By accepting the help of volunteers, the quality of instructional program improves.

The program must be structured to the point where it is operated effectively from the beginning and improves with time. The purpose of the program and the role of the volunteer must be clearly understood. The following plan sets out the aims and objectives of the program which improves as we work together toward a common goal- the education of children.

BASIC OBJECTIVES OF THE PROGRAM

1. To assist the teachers with non-professional chores.
2. To assist students who do not work well in a large group situation.
3. To help parents understand and appreciate our school programs.
4. To use the skills and talents of the community to enrich our school system.
5. To encourage an informed community to more actively support public education.
6. To develop a working partnership with the community.
7. To better our public relations.

The ultimate aim is for the volunteer to help our teachers give the best education possible to the individual child in our school.

TASKS VOLUNTEERS CAN DO

1. Read aloud or listen to children read.
2. Assist students in performing activities initiated by the teacher.
3. Provide help with flash cards, spelling, etc.
4. Assist in preparing instructional materials.
5. Reinforce learning with small groups.
6. Assist in setting up learning centres.
7. Reinforce second language instruction.
8. Assist or conduct special interest programs.
9. Act as travel assistants on field trips.
10. Help with special projects, such as crafts, puppet-making, etc.
11. Help with the Christmas Concert or Variety Night.
12. Help in the library with circulation chores, displays, filing, inventory, typing, etc.

QUALIFICATIONS OF A VOLUNTEER

1. Must have a love and respect for children.
2. Must have free time and a desire to use this free time for helping others.
3. Must be friendly, reliable, flexible adult.
4. Must be energetic and cooperative.
5. Must be supportive of and interested in education.
6. Must be consistent and dependable in keeping the commitment. Dependability and cooperativeness important as special skills.

7. Must be open to suggestion and willing to communicate.

The following seven principles have been designed to distinguish between volunteer and professional tasks:

1. DIAGNOSING of students is a professional task.
2. PRESCRIBING instructional programs is a professional task.
3. SELECTING appropriate programs is a professional task.
4. COUNSELLING students is a professional task.
5. PRESENTING or TEACHING content is a professional task.
6. EVALUATING student progress and achievements is a professional task.
7. INITIATING (determining the *why*, the *how*, the *where*, and the *when*) is a professional task.

The volunteer does only those tasks that are directed by the teacher.

A feeling of mutual understanding and confidence is essential for a successful teacher-volunteer relationship. Only teachers that feel comfortable working with a volunteer are assigned a volunteer. In turn, volunteers are asked to consider as confidential the things they see and hear at school.

The volunteers' key responsibilities are their commitment, punctuality and reliability. The volunteer must have a specific day or days and time that is committed to the school. Barring unforeseen difficulties, the volunteer is expected to keep to the schedule. If keeping the schedule is not possible, the school must be notified.



The success of the program lies in the open communication between the volunteers, the teacher and the principal. They must all feel comfortable working together. Often, it is best to avoid using a volunteer in a classroom where that volunteer has a child.

Any doubts about the value of volunteers' efforts in education have been expelled. To see volunteers in action is to know that education is richer for their services: in the process, volunteers change. Aside from their personal growth, they find volunteering to be a source of real satisfaction that adds to their lives. One volunteer in Delisle Elementary School summed up her feelings about her work with this poem:

"I began quite trepidated,
Came away exhilarated,
Don may not be educated,
But now, at least he's motivated!"

For those considering offering their services, there is mounting evidence that they will be successful, effective with children, and attain a high level of self-fulfillment.

BIBLIOGRAPHIE EN FRANÇAIS

A STYLE SHEET FOR USE WITH FRENCH IMMERSION STUDENTS

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

NOTEZ BIEN LES ESPACES ET LA PONCTUATION

LIVRES ET LIVRETS

- a. Livres et livrets dont on sait le nom de l'auteur.

Nom de famille de l'auteur, prénom de l'auteur.
Titre du livre ou livret souligné. Ville de publication: éditeur, date de la version française.

Exemple:

Ivy, Bill. Les grenouilles. Montréal: Grolier, 1986.

- b. Livres et livrets dont on ne sait pas le nom de l'auteur.

Titre du livre ou livret souligné. Ville de publication: éditeur, date de la version française.

Exemple:

Les grenouilles. Montreal: Gamma, 1971.

ENCYCLOPÉDIES

- a. Articles dont on sait le nom de l'auteur.

Nom de famille de l'auteur, prénom de l'auteur.
"Titre de l'article entre guillemets." Titre de l'encyclopédie souligné, édition (année), tome, pages.

Exemple:

Ward, Norman. "Saskatchewan." L'encyclopédie du Canada, 1987, Tome 3, pp. 1769-1776.

- b. Articles dont on ne sait pas le nom de l'auteur.

"Titre de l'article entre guillemets." Titre de l'encyclopédie souligné, édition, tome, pages.

Exemple:

"Rembrandt." L'encyclopédie Grolier livre des connaissances, 1980, Tome 12, pp. 234-237.

REVUES ET JOURNAUX

- a. Articles dont on sait le nom de l'auteur.

Nom de famille de l'auteur, prénom de l'auteur.
"Titre de l'article entre guillemets." Titre de la revue ou du journal souligné, date, pages.

Exemple:

Therriault, Yves. "Les Iroquois." Vidéo-presse, avril 1985, pp. 30-31.

- b. Articles dont on ne sait pas le nom de l'auteur.

"Titre de l'article entre guillemets." Titre de la revue ou du journal souligné, date, pages.

Exemple:

"Les animaux du froid." Perlin, 7 janvier 1987, pp. 14-15.

NEW NATIONAL ASSOCIATION FOR TEACHER-LIBRARIANS FORMED

by ANGELA THACKER, media specialist and resource centre coordinator, SD #45 (West Vancouver).

At the CSLA AGM held last June in Edmonton, I presented on behalf of the CSLA Executive, the motion, That the CSLA, a Division of the CLA, be dissolved.

Those members who were able to attend the AGM came well prepared. A comprehensive document, in question and answer format, had been sent to all CSLA members and the matter was the central topic during the Conference at the Update session and the meeting of the Provincial School Library Association Presidents. Debate at the AGM was lively and all speakers were well informed. I had become convinced that there were many who sincerely wished to see the formation of a new organization that was not a division of the Canadian Library Association, and therefore stated prior to the AGM that, if there were a significant number of people who wished to create an alternate association, then I would resign from the CSLA Executive and work with those of like mind. The vote was 39 in favour of dissolution, and 21 against, but as a two thirds majority (i.e. a 40/20 vote was required), the motion failed. Interpreting the vote as one in support of an alternative, I resigned from the CSLA Executive and called a meeting the next day of those who wanted to form a new association. And so The Chancellors' Group was formed - so called because we thought we were meeting in the Chancellor's Room (actually it was the room next door). Those who attended, as well as some who were unable to do so, each contributed \$20.00 towards the printing and mailing costs that will be incurred in the initial planning stage. Five of us in the Vancouver area (Liz Austrom, Ken Haycock, Diana Poole, Trish Maskell and I) offered to meet at the end of August to develop a discussion paper for the reaction of The Chancellors' Group. The paper, to be mailed out at the beginning of October, will present options and recommendations concerning the Goals of the Association, Membership, Administration and Management, Membership Services, Promotion of the Association, and

Promotion of the Profession. The organization is being called, for the time being, the Association for Teacher-Librarianship in Canada, which, in itself, gives an idea of the directions that will be taken.

The Chancellors' Group presently numbers 35, of whom eight are Past-Presidents of CSLA, two are current members of the CSLA Executive, four are past members of the CSLA Executive, and seven are 1988/89 or 1989/90 Provincial School Library Association Presidents! However, membership is open to anyone interested in becoming involved in planning for this new era in teacher-librarianship in Canada: just send a cheque to me for \$20.00, payable to The Chancellors' Group.

Some exciting developments are taking place: I know that many of you will want to be part of this activity, and I look forward to hearing from you.

Angela Thacker,
2561 Western Avenue,
North Vancouver, B. C.
V7N 3L2



The Ministry of Education has struck a committee that is working on a policy statement for school library programs in British Columbia. The document will be similar to the Ontario government's "Partners in Action".

Meetings are being held in September and March with a draft copy ready by June 1990. The final document will be ready for schools by September 1990.

Committee members are:

For the Ministry:

Robin Syme

Cynthia MacArthur

Janet McCutcheon

Teacher-librarians:

Dianne Driscoll, Secondary teacher-librarian

Patricia Finlay, Elementary teacher-librarian

Elizabeth Gowan, French Immersion, elementary

Janet McKinlay, French Immersion, secondary

Diana Poole



Plenary Session

Education for teacher-librarians and teachers

Left to right: Dr. Robert Fowler, U of Victoria; Dr. Nancy Sheeham, U.B.C.; Liz Austrom, Chairperson; Bob Taverner, B.C.T.F.; Ken Haycock, B.C.T.L.A. advocate.



Ken Haycock congratulates Lina D'Onofrio.



Tribute to co-host, Isabel Lincke by Willa Walsh.

Peggy Beck accepts award from Diana Poole.



Glenn Pinch and Grace Funk, receive B.C.T.L.A. Lifetime Memberships.

INDEX TO COOPERATIVE UNITS

published in

The Bookmark

Volumes 26-30 (September 1984-June 1989)

Fuel for Change

Links to Literature

compiled by THOMAS JOHN POPE teacher-librarian, Como Lake Junior Secondary School. SD. #43 (Coquitlam)

During the past five years the BCTLA has published many cooperative units; this index provides a means of quickly locating materials in the 20 issues of The Bookmark which have appeared between September 1984 and June 1989, and in BCTLA's books, Fuel for Change and Links to Literature. A short list of additional sources of units is appended at the end of the index.

Since there was found to exist a wide variation in the structure, extent of detail, and applicability of the units, three guidelines have been used in creating the index:

1. Cooperative units are those which include or imply a role for the teacher-librarian in the planning and teaching phases, and those which have the potential to be modified to fit the model of planning and teaching suggested in Part One of Fuel for Change.
2. Units are listed under the course, level, or program indicated by the author, or, failing specific information, under the "best guess" of the indexer. Units are often adaptable to other courses, levels and programs.
3. Cooperative programme planning and teaching is taken in a broad sense. If the article implies that the teacher-librarian and classroom teacher are working together, the article has been included.

Form of references:

"Jun 87:14-15". See The Bookmark, June 1987, pages 14-15.

"FFC:55-57". See Fuel for Change, pages 55-57.

"LTL:23-31". See Links to Literature, pages 23-31.

ART, PRIMARY

- Drama and Puppetry. Susan Seaman and Joan Wilby. Dec 88:22-26 and LTL:140-144
Making Simple Pop-Ups. Janet Saltman and Le Ann Babulal. Mar 89:151-163
Ted Harrison Look-alikes. Sheilagh Martin. Dec 88:63 and LTL 54

ART, SECONDARY

- Pottery: A Cultural Approach. Ray Midtal and Pat Parungao. Sep 85:36
Thematic Approaches to Art in the Library Resource Centre. Alwynn Pollard. Sep 85:37-38

ART, SENIOR SECONDARY

- Surrealists/Dadaists. Jasna Guy, Debra Simmons and Wendy Shaw. Dec 88:64-65

ART 8

- Impressionist Impressions. Dell Catherall and Gabriel Ailey. Sep 85:33
People Perspective. Liz Austrom and Neil Prinsen. Sep 85:7-12

ART 10

- Cities. Jasna Guy and Wendy Shaw. Dec 88:103

BIOLOGY 12

- Input--Joint Planning: Output--Super Science Projects! Ron Knight and Alan Knight. Mar 85:40-49

BUSINESS EDUCATION

- Typing in the Resource Centre. Linda McLean. Jun 86:115
Using a Word Processor to Write a Personal Resume. Thomas John Pope. Jun 88:15-18

BUSINESS COMMUNICATIONS

- Make Your Voice Heard. Pat Parungao and Gyan Nath. Sep 86:31-32

CLOTHING AND TEXTILES

- Fashion Through the Ages. Heather Miller, Judy McKnight and Linda Knight. Jun 88:43-50

COMPUTER STUDIES

- And the Walls Came Tumbling Down! Yoskyl Webb. Dec 87:36-37
Breaking the Writing, Note-taking Barrier with Word Processing on a Computer. Harold Berson. Dec 87:38
Creative Writing in Computer Studies? Linda McLean. Jun 86:118-119
Integrating Technology into the Curriculum. Bob Stoffberg. Sep 88:16-18
Knocking Down the Walls of the Library: A Co-operative Unit Involving Electronic Research
and Information Skills. Trish Maskell. Dec 87:30-35
Using a Word Processor to Write a Personal Resume. Thomas John Pope. Jun 88:15-18

CONSUMER EDUCATION

Video Advertising. Thomas John Pope and Frank Gigliotti. FFC:131-133

DRAMA

Bringing Greek Theatre to Life. Dell Catherall and Mrs Roitman. Sep 85:30

Drama and Puppetry. Susan Seaman and Joan Wilby. Dec 88:22-26 and LTL:140-144

ECONOMICS 12

Current Events Made Easy (Or Easier!): Economics 12. M[eryn] T. Green and W[illa] Walsh. ... Jun 89:130-132

Making Profits from the Fitness Craze: A Company Study and Market Analysis. Dianne

Driscoll, Rich Chambers and Steve Fukuii. Mar 88:14-15

ENGLISH 8

Introducing RIB-IT: A Reading Motivation Program. Nonie Metzler. Dec 88:29-30 and LTL:173-174

ENGLISH 9

Word Study. Dec 84:36-37

ENGLISH 10

Argumentative Essay. Barb Hall and Greg Drozda. FFC:134-145

Integrating the Library Skills Program into the Prince George County Public Schools, Maryland. Dec 86:33-44

[see also **INTERDISCIPLINARY STUDIES**]

ENGLISH 11

English 11: Gale References & Lord of the Flies. Ken Adsett. Mar 89:150

Short Story / Creative Writing. Liz Austrom and Bryant Knox. FFC:152-156 and LTL:155-156

ENGLISH 12

Beyond Partners: Implementing the Theory. Cathy Follett. Sep 84:22-27

Shakespearean Round Robin. Liz Austrom. Dec 84:60-62

ENGLISH AS A SECOND LANGUAGE

Canadian Life: An ESL Research Project. Pat Parungao and Jadzia Prenosil. Jun 88:41-42

The Chinese in BC: An Intermediate ESL Unit. Ken Walters. Dec 85:16-17

Notetaking & the ESL Student. Debra Simmons, Wendy Shaw and Anne Shorthouse. Jun 86:36-38

Presentations & the ESL Student. Pat Parungao. Jun 86:43-48

ENRICHMENT

see **LEARNING ENRICHMENT**

FESTIVALS AND HOLIDAYS

- Holiday Ideas: Chinese New Year. Donna Doerksen and D. Kroeker. Jun 88:8
Language Acquisition Activities for Holiday Literature for Primary Grade Students. Barbara Stooke
Trowbridge. Jun 88:20-23
Noel Autour du Monde. Caroline Wilson, Pascal de Rotrou and Celina Mau. Jun 88:9-10
Le Nouvel An Chinois. Pascal de Rotrou, Caroline Wilson and Celina Mau. Jun 88:11-13

FOODS AND NUTRITION

- The Significance of International Cookery. Thorie Whyte and Yoskyl Webb. Mar 88:27-28

FOODS AND NUTRITION 9/10

- Nutrition: No-Nonsense Nutrition Package. Pat Parungao. Mar 88:20

FOODS AND NUTRITION 12

- Diet in Disease. Mimi McCallum and Willa Walsh. Mar 88:21-26

FRENCH AS A SECOND LANGUAGE

- Happiness Is . . . Grade Ten General Level French in the Resource Centre! Linda McLean. Jun 86:117-118

FRENCH LANGUAGE

- Dictionnaires francaises. Barb Hall and Louise McFarland. Jun 88:54-55

GEOGRAPHY 12

- Essay Assignment. Yoskyl Webb and Peter Arnet. FFC:165-174
The Evolution of Landforms. David Edgar and Yoskyl Webb. Jun 87:63-65
Man's Perception of His Environment: Do We All See the Same Thing? Barb Hall, Keith Gordon
and Peter Thrift. Dec 85:20

GIFTED

see **LEARNING ENRICHMENT**

GRADE 2

- Playground Architects. Gerald Soon and Kathy MacKay. Sep 85:32

GRAPHIC COMMUNICATION 11

- Selling Hiking in British Columbia. Dianne Driscoll, Jeannie Campbell and Anne Henderson. ... Mar 88:10-11

HEALTH EDUCATION

- First Aid Fiction. Linda McLean. Jun 86:120

INTERDISCIPLINARY STUDIES

An Approach to Learning (Recycled, Renewed and Rejoiced), or Educators Influencing Education. Judy Giles. Mar 89:133-137

HOLIDAYS

see **FESTIVALS AND HOLIDAYS**

LANGUAGE ARTS, ELEMENTARY

Breaking the Writing, Note-taking Barrier with Word Processing on a Computer. Harold Berson. Jun 88:20-23
Les Contes de Fees. Judith Reid and P. Bernard. Jun 87:43

LANGUAGE ARTS, KINDERGARTEN

Fairy Tales and Folk Tales for Kindergarten. Esme Madsen. LTL:132-137
Teddy Bears & Bears. Daryl Sturdy and Jane MacEwan. FFC:55-57 and LTL:57-59

LANGUAGE ARTS, PRIMARY

Communities: Studying Communities Through the Use of Literature. Sandowne Elementary School Primary Staff. LTL:60-67
Drama and Puppetry. Susan Seaman and Joan Wilby. Dec 88:22-26 and LTL:140-144
Heroes and Heroines. Gail Innes. Mar 89:138-139
How Wordless Books May Be Used To Meet Objectives of a Developmental Oral Language Program. Audrey Boyd, Michele Gilmore, Mary Stratakos and Barbara Stooke Trowsbridge. Dec 88:33-42 and LTL:157-166
Language Acquisition Activities for Holiday Literature for Primary Grade Students. Barbara Stooke Trowbridge. Jun 88:20-23
Storytelling with Wordless Books. Linda Rehlinger, Trish Nelson and Bob Adamson. Dec 88:31-32 and LTL:138-139

LANGUAGE ARTS, GRADE 1

Families. Mary Gosnell and Kathy Martin. LTL:93-105
Teddy Bears & Bears. Daryl Sturdy and Jane MacEwan. FFC:55-57
Themes and Big Books--Grade 1. In: Literacy, Literature and the Library Resource Centre: Cooperative Planning and Team Taught Literature-based Reading Programs in the Elementary School. Patricia Shields. Jun 86:95-103 and LTL:23-31

LANGUAGE ARTS, GRADE 2

Fact or Fiction? What's the Difference? Mark Roberts and Joanne Weatherall. Jun 88:56-57 and LTL:55-56
Getting To Know Tony Ross. Gail Innes and Nina Slobodian. Mar 89:148-149 and LTL:68-69

LANGUAGE ARTS, GRADE 3

Books and More Books. Vicki Jensen. Jun 87:77-84
Dragons--East and West. Bev Price, Lina D'Onofrio and Marsha Ivany. Dec 88:82-93 and LTL:42-53
Fairy Tales. Lina D'Onofrio and Nancy Sarat-Cave. LTL:125-131
Reading for Thinking. Campbell River Teachers. LTL:106-111
Turn Onto the Transcanada Highway to Canadian Books. Beverly Davies. Dec 88:104-113 and LTL:32-41
Whales / Newfoundland. Debbie Hartley and Mary Siddals. FFC:67-70

LANGUAGE ARTS, INTERMEDIATE

Books and More Books. Vicki Jensen. Jun 87:77-84
Introducing RIB-IT: A Reading Motivation Program. Nonie Metzler. Dec 88:29-30 and LTL:173-174
Literature Appreciation. LTL:154
Project Sail. Donna Doerksen and Jim Brown. LTL:85-92

LANGUAGE ARTS, GRADE 5

An Appreciation of Literature Through Puppetry. Patricia Shields and Sheila Herman.
..... FFC:89-93 and LTL:115-124

LANGUAGE ARTS, GRADE 7

An Individualized Reading Unit--Grade 7. In: Literacy, Literature and the Library Resource Centre:
Cooperative Planning and Team Taught Literature-based Reading Programs in the Elementary
School. Patricia Shields. Jun 86:95-103 and LTL:145-153

LAW 11

Civil Rights in Canada and the World: A Resource Based Unit. Jackie Loyd and Gwentyth Greer. .. Sep 86:28-30

LAW 12

Here Come de Judge. Bob Spearman and Willa Walsh. Sep 88:10-15

LEARNING ENRICHMENT, GRADE 5

An Appreciation of Literature Through Puppetry. Patricia Shields and Sheila Herman.
..... FFC:89-93 and LTL:115-124

MARKETING 11

Selling Hiking in British Columbia. Dianne Driscoll, Jeannie Campbell and Anne Henderson. ... Mar 88:10-11

MATH

Math in the Library: A Cooperative Teaching Unit for Grades 4-9. Carol Porter. Jun 86:49-56
Mathematics: Graphing in the Library. Linda McLean. Jun 86:114

MUSIC

Folk Guitar. Judy Touzeau and Pat Parungao. Sep 85:34
Music 8 Instrument Project. Judy Touzeau and Pat Parungao. Sep 85:31
Musical Comedy. Pat Parungao and Judy Touzeau. FFC:121-124

OFFICE PRACTICE 12

The Executive Secretary Makes Travel Arrangements. Barb Hall and Rosemary Annis. Jun 89:149-151

OFFICE PROCEDURES 11

Travel Arrangement. Pat Parungao. Sep 86:26-27

OUTDOOR EDUCATION, INTERMEDIATE

Edible Plants of BC. Dayle Hilton. Dec 85:18-19
Project Sail. Donna Doerksen and Jim Brown. LTL:85-92

PEACE EDUCATION

World Harmony Week and Beyond. Barbara Cooper. Sep 86:66-77 and LTL:75-84

PHYSICAL EDUCATION 10

Track and Field. Alison McGillivray and Carol Pollock. Sep 88:21-23

PHYSICAL EDUCATION 12

Selling Hiking in British Columbia. Dianne Driscoll, Jeannie Campbell and Anne Henderson. ... Mar 88:10-11

RECREATION

see **OUTDOOR EDUCATION; PHYSICAL EDUCATION; and
SPORTS AND RECREATION**

SCIENCE

Input--Joint Planning: Output--Super Science Projects! Ron Knight and Alan Knight. Mar 85:40-49

SCIENCE, PRIMARY

Bring the Outdoors In: Ladybugs. Jennette Stark. Dec 87:53-54
Les Pingouins. Marie Derochers and Judith Reid. Jun 87:42
Seeds and Plants. Barbara Smith, Patti Stewart, Cathy Shave, and Candace Martin. FFC:58-66
Spiders. Mar 85:59-60

SCIENCE 3

Our Changing Environment: A Look at the Alternatives. Leslie Millward. LTL:70-74
Snails. Mar 85:56-57

SCIENCE, INTERMEDIATE

Dinosaurs. Mar 85:57-58

SCIENCE 4

Animals of the Grasslands. Arlie Freer. Jun 88:57-58
Our Changing Environment: A Look at the Alternatives. Leslie Millward. LTL:70-74
Solids, Liquids and Gases. Mar 85:60-61
Sound. Patricia Shields, Carolyn Neighbor and Chris Stachiw. FFC:71-88

SCIENCE 5

Rocks and Minerals. Joan Harper. Mar 85:20-21

SCIENCE 8

L'Effet des Drogues sur le Systeme Nerveux. Barb Hall and Denis Bussieres. Jun 88:53
... Science Biography. Gerry Kovach, Merilynn Armstrong and Lee Venables. FFC:125-130

SCIENCE 9

Outer Space & Exploration. Barb Hall. Mar 85:22-23

SOCIAL STUDIES

A Do-It-Yourself Adaptation of the Research Unit: Find out About Canada. Linda McLean. Jun 86:119
World Harmony Week and Beyond. Barbara Cooper. Sep 86:66-77 and LTL:75-84

SOCIAL STUDIES, ELEMENTARY

World Food Day. Melodie Brandon and Margie Willers. Sep 86:44-56

SOCIAL STUDIES, PRIMARY

Communities: Studying Communities Through the Use of Literature. Sandowne Elementary
School Primary Staff. LTL:60-67
Focus on China. Lynne Phillips, et. al. Mar 89:48-74

SOCIAL STUDIES 1

Families. Mary Gosnell and Kathy Martin. LTL:93-105
Noel Autour du Monde. Caroline Wilson, Pascal de Rotrou and Celina Mau. Jun 88:9-10
Le Nouvel An Chinois. Pascal de Rotrou, Caroline Wilson and Celina Mau. Jun 88:11-13

SOCIAL STUDIES 2

Holiday Ideas: Chinese New Year. Donna Doerksen and D. Kroeker. Jun 88:8

SOCIAL STUDIES 3

La Colombie Britannique. Rosemary Doyle and Celina Mau. Dec 85:38-42
Whales / Newfoundland. Debbie Hartley and Mary Siddals. FFC:67-70

SOCIAL STUDIES, INTERMEDIATE

The Chinese in BC: An Intermediate ESL Unit. Ken Walters. Dec 85:16-17
Christmas Around the World. Debbie Hartley. Jun 88:6

SOCIAL STUDIES 5

Travel Canada. Joan Harper. May 85:67-68
The Vikings. Teresa Williams. May 85:35-37

SOCIAL STUDIES 6

- Japan: A Contract Study. Donna Jordan and Nadine Trifunovich Allen. Mar 89:91-95
Orienting to Japan. Eila George, Bev Greening and Kathy Morgan. Mar 89:80-91
Projects Japan. Sabre Anderson and Kathie Hilder. Jun 89:144-147
Stations Unit on Japan. Diane Sales and Beverly Stewart. Mar 89:29-39
USSR. Stephanie Robb and Colleen Coulter. May 85:21-23

SOCIAL STUDIES 7

- Ancient Greece. (Early Immersion) Mar 88:82-85
Mediterranean. Joan Harper and Eileen Anderson. FFC:100-120
Neolithic Man Compared to Paleolithic Man. Patricia Shields and J. Marsh. May 85:43-46

SOCIAL STUDIES, SECONDARY

- Canadian Historical Newspapers. Barb Hall and Paula Gallagher. Dec 88:76-78

SOCIAL STUDIES 8

- Integrating the Library Skills Program into the Prince George County Public Schools, Maryland. Dec 86:33-44
Islam. Rick Swift and Roberta Kennard. May 85:18
The Medieval Myth: A Writing Assignment. Barb Hall and Mike Ferguson. Jun 87:51-56
The Middle Ages. Liz Austrom and Norma Horner. Dec 88:66-75
The Middle Ages in Asia. (French Immersion) Janet McKinlay. Jun 87:44-50
Middle Ages in China, India & Japan. Glynnis Galloway, Anne von Meyenfeldt and Debra
Simmons. May 85:53-65
Middle Ages, Renaissance, Far East. Barb Hall. Jun 87:57-62
Renaissance Biography. . . Gerry Kovach, Merilynn Armstrong and Lee Venables. FFC:125-130
A Summer Cruise. Barb Hall and Mike Ferguson. Jun 87:66-69

SOCIAL STUDIES 9

- Co-operative Programme Planning and Teaching Theme: The Past Is the Key to the Present. . . .
and the Future. Peter Gorrell and Yoskyl Webb. Dec 88:94-102
The Industrial Revolution: A Research Project. Liz Austrom. Jun 85:5-12
Inventors and Inventions. William Scott and Pat Appleby. May 85:20-21
Napoleon. P. Dawe and Ken Adsett. Dec 88:27-28
Research Skills and Process. Leslie Ross and Garey Johnson. Sep 88:27-31

SOCIAL STUDIES 10

- Editorial Cartoons. Barb Hall and Mike Ferguson. Jun 88:51-52
Graphics and Illustrating. Barb Hall and Mike Ferguson. Jun 87:70-74
The Immigrants. Linda McLean. Jun 86:123-125
Pac Rim Rock: Geography of the Pacific Rim. Lesley Hay, Garvin Moles and Vicki Strachan. Mar 89:43-47
Pacific Rim. Ken Adsett, Rod Sauve and Peter Dawe. Jun 89:133-139
A Visual Introduction to the Physical Regions of Canada. Debra Simmons, Wendy Shaw and
S. Tanabe. FFC:146-151

[see also **INTERDISCIPLINARY STUDIES**]

SOCIAL STUDIES II

- Canada's Home Front During World War II. Jack Bailey and Marion Topping. Sep 88:36-37
Canadian Historical Personalities. Liz Austrom and Linda Lehr. FFC:157-164
Population Control Simulation. Pat Parungao and Bob Lambert. Sep 86:57-62

SPORTS AND RECREATION

- Project Sail. Donna Doerksen and Jim Brown. LTL:85-92

ABOUT COOPERATIVE PLANNING AND TEACHING

- Content Guide: The Other Half of Style, or How To Write Up a Unit of Study for Publication.
Liz Austrom. Jun 89:127-128
Cooperative Program Planning & Teaching: The Implementation of a Program for Effective
Instruction. Gerald Soon. May 85:153-175
Integrating the Fine Arts and Language Arts in the Junior High School: A Cooperative
Planning Approach. Alan Knight. Sep 85:17-24
Integrating the Library Skills Program into the Prince George County Public Schools,
Maryland. Dec 86:33-44
Literacy, Literature and the Library Resource Centre: Cooperative Planning and Team Taught
Literature-based Reading Programs in the Elementary School. Patricia Shields. Jun 86:95-103
Share the Wealth! Forms to Aid Cooperation. Lynn Shoop. Dec 87:41-44
Unit Evaluation. Barbara Smith. Jun 89:125-126

OTHER SOURCES OF INFORMATION ON COOPERATIVE PROGRAMME PLANNING AND COOPERATIVE UNITS

- Austrom, Liz. "Secondary School Assignments: Cooperatively Planned and Taught." \$2.00*
Brown, Jean. "Changing Teaching Practice To Meet Current Expectations: Implications for Teacher-Librarians."
Emergency Librarian. Nov/Dec 1988.
"The Cooperative Program Planning Guide and Record of Unit of Study." Emergency Librarian, Nov/Dec 1988.
Dunbar, Linda, comp. "Across the Curriculum." [bibliography] The Bookmark, Dec 1987.
Fuel for Change. BC Teacher-Librarians' Association. Order from William Scott, Box 985, Hope, BC V0X 110.
\$12.00 pre-paid.
Fuel for Change. (videorecord) Order from: BC Provincial Education Media Centre / Image Media.
Haycock, Carol-Ann. "Cooperative Program Planning: A Model That Works." Emergency Librarian, Nov/Dec
1988.
Haycock, Carol-Ann. "Information Skills in the Curriculum: Developing a School-Based Continuum." \$2.00*
Haycock, Ken and Carol-Ann Haycock. The School Library Program in the Curriculum. Libraries Unlimited.
\$18.95.
Information Power: Guidelines for School Library Media Programs. American Library Association. \$12.95 (pb).
Lesson Aids Catalog. BC Teachers' Federation.
Links to Literature: Literature-Based Units & Ideas for Teacher-Librarians & Teachers. British Columbia
Teacher-Librarians' Association, 1989. Order from Dianne Rabel, 1501 - 2nd Ave., Prince Rupert, BC, V8J
1J5.
Ober, Antionette. "The School Librarian and the Classroom Teacher: Partners in Curriculum Planning." \$2.00*
Partners in Action: The Library Resource Centre in the School Curriculum. Ontario. Ministry of Education,
1982. \$5.00.*
Partners in Teaching (videorecord) School District #44 (North Vancouver).
Social Studies 8 Resource Manual: Integrating Skills and Content. Vancouver School Board. Program Publications.
"Using Science Topics and Concepts To Teach Library Media Skills." School Library Media Quarterly, Spring 88.
* Available prepaid from Dyad Services, Dept. 284, Box C34069, Seattle, WA, 98124-1069.

REGULAR FEATURES





SO WHAT'S WITH THESE
CUTE PICTURES
OF AFRICAN
ANIMALS DOING IN
A PLACE LIKE
"BOOKMARK"?

It seems that those lovable people on Vancouver Island (like the Alberni Chapter of BCTLA and L. Shoop and C. Morgan) want you to know that there will be.....

ANNUAL GENERAL MEETING &
CONFERENCE
LITERACY - 1990

ISLAND HALL,
PARKSVILLE
APRIL 26, 27, 28
1990



.... the animals are a symbolic indication that everybody will be there - and we urge you to attend!



Compiled by **LEE INKSTER**, teacher-librarian, Nestor Elementary School, SD #43 (Coquitlam).

"I am a teacher librarian in an intermediate school in Princeton. A student's writing has been brought to my attention. I feel this student's work should be looked at by others outside our school as he appears to have a natural talent. This student does not participate in many activities and his writing seems to be an out for him. Perhaps you could help me find a place, such as a Young Authors' Conference or student publication to which I could direct him." Jaymie Atkinson, teacher librarian, Riverside Intermediate School, S.D. # 17 (Princeton).

It is usually recommended that gifted students have real-life projects and challenges as soon as possible. It would therefore be a good idea to encourage your budding author to send his work in to any of the children's periodicals or publishers. The comments of the editors will be helpful. There are many small publishers in BC who might be interested. B.C. Bookworld News would be a good source of names and addresses. Also, he might like to try publishing his work himself. Computers can be used to prepare simple booklets of work which might find a local market. The point is that for an author, getting published is the big hurdle. The best way to find out if he is ready for this challenge is to try it.

A source of ideas for helping young writers is Young Writers Network, which publishes an occasional newsletter. This network is for teachers of writing, but through it you may get some further ideas about expanding the readership of your students' work. The address is as follows.

Sheila Borman and Susan Close
Network News Editors
Langley School District
22259 - 48th Avenue,
Langley, BC
V3A 3Z7

While contests sometimes have a negative effect on student work, your young author may want to try his luck in one of these. Storybook Publishing Limited conducts a competition each year for young writers and publishes the work of the winners as The Prism Awards, or The Kids Network. The actual publication is "adapted" from the work of the young authors, which may or may not be appreciated by your student! "Ask the Experts" does not have enough information to endorse this or any other student writing competition, but you might like to write for more information at the following address.

Lucy La Grassa
Storybook Publishing Limited
55 Eglinton Avenue East,
Suite 805,
Toronto,
Ontario
M4P 1G8

Any readers who have suggestions for this teacher-librarian on the subject of extending readership for exceptional student writing should write to Bookmark. We would be delighted to pass on any tips to our readers.





by **DONNA DOERKSEN**, teacher-librarian, Emily Carr Elementary School, SD #39 (Vancouver).

UPDATE '89

All BCTLA members should have received a flyer advertising Update '89 at the Graduate Centre at UBC, October 20, 1989, 9:00 am - 3:30 pm. Cost: \$45 which includes a gala lunch. Topics are:

- 1) The White Paper & the School Act - what does this mean for teacher-librarians, K-12?
- 2) Provincial Teacher Education: Preparation of Student Teachers for the Information Age.
- 3) The Teacher-Librarian's Potential for Power in an Integrated Curriculum.

Registration for Update: Faculty of Education Distance Education Office, 2125 Main Mall, UBC, Vancouver, BC, V6T 1Z5.

SERENDIPITY '90

An IBBY Regional Conference hosted on the Pacific Rim by the Vancouver Children's Literature Roundtable and the Department of Language Education, UBC. May 17-19, 1990. Features many authors such as Margaret Mahy, Paula Fox, Marie-Louise Gay, Barbara Reid, Ted Harrison, Monica Hughes, Stephan Poulin and others. Registration: Dr. Ronald Jobe, Dept. of Language Education, Faculty of Education, UBC, Vancouver V6T 1Z5. Phone 228-5233 or 228-5229.

TOP AWARD

Amos's Sweater by Janet Lunn, and illustrated by Kim La Fave, received the most awards of any Canadian children's book in 1988.

KIDS CAN

The Canadian Booksellers' Association named Kids Can Press as publisher of the year. It is only the

second time a children's publisher has been so honored. In 1984 Annick Press was chosen. Kids Can Press began in the 1970's under a LIP grant headed by parents and community workers. Kids Can has published Camilla Gryski's three books of string games, Brenda and Edward by Maryann Kovalski, Taking Care of Crumley by Ted Staunton, Let's Celebrate by Caroline Parry, Pay Cheques and Picket Lines by Claire Mackay, Playing with Plasticine by Barbara Reid, and Amazing Apple Book by Paulette Bourgeois, as well as Margaret Buffie's Who is Frances Rain?

MANUSCRIPT SEARCH

Nelson Canada is also searching for manuscripts for readers 12-15 years old (grades 7-9) that are 21,000 - 25,000 words in length. Contact Marianne Palmer, Nelson Literature, 1120 Birchmount Rd., Scarborough, ON, M1K 5G4, or call Jean Lancée 416-752-9100.

SHORT LIST

1989 Bilson Award for historical fiction short-list:

Son of Hounds by Robert Sutherland
Rachel's Revolution by Dorothy Perkins
Mystery in the Frozen Lands by Marilyn Godfrey
Moses, Me and Murder by Ann Walsh

The winner will be announced in the fall issue of Children's Book News. The \$1000 award is administered by The Canadian Children's Book Centre.

PLAGIARISM

Imaginations, a Penguin Puffin poetry contest publication was withdrawn when five of the 110 poems chosen were found to have been plagiarized. A painful lesson learned about the laws of copyright and the need to respect others' intellectual and artistic property.

AUTHOR AFTERNOON

Of interest to secondary teacher-librarians or those with an interest in Margaret Drabble's work (The Radiant Way, A Natural Curiosity). Saturday, Sept. 30, 1989 at 2:30 at the Arts Club Theatre on

Granville Island, Vancouver, a reading and discussion by Margaret Drabble will be held. Cost: \$10.00. Tickets available Sept. 5th at Blackberry Books, Duthie's, Octopus Books, UBC Bookstore and Ticketmaster. Contact Diana King, 681-7574.

PRIMARY PUBLICATIONS

For a list of titles and prices of BC Primary Teachers' Association publications contact Shirley Thrapp, 303-5926 Tisdall St., Vancouver, BC, V5Z 3N2.

SAGE CONNECTIONS

BC Primary Teachers' Association's fall conference will be held Oct. 20 & 21, 1989 in Kamloops. Keynote speakers: Dr. David Booth and Adrian Peetoom. Contact Grace Sinnema, 35227 Marshall Road, Abbotsford, BC, V2S 5W4. Home: 859-5854 School: 853-7730.

CHALLENGE '89

BC Intermediate Teachers' Association fall conference will be held Oct. 19-21, 1989 at Langley Secondary School. Keynote Speaker: Stephen Lewis. Contact: George Gray, Langley Meadows Elementary School. 530-4101.

TAG

The Association for Gifted and Talented Children, sponsored by TAG BC will meet at Hyatt Regency Hotel, Vancouver, Oct. 19-21, 1989. Contact Linda Spruston, 4041 Canada Way, Burnaby, BC, V5G 1G6. 437-4511.

TEACHING, LEARNING...

And creating, the Council for Exceptional Children's fall conference will be at the Bayshore Inn, Vancouver, Nov. 2-4, 1989. Contact Judy Rourke, 542-8024.

COMPUTER USERS

Conference of Computer-Using Educators will be held at the Hyatt Regency Hotel, Vancouver, Nov. 11-12. Contact Linda Spruston, Schou Educ. Centre, 4041 Canada Way, Burnaby, BC, V5G 1G6 437-4511.

SCHOOL QUALITY

Enhancing School Quality - Theory Into Practice, an international educational conference on schools as centers of change, teachers as researchers, quality schools and school improvement.... will be held Nov. 16-19. Contact Diane Oldham, c/o School District #38 (Delta), 4629 - 51st St., Delta, BC, V4K 2V9 Phone: 946-4101.

WRITING KIDS

The Dogwood Patch Chronicles, a magazine of "Kids Writing for Kids", invites children's submissions. Contact: Paul Funk, Pineridge Elementary School, 1700 Sloan Ave., Prince Rupert, BC, V8J 2B6.

NUTRITION

Balanced Meals, a nutrition education program for grade 2 students and Foodstyles - K, a program for kindergarten classes, have been developed by BC Dairy Foundation. Call a nutrition educator at BC Dairy Foundation, 294-3775 or 1-800-242-6455.

WRITERS' FESTIVAL

October 25-29 Vancouver's second writers' festival will take place at Granville Island. Peter Ustinov will open the festival, reading from his new book, The Disinformers. Over forty authors from BC, other parts of Canada and other countries will participate.

NEW APPOINTMENT

Debbie Rogosin has been named the new Executive Director of the Canadian Children's Book Centre. She has worked at the Centre since 1987 and has been in charge of various projects prior to her new appointment.

NEW LIST

Lester & Orpen Dennys is developing a children's list. Kathy Lowinger is the head of the new children's publishing division. They are looking for manuscripts for fiction and non-fiction for junior and young adults, as well as picture books. The company will also publish children's books from other countries. Manuscripts to Kathy Lowinger, Lester & Orpen Dennys, 78 Sullivan St., Toronto, ON, M5T 1C1.

GLENN GOULD

Glenn Gould 1988, the National Library's most successful exhibition, is coming to Vancouver, Victoria and other centers around the country. The exhibit is drawn from Glenn Gould's papers held by the library. It explores Gould as musician, composer, writer, communicator, broadcaster and artist. Vancouver Museum – Sept. 15, 1989 to Jan. 14, 1990. BC Provincial Museum, Victoria – Feb. 1 to March 31, 1990.

CORMIER'S NOVELS

Here's a resource to look at if you're wondering if Cormier's novels are young adult material or how to approach them for booktalks: Presenting Robert Cormier, by Patricia J. Campbell, Twayne Publishers, 1985. ISBN 0-8057-8200-1. It does not include his latest novel, Fade. It does look at The Chocolate War, After the First Death and some early novels and short stories. Recommended for those who are fans or foes or those who are uncertain!

BOOK WEEK KIT

The 1989 Book Week Kit from The Canadian Children's Book Centre is now available. Cost: \$14.95. It includes a poster by Maryann Kovalski, the 1989 Our Choice catalog, 50 bookmarks, ideas on how to celebrate Canadian books, awards list and suggestions for author hosts. Contact: CCBC, 229 College St., 5th floor, Toronto, ON, N5T 1R4.

MIND'S EYE

Annual BC Art Teachers' Conference will be held in Burnaby Feb. 16-17, 1990. Keynote speakers, practising artists and over 40 practical, active and informative workshops. Contact John White, 5325 Kincaid St., Burnaby, BC, V5G 1W2. Phone: 604-299-0611.

ILLUSTRATION AS ART

Children's book illustrations are worthy of study. For many ideas for elementary and secondary teacher-librarians and art teachers see the newsletter of the BC Art Teachers' Association Pen & Ink, June 1989. Col. 4, No. 4 or contact Barbara Sunday, Sentinel Secondary School, SD # 45 (West Vancouver).

CALENDAR

Once Upon a Time Calendar 1990 is now available at bookstores and retail outlets. It offers a fabulous way to collect Canadian book illustrations. Cost: \$12.95. Can also be ordered from Canadian Children's Book Centre.

STUDENT ACHIEVEMENT

School Match's president and CEO, William Bainbridge was interviewed on National Public Radio. Bainbridge stated that library media services expenditures related most significantly to student achievement. P.S. 60% of American schools in the top quintile on scholarship exam performance were also in the top third of expenditures for library and media services.

JAPAN VIDEOS

Six videos on Japan that are well suited to the grade 6 Social Studies curriculum are available from Asia Society, c/o November Computer, Dept. ASO1, 469 Union Ave., Westbury, N. York 11590, USA. Ask for video VL 107. Cost: \$130 (U.S.) Titles: Our School, My Day, Living Arts, Making Things, My Family, and Tohoku Diary.

HOLOCAUST

For an annotated bibliography of materials on the holocaust suitable for young adults see School Libraries in Canada, Vol. 9, No. 3. pp. 13-21.

KNOWLEDGE

Eighty-five high schools in BC have installed satellite dishes to access the Knowledge Network programs designed for the secondary curriculum. Funds were provided for these small schools by BC Ministry of Education.

T-L AWARD

Duncan Anderson of Central Junior High School in Red Deer, Alta., was the winner of the Learning Tree Teacher-Librarian of the Year Award. This award is open to all practising teacher-librarians in Canada. It recognizes achievement in implementing a successful co-operative planning and teaching school library program. Consider nominating someone in your school district for this award next year!

EGOFF AWARD

The short list for the Sheila A. Egoff award for 1989 BC Book Prizes were: Catriona's Island by Florence McNeil, Sunny, by Mary-Ellen Lang Collura, and Mood Pocket. Mud Bucket, by Deborah Turney Zagwyn. The winner: Sunny.

READ TO ME

A follow-up video to Read to Me: Babies and Books is now available. Title: Read to Me, Too. Dr. Wendy Sutton, Language Education Dept. at UBC is featured in this video produced by the Greater Vancouver Library Federation. It discusses the importance of reading good literature to children K-3.

GRANTS

Queen Alexandra Elementary School in Vancouver has received a grant from the Lower Mainland Council of the International Reading Assoc. for a proposed library project. Sally Clinton, coordinator of the Language Education Resources Centre at UBC has also received a grant to enable her to improve assistance to schools and staffs involved in the selection of materials.

STATISTICS

Statistics Canada reported that 25% of Canadians are functionally illiterate.

CLA DATES

CLA Conference dates:
June 22-25, 1990, Edmonton
May 31-June 3, 1991, Montreal
June 11-14, 1991, Winnipeg
July 8-11, 1993, Toronto
June 16-19, 1994, Quebec City
June 15-18, 1995, Calgary.

REALIZING THE DREAM

Western Canada School Library Conference, Oct. 12-14 at Cedardale Centre in West Vancouver. Theme: Realizing the Dream - Emerging roles for the teacher-librarian and the advocacy required to attain them. Keynote speaker: Ken Haycock. Contact: Diana Poole at 46875 Eric Drive, Chilliwack, BC, V2P 3M5 or (telephone) 792-2197.

WRITE MEL!

Mel Rainey welcomes your letters or visits. New address: University of the South Pacific, Box 1168, Suva, Fiji. Phone: 313-900-363 Home: 391-755.

WELCOME

BCTLA welcomes Alwynn Pollard, teacher-librarian at Byng Secondary School in Vancouver as The Bookmark's new advertising manager.

RANK ORDER

As of spring 1989, the rank order of PSA membership is as follows:
Primary - 2,981; Intermediate - 1,007; Teacher-librarians - 966; Computer Users - 925.

1000TH MEMBER

A special prize will be given to the 1000th member of BCTLA. Who will it be? Encourage your colleagues to join, to benefit from the publications, services and conferences offered by the BCTLA.

YOUNG ADULT CANADIAN BOOK AWARD WINNER

The Young Adult Services Interest Group of the Canadian Library Association has announced the 1988 winner of the Young Adult Canadian Book Award: January, February, June or July by Helen Fogwell Porter (Breakwater Books, ISBN: 0-920911-27-7). The citation describes the book as "a realistic, well crafted novel, handling this controversial topic [abortion] with skill, competence and sensitivity." The novel, set in St. John's, is also "rich in its depiction of the character and culture of Newfoundland."

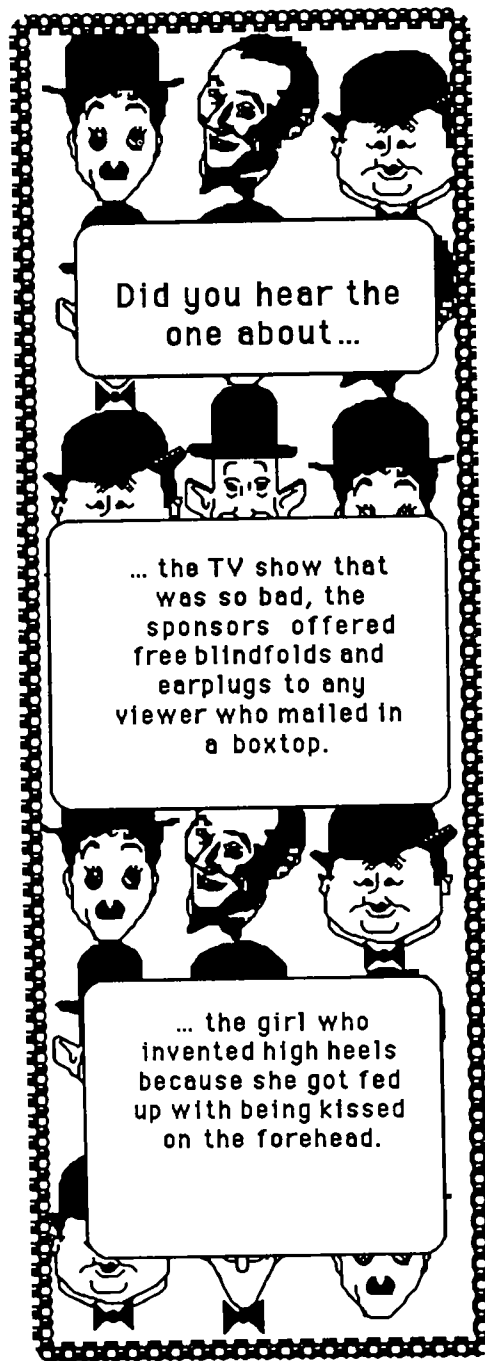
Runners-up for this year's award are Paradise Café and Other Stories by Martha Brooks (Thistledown), Cripples' Club by William Bell (Irwin) and Mystery in the Frozen Lands by Martyn Godfrey (Lorimer). Honorable mention goes to Nicole Luiken for Escape to Overworld (Tree Frog Press) and Unlocking the Doors (Scholastic).

POSTER FOR INTERNATIONAL CHILDREN'S BOOK DAY 1990

IBBY-CANADA, the international sponsor of this event, has commissioned a poster design by Ted Harrison entitled "Paths to Many Worlds." The full colour poster (18" x 32") complements a special message written by Monica Hughes for IBBY in 1990. Posters are \$10.00 apiece and are available from:

IBBY-CANADA
c/o MRS. L. DETERVILLE
EATONVILLE LIBRARY
430 BURNHAMTHORPE ROAD
ETOBICOKE, ONTARIO M9B 2B1

These posters have been on sale since the CLA Conference in June, so if you want one, order soon!





FREEDOM TO READ WEEK

FEBRUARY 16 - 24 1990

**Freedom of Expression Committee, Book & Periodical Development Council
34 Ross Street, Toronto, Ontario M5T 1Z9 (416) 595-9967**

The Freedom of Expression Committee of the Book and Periodical Development Council announces the sixth annual Freedom to Read Week.

The Satanic Verses affair reminded Canadians that the issue of intellectual freedom touches all of us. The late Ayatollah Khomeini's death sentence on Salman Rushdie had serious implications for Canada, certainly for a federal government which dithered over whether to allow the importation of Rushdie's novel. The controversy also compelled Canadians to reflect on the significance of our intellectual freedoms. The objective of Freedom to Read Week is to provide information about various aspects of the intellectual freedom issue. We wish to support educators and librarians whose professional decisions regarding book selection are frequently challenged. We wish to support booksellers who are threatened with federal or municipal legal action because of the materials they import or stock. We wish to provide up-to-date information on the federal government's on-going plans for anti-pornography legislation.

During Freedom to Read Week 1990, we urge teachers, librarians and booksellers to plan an event - a debate, discussion, public reading, display, press conference - which will help inform the public about the issue of intellectual freedom and how it affects them.

To assist you in participating in Freedom to Read Week, we have prepared the 1990 Freedom to Read Week Kit, available October 1, 1989. The kit includes a poster, an updated list of challenged books, and a selection of activities for students, teachers, librarians and booksellers - many of them new for 1990. These materials are relevant, not only during Freedom to Read Week, but throughout the year.

Kits may be ordered from the Book and Periodical Development Council for \$10 prepaid for single orders, 20 % less for orders of four kits or more. To receive your 1990 kit, please complete the form below and mail to: Freedom to Read Kit, Book and Periodical Development Council, 34 Ross Street, Suite 200, Toronto, Ontario M5T 1Z9.

1990 Freedom to Read Week Kit Order Form

CLA

Name: _____

Address: _____

City: _____ Province: _____ Postal Code _____

Please send me one Kit @ \$10 OR ____ (#) @ \$8 each = ____ (amount enclosed)

Please make cheque or money order payable to BPDC

All orders must be prepaid or, for four or more kits, accompanied by a Purchase Order

Update '89

Presented by
The University of British Columbia's Department of Language Education
in cooperation with
BCTLA and the University of Victoria

Topics

▲ The White Paper and the School Act -
What Does this mean for Teachers-Librarians, K-12?

▲ Provincial Teacher Education:
Preparation of Student Teachers for the Information Age

▲ The Teacher-Librarian's Potential for Power in an Integrated Curriculum

Gala Luncheon

Graduate Centre Dining Room

DATE: Friday, October 20, 1989
LOCATION: Graduate Centre, University of British Columbia
TIME: 9:00 am to 3:30 pm
COST: \$45.00 (includes lunch)
REGISTRATION DEADLINE: October 13, 1989

To Register for Update '89 please clip-off and return the attached registration. Don't forget to include a cheque or money order (made payable to UBC) for your registration fees.
Enrollment is limited so please register early!

Return to : Faculty of Education, Distance Education Office
2125 Main Mall, UBC, Vancouver, B.C., V6T 1Z5

Update '89

REGISTRATION FORM

NAME _____

ADDRESS _____

CITY _____

PROVINCE _____

POSTAL CODE _____

TELEPHONE _____

SCHOOL DISTRICT # _____

DAY

EVENING

SERENDIPITY '90

Theme "CULTURAL ROOTS / ROUTES"



An IBBY Regional Conference hosted on the Pacific Rim by
the Vancouver Children's Literature Roundtable &
The Department of Language Education,
University of British Columbia, Vancouver, Canada.

MAY 17, 18, 19 (1990)

FEATURING:

Margaret Mahy, New Zealand
Patricia Wrightson, Australia
Paula Fox, New York
Margaret McElderry, Editor, New York
Jane Yolen, Massachusetts
Marie-Louise Gay, Montreal, Quebec
Ed Young, New York
Shirley Hughes, England
Patricia Crampton, Translator, England
Barbara Reid, Toronto, Ontario
Dusan Roll, President of IBBY, Czechoslovakia
Ted Harrison, Whitehorse, Yukon
Monica Hughes, Edmonton, Alberta
Janet Lunn, Hillier, Ontario
Michele Lemieux, Montreal, Quebec
Stéphan Poulin, Montreal, Quebec
& others

Registration will be limited.
For further information contact:

Dr. Ronald Jobe / Dr. Wendy Sutton, Dept. of Language Education,
Faculty of Education, UBC, Vancouver, B.C., V6T 1Z5
(604-228-5233 228-5229)

READING CHECKLIST... ✓

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

The summer hiatus — if that is the term that can be used to describe what I did all summer — has left me scratching for significant readings to share. Once again, I ask you to send items to me that you think are worth reading. It really does help! Because I have been reading for other purposes this summer, the cluster of articles below is less wide-ranging than my usual collection.

CHANGE THEORY

Mark A. Clarke's article "Don't Blame the System: Constraints on "Whole Language" Reform" (Language Arts, April 1987) is an older publication which is well worth re-reading now that Ministry of Education policies and priorities so clearly point to a time period of increased change. Ostensibly on "whole language," this article examines the Denver Public Schools' experience in implementing a "whole language" program. The pendulum of enthusiasm to doubt is presented, but the analysis focuses on how various factors have impacted on the change process itself.

Clarke concludes that if we are to create a healthier climate for change in our schools, then we must:

1. Assume that all people in the system are acting in good faith, even if their viewpoints are different from our own.
2. Recognize the need for flexibility throughout the system so that all individuals will have a "safe space" within which to experiment.
3. Institute changes in the relationships between people in the system; for example, by:
 - "encouraging team teaching and group collaboration."
 - "instituting flexible schedules."

- "providing teachers with guidelines about the content of courses and giving them time and encouragement to develop their own materials, curriculum, etc."

This article will also be of interest to those teacher-librarians whose schools have embarked on a "whole language" approach to language development.

Teacher-librarians working in secondary schools frequently find the implementation of cooperative planning and teaching more difficult than do their elementary colleagues. Shirley M. Hord deals with this phenomenon in "Facilitating Change in Secondary Schools — Myths and Management" (NASSP Bulletin, April 1989).

Hord's study indicated that the critical components which impact on the implementation of change relate to developing supportive organizational arrangements, including:

1. policy making, rule making and major decision-making
2. restructuring roles or otherwise changing staffing
3. provision of materials, space, information and other resources.

Hord believes that initiation of change was relatively well supported in the schools studied, but that little facilitative support was provided for implementation.

In an interesting section spiced with illustrative examples, Hord dispels the myths about secondary schools through identification in each example of the real cause of the implementation failure. The myths included are:

- "High schools can't make significant change because they are constrained by bureaucratic district policies."
- "High school is a complex, complicated, loosely joined system that cannot be integrated into a comprehensive change effort."
- "Departmental change can't be implemented because department heads have no real leadership base or influence."

The arguments presented under each of the myths encapsulate both the myth and the remedy. In a subsequent section, Hord goes on to state the principles that will guide a change facilitator's actions. This is a provocative read for secondary teacher-librarians and for district level personnel who are eager to implement change in secondary library resource centre programs.

COOPERATIVE TEACHING

The collaborative model is now being explored by special education teachers as a means of making their work with classroom teachers more effective for their students. Bauwens, Hourcade and Friend discuss this new integrative approach in "Cooperative Teaching: A Model for General and Special Education Integration" (Remedial and Special Education, vol. 10, issue 2, March/April 1989). This article explores three implementation options that are used: complementary instruction, team teaching, and supportive learning activities. Potential barriers to implementation of cooperative teaching are seen as the perception that additional time will be required, the limited ability of professionals to develop cooperative working relationships, and teachers' perceptions that there will be an increased workload. The conclusions that are offered are based on a variety of research studies, some not generally cited in articles on teacher-librarianship. Those looking for new angles on research on cooperative planning and teaching will be interested by this article.

INFORMATION TECHNOLOGY

Those of you who, like me, can remember the telephone party line where "three longs and a short" meant it was your call and it was "OK" to answer, will be amazed by an article in the September/October 1989 issue of The Futurist. "Telepower: The Emerging Global Brain" deals with the fantastic optical and electronic developments now or soon to be available for human communication. Joseph Pelton argues that the intricate web of communication networks now in place is leading inevitably to a global consciousness, or "a global brain."

Pelton predicts that the impact of this growing global communications and information web will be both positive and negative. Job demands will shift, worker retraining will be necessary, and education will change to address the needs of a larger percentage

of the population. In addition, education will increasingly take advantage of the new technologies that appear. Pelton uses examples of how some countries, including China with its teacher shortage, are using tele-educational programming through INTELESAT. He says that the technological applications are becoming more and more sophisticated. Pelton comments, "one new teaching system by IXION, a Seattle-based high-tech company, incorporates a microcomputer, robotic sensors, and videodisc technologies to teach doctors how to perform orthoscopic surgery on joints."

The article ends on an Arthur C. Clarke-ish note with the possibility that, as the human race invents ever more complex types of artificial intelligence, we also challenge our own intelligence in new ways. From these new challenges may come the development of a new species of super-intelligence. Pelton does not predict whether that new being will be human, the product of cybernetics, a machine, or some now unknown form of intelligence emanating from another telepower source.

William Gibson fans should read this article and another in the same issue, "Conscious Technology; The Co-evolution of Mind and Machine."

INSTRUCTIONAL PRACTICE

I was attracted to "The Bibbidibobbidiboo Factor in Teaching" by the title, which reminded me of all the faith and magic features of the Disney world. Louise DeFelice (Phi Delta Kappan, April 1989) does indeed look at the magic in teaching. In an era when the technical side of instructional practice has been emphasized in professional development programs and teacher training, her viewpoint reminds us of the other side of instructional practice — the art of teaching. DeFelice is an experienced teacher who now supervises student teachers who have frequently mastered the techniques of teaching, but who do not always believe in themselves or their students as learners. She is convinced that belief in oneself and in others energizes the teacher, and transforms competent teaching into that magical moment in the classroom when one can *sense* learning occurring.

DeFelice stresses that to reach this stage, teachers must continue to engage in the learning process themselves. Only by experiencing what it is to be uncertain while learning a new skill or concept, can one really appreciate the students' position, and focus

energies on their needs. She comments, "As perpetual experts, teachers are shackled: as learners, they are set free. The teacher who is not afraid to make mistakes and who has a genuine respect for other people's ideas is filled with the energy from which magic is made. The teacher is alive, and others can't help but be affected by that vitality."

This article in an upbeat, positive read for the beginning of a new school year; but save it, for it will be great as a refresher in February!

PROFESSIONAL DEVELOPMENT

The need to control one's own destiny — to take responsibility for one's own learning and development — is a concept that teachers spend a considerable amount of time persuading students to accept. It is also a concept that teachers need to consider for their own growth as professionals. Heinz Fredrich, in "A Framework for Comprehensive Staff Development" (*The Canadian School Executive*, February 1988), looks at the commitment of teachers to their own professional development.

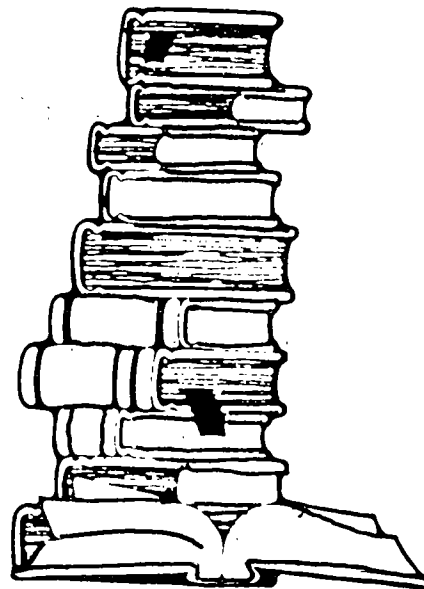
The article presupposes that the person reading it is a school administrator who is concerned about offering a vital staff development program which will lead to school improvement. It can be just as useful to the teacher-librarian who sees staff development as an avenue for implementing a library resource centre program based on cooperative program planning and teaching. For both the administrator and the teacher-librarian, this article offers key information on how to go about securing teacher commitment to the staff development program. It is not a manipulative approach, but rather a way of sharing ownership and recognizing teachers' personal needs.

Developed in Calgary, this process includes the development of an Individual Professional Development Plan for each teacher in the school. This plan is supported by release time and other resources designed to assist teachers to achieve their self-determined goals. Fredrich believes that following this "evolving" process was the source of increased communication among staff members, a fact that contributed to program improvement in the school.

Fredrich's article should be read in conjunction with Shirley Hord's book, *Taking Charge of Change* (ASCD, 1987), and an article by Susan Loucks and

Harold Pratt entitled "The Buck Stops Here: A Concerns-Based Approach to Curriculum Change" (*Educational Leadership*, December, 1979).

Readers may also find it illuminating to read the BCTLA's latest publication, *Implementing Change: A Cooperative Approach to Initiating, Implementing and Sustaining Library Resource Centre Programs* (Austrom, Kennard, Naslund & Shields, 1989). It too focuses on the individual teacher-librarian taking charge of their own professional growth, and assuming responsibility for program improvement. Its unique feature is that it looks at professional and staff development, and the wealth of supporting research, within the specific reality of the teacher-librarian's role in the school and as they relate to the school library program. The framework of the book is current change theory.



THE PORTRAIT

MARY-ELLEN LANG COLLURA

by MERCEDES SMITH, teacher-librarian, JT Brown Elementary School, SC #36 (Surrey).

Neither Winners nor Sunny would be considered humorous books by usual standards. There were no belly-laughs, guffaws, or even giggles, but after reading them, I was left with a "good, warm" feeling of satisfaction, much the same as one gets from sharing a funny incident with a friend. For that reason, I decided to feature Mary-Ellen Lang Collura in this issue.

Mary-Ellen Lang Collura is truly one of our own BC authors. She was born here, raised here and has lived most of her life here. She was born in Vancouver, attended Osler Elementary School, continued her schooling at Churchill Secondary and graduated from UBC with a BEd in 1972. She began her career teaching English and continues to do so.

Unlike many authors, Collura did not do any writing as a child. But she remembers reading a great deal – all the Black Stallion books and other horse and animal stories, with a book about a cougar called Yellow Eyes being particularly memorable. She started doing some writing at University, but did not take any creative writing course as such. It was about 1979 when she decided that she would like to try writing a book. Her first priority was "to write something that kids would want to read."

She was about half-way through writing the book which would ultimately become her first novel when she encountered her first editor, Janet Lunn. Working with Lunn was like a short course in creative writing, for she gave the manuscript an intense editing. The result was Winners, published by Western Producer Prairie Books in 1984. It was exceptionally well-received, winning the National Chapter IODE Book Award of the same year, and the Young Adult Canadian Book Award in 1985. It is the story of fifteen-year-old Jordy Threebears, who after numerous foster homes returns to live with a grandfather he hardly knows. Life on the reserve, and especially at his new school, is full of problems. It is

only when he receives the gift of a wild mare that his life begins to hold some promise.

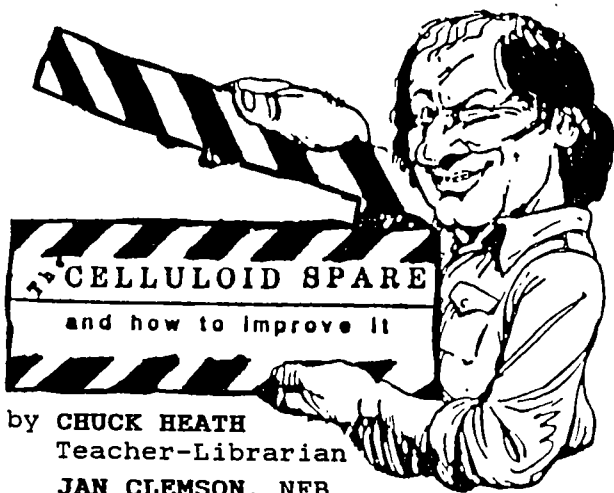
Collura knows kids and she knows horses. Her own horse, Sundancer, and a particular grade ten class provided the inspiration for the book. The awards were gratifying, but when a Native Indian boy told her he had cried when he read it, she knew it rang true and that she had fulfilled her first priority.

Her second book, Sunny, also deals with kids and horses. It is the story of Sophie, a high school student, and her younger brother, Mike, who has Down's syndrome. Together they save an injured racehorse, Sunny, from the dog food factory and help him to become a successful jumper.

Collura had already written the first draft when, as luck would have it, she introduced a special needs class to her own pony, Ragamuffin, who happened to be kept in the field next door to the school. The students became very good at brushing, grooming and riding. When Irwin Publishers were sceptical about the ability of a Down's syndrome child to care for and ride a horse, she sent them pictures of her students with Ragamuffin! Sunny has not been as widely read nor is it as well-known as her previous novel, due largely, I think, to the plague of distribution problems which we so often experience in Canadian publishing, particularly here in the West. It is worthy of wide readership. It won the 1989 Sheila Egoff Award this Spring, so hopefully circulation will improve.

Currently, Collura is adapting into a novel a play called Dreamers which she wrote for the Parksville High School production in 1987. As well, she has outlines for three more books which she hopes to work on, and she also writes a column for the local paper about animal rescue and rehabilitation called Wild and Free Wildlife. Having returned as a single parent to full-time teaching this year (English 12 in Campbell River), she says it will likely take much longer to get things completed. Fortunately, she says she writes in snatches, doing her best writing in the midst of children playing, and can't really imagine writing without interruptions. We wish you the best of writing conditions, Mary-Ellen, as we await your next book.





by **CHUCK HEATH**
 Teacher-Librarian
JAN CLEMON, NFB
 Pacific Centre



HUMOUR IN FILM

"Educational" films don't have to be serious, dry and humourless. Are there any educators who have refused to show *Bill Mason's Rise and Fall of the Great Lakes* because the geology lesson was funny? Is there an educator alive who would prevent *The Cat Came Back* from classroom exposure? Here are some of my favourites, guaranteed to light up the eyes of many a student.

RAILRODDER 1965 25 min.
 Buster Keaton's famous ride across Canada on a C.N.R. put-put.
 Source: NFB

MY FINANCIAL CAREER 1962 7 min.
 Stephen Leacock's memorable tale about a nervous depositor who faces some intimidating bankers.
 Source: NFB or Image Media

LAUGH LINES: A PROFILE OF KAJ PINDAL 1979 27 min.
 An inside look at a gentle man whose creations (*What On Earth!*, *I Know an Old Lady...* and *King Size*) have given thousands of school children (and their teachers) many a giggle and tickled many a funny bone. An inspiring film that examines the creation of humorous characters and the important elements needed for a successful cartoon.
 Source: NFB



THE CAT CAME BACK 1988 8 min.
 The latest winner from NFB's Winnipeg animation studio is based on the 100-year-old folksong of the same name. Cordell Barker tells the story of a persistent yellow cat who keeps coming back, no matter what diabolical schemes Mr. Johnson thinks up to get rid of him.

Source: NFB



MELVIN ARBUCKLE: FAMOUS CANADIAN 1980 5 min.
 Story-telling at its funniest. From the series **The Magic Lie**, W.O. Mitchell relates how prairie boy Melvin Arbuckle became a famous Canadian psychiatrist when he accidentally dynamited the family backhouse.....with his grandfather still in it!

Source: NFB and Image Media

GET A JOB 1985 11 min.
 If teenagers don't crack up at this one, nothing will move them. Cartoon character Bob Dog goes through all the right job-hunting criteria: getting motivated, writing a resume, phoning, preparing for an interview and....the actual interview. All in 11 minutes!

Source: NFB and Image Media

GETTING STARTED 1979 12 min.
THE BIG SNIT 1985 10 min.
 Animator Richard Condie's two hits about procrastination and nuclear war have audiences rolling in the aisles. His unique, zany, off-the-wall humour is universally appealing and applicable to all kinds of classroom subjects.

Source: NFB and Image Media



NEW

RELEASE

From the National Film Board of Canada

FOR SCIENCE – TECHNOLOGY – SOCIETY CURRICULA


PERSPECTIVES IN SCIENCE

\$100⁰⁰
B.C. SCHOOLS ONLY!

convenient
video learning kit
for your
classroom
"video shelf"
featuring

- 3 one-hour VHS videos
TOXIC WASTE, WATER, BIOTECHNOLOGY
- 1 introductory VHS video,
THE PROGRAM IN ACTION
- 5 copies of a comprehensive 60-page
TEACHER'S GUIDE

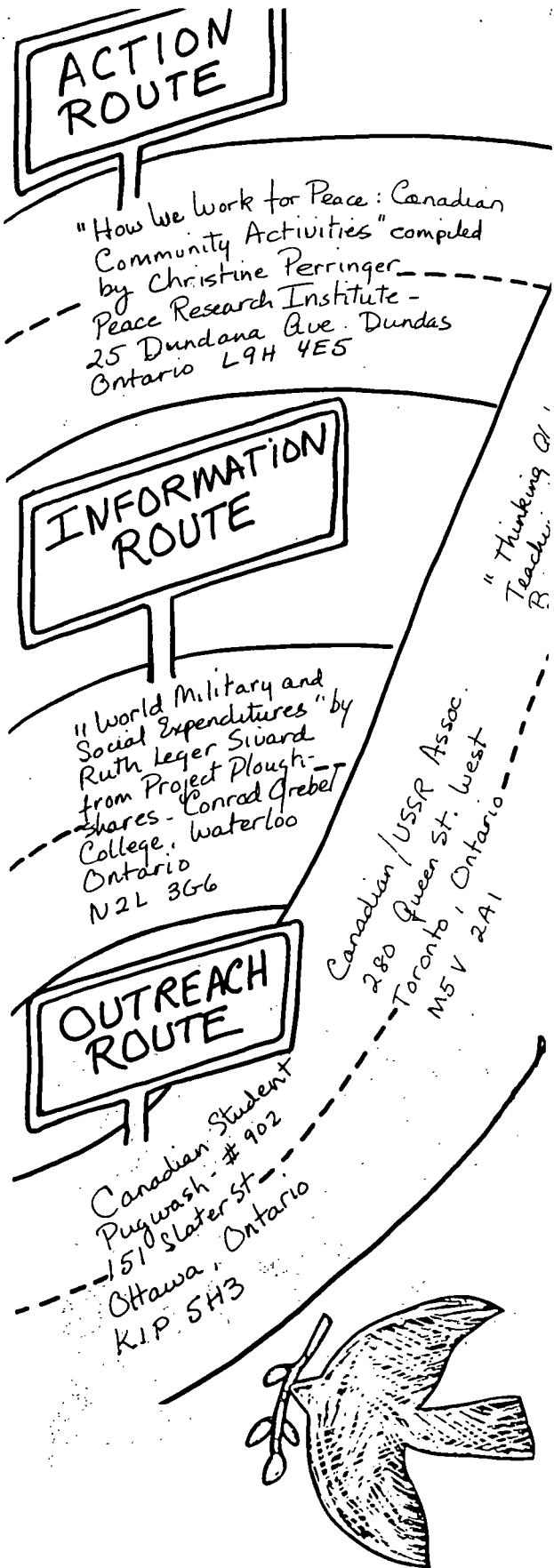
To order, write to:
IMAGE MEDIA
SERVICES LTD
RICHMOND B.C.

 National Film Board of Canada Office national du film du Canada

This new video package is designed for grades 7 to 10 science and social studies classes concerned with environmental studies. Three one-hour videos deal with Toxic Waste, Water and Biotechnology. A 20-minute video explains how this innovative programme works. The beauty of this kit is that it can be tailored to individual needs or local issues. Students are invited to participate in decision-making opportunities presented in the videos. Critical thinking skills will be sharpened and students will be actively involved in some of today's most pressing environmental problems. To get a kit, send your purchase order to Image Media Services Ltd., Unit 150, 12140 Horseshoe Way, Richmond, B.C. V7A 4V5. Tel.: 272-7797. Fax: 272-7798. Price: \$100.

WATCH FOR

ALIVE IN THE NUCLEAR AGE 1989
 A collection of 12 short programmes specially edited for classroom use. Each one is less than 15 minutes and deals with nuclear issues, nuclear fears, the arms race, and nuclear technology. Segments from Gwynne Dyer's **War** series, David Suzuki's **Nature of Things** and all of **The Big Snit** help to make up this wide-ranging anthology. Burnaby school teachers and those from other district classrooms tested the materials and contributed to an extensive teacher's guide. Hosts for the two 75-minute videos are Desiree McGraw and Maxime Faille, two of the students featured in NFB's **Mile Zero**. Susan Hargraves and Karen Danderfer, well known for developing peace education curricula, were principal educators involved in this production. Available from Image Media Services for \$40. For a copy of the teacher's guide and more info, write to the Education Representative, NFB, Suite 300, 1045 Howe Street, Vancouver, V6Z 2B1.



ABSOLUTE MUSTS

Two McLaren classics to lighten up your teaching.

OPENING SPEECH: MCLAREN 1961
7 min.

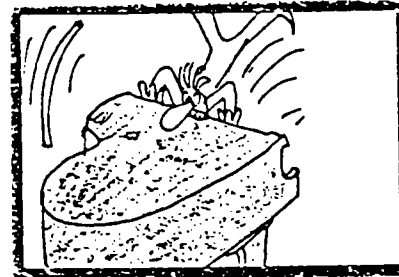
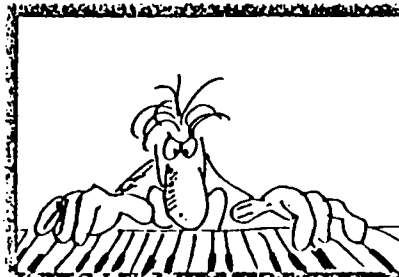
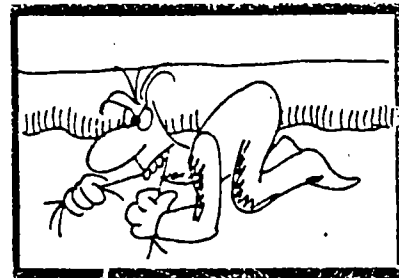
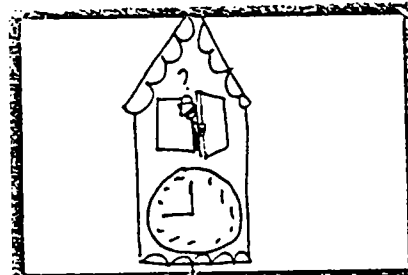
Norman McLaren is caught up in his own film tricks as he attempts to welcome guests to the opening of a film festival.
Source: NFB

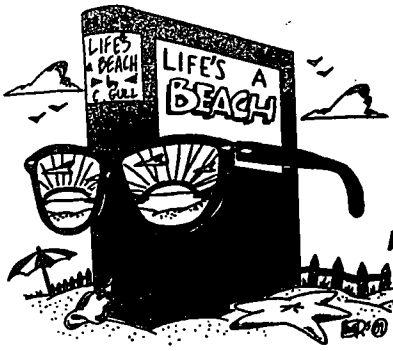
CHAIRY TALE 1957 10 min.
Norman McLaren, Claude Jutra and Evelyn Lambart combine their extraordinary talents to present this tale of a particular chair that refuses to be sat upon until due respect for it is shown. Music by Ravi Shankar and Chatur Lal.
Source: NFB



WHAT TO DO

Open your next staff meeting with the NFB film **Getting Started**. If nobody laughs, leave quickly!





EASTERN SHORES

School Library Summer Institute

Many plans, discussions and negotiations have gone on in recent months regarding the wished-for summer institute for school library people in the Atlantic region. We are now pleased to announce that **EASTERN SHORES: School Library Summer Institute** is firmly planned for August 19 - 23, 1990. It will be held at the Oak Island Inn at Western Shore just 45 miles from Halifax along the picturesque South Shore of Nova Scotia.

This institute will be an intensive, retreat-type experience aimed at increasing the professional expertise and morale of experienced, practising school librarians. We expect to attract school library people from Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland but we are not discouraging interested persons from farther away. We are inviting expert speakers, authors and accomplished practitioners in the fields of education and librarianship to present workshops, lectures, and so on. **EASTERN SHORES** will borrow successful elements from the successful Pearson and Sunshine programs of western Canada. We hope to present an attractive mixture of librarianship, education, recreational activities and evening discussion sessions.

Interest has been expressed by school librarians from all four of the Atlantic Provinces. Planning and financial support seems likely from provincial associations of school librarians.

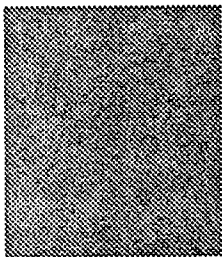
We are estimating that tuition, room and board will be in the range of \$550 - \$600 based on double occupancy. Program particulars will be available in September 1989. Registration will be open in October 1989 and will be limited to 75 on a first-come/first-served basis.

Anyone interested in being on the mailing list for **EASTERN SHORES** should write or call:

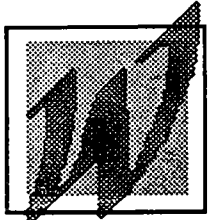
Marie Bowers
Registrar, Eastern Shores
RR#2 Bridgewater
Nova Scotia
B4V 2W1

(902) 543-5755

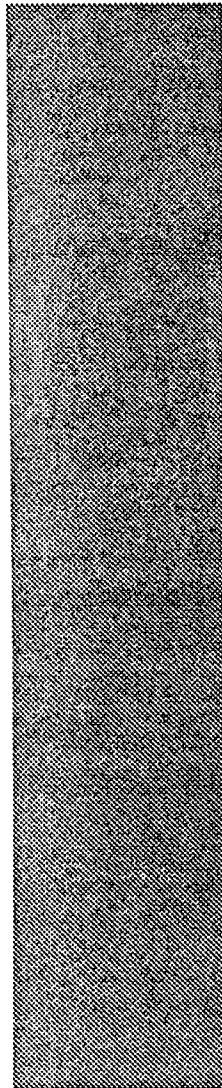
Oak Island Inn, Western Shore, Nova Scotia August 19 - 23, 1990



VANCOUVER



WRITERS
FESTIVAL



THE 1989 VANCOUVER WRITERS FESTIVAL, a five day celebration of the literary arts, will offer audiences many opportunities to meet more than forty authors, poets and journalists from around the world on GRANVILLE ISLAND, OCTOBER 25-29.

An impressive list of Canadian writers will be joined by authors from France, Great Britain, India, Israel, New Zealand, the U.S.A. and U.S.S.R. Well-known and award-winning writers will share the stage with budding authors from 17 to 70. Canada's Pierre Berton, Neil Bissoondath, David McFadden, Victor Malarek and Sharon Riis will participate alongside B.C.'s own Marilyn Bowering, Evelyn Lau and Paul Yee. Amitav Ghosh, Witi Ihimaera, Jaan Kaplinski, Shimon Levy and Bharati Mukharjee are some of the international names who will be part of the Festival.

The program is diverse - panel discussions, open dialogue, storytelling, workshops, poetry readings, a cabaret and a continuation of our successful concept of literary performances. There will also be more opportunities for the popular exchanges between authors and audiences.

Topics will range from science fiction and mystery novels to non-fiction, journalism and business writing. There will be several exchanges between authors from other cultures and a special program for children, young adults and families. Also watch for Pierre Berton contributing to the festival in a unique way.

After an extremely successful debut in 1988, and with the expanded program and more audience/author interaction, the second edition of the Vancouver Writers Festival promises to offer another worthwhile and exciting adventure.

Programs will be available in September and October at libraries and bookstores. Tickets and additional information, can be obtained by calling 681-4793 (after September 5th) or by writing 1405 Anderson Street, Vancouver, B.C. V6H 3M8.

LIST OF AUTHORS, CONFIRMED AS OF JULY 4

(* Denotes authors from other cultures)

CANADA

Pierre Berton
Neil Bissoondath *
Ellen Bryan Obed
Susan Crean
Sheila Fischman
Monica Hughes
Dany Laferriere *
Victor Malarek
Eric McCormack
David McFadden
Sharon Riis
Gary Ross
Paul Yee *

BRITISH COLUMBIA

Marilyn Bowering
Neil Boyd
Sarah Ellis
E.X. Giroux
Leslie Hall Pinder
Robert Harlow
Donna Lee Hawley
Ernst Havemann
Paulette Jiles
Evelyn Lau *
Philip Marchand
Bill Richardson
Andreas Schroeder

INTERNATIONAL*

Martin Amis
Rikki Ducornet
Amitav Ghosh
Sam Hamill
Witi Ihimaera
Jaan Kaplinski
Shimon Levy
Bharati Mukharjee
Sue Grafton
Elizabeth George



BCTLA REVIEWS

E Sawyer, Don.
Donna meets Coyote. -- Secwepemc, 1988. 95 p. : ill. -- ISBN 0-921235-16-X.

Shuswap Indians - Fiction // Indians of North America - British Columbia - Fiction.

Secwepemc Cultural Education Society
345 Yellowhead Highway
Kamloops, B.C.
V2H 1H1

This is an episodic, six chapter story of some events in the life of an eight year old Shuswap Indian girl living on the Kamloops Indian Reserve. Details about Shuswap culture are provided as Donna goes about her daily rounds -- visiting her grandmother, gathering soopalalie berries, listening to stories, and going to school. Through the device of a meeting with the magical coyote, she is granted two "traveling" wishes. She chooses to be transported to a funeral at Canim Lake and a powwow in Spallumcheen. Both are described in detail. Upon returning from her second trip, she is met by Grandmother who confides that she, too, met the magical coyote when she was just about Donna's age.

Buildings, clothing and the activities of Shuswap life are depicted in 44 black and white drawings. The themes of respect for yourself and others, pride in being an Indian and the value of the Indian culture and heritage are reiterated throughout. Though it reads smoothly, its use would be primarily for teaching about modern daily life and Indian cultural values rather than for its inherent value as a story. The subscript on the title page "Stselzmemkt -- A Shuswap Social Studies Program for Elementary Schools" indicates that this is its intended use. The project was funded by the B.C. Ministry of Education, 5 interior B.C. School Districts, the Kamloops Indian Band and the Department of the Secretary of State. Like the Queen Charlotte Island Readers it provides pertinent, up-to-date material in an area of need. It is, however, a much larger volume than the books in that series and gives a greater quantity of useful information.

The reading level varies between Grades 4-5 on the Fry Readability Scale, with spikes up to the Grade 7 level in passages containing many Indian words. This book would be useful for the Grade 4 Social Studies program.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School, School District #69 (Qualicum).

E Thompson, Richard.
Gurgle, bubble, splash. -- Annick, 1989. -- 1 v. (unp.) : ill. -- ISBN 1-55037-029-4.

Ocean - Fiction.

Gurgle, Bubble, Splash is a picture book which tells the story of Jesse's first encounter with the ocean. She compares it to her dog because it is big, it smells funny, and it keeps trying to jump on her. After an initial animosity towards the ocean, she soon realizes its advantages, and appreciated its treasures. But the day comes for Jesse to return to her home, "far from the ocean".

One day a big box arrives. Yes, it is the ocean, and it spills out of the box and down the stairs, where it floods the basement, and spills into the garden. It gurgles down the street, floods the park and the whole town. The ocean brings Jesse presents of seashells and starfish, but Jesse is upset at it, and tells it to return to the beach - or the box. The water subsides and Jesse and her parents collect the fish, seashells and pieces of driftwood and pack them in the box. Jesse closes the lid and promises to see the ocean again in the summer. The ocean returns to the beach and starts planning a party. End of story.

The story is really in two parts, and I found the sudden transition from reality to fantasy rather startling. Also, the ending is rather sudden and therefore unsatisfactory to me.

The story would be suitable for a seven or eight year old child although the illustrations, which are old-fashioned and whimsical, appear to be of a girl of about four. This is not an outstanding children's book, although it may be enjoyed by children who make occasional visits to the ocean. The author lives in Prince George, and this book is one of a series of Jesse adventures.

Ray Covell, George Elliot Secondary School, School District #23 (Central Okanagan).

F Charles, Norma.
No place for a horse. -- Overlea, 1988. -- 141 p. -- ISBN 0-7172-2295-0.
ISBN 0-7172-2296-9(pbk.).
-- \$15.95; \$3.95(pbk.).

Alberta - Fiction.

This is an engaging story about the problems encountered by two sisters when they have to care for a pet pony. The setting is the prairies in the middle of a snowstorm, when it is necessary to house the pony in warm surroundings. The problem is compounded by perceived dangers from another local family, and by the fact that the sisters are members of a one-parent family who's mother is struggling for financial security.

Several children and myself enjoyed the story. The setting was well drawn and the characters were alive. The plot was straight forward and came to a satisfying conclusion. The book possesses many ingredients which children find appealing, and should be a popular item on the shelves of an elementary school library.

Recommended interest level: Grades 3 - 5.

John D. Crawford, Marigold School, School District # 61 (Greater Victoria).

F Crook, Marion.
Payment in death, -- Overlea, 1987. -- 172 p. ISBN 0-7172-1610-1(pbk.).

Mystery and detective stories.

Susan George and her family have their hands full - a new store, two dead bodies and a little heroin thrown in for good measure! Marion Crook has used Chilliwack, B.C. as the setting for a light-hearted murder mystery, and given us Susan, her three brothers, and a Mountie friend to track down the guilty parties.

Although the story lacks depth, the elements of humor, romance, friendship and daring-do all come together to provide an interesting *easy* read, with an exciting climax and a happy ending. All this without a swear word or censurable scene anywhere - great! The prose is a bit stilted in places. Real people do not usually explain things in such detail, and there are little stories within the story that have nothing to do with the main plot, but there is enough color to keep readers interested to the end.

The author has written a series of Susan George mysteries for children at about the Grade 5 to 7 reading level. Payment in Death is in paperback format, well bound, with large print and no illustrations. The glossy cover has an excellent illustration guaranteed to attract the reader.

Payment in Death is recommended for school and libraries looking for easy reads for slow or unmotivated readers.

Dorothy Dodge, Lytton, B.C.

F Jacob, Suzanne.
Life, after all ; translated by Susanna Finnell. -- Press Gang, 1989. -- 134 p.
ISBN 0-88974-017-8(pbk.). -- \$9.50(pbk.).

Short stories, Canadian - Quebec (Province).

The Press Gang Publishers is a feminist collective committed to publishing works by contemporary Canadian women. This book is an English translation of short stories by a contemporary Quebecoise woman with seven books, numerous scripts for radio and television and a Governor General's Award to her credit.

The book consists of 19 short pieces, the shortest only 1 page, the longest 14 pages long. The works deal with "the nature of language, the organization and representation of things in language and woman's place in this language". The translation is unobtrusive, the writing poetic - very calculated, very precise, very much tied to a moment in time. The pieces read easily, but take time to release their impressions, their meanings. The announcement which accompanied the preview copy called the book "engaging". The engaging quality of the writing requires contemplation and thought by the reader. It is not an easy book to understand without an effort. It is not a book of formula short stories - in fact, I am not even sure that they should be called stories.

An appealing work appropriate for advanced creative writing classes, but too mature for most secondary school collections.

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

F McNeil, Florence.
Catriona's island. -- Greenwood, 1988. -- 127 p. -- ISBN 0-88899-076-6. -- \$7.95(pbk.).

British Columbia - Fiction.

Set in the early 1930's, Catriona's Island tells the coming-of-age story of a young immigrant girl who has recently graduated from high school in Vancouver. She is relieved to return to her grandparents' home on an isolated island off the West Coast, but her relief is only temporary, as she has to decide whether she can find the courage to follow her dream to become an artist, or whether she should bow to her grandparents' wish to study to become a teacher.

The story traces Catriona as she matures through her relationship with a married artist doctor, and the danger they come to face at sea. The characters of the grandparents and Catriona are well drawn, and their relationship is sympathetically portrayed. The life of a lighthouse keeper and the island setting are clearly drawn.

Junior high students as well as older students should enjoy reading about Catriona and should be able to identify with her feelings.

Catriona's Island has been chosen as one of the books available through the Ministry of Education's Book Purchase Plan. The doctor's alcohol problem is mentioned as a concern, but I cannot see that any reader, whatever his or her age, would find the handling of the problem offensive in any way.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Greater Victoria).

F Waterton, Betty.
Quincy Rumpel, P.I. -- Greenwood, 1988. -- 116 P. -- ISBN 0-88899-081-2. -- \$5.95(pbk.).

Mystery and detective stories.

Quincy Rumpel, P.I., is an enjoyable, fast-paced mystery adventure for Grades 3 to 5. It relates the further adventures of Betty Waterton's heroine, Quincy Rumpel, her nine year old sister Leah, and pesky younger brother, Morris. The Rumpel siblings are joined by three other junior detectives who attempt to discover the whereabouts of Captain Beanblossom's treasure, as well as to solve the mystery of the strange apparitions which Morris sees in the Beanblossom house at night

Waterton accomplishes her task of building suspense in the youthful investigation. Quincy and her gang always race headlong into adventure as they uncover more exciting clues and become deliciously scared in the process. One of my Grade 5 reviewers reports that she "got a little bit of an eerie feeling" as she read the "ghost parts" late at night. Chapters are short and leave you wanting to find out what happens next.

I found myself quite caught up in the sometimes scary and humorous, but always exciting investigations of Quincy Rumpel and Company, from the time she first learns about the mysterious disappearance of Captain Beanblossom at sea to the final surprising discoveries at the spooky Beanblossom place.

Recommended for elementary school libraries

Hilda Mitchell, Teacher-librarian, Springvalley Elementary School, School District #23 (Central Okanagan).

F Yates, J. Michael.
Torpor : collected fiction, 1960-1987, volume 2. -- Cacanadadada, 1989. -- 146 p. --
ISBN 0-921870 00 0(pbk.).

Cacanadadada Press Ltd.
359 Laval Street
Coquitlam, B.C.
V3K 4W7

Contrary to the comment of George Jonas on the back cover, I found it extremely difficult *not* to put this book down, even permanently without finishing it. If there were an illogically absurd extension of the absurd genre, this book would achieve that status.

The title is not only representative of the content, but also both descriptive and suggestively appropriate. Reading the selections gave me the illusion of going around and around an endless spiral in a closed circle - coming from nowhere, going nowhere and having not been anywhere.

The message, if there is one, is obscure and incomprehensible - lest "insanity" maybe suggested as the better choice for living, or as the author himself prefaces "For suicides, both swift and slow". Death, if anything, may well be the ultimate obsession expressed in the book.

While language and style are moderately good, the author seems obsessed with words more than with a message. He seems to be in love with special vocabulary. The style seems to represent a compromise between editorial and short story writing. Structure and plot are not a strong supportive elements.

While the book may satisfy the needs of specialized adult interests, I do not recommend this volume for school libraries.

J. Bokor, School District #33(Chilliwack).

355 Aldridge, Robert C.
Nuclear empire. -- New Star, 1989. -- 160 p. ill., maps. -- ISBN 0-919573-88-6.
ISBN 0-91953-87-8(pbk.). -- \$24.95; \$11.95(pbk.).

United States - Military policy // Nuclear weapons // Deterrence (Strategy).

Nuclear Empire is written with two purposes - one is to inform the reader about the United States' nuclear weapons history, holdings and policy; the second is to stimulate public opinion to get those weapons removed and the policy changed (p.2). Nuclear Empire makes clear that "much of the apparent progress in recently announced weapons reductions is limited to dismantling old and obsolete weapons systems. The real arms race continues unabated, as new technological and geopolitical developments shift the action to new weapons systems and new parts of the globe. More and more, the action is shifting away from Western Europe and into the Pacific and Indian Oceans; away from land-based missile systems and to submarine-based first strike systems and the Strategic Defense Initiative Star Wars." (advertising flyer).

Robert C. Aldridge, who lives in Santa Clara, California, is an engineer and former designer of ballistic missiles for the Lockheed Corporation. He is the author of two other books on nuclear weapons,

First Strike! (Chapters 6 - 10 of Nuclear Empire are basically an update of this title) and The Counterforce Syndrome.

Aldridge fears that the U.S. is moving close to "first strike" capability - the ability to launch a nuclear attack against the Soviet Union before the latter can defend itself and with that, closer to nuclear destruction.

Nuclear Empire has a reading level of College + The information would be of interest to students in Socials Studies 11, History 12, and Geography 12 but only the more advanced readers would be able to use this book. As an anti-nuclear book, it presents only one side of the argument. Readers looking for information on why the U.S. needs nuclear weapons to defend itself will have to look elsewhere.

The book contains much valuable information. However because of its high reading level and its one sided approach, it can be given only a limited recommendation.

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

372.6 Walker, Lois.
The rat princess [kit]. -- Classroom Reader, 1989. -- 1 portfolio. -- \$14.95.

Drama in education.

Classroom Reader Script Service
Take Part Productions Ltd.
3929 Hillcrest Avenue
North Vancouver, B.C.
V7R 4B7

This light cardboard folder contains one student reader script (with duplication rights), one teacher script, a sheet of suggestions for uses of the script, and a sheet of helpful hints.

These scripts are traditional folk tales, fairytales, and legends that have been rewritten for classroom reading. All are set in Canada, and are written for a variety of reading levels. The teacher script has directions for easy staging if desired and two pages are devoted to other uses related to the particular script. In the script The Rat Princess the story flows through the change and movement of the characters making it easy for the students to follow. The directions are easily followed and the language development activities suggested at the back are useful and practical. The student script is seven pages of easy-to-read type that will and can be duplicated as many times as necessary within the school.

The sheet of helpful hints outlines nine ways to get the most from your readers. These are appropriate reminders easily accessed by the teacher. The other sheet suggest three ways to use the scripts in the classroom; instant reading, cooperative reading, and performance. The directions are clear, practical and concise. This whole package reflects an understanding of the needs of a classroom teacher.

This kit would be an useful addition to the language program. With the increased emphasis on oral skills, literature development, and listening skills these scripts meet a need. On the basis of my study of The Rat Princess I recommend the purchase of the other script packages:

Sweet Porriage
Whale of a Tale
Bony Marony
The Creaky Door
The Hen and the Neighbour's Rooster
Misery's Tree
The Tricksy Mountain Elves
The King of the Cats
Big Brother and the Elfin Woman

Each package is \$14.95 or all ten scripts are available for \$125.00.

T.E.Salle, Williams Lake, B.C.

394 Tse, Linda.
Families in East Vancouver, our multicultural neighbourhood/ Linda Tse, Helene Olgue,
Colleen Klassen. -- Mount Pleasant Family Centre, 1988. -- 71 p. : ill., music.

Manners and customs // Festivals // Multicultural education.

Mount Pleasant Family Centre
2910 St. George Street
Vancouver, B.C.
V5T 4L9

This small paperbound book contains a wealth of information about the festivals and customs of many of the countries represented by families living in East Vancouver. Funded by the Canadian government's Employment and Immigration Department, it is a collection of the ethnic customs of many of the families who participate in the programs at the Mount Pleasant Family Centre in Vancouver, B.C.

The first two sections deal with Birth & Birthday Customs and Wedding Celebrations. The next four chapters describe the unique festivals and customs of countries in Asia, Europe, the Middle East, Africa and Latin America. The Saging Ceremony and the Sweatlodge are included as Plains Indian ceremonies that have been adapted for the West Coast. The final three sections consist of Recipes, Children's Songs & Rhymes, and Games & Dances. The countries represented are: Argentina, Belize, Cambodia, Chile, China, Cuba, Egypt, El Salvador, England, Eritrea, Fiji, Finland, France, Greece, Guatemala, Hungary, India, Iran, Ireland, Israel, Italy, Japan, Korea, Peru, Philippines, Poland, Portugal, Romania, Sri Lanka, Spain, Switzerland, Taiwan, Thailand, Venezuela, and Vietnam.

Older primary students engaged in research should be able to use the short articles as they are generally easy to read. This book should be available in every elementary and junior high school library. It would be useful for multicultural studies as well as independent projects into the students' countries of origin.

Highly recommended.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School, School District #69 (Qualicum).

394.2 Gee, Judith Karen.
A book of Chinese festivals. -- Steam RR/Chingee, 1989. -- 1 v. (unp.) : ill. --
ISBN 0-9692499-4-2(pbk.). \$11.95(pbk.).

Festivals - China // China - Social life and customs.

Chingee Publications
Box 99
Osoyoos, B.C.
V0H 1V0

Half of the book's 28 pages contain 2 to 5 paragraph explanations and descriptions of specific Chinese festivals, and each page of text is accompanied by bright paintings by Chinese artist Chen Zhi Huang.

Not only is the simply written text filled with facts, but it quietly seems to point up the family feelings and often the foods associated with the particular festival. The comfortable feeling of communality between non-Chinese readers and the subject matter should promote inter-racial understanding.

One missing letter [bean past (e)] does not detract much from the easy-to-read print. Pronunciations in the Glossary at the end of the book could have been more clear, and while the English Vocabulary (with the Glossary) most often is handled well, "prosperous" (adjective) means more than "doing well".

The simple fold and staple binding in the attractive cover should survive wear and tear.

Had the book dealt with the culture of one of the countries included in the Grade 6 Social Studies textbook Exploring Our World - Other People Other Lands [Douglas & McIntyre (Educational) Ltd.] it would have been a must in British Columbia, but a \$11.95 it would be a good purchase for a Canadian elementary school library.

Marv Worden, Cilaire Elementary School, School District # 68(Nanaimo).

819.1008 An Anthology of steam railroad poetry, volume 2 / Michael Gee, editor. --
Steam RR, 1987. -- 42 p. : ill. -- ISBN 0-9692499-2-6.

Railroads - Canada - Poetry // Canadian poetry - Collected works.

Steam RR Publications
Box 99
Osoyoos, B.C.
V0H 1V0

This second anthology of steam railroad poetry is an extension of the first edition. The bond between flesh and steel can be felt by the reader by the poetry that shows the relationship these people had with their machines and their fellow workers.

Presentation of works ranges from traditional verse to a lyrical story. Topic moods range from nostalgia "Recollections of a Country Railway Station" to humor "Beef Again" to sadness "Pensioned".

The table of contents presents thematic divisions ranging from railways to engineers and other personnel to impressions. The many black and white photographs help convey the feeling of those times. There is a helpful glossary at the end of the book.

This book would be helpful in any English class and as additional enrichment material in Social Studies 10.

Maurice L. Reveyard, Teacher-librarian, KLO Secondary School, School District # 23 (Central Okanagan).

819.1008 Light like a summons -- five poets : Mary Choo, Margaret Fridel, Eileen Kernaghan, Sue Nevill, Laurel Wade / edition and afterword by J. Michael Yates. -- Cacanadadada, 1989. -- 77 p. -- ISBN 0-921870-06 X.

Canadian poetry - Collected works.

Cacanadadada Press Ltd.
359 Laval Street
Coquitlam, B.C.
V3K 4W7

The editor explains in a note on the cover that this is not, strictly speaking, an anthology, but rather a collection of poems, poems whose mythic spectrum is broad. According to Yates, the poems are superb and challenging.

All five poets live in the Greater Vancouver Region - Richmond, Coquitlam, Vancouver, and two in Burnaby. They have a variety of other careers and interests -- teaching English, running a bookstore, editor, photographer, mountaineer, and of course, writing. They have collectively many published works to their credit.

Fridel, the photographer, is represented by eight short poems -- snapshots really. There is a tiger, an old farm, "a wound carved by water", and a storm coming "on insect legs of ozone light". Visual imagery abounds.

There are 15 poems by Wade, the teacher. I found her symbolism to be complex, with rich layers of meaning. Often her poems have a sense of specific place. Seeing a boy and a dog in a park brings memories to the poet of a similar scene in Peru, and she wonders if one of the two scenes is a dream.

Choo is described as a "fantasy and science fiction poet and writer". I was sure that was a mistake until I read her three pelican poems, all very dreamy and fantastic. In "Rosetta 2051" the poet supposes future explorers on Mars who have found a tapestry which "unravels worlds" for them when it is analyzed by a computer; the analysis appears to be a "cosmic fugue" on the screen. Choo's poems are full of the symbols of sleep and death and are involved and involving.

There are 10 poems by Nevill, who is a free-lance editor and writer. Apparently she has traveled; 2 of the poems are attempts to describe the experiences of Jewish people in Israel. However, in "Return Flight" she berates Canadians for being "so clean, pressed, quiet, balanced and white flat." In "Increase Your Word Power", Nevill has great fun with graffiti. However, her "In Loco Parentis" is a sad explanation of what must be a common adult plaint - "I am not grown up enough to be / the mother-father looker-after wiper-up."

Kernaghan, the bookstore owner, has 18 poems in this collection, the first and last in the book and 1 "poem" consisting of and titled "Five Haiku". I found several of the poems to be sad, with symbols of winter, death, and good-byes. However, "True Story" struck a note of humor - the old men sitting in the back of the store and staring at a TV screen 10 years before there was a TV signal in the Okanagan Valley. Is Kernaghan's "Green Man" evocative of Susan Cooper's Greenwitch? "By the Pond at Liu Pei T'ing" and "The Idea of Order in a Chinese Landscape" are memories of China. Perhaps his poems need the most study and background; they are not immediately or easily understood.

Almost all the poems are less than a page in length; most are worthy of study; most are not terribly difficult. I think that secondary school students should find this volume in their school libraries and better yet, on their English teachers' desks.

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

- 921 Cole, Sidney K.
Spud's dream : the story of how a Canadian mountain-man helped create a world class city. --
Rand & Sarah, 1987. -- 245 p. : ill. -- ISBN 0-921975-00-7.

Huestis, Herman Hagerman // Businessmen - British Columbia // Mines and mineral resources - British Columbia // Vancouver - Commerce.

Rand & Sarah Publishing Ltd.
P.O. Box 94368
Richmond, B.C.
V6Y 2A8

Spud's "dream" is simply the Mother Lode which all prospectors dream of finding. Spud or H.H. Huestis did strike it rich along with his buddies. Cole credits Huestis with making Vancouver a world class city. Spud did his field work in the wilds of the B.C. interior, but he also became a tenacious survivor on stock market row. He and his fellows found a way to turn low-grade copper ore into rich profits. His successes encouraged Japanese and American investors to seek out British Columbia as the place to cultivate their yen and dollars. Not only does Cole's account lay out mining history in this province, but it also tells, in friendly narrative style, the intimate view about how business is done by the backroom boys. The chapter on promotional scams and schemes reveals that mining has its sordid tales, too.

Students who either must or want to learn about the mining industry, will find Spud's Dream far from dull research reading. The full index, reading list and illustrations are an added bonus. In future, watch for Cole's next industry biography about the New Westminster Herb Family, and how their Westminster Paper Company of 1924 becomes Scott Paper in 1954.

Murrie Redman, teacher, West Sechelt School, School District # 46 (Sunshine Coast).

- 971.1 Southern, Karen.
Pulp, paper and people : 75 years of Powell River / Karen Southern, Peggy Bird. -- Powell
River Heritage Research Association, 1988. -- 256 p. : ill. -- ISBN 0-882925-895-3.

Powell River (B.C.) - History // British Columbia - History, Local.

Powell River Heritage Research Association
7155 Hazelton Street
Powell River, B.C.
V8A 1P9

Local history books are a delight to read, and a virtual treasury of information. The trick is putting the collected data into a useful, accessible format. The authors have succeeded in compiling a book readers will enjoy. The goal was simple,-- to have the community tell the story in their own words, notably those citizens who remember the town prior to 1917.

Pulp, Paper and People is a well-organized study featuring a detailed chronological table of contents, index and the usual assortment of black and white photographs. The publication focuses on one year in every decade from 1907 to 1987 tracing the progress and regress of the town with each expansion and cutback of the pulp and paper plant.

Meticulous in detail and easy to read, libraries developing local history sections will want to purchase this title.

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

"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 Mills

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.

PROVINCIAL SPECIALIST ASSOCIATIONS 1989-90

All members of a PSA shall be BCTF members: active, associate, affiliate, or honorary.
(See reverse)

FORM VOID AFTER JUNE 30, 1990

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation.

Print your name, address, etc., below.
Check the appropriate association(s).

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"/> \$30.00 Mathematics (K-12)	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$25.00 Special Ed (K-12)	<input type="checkbox"/> \$10.00
42 <input type="checkbox"/> \$25.00 Business Education (8-12)	<input type="checkbox"/> \$15.00	51 <input type="checkbox"/> \$20.00 Modern Languages (K-12)	<input type="checkbox"/> \$10.00	62 <input type="checkbox"/> \$20.00 Drama (K-12)	<input type="checkbox"/> \$10.00
44 <input type="checkbox"/> \$25.00 Counsellors (K-12)	<input type="checkbox"/> \$15.00	52 <input type="checkbox"/> \$20.00 Music (K-12)	<input type="checkbox"/> \$10.00	63 <input type="checkbox"/> \$25.00 Gifted (K-12)	<input type="checkbox"/> \$15.00
45 <input type="checkbox"/> \$25.00 Immersion/Cadre (K-12)	<input type="checkbox"/> \$15.00	53 <input type="checkbox"/> \$20.00 Learning Assistance (K-12)	<input type="checkbox"/> \$10.00	64 <input type="checkbox"/> \$25.00 Hospital/Homebound (K-12)	<input type="checkbox"/> \$10.00
46 <input type="checkbox"/> \$25.00 English (8-12)	<input type="checkbox"/> \$15.00	54 <input type="checkbox"/> \$25.00 Physical Education (K-12)	<input type="checkbox"/> \$15.00	65 <input type="checkbox"/> \$25.00 Computer (K-12)	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$30.00 Home Economics (8-12)	<input type="checkbox"/> \$15.00	55 <input type="checkbox"/> \$25.00 Primary (K-3)	<input type="checkbox"/> \$12.50	66 <input type="checkbox"/> \$15.00 Environmental Ed (K-12)	<input type="checkbox"/> \$12.00
48 <input type="checkbox"/> \$25.00 Intermediate (4-7)	<input type="checkbox"/> \$ 7.50	57 <input type="checkbox"/> \$25.00 Science (K-12)	<input type="checkbox"/> \$10.00	67 <input type="checkbox"/> \$15.00 Rural (K-12)	<input type="checkbox"/> \$ 7.50
49 <input type="checkbox"/> \$30.00 Teacher-Librarians (K-12)	<input type="checkbox"/> \$15.00	58 <input type="checkbox"/> \$20.00 Technology (8-12)	<input type="checkbox"/> \$ 5.00	68 <input type="checkbox"/> \$20.00 Peace & Global Ed (K-12)	<input type="checkbox"/> \$15.00
		59 <input type="checkbox"/> \$25.00 Social Studies (K-12)	<input type="checkbox"/> \$10.00	69 <input type="checkbox"/> \$25.00 ESL PSA (K-12)	<input type="checkbox"/> \$15.00
				70 <input type="checkbox"/> \$25.00 Alternate Ed (K-12)	<input type="checkbox"/> \$10.00

PSA publications are available to non-BCTF members or institutions for the fees noted.

Non-BCTF Members

- 41 \$37.00 Art (K-12)
- 42 \$40.00 Business Education (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 \$40.00 Mathematics (K-12)
- 51 \$25.00 Modern Languages (K-12)
- 52 \$40.00 Music (K-12)
- 53 \$30.00 Learning Assistance (K-12)
- 54 \$30.00 Physical Education (K-12)
- 55 \$40.00 Primary (K-3)
- 57 \$40.00 Science (K-12)
- 58 \$35.00 Technology (8-12)
- 59 \$30.00 Social Studies (K-12)

Non-BCTF Members

- 60 \$40.00 Special Ed (K-12)
- 62 \$25.00 Drama (K-12)
- 63 \$25.00 Gifted (K-12)
- 64 \$40.00 Hospital/Homebound (K-12)
- 65 \$40.00 Computer (K-12)
- 66 \$30.00 Environmental Ed (K-12)
- 67 \$26.00 Rural (K-12)
- 68 \$35.00 Peace & Global Ed (K-12)
- 69 \$40.00 ESL PSA (K-12)
- 70 \$30.00 Alternate Ed (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.

B.C. TEACHERS' FEDERATION, 2235 BURNARD STREET, VANCOUVER, BC V6J 3H9, 731-8121 or 1-800-663-9163

Retain a photocopy of your completed application for your records.

THE BOOKMARK

Index To Volume 30

September 1988-June 1989

compiled by **THOMAS JOHN POPE**, teacher-librarian, Como Lake Junior Secondary School, S.D. #43 (Coquitlam)

The Bookmark, Volume 28 consisting of 4 issues: September (#1), December (#2), March (#3), and June (#4) was published during the 1988-1989 school year by the British Columbia Teacher-Librarians' Association of the British Columbia Teachers' Federation.

Canadian Education Index regularly scan and index The Bookmark.

The regular features "In Circulation", "Editor's Comments", "Chapter Reports", and "Letters to the Editor" have not been included.

Reports on conferences, workshops and seminars will be found together under 'Conference Reports'.

Annual reports of the committees of the Association will be found together under 'Annual Reports'.

The index to the regular feature "BCTLA Reviews" follows the main index.

Adsett, Ken. Contract Implementation Survey: April 1989.	Jun 89:159-163
Adsett, Ken. English 11: Gale References & <u>Lord of the Flies</u>	Mar 89:150
Adsett, Ken. Learning and Working Conditions [1988-89].	Dec 88:120-132; Mar 89:109-113
Adsett, Ken; Rod Sauve and Peter Dawe. Pacific Rim.	Jun 89:133-139
All About Me: A Unit on Families. Isaac, M. Donita.	Sept 88:24-26
Anderson, Sabre and Kathie Hilder. Projects Japan.	Jun 89:144-147
Annual reports:	
President. Diana M. Poole.	Jun 89:14-16
Treasurer. Robyn Smart.	Jun 89:17
<u>The Bookmark</u> Senior Editor. Liz Austrom.	Jun 89:18
Membership. Marilyn Lund.	Jun 89:19
Advertising. Audrey Campbell.	Jun 89:19
BCTLA/BCLA. Lynn Shoop.	Jun 89:19
Nominations. Odie Kaplan.	Jun 89:19
BCTLA Publications. Bill Scott.	Jun 89:20-21
Continuing Education. Jo-Anne Naslund.	Jun 89:22
Archives. Gordon Stubbs.	Jun 89:23
Chapter Relations. Ken Adsett.	Jun 89:23
Education for Teacher-Librarianship. Lynn Shoop, Diana Poole.	Jun 89:24
Annual Reports: Communicating the Library Resource Centre Program. Austrom, Liz.	Sep 88:38-39
An Approach to Learning (Recycled, Renewed and Rejoiced), or Educators Influencing Education. Giles, Judy.	Mar 89:133-137
Ask the Experts [regular feature] Answers to readers' questions, solutions to problems, practical hints, etc. Edited by Yoskyl Webb (Sep 88-Mar 89) and Lee Inkster (Jun 89).Sep 88:94-95; Dec 88:150-151; Mar 89:170; Jun 89:167-168
Australian Literature for Canadian Libraries. Metzler, Nonie.	Mar 89:101-104
Austrom, Liz. Annual Reports: Communicating the Library Resource Centre Program.	Sep 88:38-39
Austrom, Liz. Content Guide: The Other Half of Style, or How To Write Up a Unit of Study for Publication.	Jun 89:127-128
Austrom, Liz. High School Library Experiences in the Fifties.	Jun 89:100-101

Austrom, Liz. Timesavers! : Or How To Find More Time for Cooperative Planning and Teaching.	Sep 88:90-93
Austrom, Liz. Update on the Royal Commission on Education.	Sep 88:60-62
Austrom, Liz and Norma Horner. Social Studies 8: The Middle Ages.	Dec 88:66-75
Awards and Honours: 1989. Award of Merit; Distinguished Service; Ken Haycock Professional Development; Lifetime Memberships.	Jun 89:25-28
Bailey, Jack and Marion Topping. Canada's Home Front During World War II.	Sep 88:36-37
Bailey, Lloyd. The Teacher-Librarian as Research Director.	Sep 88:62
BC Schools' Pacific Rim Telelink Consortium. Norman, Peter and David Porter. Adapted and reported by Carl Stymiest.	Mar 89:41-42
BCTLA Archives Report for 1987-88. Stubbs, Gordon.	Dec 88:141-142
BCTLA Response to the Royal Commission Report.	Dec 88:7-8
B.C. Teacher-Librarians' Association Program 1988-89.	Dec 88:10-11
Berson, Harold. What Is Black and White and Read All Over?	Dec 88:50-52
Beyond Colleen McCullough: Some Great Australian Literature. Metzler, Nonie.	Mar 89:105-106
Beyond Hiawatha: A Bibliography of Juvenile Literature with Native Themes and Content (K-12). Klesner, Peg.	Sep 88:82-89
Bibliography of Wordless Picture Books. Nelles, Barb.	Dec 88:43-45
<u>The Bookmark</u> : A Silver Jubilee, Nearly. Stubbs, Gordon.	Jun 89:111-112
Boyd, Audrey; Michele Gilmore, Mary Stratakos and Barbara Stooke Trowbridge. How Wordless Books May Be Used To Meet Objectives of a Developmental Oral Language Program.	Dec 88:33-42
Brandon, Melodie. A Teacher-Librarian's Experience on the Old Silk Road.	Mar 89:96-97
Brief History of the Central Okanagan Teacher-Librarians' Association.	Jun 89:97-99
A Brief to the Royal Commission on Education: February 1988. Hamilton, Don.	Dec 88:140
Briggs, Kay. Fear and Loathing in Popular Culture.	Dec 88:48-49
Buchanan, Daphne. Vancouver Teacher-Librarians' Association: History.	Jun 89:86-96
Canada's Home Front During World War II. Bailey, Jack and Marion Topping.	Sep 88:36-37
Canadian Advisory Council on the Status of Women. How to Lobby by Letter, by Phone, in Person. [reprinted by permission of the Council]	Sep 88:19-20
Canadian Historical Newspapers. Hall, Barb and Paula Gallagher.	Dec 88:76-78
CANSCAIP West (The Canadian Society of Children's Authors, Illustrators & Performers). A List of Writers Who Live in B.C. and Are Available for Readings and Workshops in B.C. Schools. [Reprinted with permission of CANSCAIP]	Sep 88:70-79
The Celluloid Spare, and How To Improve It [regular feature] Heath, Chuck.	Sep 88:104-108; Dec 88:162-168; Jun 89:183-189
Cereal Seduction. Walsh, Cindy; Joyce Page and Marilyn Gallagher. Revised by Barbara Smith.	Dec 88:55-62
Cities. Guy, Jasna and Wendy Shaw.	Dec 88:103
Conference Reports:	
Focus on the Pacific Rim. Vancouver, Jun 1988.	Mar 89:19-28
Getting On Line: School Libraries and the Future. British Columbia Teacher-Librarians' Association. Harrison Hot Springs, Apr 1988.	Sep 88:40-58
Western School Library Conference. Calgary, Oct 1988.	Dec 88:137-139
Content Guide: The Other Half of Style, or How To Write Up a Unit of Study for Publication. Austrom, Liz.	Jun 89:127-128
Continuing Education News. Naslund, Jo-Anne.	Mar 89:116-117
Contract Implementation Survey: April 1989. Adsett, Ken.	Jun 89:159-163
Co-operative Programme Planning and Teaching Theme: The Past Is the Key to the Present.... And the Future. Gorrell, Peter and Yoskyl Webb.	Dec 88:94-102
CSLA Guidelines for Effective School Library Programs.	Mar 89:115
CSLA To Make Decisions, Take Risks, at AGM. Thacker, Angela.	Jun 89:13
Current Events Made Easy (Or Easier!): Economics 12. Green, M.T. and W. Walsh.	Jun 89:130-132
Curriculum and Library Resource Services and Programs in British Columbia: 1850-1980. Hall, Barb.	Jun 8:70-78
Davies, Beverly. Turn Onto the Transcanada Highway to Canadian Books.	Dec 88:104-113
Dawe, P. and Ken Adsett. Napoleon.	Dec 88:27-28
Doerksen, Donna. Notes and News [regular feature]	Sep 88:102-103; Dec 88:157-161; Mar 89:179-182; Jun 89:169-176

The Dragon: A "Buddy" Unit. Gregory, Eleanor and Mike Galliford.	Jun 89:155-158
Dragons--East and West. Price, Bev; Lina D'Onofrio and Marsha Ivany.	Dec 88:82-93
Drama and Puppetry. Seaman, Susan and Joan Wilby.	Dec 88:22-26
Dunbar, Linda. Professional Reading [regular feature]:	
Pacific Rim.	Mar 89:185-187
Visual Literacy.	Dec 88:169-174
English 11: Gale References & <u>Lord of the Flies</u> . Adsett, Ken.	Mar 89:150
Evaluation of School Library Resource Centres. Hall, Barb.	Sep 88:80-81
The Executive Secretary Makes Travel Arrangements. Hall, Barb and Rosemary Annis.	Jun 89:149-151
Farquharson, Michelle. Wangadoodle.	Mar 89:145-147
Fear and Loathing in Popular Culture. Briggs, Kay.	Dec 88:48-49
Ferrari, John. Oasis in the Rainforest: School Libraries in Northern Vancouver Island.	Jun 89:66-69
Focus on China. Phillips, Lynne, et. al.	Mar 89:48-74
Funk, Grace. Harwood Demonstration School Library Project 1971-1975.	Jun 89:60-61
George, Eila; Bev Greening and Kathy Morgan. Orienting to Japan.	Mar 89:80-91
Getting To Know Tony Ross. Innes, Gail and Nina Slobodian.	Mar 89:148-149
Giles, Judy. An Approach to Learning (Recycled, Renewed and Rejoiced), or Educators Influencing Education.	Mar 89:133-137
Good Viewing: Seven Great Visual Field Trips of the Lower Mainland. Walsh, Willa.	Dec 88:114-117
Gorrell, Peter and Yoskyl Webb. Co-operative Programme Planning and Teaching Theme: The Past Is the Key to the Present..... And the Future.	Dec 88:94-102
Grace D'Arcy: Pioneer of Qualicum School Libraries. Morgan, Candice.	Jun 89:106-109
Green, Meryn T. Student Critical Evaluation Sheet for Visual Presentations.	Dec 88:118-119
Green, M.T. and W. Walsh. Current Events Made Easy (Or Easier!): Economics 12.	Jun 89:130-132
Gregory, Eleanor and Mike Galliford. The Dragon: A "Buddy" Unit.	Jun 89:155-158
Guide for Planning a Workshop. Shields, Patricia.	Sep 88:59
Guy, Jasna and Wendy Shaw. Cities.	Dec 88:103
Guy, Jasna; Debra Simmons and Wendy Shaw. Surrealists/ Dadaists.	Dec 88:64-65
Hall, Barb. Curriculum and Library Resource Services and Programs in British Columbia: 1850-1980.	Jun 89:70-78
Hall, Barb. Evaluation of School Library Resource Centres.	Sep 88:80-81
Hall, Barb. The Pacific Rim: Free and Inexpensive Materials.	Mar 89:171-174
Hall, Barb and Rosemary Annis. The Executive Secretary Makes Travel Arrangements.	Jun 89:149-151
Hall, Barb and Paula Gallagher. Canadian Historical Newspapers.	Dec 88:76-78
Hamilton, Don. A Brief to the Royal Commission on Education: February 1988.	Dec 88:140
Hamilton, Don. The Other Hand.	Mar 89:164-165
Harwood Demonstration School Library Project 1971-1975. Funk, Grace.	Jun 89:60-61
Hay, Lesley; Garvin Moles and Vicki Strachan. Pac Rim Rock: Geography of the Pacific Rim.	Mar 89:43-47
Heath, Chuck. The Celluloid Spare, and How To Improve It [regular feature]	Sep 88:104-108; Dec 88:162-168; Jun 89:183-189
Here Come de Judge. Spearman, Bob and Willa Walsh.	Sep 88:10-15
Heroes and Heroines. Innes, Gail.	Mar 89:138-139
High School Library Experiences in the Fifties. Austrom, Liz.	Jun 89:100-101
A History of Book Selection and Censorship in the Public Schools of British Columbia. Poole, Diana.	Jun 89:79-85
The Hong Kong Education System.	Mar 89:75-77
How Visual the Overhead? Poole, Diana.	Dec 88:79
How Wordless Books May Be Used To Meet Objectives of a Developmental Oral Language Program. Boyd, Audrey; Michele Gilmore, Mary Stratakos and Barbara Stooke Trowbridge.	Dec 88:33-42
Index to Cooperative Units Published in <u>The Bookmark</u> , Volumes 26-29 (September 1984- June 1988) and <u>Fuel for Change</u> . Pope, Thomas John.	Sep 88:114-121
Inkster, Lee. Ask the Experts [regular feature] Answers to readers' questions, solutions to problems, practical hints, etc. Edited by Yoskyl Webb (Sep 88-Mar 89) and Lee Inkster (Jun 89).	Sep 88:94-95; Dec 88:150-151; Mar 89:170; Jun 89:167-168
Innes, Gail. Heroes and Heroines.	Mar 89:138-139
Innes, Gail and Nina Slobodian. Getting To Know Tony Ross.	Mar 89:148-149

Integrating Technology into the Curriculum. Stoffberg, Bob.	Sep 88:16-18
Introducing RIB-IT: A Reading Motivation Program for Grade 8. Metzler, Nonie.	Dec 88:29-30
Isaac, M. Donita. All About Me: A Unit on Families.	Sep 88:24-26
Japan: A Contract Study. Jordan, Donna and Nadine Trifunovich Allen.	Mar 89:91-95
Jordan, Donna and Nadine Trifunovich Allen. Japan: A Contract Study.	Mar 89:91-95
Klesner, Peg. Beyond Hiawatha: A Bibliography of Juvenile Literature with Native Themes and Content (K-12).	Sep 88:82-89
Kovach, Gerry. Recent Periodicals and Their Curriculum Matches.	Jun 89:140-142
Learning and Working Conditions [1988-89]. Adsett, Ken.	Dec 88:120-132; Mar 89:109-113
A List of Writers Who Live in B.C. and Are Available for Readings and Workshops in B.C. Schools. CANSCAIP West (The Canadian Society of Children's Authors, Illustrators & Performers). [Reprinted with permission of CANSCAIP)	Sep 88:70-79
London, Bev and Barb Smith. Visual Literacy: A Picture Book Bibliography.	Dec 88:46-47
Making Simple Pop-Ups. Saltman, Janet and Le Ann Babulal.	Mar 89:151-163
Martin, Sheilagh. Ted Harrison Look-alikes.	Dec 88:63
Maskell, Trish. Tidbits--From the BCTLA <u>Newsletter</u> and <u>The Bookmark</u>	Jun 89:64-66
McCallum, Rob. Visual Literacy: The Orphan of the Curriculum.	Dec 88:17-21
McGillivray, Alison and Carol Pollock. Track and Field.	Sep 88:21-23
Membership in the BCTLA. Poole, Diana.	Dec 88:13
Metcalf, June. A Pac Rim Cultural Experience in an Elementary School.	Mar 89:100
Metzler, Nonie. Australian Literature for Canadian Libraries.	Mar 89:101-104
Metzler, Nonie. Beyond Colleen McCullough: Some Great Australian Literature.	Mar 89:105-106
Metzler, Nonie. Introducing RIB-IT: A Reading Motivation Program for Grade 8.	Dec 88:29-30
Miller, Carol and Liz Austrom. Selkirk Demonstration School Library.	Jun 89:62-63
Morgan, Candice. Grace D'Arcy: Pioneer of Qualicum School Libraries.	Jun 89:106-109
Napoleon. Dawe, P. and Ken Adsett.	Dec 88:27-28
Naslund, Jo-Anne. Continuing Education News.	Mar 89:116-117
Nelles, Barb. Bibliography of Wordless Picture Books.	Dec 88:43-45
Niehaus, Marj and Anne Rowe. The Prince George District Teacher-Librarians' Association.	Jun 89:102-105
Norman, Peter and David Porter. BC Schools' Pacific Rim Telelink Consortium. Adapted and reported by Carl Szymiest.	Mar 89:41-42
Notes and News [regular feature] Doerksen, Donna.	Sep 88:102-103; Dec 88:157-161; Mar 89:179-182; Jun 89:169-176
Oasis in the Rainforest: School Libraries in Northern Vancouver Island. Ferrari, John.	Jun 89:66-69
Orienting to Japan. George, Eila; Bev Greening and Kathy Morgan.	Mar 89:80-91
The Other Hand. Hamilton, Don.	Mar 89:164-165
A Pac Rim Cultural Experience in an Elementary School. Metcalf, June.	Mar 89:100
Pac Rim Rock: Geography of the Pacific Rim. Hay, Lesley; Garvin Moles and Vicki Strachan.	Mar 89:43-47
Pacific Rim. Adsett, Ken; Rod Sauve and Peter Dawe.	Jun 89:133-139
The Pacific Rim: Free and Inexpensive Materials. Hall, Barb.	Mar 89:171-174
Pacific Rim Curriculum Development Initiatives. Szymiest, Carl.	Jun 89:152-153
Parungao, Pat. Real Men Climb Walls.	Mar 89:98-99
Phillips, Lynne, et. al. Focus on China.	Mar 89:48-74
Point/Counterpoint [occasional feature] Comment and controversy regarding issues of interest to teacher-librarians.	Mar 89:167-169
Poole, Diana. A History of Book Selection and Censorship in the Public Schools of British Columbia.	Jun 89:79-85
Poole, Diana. How Visual the Overhead?	Dec 88:79
Poole, Diana. Membership in the BCTLA.	Dec 88:13
Pope, Thomas John. Index to Cooperative Units Published in <u>The Bookmark</u> , Volumes 26-29 (September 1984-June 1988) and <u>Fuel for Change</u>	Sep 88:114-121
The Portrait [regular feature] Smith, Mercedes:	
Dorothy Livesay.	Jun 89:182
Nicola Morgan.	Dec 88:156
Ann Walsh.	Sep 88:100-101
Paul Yee.	Mar 89:178
Presidents of the BCSLA and BCTLA.	Jun 89:31

Price, Bev; Lina D'Onofrio and Marsha Ivany. Dragons--East and West.	Dec 88:82-93
The Prince George District Teacher-Librarians' Association. Niehaus, Marj and Anne Rowe.	Jun 89:102-105
Professional Reading [regular feature]. Dunbar, Linda:	
Pacific Rim.	Mar 89:185-187
Visual Literacy.	Dec 88:169-174
Projects Japan. Anderson, Sabre and Kathie Hilder.	Jun 89:144-147
Reading Checklist [regular feature] Survey of recent professional reading for teacher-librarians.	
Austrom, Liz.	Sep 88:96-98; Dec 88:152-155; Mar 89:175-177; Jun 89: 178-181
Real Men Climb Walls. Parungao, Pat.	Mar 89:98-99
Recent Periodicals and Their Curriculum Matches. Kovach, Gerry.	Jun 89:140-142
Reflections on the BCTLA Archives. Stubbs, Gordon.	Jun 89:119-121
Rehlinger, Linda. A Survey of 32 Small and Medium-Sized School Districts in British Columbia.	Mar 89:118-131
Rehlinger, Linda. Using an AppleWorks Database with Art Prints: An Aid To Finding "The Right Print for Today's Lesson".	Dec 88:80-81
Rehlinger, Linda; Trish Nelson and Bob Adamson. Storytelling with Wordless Books.	Dec 88:31-32
Research Skills and Process. Ross, Leslie and Garey Johnson.	Sep 88:27-31
Rosen, Keiko Ishihara. School Libraries in Japan.	Mar 89:78-79
Ross, Leslie and Garey Johnson. Research Skills and Process.	Sep 88:27-31
Sales, Diane and Beverly Stewart. Stations Unit on Japan.	Mar 89:29-39
Saltman, Janet and Le Ann Babulal. Making Simple Pop-Ups.	Mar 89:151-163
Sbrocchi, Frances M. School Libraries in British Columbia: From Boxes of Books to Resource Centres, 1872-1970.	Jun 89:32-59
School Libraries in British Columbia: From Boxes of Books to Resource Centres, 1872-1970. Sbrocchi, Frances M.	Jun 89:32-59
School Libraries in Japan. Rosen, Keiko Ishihara.	Mar 89:78-79
Seaman, Susan and Joan Wilby. Drama and Puppetry.	Dec 88:22-26
Selkirk Demonstration School Library. Miller, Carol and Liz Austrom.	Jun 89:62-63
Shields, Patricia. Guide for Planning a Workshop.	Sep 88:59
Smith, Barbara. Cereal Seduction. Walsh, Cindy; Joyce Page and Marilyn Gallagher. Revised by Barbara Smith.	Dec 88:55-62
Smith, Barbara. Unit Evaluation.	Jun 89:125-126
Smith, Mercedes. The Portrait [regular feature]:	
Dorothy Livesay.	Jun 89:182
Nicola Morgan.	Dec 88:156
Ann Walsh.	Sep 88:100-101
Paul Yee.	Mar 89:178
Smith, Mercedes. Writers' Fair in Surrey.	Sep 88:34
Social Studies 8: The Middle Ages. Austrom, Liz and Norma Horner.	Dec 88:66-75
Spearman, Bob and Willa Walsh. Here Come de Judge.	Sep 88:10-15
Spring-Gifford, Christine. Who Are the Pioneers? [reprinted from <u>School Libraries in Canada</u>]	Jun 89:69-70
Stations Unit on Japan. Sales, Diane and Beverly Stewart.	Mar 89:29-39
Stoffberg, Bob. Integrating Technology into the Curriculum.	Sep 88:16-18
Storytelling with Wordless Books. Rehlinger, Linda; Trish Nelson and Bob Adamson.	Dec 88:31-32
Student Authors. Waugh, Barb.	Sep 88:32
Student Critical Evaluation Sheet for Visual Presentations. Green, Meryn T.	Dec 88:118-119
Stymiest, Carl. BC Schools' Pacific Rim Telelink Consortium. Norman, Peter and David Porter. Adapted and reported by Carl Stymiest.	Mar 89:41-42
Stymiest, Carl. Pacific Rim Curriculum Development Initiatives.	Jun 89:152-153
Stubbs, Gordon. BCTLA Archives Report for 1987-88.	Dec 88:141-142
Stubbs, Gordon. <u>The Bookmark</u> : A Silver Jubilee, Nearly.	Jun 89:111-112
Stubbs, Gordon. Reflections on the BCTLA Archives.	Jun 89:119-121
Surrealists/Dadaists. Guy, Jasna; Debra Simmons and Wendy Shaw.	Dec 88:64-65
A Survey of 32 Small and Medium-Sized School Districts in British Columbia. Rehlinger, Linda.	Mar 89:118-131
A Teacher-Librarian's Experience on the Old Silk Road. Brandon, Melodie.	Mar 89:96-97
Ted Harrison Look-alikes. Martin, Sheilagh.	Dec 88:63
Thacker, Angela. CSLA To Make Decisions, Take Risks, at AGM.	Jun 89:13

Tidbits--From the BCTLA <u>Newsletter</u> and <u>The Bookmark</u> . Maskell, Trish.	Jun 89:64-66
Timesavers! : Or How To Find More Time for Cooperative Planning and Teaching. Austrom, Liz.	Sep 88:90-93
To Have or Not To Have? That is the Question. . . . Walsh, Willa.	Jun 89:113-115
Track and Field. McGillivray, Alison and Carol Pollock.	Sep 88:21-23
Turn Onto the Transcanada Highway to Canadian Books. Davies, Beverly.	Dec 88:104-113
Unit Evaluation. Smith, Barbara.	Jun 89:125-126
Update on the Royal Commission on Education. Austrom, Liz.	Sep 88:60-62
Using an AppleWorks Database with Art Prints: An Aid To Finding "The Right Print for Today's Lesson". Rehlinger, Linda.	Dec 88:80-81
Vancouver Teacher-Librarians' Association: History. Buchanan, Daphne.	Jun 89:86-96
Visual Literacy: A Picture Book Bibliography. London, Bev and Barb Smith.	Dec 88:46-47
Visual Literacy: The Orphan of the Curriculum. McCallum, Rob.	Dec 88:17-21
Visual Literacy in The Social Studies. Walsh, Willa.	Dec 88:53-54
Walsh, Cindy; Joyce Page and Marilyn Gallagher. Revised by Barbara Smith. Cereal Seduction.	Dec 88:55-62
Walsh, Willa. Good Viewing: Seven Great Visual Field Trips of the Lower Mainland.	Dec 88:114-117
Walsh, Willa. To Have or Not To Have? That is the Question.....	Jun 89:113-115
Walsh, Willa. Visual Literacy in The Social Studies.	Dec 88:53-54
Wangadoodle. Farquharson, Michelle.	Mar 89:145-147
Waugh, Barb. Student Authors.	Sep 88:32
Webb, Yoskyl. Ask the Experts [regular feature] Answers to readers' questions, solutions to problems, practical hints, etc. Edited by Yoskyl Webb (Sep 88-Mar 89) and Lee Inkster (Jun 89).	Sep 88:94-95; Dec 88:150-151; Mar 89:170; Jun 89:167-168
Webb, Yoskyl. West Meets East--A Must-Read!	Mar 88:174
West Meets East--A Must-Read! Webb, Yoskyl.	Mar 88:174
What Is Black and White and Read All Over? Berson, Harold.	Dec 88:50-52
Who Are the Pioneers? Spring-Gifford, Christine. [reprinted from <u>School Libraries in Canada</u>]	Jun 89:69-70
Writers' Fair in Surrey. Smith, Mercedes.	Sep 88:34
You Can Do It! [reprinted from <u>Canadian Living</u>]	Dec 88:145

INDEX TO BCTLA REVIEWS

Published in The Bookmark
Volume 30 (September 1988-June 1989)

compiled by THOMAS JOHN POPE, teacher-librarian, Como Lake Junior
Secondary School, S.D. #43 (Coquitlam)

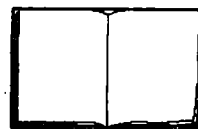
The 1st Story, The First Story. Thompson, Richard.	Jun 89:193
The Accidental Airline: Spilsbury's QCA. White, Howard.	Mar 89:192
After Native Claims? : The Implications of Comprehensive Claims Settlements for Natural Resources in British Columbia. Cassidy, Frank.	Jun 89:194
Almanac/Calendar 1989.	Mar 89:190
Armstrong, Katerine L. Fragrant Basketry: The Pine Needle and Raffia Handbook.	Sep 88:132
Baxter, Sheila. No Way To Live: Poor Women Speak Out.	Dec 88:178
B.C. Provincial Police Stories. Clark, Cecil.	Sep 88:128
Beardsley, Doug. A Dancing Star.	Sep 88:135
Becoming My Father. Liman, Claude.	Jun 89:199
Bed & Breakfast Pot-pourri: A Guide for Bed and Breakfast Hosts & Hostesses. Kenyon, Janice.	Sep 88:132
Big Jim Ryan. Reynolds, Reg.	Jun 89:200
Bowers, Elizabeth. Ladies' Night.	Mar 89:189
Brett, Brian. Evolution in Every Direction.	Dec 88:182
Brett, Brian. The Fungus Garden.	Jun 89:192
Cameron, Anne. Lazy Boy.	Sep 88:129
Cameron, Anne. Spider Woman.	Sep 88:130
Canada in the European Age, 1453-1919. Naylor, R.T.	Dec 88:184
Canadian Fitness Sourcebook: Organizations & Resource Materials.	Jun 89:196
The Canadian Jewish Outlook Anthology.	Mar 89:197
The Canadian Secretary's Handbook: An On-the-job Guide for Office Professionals. Morton, Anne.	Jun 89:198
Cassidy, Frank. After Native Claims? : The Implications of Comprehensive Claims Settlements for Natural Resources in British Columbia.	Jun 89:194
The Cat Lady from Koo Koo Nut Bay [kit]. Dixon, George.	Jun 89:191
Christensen, Peter. To Die Ascending.	Jun 89:198
Clark, Cecil. B.C. Provincial Police Stories.	Sep 88:128
Clayton, Rhonda. Special Notes for Special Kids.	Jun 89:191
Cooking Without Mom.	Sep 88:131
A Dancing Star. Beardsley, Doug.	Sep 88:135
Dixon, George. The Cat Lady from Koo Koo Nut Bay [kit].	Jun 89:191
Ellis, Megan. Surviving: Procedures After Sexual Assault.	Jun 89:195
Evans, Margaret. You're All Grown Up.	Jun 89:201
Evolution in Every Direction. Brett, Brian.	Dec 88:182
Ex Perimeter. Konyves, Tom.	Jun 89:199
Exploring the Teaching Milieu.	Jun 89:195
The 1st Story, The First Story. Thompson, Richard.	Jun 89:193
Fishing with John. Igaluer, Edith.	Mar 89:198
Food in Peru. Wakan, Elias.	Dec 88:180
Fort Steele: Here History Lives. White, Derryll.	Dec 88:186
Fragrant Basketry: The Pine Needle and Raffia Handbook. Armstrong, Katerine L.	Sep 88:132
The Fraser River, British Columbia, Canada.	Mar 89:197
Free Trade and the New Right Agenda. Warnock, John W.	Dec 88:179
From My Window. Wagner, Gordon.	Sep 88:138
The Fungus Garden. Brett, Brian.	Jun 89:192
Gallerie: Women's Art.	Mar 89:194
Gardening Between Frosts: A Hands and Knees Look at "Northern" Gardening. Havard, Dave.	Jun 89:197
Gardens West: The Magazine for B.C. Gardeners.	Sep 88:130

Ghost Towns and Drowned Towns of West Kootenay. Turnbull, Elsie G.	Dec 88:185
Glancing Back: Reflections and Anecdotes on the History of Vancouver's Public Schools.	Dec 88:179
Gourley, Catherine. Island in the Creek: The Granville Island Story.	Sep 88:139
Great Religions of Our Time. Resford, Eliza.	Sep 88:127
Greater Vancouver from the Air. Hadel, Hajo.	Mar 89:198
Guidebook.	Sep 88:136
The Gumboot Navy: Memories of the Men Who Served in the Fishermen's Reserve. Popp, Carol. ...	Jun 89:194
Gynn. Muir, Mary Jane.	Sep 88:125
Hadel, Hajo. Greater Vancouver from the Air.	Mar 89:198
Havard, Dave. Gardening Between Frosts: A Hands and Knees Look at "Northern" Gardening.	Jun 89:197
Hunt, F. TEV Princess Marguerite: A Souvenir of the Past and the Present.	Dec 88:180
Hunter, Tom. Wildlife of Western Canada.	Jun 89:196
I Have To See This! Thompson, Richard.	Sep 88:125
I Will Bring You Berries. Mallinson, Jean.	Sep 88:126
Igaluer, Edith. Fishing with John.	Mar 89:198
Imagibook: An Imagination Market Construction and Ideas Guide. Trivett, Daphne.	Mar 89:194
Island in the Creek: The Granville Island Story. Gourley, Catherine.	Sep 88:139
Island in Trust. Sweet, Arthur Fielding.	Mar 89:191
Jakober, Marie. A People in Arms.	Sep 88:126
James, George. Virgin Furrows and Whittlin' Stories.	Sep 88:135
Japan Slide Set [slide]. Wakan, Naomi.	Mar 89:199
The Jesse James Poems. Jiles, Paulette.	Mar 89:195
Jewitt, John R. White Slaves of the Nootka.	Sep 88:137
Jiles, Paulette. The Jesse James Poems.	Mar 89:195
Kenyon, Janice. Bed & Breakfast Pot-pourri: A Guide for Bed and Breakfast Hosts & Hostesses.	Sep 88:132
Kenyon, Janice. The Victoria Dinner Party Cookbook.	Sep 88:131
Konyves, Tom. Ex Perimeter.	Jun 89:199
Kootenay Journal.	Dec 88:184
Ladies' Night. Bowers, Elizabeth.	Mar 89:189
Lazy Boy. Cameron, Anne.	Sep 88:129
League of Canadian Poets. Who's Who in the League of Canadian Poets.	Mar 89:196
Lewthwaite, Nancy J. Mental Aerobics: A Resource Manual of Mentally Stimulating Group Activities.	Sep 88:133
Liman, Claude. Becoming My Father.	Jun 89:199
The Long Distance Grandmother: How To Stay Close to Distant Grandchildren. Wassermann, Selma.	Mar 89:191
Lord of Point Grey: Larry MacKenzie of U.B.C. Waite, P.B.	Sep 88:139
Mallinson, Jean. I Will Bring You Berries.	Sep 88:126
McAlpine, Mary. The Other Side of Silence: A Life of Ethel Wilson.	Jun 89:199
Mental Aerobics: A Resource Manual of Mentally Stimulating Group Activities. Lewthwaite, Nancy J.	Sep 88:133
Miller, Mary Jane. Turn up the Contrast: CBC Television Drama Since 1952.	Sep 88:134
Morgan, Nicola. Temper, Temper.	Jun 89:192
Morton, Anne. The Canadian Secretary's Handbook: An On-the-job Guide for Office Professionals. .	Jun 89:198
Muir, Mary Jane. Gynn.	Sep 88:125
Nash, Nancy. To Give Our Love: Hand in Mine [sound recording]	Sep 88:133
Naylor, R.T. Canada in the European Age, 1453-1919.	Dec 88:184
Next Galaxy on the Right, Please. Reese, Don.	Sep 88:135
No Way To Live: Poor Women Speak Out. Baxter, Sheila.	Dec 88:178
The Other Side of Silence: A Life of Ethel Wilson. McAlpine, Mary.	Jun 89:199
Outlaws & Lawmen of Western Canada.	Sep 88:137
Payne-O'Connor, Josephine. Sharing Power: A Political Skills Handbook.	Dec 88:177
A People in Arms. Jakober, Marie.	Sep 88:126
Peru Slide Set [slide]. Wakan, Naomi.	Mar 89:199
Popp, Carol. The Gumboot Navy: Memories of the Men Who Served in the Fishermen's Reserve. ...	Jun 89:194
A Progression of Judges: A History of the Real Travel. Verchere, David R.	Dec 88:183
Recipes of British Columbia, Canada.	Dec 88:181
Reese, Don. Next Galaxy on the Right, Please.	Sep 88:135

Resford, Eliza. Great Religions of Our Time.	Sep 88:127
Reynolds, Reg. Big Jim Ryan.	Jun 89:200
Saltwater City: An Illustrated History of the Chinese in Vancouver. Yee, Paul.	Jun 89:202
Sawyer, Don. Where the Rivers Meet.	Jun 89:193
Sharing Power: A Political Skills Handbook. Payne-O'Connor, Josephine.	Dec 88:177
Shrink Resistant: The Struggle Against Psychiatry in Canada.	Mar 89:193
Siska, Heather Smith. We Are the Shuswap.	Jun 89:201
Southeasterly. Wreggitt, Andrew.	Dec 88:182
Special Notes for Special Kids. Clayton, Rhonda.	Jun 89:191
Spider Woman. Cameron, Anne.	Sep 88:130
Strong Voices: Conversations with Fifty Canadian Authors. Twigg, Alan.	Mar 89:195
The Supreme Court of Canada Decision on Abortion.	Mar 89:192
Surviving: Procedures After Sexual Assault. Ellis, Megan.	Jun 89:195
Sweet, Arthur Fielding. Island in Trust.	Mar 89:191
TEV Princess Marguerite: A Souvenir of the Past and the Present. Hunt, F.	Dec 88:180
Temper, Temper. Morgan, Nicola.	Jun 89:192
Thompson, Richard. The 1st Story, The First Story.	Jun 89:193
Thompson, Richard. I Have To See This!	Sep 88:125
To Die Ascending. Christensen, Peter.	Jun 89:198
To Give Our Love: Hand in Mine [sound recording] Nash, Nancy.	Sep 88:133
Trivett, Daphne. Imagibook: An Imagination Market Construction and Ideas Guide.	Mar 89:194
The True North Strong & Free? : Proceedings of A Public Inquiry into Canadian Defence Policy and Nuclear Arms.	Sep 88:127
Turn up the Contrast: CBC Television Drama Since 1952. Miller, Mary Jane.	Sep 88:134
Turnbull, Elsie G. Ghost Towns and Drowned Towns of West Kootenay.	Dec 88:185
Twigg, Alan. Strong Voices: Conversations with Fifty Canadian Authors.	Mar 89:195
Verchere, David R. A Progression of Judges: A History of the Supreme Court of British Columbia.	Dec 88:178
The Victoria Dinner Party Cookbook. Kenyon, Janice.	Sep 88:131
The Video Kid. Weir, Ian.	Mar 89:190
Virgin Furrows and Whittlin' Stories. James, George.	Sep 88:135
Wagner, Gordon. From My Window.	Sep 88:138
Waite, P.B. Lord of Point Grey: Larry MacKenzie of U.B.C.	Sep 88:139
Wakan, Elias. Food in Peru.	Dec 88:180
Wakan, Naomi. Japan Slide Set [slide].	Mar 89:199
Wakan, Naomi. Peru Slide Set [slide].	Mar 89:199
Warnock, John W. Free Trade and the New Right Agenda.	Dec 88:179
Wassermann, Selma. The Long Distance Grandmother: How To Stay Close to Distant Grandchildren.	Mar 89:191
We Are the Shuswap. Siska, Heather Smith.	Jun 89:201
Weir, Ian. The Video Kid.	Mar 89:190
Where the Rivers Meet. Sawyer, Don.	Jun 89:193
White, Derryll. Fort Steele: Here History Lives.	Dec 88:186
White, Howard. The Accidental Airline: Spilsbury's QCA.	Mar 89:192
White Slaves of the Nootka. Jewitt, John R.	Sep 88:137
Who's Who in the League of Canadian Poets. League of Canadian Poets.	Mar 89:196
Who's Who in the Writers' Union of Canada: A Directory of Members. Writers' Union of Canada. .	Dec 88:181
Wildlife of Western Canada. Hunter, Tom.	Jun 89:196
A World of Difference: Every Student's Guide to Off-Beat Work, Travel and Study Opportunities. Yarmoshuk, Lisa.	Sep 88:128
Wreggitt, Andrew. Southeasterly.	Dec 88:182
Writers' Union of Canada. Who's Who in the Writers' Union of Canada: A Directory of Members. .	Dec 88:181
Yarmoshuk, Lisa. A World of Difference: Every Student's Guide to Off-Beat Work, Travel and Study Opportunities.	Sep 88:128
Yee, Paul. Saltwater City: An Illustrated History of the Chinese in Vancouver.	Jun 89:202
You're All Grown Up. Evans, Margaret.	Jun 89:201
Zen Forest. Zonailo, Carolyn.	Dec 88:183
Zonailo, Carolyn. Zen Forest.	Dec 88:183

BCTLA REVIEWS

c/o Curriculum Resources Processing Centre
2530 East 43rd Avenue
Vancouver, B.C. V1T 7Z3



BCTLA REVIEWS always welcomes new reviewers to take the pressure off of our "faithful few". This is an excellent way to receive books before they even appear in the bookstores!

Please fill out the application form and photocopy blanks for your colleagues. A copy of our Guidelines for Reviewers is mailed with the first item that you receive. My computer make every effort not to send things to you too often during the year. It also tries to match the materials with your interests, so fill out the form carefully.

If you already are a reviewer, send in a new form if you want to update your interests. Remember to notify us if you change your mailing address. We spend a lot of time and money shipping books around the province to outdated addresses.

NAME _____	DATE _____	
MAILING ADDRESS _____		
_____	HOME PHONE _____	
SCHOOL _____	DISTRICT _____	POSITION _____
1. Level: Primary ___ Intermediate ___ Jr. Sec ___ Sr. Sec ___	2. Media Type: Print ___ Non-Print ___ Both ___	
3. Subjects:		
Fiction ___ Science Fiction ___ Mysteries ___ Humour ___ Picture Books ___ Drama ___ Poetry ___ Folklore ___		
Art ___ Music ___ Handicrafts ___ Hobbies ___ Photography ___ Gardening ___		
Geography ___ History ___ Local Histories ___ Biography ___ Native Indians ___ Travel Guides ___ Farming ___		
Science: (Specify) _____		
Biology ___ Chemistry ___ Physics ___ Archaeology ___ Astronomy ___ Outdoor Education ___ Nature ___ Ecology ___		
Social Sciences: (Specify) _____		
Psychology ___ Sociology ___ Economics ___ Law ___ Political Science ___ Education ___ Women's issues ___		
Multiculturalism ___ Consumerism ___ Health ___ Handicapped ___ Bibliotherapy ___		
Home Economics ___ Cookbooks ___ Industrial Arts ___ Business Education ___ Computers ___ French Immersion ___		
Religion ___ Architecture ___ Antiques ___ P.E. ___ Sports ___ Aviation ___ Boating ___ Skiing ___		
4. Special interests, hobbies, previous experience, qualifications, etc.: _____		

BCTLA 1989-90 DIRECTORY

PRESIDENT

Diana Poole
46875 Eric Drive
Chilliwack, BC
V2P 3M5
H: 792-2197
S: 795-7295

CORRESPONDING SECRETARY

Steven Harris
2215 Stewart Avenue
Courtenay, BC V9N 3J1
H: 334-4222
S: 338-9262

PUBLICATIONS COORDINATOR

Donna Doerksen
4108 Edinburgh Street
Burnaby, BC
V5C 1R9
H: 294-8523
S: 734-5101

CONTINUING EDUCATION

Joanne Naslund
C7—3545 East 43rd Avenue
Vancouver, BC V5R 5X5
H: 434-1081; W: 228-3767

ARCHIVES

Gordon Stubbs
4830 Osler Street
Vancouver, BC V6H 2Y7
H: 738-0954

VICE-PRESIDENT & CHAPTER RELATIONS

Patricia Finlay 2
5649 Carson Street
Burnaby, BC V5J 2Z4
H: 438-6269
S: 420-3619

RECORDING SECRETARY

Odie Kaplan
3526 West 3rd Avenue
Vancouver, BC V6R 1L7
H: 733-7389
S: 437-4511

BCTLA REVIEWS EDITOR

Dianne Driscoll
816 Alderside Road
Port Moody, BC
V3H 3A5
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
451 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 PERSON

Adrienne Betty
Calgary Board of Education
3610 9th Street SE
Calgary, Alberta T2G 3C5
H: (403) 289-4976
W: (403) 294-8724

UBC CONTACT: Ron Jobe

UVIC CONTACT: Don Hamilton

THE BOOKMARK EDITORIAL BOARD

Senior Editor

Liz Austrom
3675 West 39th Avenue
Vancouver, BC V6N 3A6
H: 263-3987
S: 731-1131 (local 349)

Elaine Clague
55 — 2212 Folkestone Way
West Vancouver, BC V7S 2X7
H: 922-8753 S: 986-2351

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

Lena D'Onofrio
306-6688 Willingdon Ave
Burnaby, BC V5H 2V8
H: 436-3722; S: 682-8022

Mercedes Smith
7771 Wansford Drive
Delta, BC V4C 7T1
H: 594-4230; S: 596-3445

Donna Doerksen
Dianne Driscoll
(addresses above)

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

Advertising Manager

Alwynn Pollard
3516 West 33rd Ave
Vancouver, BC V6N 2H4
H: 263-7600; S: 224-4321

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

HUMOUR ME!

ADVERTISING MANAGER

Alwynn Pollard
3516 West 33rd Avenue
Vancouver, BC
V6N 2H4 H: 263-7600

SALES:

Fuel For Change
Implementing Change and
French Subject Headings

Bill Scott
Box 985
Hope, BC
V0X 1L0 H: 869-5238

SALES:

Links to Literature
Imagination or Reality

Dianne Rabel
1501 — 2nd Avenue
Prince Rupert, BC
V8J 1J5 H: 627-7132



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.